

THE EFFECTIVENESS OF MINDFULNESS TRAINING IN IMPROVING THE SELF-CONTROL OF SPEEDBOAT CREW IN BALI, INDONESIA

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Abstract


This study aims to test empirically the effectiveness of mindfulness training on improving the self-control of the crew of speedboat Company X in Bali, Indonesia. The experimental subjects in the study are 22 people who are in the sea transportation unit. They are divided into two groups, 12 of whom are in the experimental group and 10 in the control group. The data were collected by using a questionnaire with the Likert scale, consisting of 26 items with the reliability level of 0.889. The data processing used different tests. The test results of the average score of Mann-Whitney of the experimental group is 16.50, which is higher than the average score of the Mann-Whitney of the control group, which is 5.50, and this means that the average score of the self-control of the speedboat crew members who were treated with mindfulness training is higher than that of those who were not given mindfulness treatment. The result of $U = 0.000$, $Z = -3.974$, p (value), Asymp Sig/ significance coefficient <0.05 shows that there is a significant difference in the increase of self-control between the experimental group and the control group.

Keywords: *mindfulness, self-control, speedboat crew, training*

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INTRODUCTION

Bali is an Indonesian island province which is famous for its business and tourism industry. One of the businesses in the tourism sector is sea transportation. PT. X or Company X is one of the many companies engaged in the same business. In order to continue to compete, some companies apply several ways, for example, good service because if the service from the company is good, it will certainly increase financial benefits and a good image for a company.

The incidence of continuous complaints is not expected by any company, because if it is not handled quickly, it will certainly be detrimental to the company. Gufron and Risnawati (2011) believe that self-control is needed by employees engaged in the service sector. Ray (2011) explains more deeply about self-control which focuses on the individual's ability to sort out future actions. If an individual's self-control is low, it means that the individual cannot hold back from doing something, and does not care about long-term consequences. Conversely, individuals with high self-control can refrain from negative things by looking at the long-term consequences.

Tangney et al. (2004) explain that self-control has a large capacity in providing positive changes in people's life so that it will have an impact on their environment. Tangney et al. (2004) also write that there are five aspects of self-control in the work dimension, namely (1) discipline, (2) non-impulsiveness, (3) good habits, (4) work ethics, and (5) consistency.

At Company X, the boat crew are one of the core units related to two activities, namely sea transportation and adventure tourism. In adventure tours, boat crew members are tasked with delivering passengers to tourist attractions; serving; overseeing the safety and completeness of the ship, as well as tourists who are active in games, namely snorkeling, banana boat, and flyboard. Apart from the crew, there are several other positions in the adventure unit, namely tour guide, chef, barista, waiters, office boy, and security. The observation process carried out from 24/12/2017 - 01/02/2018 focused on boat crew members and other adventure employees because the main issue that was stated to be the configuration is that the crew could not control themselves properly.

The researchers found several symptoms of boat crew behavior reflecting that they were not able to control themselves properly. Adjustment between aspects of self-control and field conditions revealed that the crew were not very disciplined, as monitored from one of the crew members who was often late to work. The crew showed impulsive actions when carrying out field observations, even those actions had become their daily habit.

Some of the habits in the form of impulsive acts were smoking and drinking alcohol while they were in the cabin of a ship with passengers, which, according to company regulations, are clearly not permitted. According to some adventure employees, while carrying out their work, the crew had bad ethics, used bad language, and harassed guests by touching the sensitive parts of their body. Another thing is consistency. When doing their work, the crew were not consistent in terms of preparation, confirmation, and carrying out their main job, namely providing excellent service to guests. This was obvious from the observation process, which showed the company's rating on one of the social media decreased. Several types of complaints by guests in one of these media include the adequacy of ship safety equipment. When the ship's engine died in the middle of the sea and when the passengers asked for a buoy, the crew answered that it was not enough, and this indicated that the preparation or daily checks of passenger safety equipment was not consistently carried out properly. From the five basic aspects stated by Tangney et al. (2004), the facts in the field are revealed that the boat crew at Company X had not been able to control themselves properly.

