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Mindfulness dan Parents-Adolescent Conflict di Masa Pandemi Covid-19

Mindfulness and Parents-Adolescent Conflict during Covid-19 Pandemic

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Abstrak

Penelitian ini bertujuan untuk melihat apakah ada hubungan *mindfulness* dengan *parents-adolescent conflict* pada masa Pandemi COVID-19. Masalah penelitian difokuskan pada dampak dari perubahan yang terjadi selama Pandemi COVID-19 terutama saat *lockdown* bagi orangtua dan remaja. Dampaknya seperti sulit mengatur perilaku remaja dan rentan memunculkan konflik orangtua dan remaja sehingga mengganggu kemampuan untuk bersikap *mindfulness* dalam keluarga. *Mindfulness* dan *parents-adolescent conflict* diukur menggunakan skala *likert*, melibatkan 331 remaja usia 16-21 tahun (mahasiswa) di Kota Medan. Metode penelitian yang digunakan dalam penelitian ini yaitu kuantitatif dengan jenis penelitian korelasional dan dianalisis menggunakan analisa deskriptif dan korelasi *Pearson*. Hasil penelitian menunjukkan korelasi negatif ($r = -0.987$), dimana semakin tinggi tingkat *Mindfulness* maka semakin rendah tingkat *Parents-Adolescent Conflict*. Pada skor *mindfulness*, 32 orang (10%) terkategori tinggi, 288 orang (87%) terkategori sedang, dan 11 orang (3%) terkategori rendah. Pada skor *parents-adolescent conflict*, kategori tinggi sebanyak 2 orang (1%), kategori sedang sebanyak 307 orang (93%), dan kategori rendah sebanyak 22 orang (6%).

Kata Kunci: *Mindfulness*; *Parents-Adolescent Conflict*; Pandemi COVID-19

Abstract

This study aims to see whether there is a relationship between mindfulness and parent-adolescent conflict during the COVID-19 pandemic. The research problem is focused on the impact of the changes that occurred during the COVID-19 Pandemic, especially during the lockdown for parents and adolescents. The impact such as the difficulty of controlling children's behavior and the emergence of parent-adolescent conflicts, that it interferes with the ability to be mindful in the family. Mindfulness and parent-adolescent conflict are measured using a Likert scale, involved 331 adolescents aged 16-21 years (students) in Medan City. The research method used in this research is quantitative with the type of correlational research and analyzed using descriptive analysis and Pearson correlation. The results showed a negative correlation ($r = -0.987$), where the higher the level of Mindfulness, the lower the level of Parents-Adolescent Conflict. On the mindfulness score, 32 people (10%) are high category, 288 people (87%) are medium category, and 11 people (3%) are low category. On the parent-adolescent conflict score, 2 people (1%) are high category, 307 people (93%) are medium category, and 22 people (6%) are low category.

Keywords: *Mindfulness*; *Parents-Adolescent Conflict*; COVID-19 Pandemic

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INTRODUCTION

COVID-19 has created unimaginable challenges for children, adolescents, and their families around the world as the COVID-19 pandemic has swept across the globe for approximately two years. The closure of schools and businesses due to the pandemic has had a significant effect on families. The daily lives of children and adolescents are significantly disrupted by the COVID-19 pandemic, which can eventually trigger stress (Mazia, 2022). The news of various issues regarding COVID-19 is increasingly circulating, from facts to hoaxes also widely circulated, this of course will be an extraordinary polemic. The polemic can cause several psychological disorders, such as anxiety. Anxiety is a normal symptom that occurs in individuals, especially when the individual experiences something new, moreover the new event comes suddenly without any preparation from the individual to carry it out (Rayani & Purqoti, 2020).

