



- Relationship of Optimism Attitude with Academic Resilience Indeveloping Final Assignments of Nursing Science Students
- Nursing Diagnosis Frequently Enforced by Nurse to Clients with Ischemic Stroke
- The Relationship Nurses' Knowledge and Implementation of Early Warning Score (EWS) In Critical Patients at Sulianti Saroso Infectious Disease Hospital
- Nurse Experience in Providing Holistic Care to Covid-19 Patients in Indonesia: A Qualitative Research
- Perception of Anxiety Levels in Families of Patients Given Informed Consent Ventilator Installation at ICU Cileungsi Hospital
- The Relationship of Long Time Hemodialization with Anxiety Level in Chronic Kidney Failure Patients
- The Effect of Reproductive Health Education on "Bridge to Be" Knowledge in Pre-Marriage Preparation in the Working Area of Sukadami Public Health Center
- Implementation of Fetal Welfare Monitoring with CTG in Third Trimester Pregnant Women at Gatot Soebroto Hospital Jakarta
- Community Knowledge and Attitude to Conduct Covid-19 Booster Vaccination
- The Influence of Social Media on the Knowledge of Youth about People with HIV and AIDS
- The Effect of Cork Fish (*Channa Striata*) Extract on Perineum Wounds among Post-partum Clients
- Interventions to Improve Nurse Therapeutic Communications in the Context of Palliative Care: Literature Review
- The Effect of Social Support on the Parents with Disabilities Children in Experiencing Stress: Literature Review
- Music Therapy on Pain Management Among Post-Operative Patients: A Systematic Review
- Interventions among Child and Adolescent Inmates with Anxiety: A Literature Review
- Moving Cupping and Wet Cupping Based on Bibliometric Analysis and Review: The Novelty of Combination Cupping

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Review Article

Interventions among Child and Adolescent Inmates with Anxiety: A Literature Review

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Abstract

Aims: This literature review aims to determine interventions among child and adolescent inmates with anxiety.

Methods: The searching method used search engines such as google scholar and databases, such as Clinical Key, EBSCO and PubMed. Inclusion criteria for this literature review were Indonesian or English, published within the last 10 years and the research population must be child and adolescent inmates.

Results: The results of the literature review showed that there were various interventions that can be done to overcome anxiety in child and adolescent inmates, including: Expressive Writing Therapy, Cognitive Behavioral and Family Psychoeducation Therapy, Logo and Supportive Therapy, Meditation, Art Therapy, and Supportive Therapy.

Conclusions: Health workers, especially nurses, can use and combine various anxiety intervention options to help overcome anxiety in child and adolescent inmates according to the needs and conditions of the client.

Keywords :

anxiety, child, adolescent, inmates, intervention

INTRODUCTION

Child and adolescent inmates experience a number that continues to grow every year. Based on the Correctional Database System with reporting via SMS, there were 466 child inmates in January 2016 and 518 adolescent inmates in January 2020. This data is different from the data obtained by the Institute for Criminal Justice Reform (ICJR) which noted that in January 2016 there were 697 child inmates and in June

2017 there were 910 child inmates. The data does not include the number of juvenile detainees managed by the police (1).

The large number of child and adolescent inmates is not accompanied by the fulfillment of the right to formal education during their detention period. Siddiq's research (2) found that the rights of child inmates during their detention period were not fulfilled, especially in the field of formal

education. Lack of professional staff, limited funds, and coaching that is equated with adult prisoners are inhibiting factors for the lack of fulfillment of the rights of child inmates.

After leaving the Correctional Institution, former child and adolescent inmates are very vulnerable to negative stigma from the community who still have the view that ex-convicts are a social disease and receive discrimination in the form of exclusion in the community (3). The negative stigma of society and the non-fulfillment of guidance rights during detention can be a factor in increasing anxiety in adolescent inmates. Research conducted by Atikasuri et al (4), found that more than 50% of child inmates experienced mild-moderate anxiety to even panic before their release day.