If the self-control of the boat crew in Company X is good, they should be disciplined; the forms of behavior that reflect this are coming to work on time, being able to withstand the impulsive act of smoking, not having snacks or drinking alcohol while in the ship's cabin, while traveling, as well as during guest supervision. Doing good habits include avoiding harsh speech, being more polite, and having good ethics. Boat crew should prioritize the safety and comfort of guests, and this consistency should be implemented every day, for example, the preparations are always made for ship safety, so that guests are comfortable and have a positive impact on the crew members themselves and the company's rating.

According to Hurlock (2012), there are two factors that can affect self-control: internal and external factors. The internal factors that affect a person's self-control are age and emotional matur-

ity. The external factors include the effect of environment on self-control. The researchers examined several of these factors, especially the internal one, where there are factors of age and emotional maturity. It is known that the boat crew at Company X are mostly adults, and according to Hurlock (2012), someone can be said to be an adult when they are at the age range of 18-40 years. With their maturity, the crew should have a better awareness of managing their emotion than teenagers do. Sukadji (Dikria & Mintarti, 2016) states there are several techniques that can be used to control oneself, one of which is relaxation. Of the five self-control techniques revealed by the expert, relaxation techniques are thought to be appropriate to improve the self-control of the ship crew at Company X since some of their behavior is a condition which in clinical psychology is called mindlessness, a condition that causes individuals to lose control of themselves and they are unaware of the physical reactions of conscious alarms to both mind and muscles. It is at this point of mindlessness that the individual is often in an unconscious state so he cannot control himself to carry out the process of emotional regulation. According to Yusainy et al. (2018), the process of emotional regulation is closely related to internal factors that can affect a person's self-control.

Along with the development of the industrial world and organizations, an idea emerged to apply a training with the relaxation technique to be applied to employee development in a company. In 2012, several international companies started implementing the training. The training applied with this relaxation technique is called mindfulness. Kabat-Zinn (2012) explains that mindfulness comes from the words mindful and awareness, which means that complete awareness is maintained in the state of reality now, here, and the focus of the mind in the temporary conditions. In recent years, namely in 2015, there was research on mindfulness which is known to increase self-control in women living in Iranian dormitories. Furthermore, research in 2017 found that the mindfulness program improved the self-control of adolescent with online game addiction.

The opposite result was reported by Afandi (2012) who found that mindfulness training based on relaxation techniques with a short meditation method did not affect self-control of the students of Trunojoyo High School in Madura. It was revealed that this happened because the training process was too short and not programmed. With the finding of one study that got different results, the researchers tried not to do the same thing by designing a more programmed and more specific training process so it was expected that it could produce different results whose aim was to improve the self-control of the boat crew of Company X so they can do their job better. Several field events led the researchers to the conclusion that the boat crew at Company X needed interventions related to the development of emotional regulation related to the internal factors of self-control.

From several theoretical studies as well as anthropological studies which explain that mindfulness training has been applied in a company and the results of several studies that mindfulness can improve self-control, the researchers is interested in mindfulness training as an intervention. It is expected that with the implementation of this training, the boat crew who are not disciplined will be more disciplined, able to withstand impulsive desires or actions, aware of being in a work environment so that they are accustomed to serving guests better and are less emotional, and able to be ethical. It is expected that those who are rude at first can be polite, consistent in their work, and avoid negative things that will harm themselves and the company.

RESEARCH METHOD

The research variable is a research concept. The research concept is usually found early by researchers based on the issues and realities of the environment. In this study, there is a concept formulated by the researchers based on the reality in the field, where self-control is the dependent variable and mindfulness training is the independent variable. The independent variable in this study is mindfulness training which can affect the dependent variable, namely self-control.

This research is quantitative in nature. The research model used is the non-equivalent control group design, where before being given treatment, both the experimental group and the control group are given a test, namely a pre-test, with the intention of knowing the condition of the group before treatment (giving training treatment). Thus, although the implementation of this research is laboratory research, this research is field research where the long-term goal after treatment is performance and many variables are related to performance so the researchers use quasi-experiment.