Indonesia received its first case of COVID-19 on March 2, 2020, and since then the government has urged the public to self-quarantine at home, as well as teaching and learning activities changed to online learning methods. The unpreparedness of the government, educators, parents, students and supporting technology makes online learning less enjoyable. Not only that, but teenagers also find it difficult to interact with their social environment and online learning activities that require them to stay at home. As a result of online learning, the frequency of being together with parents has become more. The existence of this interaction can increase parental supervision of the development of the child's learning process, as well as provide guidance. In addition, parents and children also get more opportunities to interact and improve emotional connection (Maulizan, 2020). It's just that, in everyday life, children's activities are not limited to online learning. Children also have obligations in carrying out housework such as sweeping, washing dishes, and making the bed which become daily hassles. Clashes between online learning activities and homework can be a source of conflict between parents and children. Especially in adolescent children, this time is a period in which adolescents often experience conflicts with parents caused by daily problems, such as messy rooms (Santrock, 2015). According to Brown in a study by Bulow et al. (2020), assessing the positive and negative impacts of the COVID-19 lockdown in the Netherlands. The positive impact is the increase in time for parents and children to do positive activities together. While the negative impact is the difficulty of regulating children's behavior and parents and adolescents' conflict.

Parent-Adolescent Conflict is characterized by a decrease in the quality of the relationship between parents and children when the child is in adolescence. Adolescents usually experience internal conflicts with parents (Apriyeni et al., 2019). Adolescent and parent conflicts often occur due to limited understanding of adolescent development patterns by parents and are normative in individual development (Lestari in Apriyeni, 2019). This parent-child conflict can be minimized by the presence of good mental health and psychological well-being in adolescents. Given the diversity of psychological well-being in each adolescent, it is necessary to explore the factors that play a role in adolescent psychological well-being.

In several studies over the past decade there have been studies on mindfulness that can affect a person's psychological well-being. Mindfulness is the enhancement of awareness by focusing on present-moment awareness as well as nonjudgmental acceptance. Research conducted in the United States shows that individuals who have mindfulness are individuals who have a healthy physical and mental, are not easily anxious, not easily depressed, view life better, have positive relationships with others, and have self-esteem (Kabat-Zinn in West, 2008). Of course, mindfulness is needed for a teenager, especially during a pandemic due to a pandemic situation that is very uncertain and often triggers stress, conflict and reduces the psychological well-being of adolescents.

Mindfulness can help adolescents in New York break free from unhealthy thoughts, habits, and behaviors (Ryan & Deci, 2008). Research from Bluth and Blanton (2014) also found that mindfulness can help adolescents to achieve well-being and emotional health and avoid violent behavior, bullying, and skipping school. If associated with pandemic conditions or after the pandemic period with mindfulness, a teenager can increase adaptive coping for stressful events by self-regulation, attention to direct experience, and an open and accepting orientation to his current experience (Bishop in Sari & Munawarah, 2022). Although evidence from Western countries shows convincing results on the benefits of mindfulness on the psychological condition of adolescents, so far researchers have not found any research with similar themes in Indonesia. So far, researchers have only found research on mindfulness associated with self-acceptance, psychological well-being, depression and adolescent resilience, but none has been associated with conditions that have an impact on interactions between parents and adolescents, in this case parents-adolescent conflict during the pandemic.

Based on the description above, researchers conducted a study that aimed to analyze the relationship between mindfulness and parent-adolescent conflict during the COVID-19 pandemic. This research is important to be carried out as a form of contribution in improving the welfare of adolescents, especially considering the vulnerability of adolescents to experience various psychological problems even when the COVID-19 pandemic is over. This research is expected to add insight and enrich the results of existing research. In addition, the results of the study are also expected to provide information to adolescents, parents, and school institutions about the urgency of increasing mindfulness in adolescents.

RESEARCH METHODS

This study uses quantitative methods with a correlational type of research that aims to see the relationship between mindfulness and parents-adolescent conflict during the COVID-19 pandemic. Mindfulness is a state of full awareness that focuses on current events without judgment and does not overreact and is able to accept all events that occur. This variable will be measured with a mindfulness scale. The higher the mindfulness score obtained by the subject on the mindfulness scale, the higher the level of mindfulness the subject had. Conversely, the lower the score obtained by the subject, the lower the level of mindfulness the subject has. Parent-adolescent conflict is a dispute

between parents and adolescents characterized by interpersonal events (dyadic) involving open behavioral disagreements including quarrels, disagreements, and arguments. This variable will be measured on the Parents-adolescent Conflict scale. The higher the score of this scale, the higher the level of Parents-adolescent Conflict. Conversely, the lower the score obtained by the subject, the lower the level of Parents-adolescent Conflict the subject had. In this study, mindfulness is an independent variable and parent-adolescent conflict is a dependent variable.

