

IMPROVING EMOTIONAL STABILITY IN INDIVIDUAL WITH BIPOLAR DISORDER THROUGH EMOTIONAL REGULATORY INTERVENTION

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ABSTRACT

Bipolar disorder is one of the psychological disorders that came from mood disorders. Individuals with bipolar disorder have two distinct episodes of this disorder, manic episodes and depressive episodes. Individuals with bipolar disorder need to have knowledge on how to regulate their emotions, so that they can identify, analyze, and control their behavior. Individuals are expected to be able to both interact with their environment and are able to improve emotional stability in individuals with bipolar disorder. This research uses single case experimental research design, where the model used is A-B-A and analyzed by using descriptive qualitative analysis. The results showed that the emotional regulation interventions performed, proved to be effective for improving emotional stability in individuals with bipolar disorder.

Keywords: Emotional Stability, Bipolar Disorder, Individual with Bipolar Disorder, Emotional Regulation Intervention.

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INTRODUCTION

Bipolar disorder is a collection of disorders with characteristic behavioral traits. These behavioral changes are characterized by extreme mood changes, mania and depression. It affects the cognitive, perceptions/judgments of emotions, behaviors, and relationships with others and the environment in which individuals reside. At the time of the depression phase, usually the patient becomes very sensitive and easy to cry. Patients are also susceptible to problems, so if they have a potential stressful problem, then they can return to experience the phase of depression. It can cause

disruption of social interaction between patient with the surrounding environment, due to instability of affective and emotional conditions of the patient. Therefore, the patient is expected to be able to have the competence to manage his emotions, this can have an impact on increasing emotional stability when bipolar disorder symptoms appear again. One way that can be used is to provide knowledge and to train on emotional regulation.

Individuals who are able to regulate emotions, will be able to control emotions better. Individuals who are able to express their emotions can easily change the social environment for the better. Good emotional regulation, enabling to change the emotional state of an individual who experiences emotions and negative perceptions in a positive direction (Kusumaningrum, 2012).

The provision of emotional regulation intervention is expected to be able to stabilize the condition of individuals with bipolar disorder, so as to minimize the potential for recurrence of bipolar disorder symptom on the sufferer. Patients are able to be better to accept their current condition, and have a positive perception of the daily problems that arise in the life of the patient. Gross & Thompson (2007), states that emotional regulation involves changes in emotional dynamics, or when emotions arise, the magnitude of emotions perceived, and the duration of emotions that arise. Individuals are able to compensate for behavioral responses, experiences or physiological responses. Emotional regulation can reduce, strengthen, or nurture emotions depending on individual goals. As described above, emotional regulation can also be given to individuals with bipolar disorder. It is expected to affect the individual in reducing stress and can calm himself when faced with the problem. Individuals who have good emotional regulation, are expected to reduce the emerging bipolar symptoms and are able to improve individual emotional stability with bipolar disorder.

RESEARCH METHODS

Research Approach. This research uses qualitative approach with single case design method, meaning that in this research only use one subject person (single case) in depth to be given treatment which aims to evaluate how its effectiveness in application of a certain program.

In a single subject design, research focuses on behaviors that appear on the subject during the intervention process until after the intervention is completed and does not rely solely on the average of subject behavior (Bordens & Abbott, 2011). In this

single case study, researchers will use the A-B-A design called reversal design. In this design, baseline or basic data behavior (A) is measured, then intervention B is given, and afterwards A behavior is measured again. Here is the research design chart that will be done:

Tabel 1. Pretest – Posttest Design

O1	X	O2
Pretest	Treatment	Posttest

Information :

- 1) O1 is a pretest
- 2) X is a treatment
- 3) O2 is a posttest

Research Variables and Research Hypotheses. In this study the variables studied are as follows: 1) Variable 1: Emotional regulatory intervention, 2) Variable 2: Emotional Stability. The hypothesis proposed in this study is that there is an increase in emotional stability in individuals with bipolar disorder after being given emotional regulation intervention.

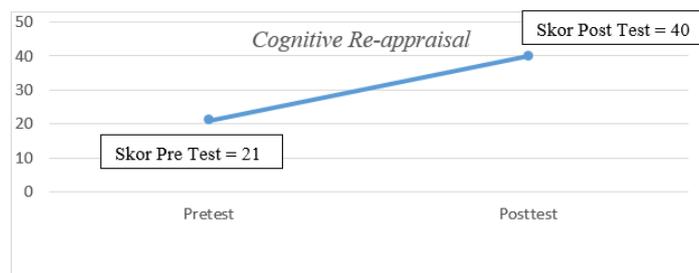
Research subject. Subjects in this study were 22-year-old women who had bipolar disorder and had received a diagnosis of bipolar disorder by psychiatrists.