The researchers consider that several other connected variables will not be fully controlled, and the group in the intervention handling process is not randomized, but rather a problematic subject is selected and the control group cannot be fully controlled by the researchers. Based on the researchers' arguments and reasons, this study used a quasi experimental design, with a non-equivalent control group design model. The research design is described in Table 1, where EG = Experimental Group, CG = Control Group, Y-1 = Experimental Group Pre-Test, Y-2 = Experimental Group Post-Test, Y-3 = Control Group Pre-Test, Y-4 = Control Group Post-Test, and X = Mindfulness Training (Relaxation Treatment).

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
EG	Y-1	X	Y-2
CG	Y-3	-	Y-4

To answer the hypothesis in the study, the researchers needed a data analysis method as a guide for processing research data. Analytical activities carried out in this study were using different test analysis methods with statistical processing on the data collected. The statistical calculation method of this study used the IBM Statistics 22 SPSS (Statistical Package for Social Service) program. Initially, this study referred to one of the non-parametric tests, i.e. independent sample t-test, but the data were not normally distributed. Based on Table 1, with the presence of experimental and control groups, whose effect of treatment is measured, the appropriate alternative data processing is one of the statistical tests, namely Mann-Whitney U.

According to Azwar (2010), this research is quasi-experimental research. In this study, the research sample is not established randomly, but based on the pre-test results, in which the subjects with moderate and low categories would be given intervention. The population and sample of the study is 37 boat crew members. The whole population is male who is categorized as adult. The average age of the subjects is around 25 years. A pre-test was administered to see the level of the boat crew's self-control. It was conducted from 20/10/2019 to 27/10/2019, the time of the calculation of the results. There are 15 boat crew members in the low category and ten boat crew members in the medium category in terms of their control of themselves, but in the low category, there are only 12 crew members who agree to follow the treatment process so the total number of the sample is 22.

The research data were taken through several interviews, documentation, and observation, as well as by using a questionnaire. (1) The researchers interviewed several employees to reveal the problems in the work unit. (2) Documentation was conducted to seek information and review field documents to obtain the correctness of field information, including social media documentation. (3) Observations were conducted at the beginning of information search, during the treatment program, and after the implementation of the program on the experimental group. (4) The self-control questionnaire referred to Tangney et al. (2004) aspect reference self-control, with the item reliability index of 0.889.

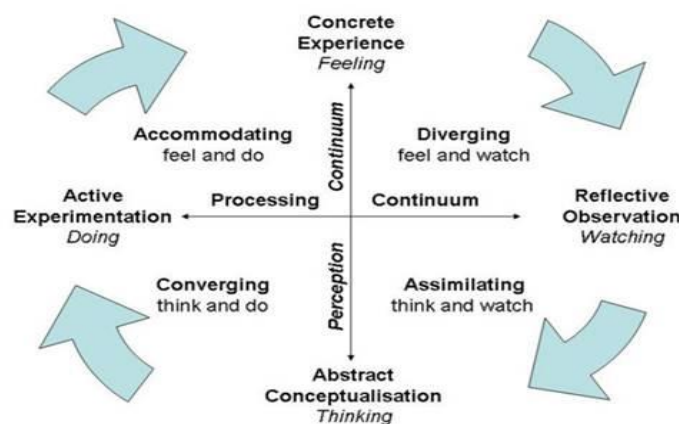


Figure 1. Experiential Learning Cycle

This experimental research was conducted by giving the core treatment with the concept of a training program called "just a moment of silence". This activity was carried out on 01/11/2019. Each session had a goal, and the implementation stage of giving behavior was divided into two meetings with four sessions. This activity included a short but focused training for 15 minutes each session. The learning method in this training process was experiential learning circles or oftenly called learning cycle. Figure 1 describes the learning cycle. Figure 1 is a learning cycle according to Silberman (2014). In the neuro-linguistic programming (NLP), this learning cycle is often called the debriefing process.

The researchers applied the learning cycle to mindfulness training. There were four activities that were applied at the end of each session, namely (1) concrete experience, where participants were asked to respond to their feelings after participating in the event and the whole event; (2) reflective observation, where participants were asked to make observations about what the crew got so which could be applied to daily activities that are related to the content of the material; (3) abstract conceptualization, which was a stage where the participants carried out an event; (4) active experimentation, where the participants were given the opportunity to actively ask questions in several training processes at each training session related to the material so as to generate an understanding.