The population in this study was adolescents (16-21 years old) who were students in Medan City with a total sample of 331 people. The sampling technique used is convenience sampling, where samples are selected based on availability in the field, this is because the situation at the time of the study was still in the second year of the pandemic. Data were taken using mindfulness scale and Parent-adolescent Conflict scale measuring tools with the form of Likert scale consisting of 5 alternative answers. The mindfulness scale is made based on five aspects stated by Baer et al. (2011) namely Observing, Describing, Acting with Awareness, Accepting without Judgment, and Non-Reactivity to Inner Experience with a final number of 14 items with a reliability of 0.689. While the Parent-adolescent Conflict scale is made based on five aspects stated by Shibeshi (2015), namely Autonomy and Parent-Adolescent Conflict, Disciplinary Issues that Trigger between Parents and Adolescents, Academic Issues as a Topic of Conflict between Parents and Adolescents, and Conversational Style and Emotional expression as an issue for a of Parents and Adolescents with a final number of 20 items with a reliability of 0.781. The scale distributed is in the form of an online questionnaire (google form) with access to dissemination carried out through online social networking media in the form of Whatsapp, Facebook or Instagram, voluntarily they fill out while still including their identity and accompanied by a form of willingness to become a respondent. The researcher also assured respondents that the answers given were not right or wrong, so they could fill in according to the conditions experienced and would be kept confidential. The collected data were analyzed using descriptive analysis and correlation with the Pearson correlation test. The data to be processed are drinking score, maximum score, mean, and standard deviation. Statistical data processing will be assisted by using SPSS software.

RESULTS AND DISCUSSION

An overview of the subjects participating in the study by gender, age, and faculty can be seen in table 1.

Table 1 Demographic Characteristics of the Subject

Characteristic	Frequency	Percentage
Gender		
Man	86	26%
Woman	245	74%
Age		
16	1	0,3%
17	50	15,1%
18	166	50,2%
19	84	25,4%
20	28	8,5%
21	2	0,6%
Faculty		
Architecture	1	0,3%
Pharmacy	44	13,3%
Social & Political Sciences	122	36,9%
Dentistry	122	36,9%
Psychology	1	0,3%
Technique	41	12,4%
Total Subject	331	100%

Based on table 1, it is known that the subjects in the study were dominated by women by 74% compared to men only by 26%. Based on age, subjects aged 18 years dominated 50.2% compared to other ages. Based on faculty, subjects were taken from 6 faculties where subjects from the Faculty of Social & Political Sciences and Dentistry dominated each as many as 122 people or 36.9% of the total sample. Before the main results of the study can be analyzed with the Pearson correlation, a research assumption test must first be carried out which includes normality and linearity tests. A normality test is performed to prove that the score of each variable is normally distributed so that it can be generalized to the population. The following are the results of the normality test on the Mindfulness variable and the Parent-Adolescent Conflict variable.

Table 2. Mindfulness and Parent-Adolescent Conflict Variable Normality Test

Variable	SD	Kolmogorov-Smirnov Z	Itself	Information
Mindfulness	7.00174	1.167	.131	Normally distributed
Parent-Adolescent Conflict	7.68228	.998	.272	Normally distributed

Based on table 2, the results of the normality test on the mindfulness variable showed a value of $p = 0.131$ ($p > 0.05$). So, it can be concluded that the data of mindfulness variables are normally distributed. Then it is known that the results of the normality test on the parent-adolescent conflict variable showed a value of $p = 0.272$ ($p > 0.05$). So, it can be concluded that the parent-adolescent conflict variable data is also normally distributed. While the linearity test is carried out to determine whether the relationship between the

independent variable and the variable depends linearly or not linear. Here are the results of linearity tests on the Mindfulness variable and the Parent-Adolescent Conflict variable.