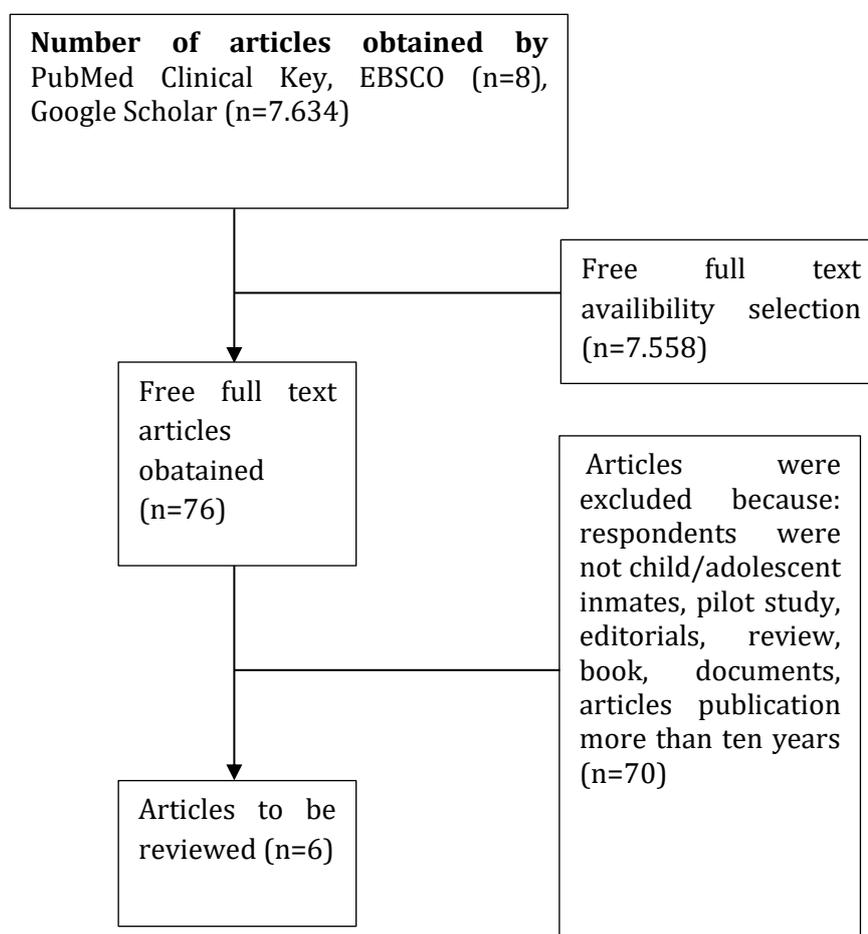
Stuart in Semiun (5), states that there are predisposing factors that cause anxiety in individuals, one of which is emotional conflict, namely an imbalance between the id and the superego where the desire is not in accordance with reality. There is (id) from within the child inmates to be immediately released and accepted by the family and society. However, there are things that threaten to achieve this desire, namely the fact (superego) that there is a negative stigma in society about ex-convicts. Based on the data and theories that have been obtained, researchers are interested in conducting a literature review that aims to find out various interventions

that can be done to reduce anxiety in child and adolescent inmates.

METHODS

The method used in this paper is a literature study. Searches were carried out, on the PubMed, EBSCO and the Google Scholar, Clinical Key using keywords to search for articles specified in English and Indonesian. The keywords are "anxiety", "child", "adolescent", "inmates", and "intervention". After obtaining the results, the research articles were adjusted according to the inclusion and exclusion criteria that had been determined by the author. The inclusion criteria for this literature review were Indonesian or English, published within the last 10 years and the research population must be child and adolescent inmates. Meanwhile, the exclusion criteria for this literature review were not an editorial letter, not a review, not a presentation poster, a population other than child and adolescent. The research question used in this literature review is "What interventions can be given to reduce anxiety in child and adolescent inmates?". The method of sorting and organizing the data by the author is the articles obtained from all searches carried out through the article title, year of publication and the availability of free full text and was presented in a PRISMA flow chart.

Figure 1. Article Search Flow



RESULTS

After doing a search, six articles were found. The results of the analysis showed that Cognitive Behavioral and Family Psychoeducation Therapy, Meditation, Expressive Writing Therapy, Logo and Supportive Therapy, Art Therapy, and Supportive Therapy can reduce anxiety levels.