Treatment

The researchers determined a treatment that was designed in the learning process, which was in the form of a short relaxation process that was inserted into the learning program. The researchers chose this technique to be applied to the research subject in a brief but systematic manner, taking into account the time limit for boat crew members who had other activities outside of working hours. This concept of relaxation is called "just a moment of silence". When formulating this concept, the researchers concluded that the dynamics of the theory were based on expert references and previous research related to mindfulness, including five exercises elaborated as follows. (1) Exercise in breathing with acceptance ethics, according to Afandi (2009), can be used to maintain one's self-awareness and improve discipline and consistency. (2) Body detection exercises with trust ethics, in which, according to Vohs and Baumeister (2010), doing hand grip gestures can reduce the intensity of impulsive actions to reduce bad habits in the form of body reflexes. (3) Exercise in realizing sensations with beginners' mind ethics, which according to Kabat-Zinn (2012), when a person feels a sensation as if an event context is the first thing he feels, can create a different impression. (4) Exercise in opening awareness training, with non-striving and non-judgmental ethics, which according to Kabat-Zinn (2012), can reduce the intensity of a person doing impulsive actions and maintaining ethical processes. (5) Exercise in letting go of desire with the ethics of patience and letting go, which according to Kabat-Zinn (2012), can affect one's self-control, however it is difficult to do because it is related to one's desires, privacy, and human rights, such as a trauma/symptoms of excessive fear that causes a person to refuse to act, a way of speaking that indirectly follows the environment, smoking, and also drinking alcohol. Therefore, there needs to be a desire from the individual himself in order to follow the sustainable routine in carrying out silent activities to release desires.

Figure 2 shows an effect that is produced through several aspects of mindfulness, the linkage of research variables, and the training process. According to Dessler (2015), one of the prerequisites for carrying out a training is to make a specific program design. This debriefing program is carried out in the form of a classroom training method with the concept of experiential learning that was put forward by Silberman (2014) where, starting from the second session, participants are given the opportunity to actively ask questions related to the materials, and the trainer provides explanations so as to generate an understanding. In the third session, the participants were asked to make observations about what the boat crew got for their daily activities from the contents of the material that had been given. In addition, the participants were asked to respond to how they felt after carrying out the activity. Furthermore, at the end of the training session, the participants planned an activity on how the boat crew implement the exercise using one of the materials in the training process.