Table 3 Mindfulness Variable Linearity Test and Parent Adolescent Conflict

Variable	Sig Deviation Value from Linearity
Mindfulness and Parent-Adolescent Conflict	.062

Based on table 3 the deviation value from Linearity is 0.062 (sig > 0.05). So, it can be concluded that there is a linear relationship between Mindfulness and Parent-Adolescent Conflict. The main purpose of this study was to determine the correlation between Mindfulness and Parent-Adolescent Conflict. The analysis method used is the Pearson correlation test.

Table 4 Pearson Correlation Test Results

Analysis	Pearson Correlation	Significance (P)
Correlation	-0.987	0.000

Based on table 4, it is obtained that the value of the correlation coefficient is $r = -0.987$ ($p > 0.05$). This shows that there is a correlation between Mindfulness and Parent-Adolescent Conflict, in this case the correlation is negative so that the higher the level of Mindfulness, the lower the level of Parent-Adolescent Conflict. After getting an overview of mindfulness and parent-adolescent conflict scores, then the scores of each subject will be grouped into categorization norms. Categorization is carried out based on the assumption that the scores of the study subjects are normally distributed. There is an overview of Mindfulness and Parent Adolescent Conflict through the description of Empirical and Hypothetical research data in the following table:

Table 5. Description of Empirical Data and Hypothetical Data

Variable	Empirical Data				Hypothetical Date			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Mindfulness	20	61	42.62	6.99	14	70	42	9.33
Parent-Adolescent Conflict	26	63	43.17	6.41	20	80	50	10

Based on table 5, it is known that the empirical mean in the mindfulness variable is 42.64 and the parent-adolescent conflict variable is 43.17. So, the empirical mean difference between the two variables is 0.55. In addition, it is known that the hypothetical mean in the mindfulness variable is 42 and the parent-adolescent conflict variable is 50. So, the hypothetical mean difference between the two variables is 8. After getting an overview of mindfulness and parent-adolescent conflict scores, then the scores of each subject will be grouped into categorization norms. Categorization is carried out based on the assumption that the scores of the study subjects are normally distributed. Here's a table of categorization norms for mindfulness and parent-adolescent conflict variables.

Table 6. Norms of Categorization and Composition of the Subject On the Variables of Mindfulness and Parent-Adolescent Conflict

Categorization norms	Range of Values	Categorization	Amount	Percentage
Mindfulness				
	$X < 32.67$	Lower	11	3%
	$32.67 \leq X < 51.33$	Middle	288	87%
$X < (\mu - 1\sigma) : \text{Low}$	$51.33 \leq X$	High	32	10%
	Total		331	100%
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma) : \text{Middle}$	Parent-Adolescent Conflict			
	$X < 40$	Lower	22	7%
	$40 \leq X < 60$	Middle	307	93%
$(\mu + 1\sigma) \leq X : \text{High}$	$60 \leq X$	High	2	1%
	Total		331	100%

Based on table 6, the dominating group is in the medium category, namely 288 subjects (87%) on the Mindfulness variable, and 307 subjects (93%) on the Parent-Adolescent Conflict variable. In addition, additional results were also obtained for the description of Parent-Adolescent Conflict based on aspects seen from the mean score, standard deviation, minimum value, and maximum value of the Parent-Adolescent Conflict aspect score.

Table 7. Empirical, Hypothetical and Category Values On Four Aspects of Parent Adolescent Conflict

No	Parent-Adolescent Conflict Aspect	Empirical				Hypothetical			
		Max	Min	Mean	SD	Maks	Min	Mean	SD
1.	Autonomy and Parent-Adolescent Conflict	20	5	13.25	3.60	20	5	12.5	2.5
2.	Disciplinary Issues that Trigger between Parent and Adolescents	25	7	13.94	3.06	28	7	17.5	3.5
3.	Academic Issues as a Topic of Conflict between Parents and Adolescents	16	4	7.45	1.82	4	16	10	2
4.	Conversational Style and Emotional expression as an issue for a of Parents and Adolescents	16	4	8.95	1.94	16	4	10	2

Next, here is a table of the composition of subject categorization on the Four Aspects of Parent Adolescent Conflict.