Method of collecting data. This study will look at the effectiveness of emotional regulatory interventions based on pre and posttest assessments on the scale of Emotional Regulation (ERQ). In this study the questionnaire used is the result of adaptation of ERQ questionnaires (Emotion Regulation Questionnaire) from Gross and John (2003). The questionnaire consisted of 10 items with 6 items measuring cognitive reappraisal and 4 items measuring expressive suppression. The questionnaire uses a scale of 1-7, with 1 being "strongly disagree" and 7 meaning "strongly agree". Example of the item from the Emotional Regulation Questionnaire for the cognitive reappraisal dimension: "When I want to feel more positive emotions, I change the way I think about the situation". "When I want to feel fewer negative emotions (like sadness or anger), I change what I'm thinking". Examples of items for the expressive suppression dimension: "I keep my emotions to only myself who know". "When I feel positive emotions, I take care not to display them". Other data collection methods in this study, namely in-depth interviews, observations, and the use of psychological tests (WAIS Test, Graphics test, and SSCT).

Data Analysis Technique. Quantitative data analysis in this research is done by comparing pretest and posttest result from Emotion Regulation (ERQ). Researchers also conducted a qualitative analysis conducted by way of intra-analysis between the subject and significant others. Observational and interview data refer to the criteria of emotional regulation and bipolar disorder.

RESEARCH RESULT

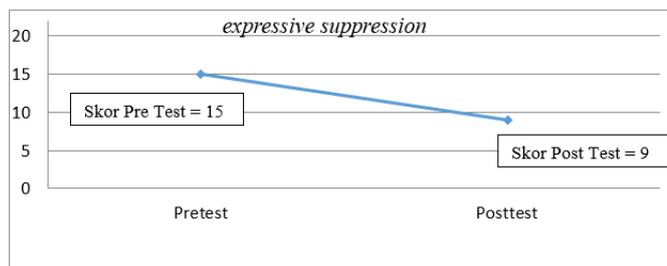
- a. The Pretest and Posttest Results of Emotional Regulation (Cognitive Reappraisal Strategy)



Graph 1. The Pretest and Posttest Results of Emotional Regulation (Cognitive Reappraisal Strategy)

Based on the above results, it can be concluded that after the intervention of emotional regulation, the subject changes to a more positive direction. There is an increase of 19 points against the cognitive reappraisal function of the subject. This is the most effective strategy to use, as this strategy can decrease angry emotions and increase the subject's tolerance of frustration and stress. Subjects are also able to identify a cognitive process in a situation that is capable of affecting emotions and behavior, so that the subject is able to perform a response that leads to more positive behavior.

- b. Pretest and Posttest (Expressive Suppression Strategy)



Graph 2. The Pretest and Posttest Results of Emotional Regulation (Expressive Suppression Strategy).

Based on the above results, it can be concluded that after the intervention of emotional regulation, the subject changes to a more positive direction. There is a decrease of 6 points on the expressive suppression function of the subject. This suggests that the subject has been able to express his emotions in other ways, so that the subject no longer suppresses his emotions and can cause stress on the subject.

The results of intra-subject analysis were divided into two parts, namely intra-analysis of bipolar disorder subjects who conducted interviews with four other significant people to see the suitability of interview results subject to bipolar disorder experienced by the nearest person. In this intra-analysis results, there is a suitability between interview data conducted to the subject with interview data conducted with four other significant people. This suggests that there is a correspondence that the subject is rightly bipolar disorder.

The second intra-analysis result, that is, to see the suitability of the interview data that has been done to the subject of intervention evaluation result whether the subject has been able to regulate her emotions well and able to apply the intervention process that has been done to the subject. The result of intra-analysis of evaluation of intervention outcome was done by interviewing two significant other nearest subject to know the change experienced by post-intervention subject. The results obtained are, there is conformity of the results of interview data subject with data from the second significant other interview. This indicates that the subject is able to regulate her emotions well, so that there is a change in the subject's self in a more positive direction, thus indicating that the subject is able to regulate her emotions well, so that there is a change in the subject's self towards a more positive, so that the bipolar symptoms experienced subjects no longer appear post-intervention.

DISCUSSION

When given the intervention, the subject is very cooperative and receive information well. Subjects may also attend intervention sessions in accordance with scheduled schedules. No obstacles are too distracting during the intervention. Subjects feel helpful and get positive results with every given

intervention session. The subject is of the opinion that the emotional regulation done to her is easy for the subject to apply to herself so that there is a positive change in the mindset and emotions of the subject. The subject is also able to identify the problems and feelings, so that she is able to manage her own emotions.