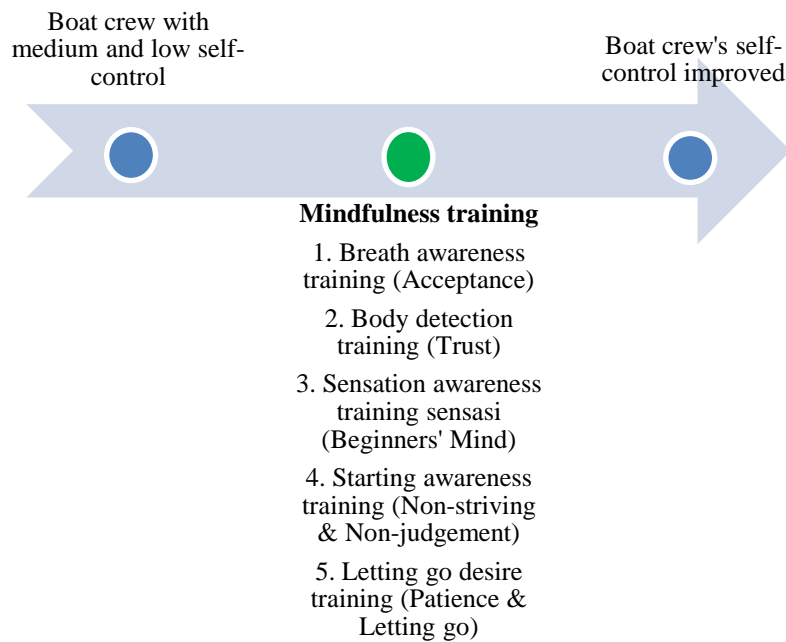


Figure 2. Treatment Effect

After the researchers determined the learning method, drew conclusions, and formulated theoretical dynamics, the training activity took place. The following is the summary of the mindfulness training activities. The 1st meeting of the first training session, namely the opening, was held to break the ice and introduce trainers by the general manager (GM). In the second session, the trainer introduced the mindfulness materials to the experimental participants through video playback to introduce the material and attract participants' attention, followed by material discussion as a basis for introducing the material, and initial role-playing. In this session, a program of silence of being aware of sensations with beginners' mind ethics was carried out, which according to Kabat-Zinn (2012), when a person feels as if an event context were the first thing he feels, it can create a different impression. This activity was carried out so that the crew could change the impression that was previously possibly unpleasant, returned it to a pleasant initial impression so that it affected the consistency and discipline of the crew in their work environment.

Meeting 2 of the third session was the implementation of the core training that is targeted to improve self-control, which referred to the advanced aspects of Tangney et al. (2004). The process in this third session was as follows. (1) The program of silence opened awareness with non-striving and non-judgment ethics, which, according to Kabat-Zinn (2012), can affect consistency and reduce a person's intensity for impulsive actions. (2) A short process of silent breathing used the ethical acceptance of Afandi (2012), which was used to maintain self-awareness of attention to work processes related to the environment and oneself. (3) The silent process of detecting the body with trust ethics was aimed at increasing discipline (related to the reflexes of the body when needing addictive substances), reducing bad habits and controlling desires related to body muscles, one of which was by doing handgrip. According to Vohs and Baumeister (2010), doing handgrip can reduce the intensity of impulsive actions to reduce bad habits in the form of body reflexes. (4) The process of silencing desires with patience ethics and letting go was aimed at all aspects of self-control. Based on the statement by Kabat-Zinn (2012), the exercise of letting go of desire can affect self-control, but it is difficult to do because it is related to a person's desire, privacy, and human rights such as trauma that causes someone to refuse to act, a way of speaking that indirectly follows environment, smoking, drinking alcohol, and the like. Therefore, there needs to be a desire from the individual himself to follow the sustainable routine in carrying out silence activities to release this desire.

The final session was a review session. According to Silberman (2014), the review process is important to determine the participants' understanding of the training material. In this activity, the

participants were asked questions about how they felt after knowing what mindfulness was and they carried out an abstraction in the form of a plan that the boat crew would do by applying material in their daily lives when circumstances arose that caused emotions related to field conditions. In addition, the trainer's discussion and lecture process were also included in this section of the session to enable the crew to apply the provisions they had received in their daily work.

RESULTS AND DISCUSSION

Results

The statistical calculations of this study refers to one of the independent sample t-tests, but the data are not normally distributed so that the process switches to Mann-Whitney U test. The descriptions of the research statistical test data are described as follows.

Normality Test

This study uses an independent sample t-test, but before it is implemented there must be prerequisites to implement it. According to Azwar (2010), to use the independent sample t-test, it is necessary to know whether the data are normally distributed or not. In Table 2, the results of the research normality test are presented, with data processed using the SPSS IBM 22 application, where DF= Degree of Freedom, and Sig = Significance Value.

Table 2. Result of Normality Test

Shapiro-Wilk	
Df	Sig.
37	0.034

Table 2 shows the results of the significance test for normality with the Shapiro-Wilk statistic, showing that the research data used are not normally distributed. The significance value in Shapiro Wilk is 0.034 (<0.05), and this refers to the study using one of the Mann-Whitney U non-parametric tests to test the research hypothesis.

Homogeneity Test

Based on the non-parametric test analysis process, the next assumption test is the homogeneity test. The results show sig = 0.056 > 0.05 , which means that the two groups in the study have the same or homogeneous variance. Table 3 shows the results of the homogeneity test, where Levene Statistic = Result of Levene Data Processing, df1 = Research Sample, df2 = Statistic Formula Calculation, and Sig = Sinificance Value of Homogeneity. Thus, Table 3 shows the result of statistic processing to meet the requirement of Mann-Whitney assumption test.