Table 1. Interventions among Adolescent Inmates with Anxiety

| Author, Intervention | Sample size | Method | Result |
|--|--|------------------|--|
| Sugiarto & Sunarko (6) Expressive Writing Therapy | 25 people for the intervention group and 25 people for the control group | Quasy experiment | There is an effect of expressive writing therapy on reducing depression with a value of $p = 0.001$, there is an effect of expressive writing therapy on reducing anxiety with a value of $p = 0.001$, there is an effect of |

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|---|--|------------------|--|
| | | | expressive writing therapy also on reducing stress with a value of $p = 0.001$. |
| Widianti & Waluyo (7) | 39 respondents for the intervention group and 39 respondents for the control group | Quasy experiment | The results showed that there was an effect of logo therapy and supportive therapy on reducing adolescent anxiety levels as indicated by p Value = 0.000 ($\alpha = 0.05$). |
| Logotherapy and Supportive Therapy | | | |
| Mulia et al (8) | 62 respondents with anxiety scores above 1 | Quasy experiment | The results showed a significant decrease in anxiety levels from moderate anxiety to mild anxiety in respondents who received the intervention of cognitive behavioral therapy and family psychoeducation therapy ($p < 0.005$) compared to respondents who only received ordinary anxiety intervention ($p < 0.05$). |
| Cognitive Behavioral and Family Psychoeducation Therapy | | | |
| Barnert et al (9) | 29 respondents | RCT | The results showed that apart from reducing anxiety, meditation can help to improve well-being, self-discipline, social cohesion and expand self-awareness. |
| Meditation Therapy | | | |
| Persada & Agustina (10) | 5 respondents | Mix method | Based on the results of the research conducted, group intervention using the art therapy approach showed a decrease in anxiety in the four subjects. Art therapy can help individuals to find a way out of the problems they are experiencing and help individuals become more prosperous. Individuals also do not feel alone because each session is carried out by discussing with other participants who experience the same condition. Each participant can get a positive |
| Art Therapy | | | |

assessment of the participant's self-development

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|----------------------------|--|------------------|---|
| Gusdiansyah & Susanti (11) | 15 respondents for the intervention group and 15 respondents for the control group | Quasy experiment | The provision of supportive therapy specialists is effective in reducing the anxiety level of juvenile prisoners significantly, the decrease is greater than the mere provision of leaflets. There is a strong influence between the anxiety level of juvenile inmates, the lower the level of anxiety, the better the juvenile inmates in dealing with the anxiety they experience and then the more they accept to serve their sentence and days in prison. |
| Supportive Therapy | | | |

DISCUSSION

Giving interventions such as deep breathing techniques, distraction techniques, and five finger hypnosis are common interventions that are often given and taught to reduce anxiety in child and adolescent inmates. Spiritual approaches to reduce anxiety such as dhikr are also useful for reducing anxiety and providing a sense of calm to the sympathetic nerves. In addition to these interventions, there are several interventions that can help reduce anxiety in child and adolescent inmates based on recent research. Interventions can be given independently or in combination with commonly used anxiety-reducing interventions to get more significant results.

Cognitive Behavioral Therapy or cognitive behavioral therapy is one of the intervention options to help reduce anxiety in child and adolescent inmates. This therapy helps children to think logically about their condition and see their condition from another perspective. Child and adolescent inmates can learn to explore

new thoughts and positive alternatives that can be used to fight feelings of anxiety that arise from negative thoughts. Giving family psychoeducation therapy to child and adolescent inmates and their families can help reduce anxiety. Child and adolescent inmates with adequate family support can help children to form constructive coping. Families play an important role in providing motivation and support to child and adolescent inmates. The combination of providing cognitive behavioral therapy, family psychoeducational therapy and general interventions such as deep breathing techniques, distraction techniques, and five-finger hypnosis has been shown to significantly reduce children's anxiety levels (8).

Meditation activities carried out for 90 minutes in groups and given for 10 weeks not only help adolescent inmates to reduce their anxiety, but also provide other benefits such as increasing well-being, self-discipline, increasing social cohesion, and self-awareness. Meditation helps to improve the well-being of prisoners by helping to reduce and control negative

emotions and behaviors such as anger, relax muscles, and help children to think clearly. Group meditation activities help child prisoners to build trust and build positive dynamic relationships with other individuals. This activity also helps child and adolescent prisoners to increase present-moment mindfulness and self-contemplation that helps children to grow and develop into better individuals during and after leaving prison (9).