After being given emotional regulation intervention, it was found that there was an increase in emotional regulation score of subjects in the category of cognitive reappraisal previously in the score of 21 and currently increased to 40. This shows there is an increase in the ability of the subject in using cognitive function, the subject is able to change her previous negative thinking process became positive. Subjects are able to analyze and identify the good or bad of a problem, so that the subject is able to determine the alternative solution itself. In the expressive suppression strategy, the subject score decreases. Before the intervention, the subject score is at score 15 and after the intervention the score decreased to 9. This indicates that the subject has been able to express her emotions, and identify her emotions and she is able to channel his emotions by telling stories or doing other things she likes such as writing or drawing.

Research on emotional regulation has also been done, one of which is a study conducted by Handayani (2016) entitled "The contribution of emotional regulation strategy to the tendency of misconduct and the idea of suicide in prisoner II prison A Jember". The study found that the tendency of misconduct is more influenced by external factors of the individual such as environmental conditions, relationships with others, and social support. While the idea of suicide is largely determined by the skills of individuals in coping on the problems they are facing. Coping is also determined by the ability of the individual to regulate her emotions so as to modify negative emotions in the form of adaptive and adequate expression.

At the time after being given intervention, the subject has enough skills to be able to regulate her own emotions. Subjects are also able to be open to others, and want to tell the problem to others. Subjects are also able to express their feelings through the media images. At the time the subject is sad, the subject draws anything that is able to explain about his emotions.

When faced with problems, the subject is able to find positive alternatives so that he is able to manage her emotions to be stable. Subjects are also able to establish good communication with others. Subjects have additional close friends, thus causing the subject to feel good and be able to enjoy life. Subjects look passion for attending lectures on campus, and approaching lecturers to get the attention and good grades from lecturers. The bipolar disorder symptom on the subject also does not reappear after the emotional regulation intervention has been performed. Individuals who are able to regulate emotions, will be better able to control emotions. Individuals who are able to express their emotions can easily change the social environment for the better. Good emotional regulation, enabling to change the emotional state of an individual who experiences emotions and negative perceptions in a positive direction (Kusumaningrum, 2012).

Based on observations three months after following the emotional regulatory intervention, the behavior of subjects looked more positive. She also made good friends with friends on campus. The subject has also been able to be calm when he gets into trouble. This is in accordance with Irma (2003) explains that emotional stability shows constant emotion, unchanged or not quickly disturbed even in the face of problems. The subject has been able to analyze the positive and negative decisions she will take. Thus, it can be said that the results of three months of intervention and evaluation are considered effective enough for the subject's condition to improve the emotional regulatory capacity, and lower the bipolar disorder symptom or subject to avoidance in situations that may trigger a recurrence of bipolar experienced by the subject.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the assessment conducted on the subject, the results showed that the subject experienced bipolar disorder since 2014 and first experienced episodes of depression. The subject is also difficult to manage her emotions, so she always harbored his feelings to be not known by others around her. Therefore, individuals with bipolar disorder require the ability to be able to manage their emotions so that individuals can identify and be able to find alternative solutions when confronted with a stressor. Individuals are also able to adjust to the environment so that individuals are able to mecapai emotional stability in their daily life.

Based on the results of this study it can be concluded that there is increased emotional stability of the subject after the emotional regulatory intervention. This indicates that the emotional regulatory intervention given to the subject, effective for increasing emotional stability in individuals with bipolar disorder on the subject. Subjects are able to regulate their emotions well, so when subjects are exposed to stressors that can trigger recurrence of bipolar disorder symptom disorder in the subject, subjects are able to regulate their emotions by using cognitive re-appraisal and expressive suppression strategies. The subject experienced a 19-point increase in the cognitive reappraisal emotional regulatory strategy, indicating that the subject was able to change the way thinking from negative thinking became more positive.

Subjects also experienced a 6-point drop in the emotional regression strategy of expression suppression. This is said to be good because the subject is able to better express his emotions in other things, such as drawing, writing, or telling others. Therefore, emotion regulation interventions are considered effective for improving emotional stability in individuals with bipolar disorder.

SUGGESTION

Research conducted by researchers to individuals with bipolar disorder, proven effective for improving emotional stability in individuals with bipolar disorder has limitations from the authors, because the authors only do posttest at the end of the intervention meeting sessions. Therefore, it is expected that further researchers who will also examine similar research, able to add pretest and posttest results when the session per session ended so that the information obtained by researchers on the subject more diverse and capable of processing with the maximum.

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