Table 3. Result of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	4.112	1	20	0.056

Hypothesis Result

Table 4 shows the result of statistic data processing in order to test the research hypothesis, where Mean Rank = average score, and Sum of Rank = total of statistic calculation. Table 4 shows the mean rank in the experimental group is 16.50, which is higher than the mean rank of the control group, which is 5.50. This means that the self-control of the boat crew members who got treatment is higher than that of those who were untreated. Although there are differences in the mean value, to find out whether the mean value is statistically significant, it is necessary to look at the results of the overall data processing. If the p-value or Asymp Sig <0.05 , statistical data processing can be said to be significant and there is a significant difference between the experimental group and the control group.

Table 4. Ranks

	Group	N	Mean Rank	Sum of Ranks
Result	Experimental Group	12	16.50	198.00
	Control Group	10	5.50	55.00
	Total	22		

Table 5. Statistic Test

	Result
Mann-Whitney U	0.000
Z	-3.974
Asymp. Sig. (2-tailed)	0.000

a Grouping Variable: Method

Table 5 shows the Mann-Whitney U test value of 0.000 and a Z value of -3.974. In this case, Mann-Whitney = Result of Mann-W U, Z = Z-score, and Asymp Sig / p (value) = Significance level. This result means that there is a significant difference in self-control improvement between the experimental group and the control group. Furthermore, the p-value or Asymp Sig of <0.05 means that there is a significant difference between the two research groups. Based on the results of the Mann-Whitney U data processing listed in Table 4 and Table 5, there is a significant difference in the mean rank of the experimental group and the control group. Based on the results of data processing, the hypothesis of this study is accepted, in which the increase in self-control of the boat crew members who are given the mindfulness training is higher than the increase in self-control of those who are not given the training.

Results of Training Evaluation

The explanation of the results of statistical processing as described above is one type of evaluation carried out by the researchers, which is often called a behavior scale, which is used to see the differences in behavior between the behaviour before and that after training. Although the research hypothesis is accepted, it is necessary to know the crew's responses to and understanding of mindfulness trainings. In addition to the scale of behavior, there are two additional scales to determine the success rate of treatment, namely the knowledge evaluation scale and the reaction evaluation scale. Both scales in this training program are calculated with a hypothetical score. The result of the calculation of the reaction evaluation scale is presented in Table 6.

Table 6. Result of Reaction Evaluation

Aspect	Item	Result	Category
Training Program	1.5	3.5	Good
Materials	6.11	3.6	
Discussion Process	7.10	3.5	
Trainer	8.9	3.8	
Future Application	2,3,4	3.6	

The evaluation of the reaction assessment based on items is divided into five aspects (score 1 for very unsuitable, score 2 for inappropriate, score 3 for neutral, score 4 for appropriate, and score 5 for very suitable). In this case, the entire research subject is categorized as selecting the 'appropriate' statement in some respects, showing that the whole aspect of the reaction falls into the good category.

The next process is the process of evaluating the subject's knowledge, which intends to determine the progress of the subject's understanding of the material given. Several answers have been prepared, consisting of five statements in which Number 1 is for Don't Understand, Number 2 is for Lack of Understanding, Number 3 is for Sufficiently Understand, Number 4 is for Understand, and Number 5 is for Strongly Understand. Based on the knowledge evaluation questionnaire, the subject is categorized as being quite familiar with the provision of the materials given. The subject's answers to the statements are presented in Table 7.

Table 7. Result of Knowledge Evaluation

Self-control Aspect	Result	Category
Awareness Opening	3.4	Sufficiently Understand
Letting Go of Desires	3.1	
Breath Awareness	3.3	
Body Appreciation	3.4	
Sensation Feeling	3.3	

The results of the evaluation of knowledge and reactions prove that the researchers' treatment conceptualized through theory and expert opinion, namely "just a moment of silence" received a good response from the boat crew, and was successfully understood by the boat crew at Company X to improve their self-control.

Discussion

At the beginning of the research activity process, a problem was found, namely that one of the work units in Company X, namely the boat crew, became a hot topic of conversation among the employees of Company X, especially in one of their work units, namely the adventure unit. The boat crew were considered unable to control themselves properly. The researchers tried to look for alternative ways that could be used to solve the problems in the company by increasing the boat crew's self-control. Based on the statement by Sukadji (Dikria & Mintarti, 2016), there is a technique called relaxation and is thought to increase self-control and it is evidenced by the application of techniques in several previous studies.