Table 8. Categorization Composition on Four Aspects of Parent-Adolescent Conflict

No.	Aspect	Score Range	Categorization	Frequency	Score
1.	Autonomy dan Parent-Adolescent Conflict	$X < 10$	Lower	53	16%
		$10 \leq X \leq 15$	Middle	189	57%
		$X > 15$	High	89	27%
			Total	331	100%
2.	Disciplinary Issues that Trigger between Parent and Adolescents	$X < 14$	Lower	164	50%
		$14 \leq X \leq 21$	Middle	163	49%
		$X > 21$	High	4	1%
			Total	331	100%
3.	Academic Issues as a Topic of between Parents and Adolescents	$X < 8$	Lower	175	53%
		$8 \leq X \leq 12$	Middle	152	46%
		$X > 12$	High	4	1%
			Total	331	100%
4.	Conversational Style and Emotional expression as an issue for a of Parents and Adolescents	$X < 8$	Lower	80	24%
		$8 \leq X \leq 12$	Middle	239	72%
		$X > 12$	High	12	4%
			Total	331	100%

From table 7, the minimum score of Parent-Adolescent Conflict in the aspect of Autonomy and Parent-Adolescent Conflict is 5 while the maximum score is 20. The empirical mean is 13.25 with a standard deviation of 3.6. In addition, the hypothetical mean is 12.5 with a standard deviation of 2.5. When viewed from the composition of the categorization of the Parent-Adolescent Conflict picture based on aspects of Autonomy and Parent-Adolescent Conflict in table 8, it was found that as many as 53 people (16%) were in the low category, then as many as 189 people (57%) were included in the medium category, and as many as 89 people (27%) were in the high category.

From table 7, the minimum score of Parent-Adolescent Conflict in the aspect of Disciplinary Issues that Trigger between Parent and Adolescents is 7 while the maximum score is 25. The empirical mean is 13.94 with a standard deviation of 3.06. In addition, the hypothetical mean is 17.5 with a standard deviation of 3.5. In addition, in table 8, it can be seen that the composition of categorization of the Parent-Adolescent Conflict picture based on aspects of Disciplinary Issues that Trigger between Parent and Adolescent, it was found that as many as 164 people (50%) were in the low category, then as many as 163 people (49%) were in the medium category, and 4 people (1%) were in the high category.

Based on table 7, the minimum score of Parent-Adolescent Conflict in the aspect of Academic Issues as a Topic of Conflict between Parents and Adolescents is 4 while the maximum score is 16. The empirical mean is 7.45 with a standard deviation of 1.82. In addition, the hypothetical mean is 10 with a standard deviation of 2. Furthermore, for the composition of categorization of the Parent-Adolescent Conflict picture based on aspects of Academic Issues as a Topic of Conflict between Parents and Adolescent in table 8, it was found that as many as 175 people (53%) were in the low category, then as many as 152

people (46%) were in the medium category and lastly, as many as 4 people (1%) were in the high category.

Based on table 7, the minimum score of Parent-Adolescent Conflict in the aspect of Conversational Style and Emotional Expression as an Issue for a of Parents and Adolescents is 4 while the maximum score is 16. The empirical mean is 8.95 with a standard deviation of 1.94. In addition, the hypothetical mean is 10 with a standard deviation of 2. When viewed from the composition of the categorization of the Parent-Adolescent Conflict picture based on aspects of Conversational Style and Emotional Expression as an Issue for a of Parents and Adolescents in table 8, it was found that as many as 80 people (24%) were classified in the low category, as many as 239 people (72%) were classified in the medium category, and 12 people (4%) were classified as high category.

Based on the main results obtained from this study shows that there is a negative correlation between Mindfulness and Parent-Adolescent Conflict. This can be interpreted that the higher the level of Mindfulness, the lower the level of Parent-Adolescent Conflict, in other words, adolescents who can Mindfulness in everyday life minimize the occurrence of Parent-Adolescent Conflict during the Covid-19 pandemic. This is in line with several studies that state that mindfulness can predict high and low levels of psychological well-being, playing a positive role in every dimension of psychological well-being of adolescents. The significant contribution of mindfulness to the environmental mastery dimension of adolescent psychological well-being is 23% (Weare, 2013; Savitri & Listiyandini, 2017).