Expressive Writing Therapy can be used to reduce anxiety in assisted adolescents who are undergoing social coaching due to juvenile delinquency (6). This means that in intervening with psychosocial problems of anxiety, especially the group of assisted teenagers, it can be done using Expressive Writing Therapy. Expressive Writing Therapy itself is a therapy that relaxes the deepest thoughts and feelings towards unpleasant events. This therapy technique is to encourage teenagers to write down unpleasant experiences that disturb the mind. When a teenager writes, he will release the emotions that have been pent up and try to reconstruct the memory in a certain specific event, thus creating an awareness and reprocessing in the brain to provide an opportunity to better manage negative thoughts. This reflection provides an opportunity fostered adolescents to change their cognitive, regulate emotions to become more stable, become a means of catharsis, gain new energy, direct attention, relieve emotional stress, and provide opportunities to focus on their goals and behavior. That way, children will have more positive feelings and cognitive than before and reduce the anxiety they feel. This therapy can be used as the main therapy or can be combined with other psychotherapy and counseling interventions and can be done individually or in groups (6).

In addition, logo therapy is also known to be an intervention to overcome or reduce the level of anxiety in children in detention and prisons. Logo therapy is a tool to help children with anxiety to use the annoyances and suffering they experience as a tool to

find a better purpose in life. This therapy also teaches children to see the positive value of the suffering they experience and provides opportunities to feel proud of the life they live. Then there is supportive therapy that can also reduce anxiety in adolescent children assisted by detention centers and prisons. Supportive therapy is therapy that is organized to help facilitate the exchange of experiences in dealing with a particular problem in order to improve coping mechanisms. A combination of logo therapy and supportive therapy can be used for interventions to reduce anxiety in adolescents assisted by detention centers and prisons. When a child is given logo therapy, he will know the meaning of unpleasant events in his life and with supportive therapy the child will learn from the experiences of other children in solving an unpleasant problem. Thus, when a child's thoughts about an unpleasant event are interpreted, it will cause positive thoughts that function to regulate emotions and reduce anxiety in the child (7).

In overcoming anxiety experienced by adolescents, there are several specialist therapies that can be applied, one of which is supportive therapy which functions to overcome adolescent anxiety, especially emotional problems and focuses on how to facilitate adolescents to recognize and use a support system that is accessible and share experiences and problems. the need for some individuals to manage the psychosocial problems experienced by anxiety. Supportive therapy is therapy that aims to provide support to clients in groups, so that they are able to resolve the crisis they face by building a supportive relationship between the client and the therapist. This shows that the provision of nursing therapy, namely supportive therapy is able to prevent respondents from experiencing higher anxiety. so that the provision of supportive therapy can reduce respondents' anxiety (11).

Anxiety in child prisoners is a sense of worry about the future that causes feelings of uncertainty, uncertainty and anxiety. This

arises because of the inability of individuals to adapt to the changes that occur. Art therapy is known to reduce anxiety in individuals. This is because art therapy allows participants to better understand the anxiety they are experiencing and how it affects them, so art therapy can help participants who previously had difficulty expressing their thoughts and feelings in words to be able to channel them through art or pictures. In addition, art therapy can help individuals to find a way out of the problems they are experiencing and help individuals become more prosperous. Individuals also do not feel alone because each session is carried out by discussing with other participants who experience the same condition. Each participant can obtain a positive assessment of the participant's self-development (10).

CONCLUSION

Child and adolescent inmates often deal with legal issues that result in adolescents experiencing psychosocial problems experienced in detention centers due to concerns about the future both in terms of education and work and the stigma from society towards ex-convicts which causes the quality of life of child and adolescents to decline. Child and adolescent inmates experience a number that continues to grow every year. Various efforts that can be made to overcome these anxiety problems are cognitive behavioral and family psychoeducation therapy, meditation therapy, Expressive Writing Therapy, logo and supportive therapy, art therapy, and supportive therapy. Various therapeutic efforts can be made to overcome anxiety problems in child and adolescent inmates so that anxiety can be prevented and reduced.

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