Several previous studies have applied relaxation to the meditation process with a therapy that is often called mindfulness, which was popularized by Kabat-Zinn (2005) and was applied through a training program. According to Widodo (2015), training is a series of individual activities in systematically increasing skills and knowledge so that they are able to have professional performance in their fields. Training is a learning process that allows employees to carry out their current work according to standards.

Based on the reference, a research hypothesis was proposed, namely boat crew members who receive a short relaxation training with reference to the mindfulness aspect have higher self-control than those who are not given mindfulness training. The testing process was carried out starting from the observation interview to the distribution of behavior scales. The results of the behavior scale data processing showed that the implementation of the mindfulness program with the researchers' concept of "just a moment of silence" produced the expected results. The results of data processing concluded that the initial hypothesis of this study was accepted; it was proven that the self-control of the boat crew members who were given mindfulness training was higher than that of those who were not given the treatment.

The previous research by Putri (2016) and Olia and Saedmanesh (2016) reported similar results, that mindfulness is stated to increase self-control. According to Tang et al. (2015), there are three things that can explain how the mindfulness training process affects a person's self-control, and one of which that can explain is emotional regulation. Emotional regulation is a person's capacity to control himself and adapt conditions to the emotions that arise. This is in line with what Yusainy et al. (2018) write that in the internal factor of self-control, there is a process of emotional regulation which is very close to mindfulness.

Another similar result is reported in the research conducted by Afandi (2012), although there are differences in methods, subjects and results of research, wherein the results of short mindfulness training do not affect the level of self-control of students in Madura. The researchers argue that several things related to the unaffectedness of the research subject on training are less systematic training programs, methods, and concepts. Thus, the researchers designed a more structured and conceptual mindfulness program. The first activity the researchers undertook to avoid similar results was to determine the learning program, and to do a combination of a sequence of activity schedules as a distraction to avoid burnout during the learning process. Some of these interludes were in the form of video playbacks and short games. Based on the researchers' understanding of

the theory from experts and references to previous research, it can be concluded that this mindfulness training was a program that could provide provisions for subjects to improve self-control.

According to Ray (2011), if an individual's self-control is low, he cannot control himself in doing something and does not care about long-term consequences. Conversely, individuals with high self-control can refrain from negative things by looking at the long-term consequences. In order to ensure the state of the field, after the training was completed, the researchers made follow-up observations for two weeks. From these observations, it was seen that there was a change in behavior related to the boat crew's self-control.

The following are some of the behaviors seen in the field. (1) Boat crew members who used to be late for work became punctual persons. This indicates that the crew can control themselves to rest early so as not to be late for work. (2) Boat crew members who previously rarely paid attention to the completeness, safety, and security of the ship (K3) are on standby to cross check goods. This form of attitude suggests that the crew can control themselves to focus on their work. (3) The previously rude way to greet passengers became more friendly, and the intensity of speaking harshly decreased when in the cabin of the ship where passengers were present. This attitude suggests that boat crew are currently prioritizing awareness to control themselves while working, thinking long-term about the impact that will happen so that they can organize speech in a better way. (4) Initially, the crew smoked and drank alcohol in the cabin of the ship, but during the follow-up observation activities, none of them was seen smoking anymore in the cabin of the ship. This attitude shows that the crew can control themselves to be addicted to addictive substances even though the intensity is only within the limits of the scope of work, even though outside of working hours the crew still do it. The results of this study indicate that the mindfulness training concept of short relaxation ("just a moment of silence") is proven to be effective, so that the boat crew at Company X can control themselves better.

CONCLUSION

Based on the research findings and discussion, three conclusions can be drawn from this study. (1) The self-control of boat crew members who are given training is higher than that of those who are not given treatment. (2) The training program of "Just a moment of silence" received good reactions from and are sufficiently understood by the crew. (3) After two-week implementation of the training program, it was proven that the training activities were successful and effective in increasing the self-control of the boat crew at Company X in Bali, Indonesia.

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