This is supported by the research of Ryff and Keyes (in Wells, 2010) which states that individuals with high environmental mastery can master and control themselves with the surrounding environment, develop potential in various situations and conditions, and have skills in using opportunities and opportunities that arise. Kabat-Zinn (2015) states that by having mindfulness individuals have control over their choices, encourage responses in seeing situations more clearly, and the emergence of new perspectives that are more positive in seeing alternative problem solving. When individuals can know what is felt in the moment, it becomes an important contribution to make individuals comfortable to make their own choices (NCCA, 2009).

In addition, one of the dimensions of mindfulness, namely the acting dimension with awareness, can make individuals act consciously. With awareness, individuals can increase empathetic behavior such as when interacting, so awareness is important to get change and growth (Corey in Erpiana & Fourianalistyawati, 2018). According to Grotli (in Totlund, 2014) if individuals can see themselves and be aware of their own behavior (acting), then this will increase one's awareness in relation to others. Thus, if adolescents act consciously, they will be able to have empathy, love and will easily foster relationships with others to minimize the occurrence of conflicts between adolescents and parents.

The results for the Mindfulness score showed that there were 11 subjects (3%) who were classified into the low category. While in the high category there were 32 subjects (10%). The most subjects were in the medium category, which was 288 subjects (87%). As

for the Parent-Adolescent Conflict score, there were 22 subjects (7%) who were classified as low category. While in the high category there are as many as 2 subjects (1%). The most subjects were in the medium category, which was 341 subjects (70%). So, it can be concluded from the results of the categorization of Mindfulness scores and Parent-Adolescent Conflict scores, most of them are in the medium category. It can be interpreted that adolescents still have to improve their Mindfulness skills to reduce the rate of occurrence of Parent-Adolescent Conflict.

This opinion is supported by Haviland and Lewis (in Savitri & Listiyandini, 2017) who state that adolescents still have difficulty regulating their anger and inhibit their aggression in the long run, thus failing to create an environment that suits them. But interestingly, mindfulness was found to most strongly predict the environmental mastery dimension. That is, by increasing mindfulness, adolescents will be better able to master and control themselves with the surrounding environment, develop potential in various situations and conditions, and have control over their choices and the emergence of new perspectives that are more positive in seeing alternative problem solving.

As for the description of Parent-Adolescent Conflict, when viewed from the main source of conflict, it was found that the source of conflict, namely Conversational Style and Emotional expression as an issue for a of Parents and Adolescents and Autonomy and Parent-Adolescent Conflict are 2 sources of conflict that seem more prominent than other sources of conflict. Although not classified in the high category, the percentage that looks quite large is 76% - 84% for the medium-high category. This shows that parent-adolescent autonomy and conflict as well as speech styles and emotional expression are problems that often occur during this COVID-19 pandemic. This condition is in accordance with the results of research by Nasrudin et al. (2020) which states that adolescents cannot understand what they feel, sometimes they don't even realize that what they experience during this pandemic is stress. Some of the things that cause adolescents to become stressed are uncertainty about the future, changes in daily activities, worries about family members who contract Covid-19. For example, worry when going out of the house, boredom when doing social distancing, and difficulty understanding online learning materials. The level of stress is related to stressors of daily life such as material that must be studied, lack of free time in the daily environment also causes stress (Sohail, 2013).

CONCLUSION

The main results showed a negative correlation between Mindfulness and Parent-Adolescent Conflict. The relationship is significant, so the higher the level of Mindfulness, the lower the level of Parent-Adolescent Conflict. Conversely, the lower the level of Mindfulness, the higher the level of Parent-Adolescent Conflict. The results of the categorization of Mindfulness scores and Parent-Adolescent Conflict scores are mostly in the moderate category, which means that adolescents still must improve their Mindfulness skills to reduce the occurrence of Parent-Adolescent Conflict. When viewed from the main sources of conflict, it is found that the Parent-Adolescent Conflict Aspect, namely conversational style, and emotional expression as an issue for a parents and

adolescents and autonomy and parent-adolescent conflict are two sources of conflict that seem more prominent than other sources of conflict. Although not classified in the high category, the percentage that looks quite large is in the medium-high category.

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