



Suicide Attempt: A Qualitative Study of The Psychological Dynamics of Self-reflection in Adolescents

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ABSTRACT

Self-reflection is an activity that relies on memory, deliberative thinking, and accuracy in order to analyze actions that have been taken while evaluating actual processes, problems, and obstacles. The present study aimed to investigate the psychological dynamics of self-reflection in adolescents who have attempted to commit suicide. This study used a qualitative approach with a case study design. Data were collected using in-depth interviews. This study involved three participants with history of suicidal attempts. To improve data validity, three significant others of the participants were also interviewed. The data analysis revealed some components of self-reflection that encompassed emotional reactions, thought content, and avoidance, as well as various forms of suicide attempts. Additionally, factors related to suicidal behavior, self-reflection elements, self-reflection processes, and the impact of self-reflection were also explored. The findings shed light on the psychological dynamics of the individuals who engaged in suicide attempts such as capability of transcending feelings of disappointment, anger, and pain when confronted with personal issues.

ABSTRAK

Refleksi diri adalah kegiatan yang mengandalkan ingatan, pemikiran deliberatif, dan ketelitian untuk menganalisis tindakan yang telah diambil sambil mengevaluasi proses, masalah, dan hambatan yang sebenarnya. Penelitian ini bertujuan untuk meneliti dinamika psikologis refleksi diri pada remaja yang mencoba bunuh diri. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Penelitian data dilakukan dengan menggunakan wawancara mendalam. Penelitian ini melibatkan tiga partisipan dengan riwayat percobaan bunuh diri yang berusia remaja pada fase remaja akhir. Untuk meningkatkan validitas data, tiga orang penting lainnya dari peserta juga diwawancarai. Analisis data mengungkapkan beberapa komponen refleksi diri yang meliputi reaksi emosional, isi pikiran, dan penghindaran, serta berbagai bentuk upaya bunuh diri. Selain itu, faktor yang terkait dengan perilaku bunuh diri, elemen refleksi diri, proses refleksi diri, dan dampak refleksi diri juga dieksplorasi. Hasil penelitian menjelaskan dinamika psikologis individu yang terlibat dalam upaya bunuh diri seperti kemampuan mengatasi perasaan kecewa, marah, dan sakit ketika dihadapkan dengan masalah pribadi.

Introduction

Suicidal ideation or suicidal behavior represents the highest level of depressive symptoms and loneliness among adolescents (Garnefski et al., 1992; Roberts et al., 1998). Suicide is a global phenomenon, where nearly 800,000 people worldwide die by suicide each year. that occurs throughout life (World Health Organization, 2016). Suicide is an intentional, calculated act chosen to immediately end one's life in a dramatic way (Davison & Neale, 2006). Schneidman (1985) defined

suicide as a conscious self-destructive behavior seen as the best solution for coping with a particular issue. According to Kartono (2000), suicide is a planned action to take one's own life. It can be said that suicide is a conscious act carried out as a solution to a problem. From the psychoanalytical perspective, individuals who commit suicide are those who experience depression throughout their lives as a response for instinct for death or *thanatos*.

Based on data from the Sample Registration System in Indonesia in 2016, the mortality rate due to suicide was reported as 0.71 per 100,000 population or 1,800 deaths per year. The data also indicates that males are three times more likely to die by suicide compared to females. According to the percentage of suicide deaths in Indonesia, the age range of 25-49 accounts for 46%, while the broader age range of 15-64 accounts for 75% (Infodatin, 2019). Reports on suicide in Indonesia continue to emerge. Most recently, there was news about a junior high school student, with the initials SN, from SMP Negeri 147 Ciracas in East Jakarta, who committed suicide by jumping from the fourth floor of her school on Tuesday, January 14, 2020. The case is suspected to result from bullying experienced by the victim (CNN Indonesia, 2020). Another suicide incident involved a 23-year-old celebrity and midwife named AW. She took her own life by jumping from the fourth floor of a hotel building in Bali, allegedly due to romantic problems (Prasetyo, 2020).

Several research findings, summarized by Pratiwi & Undarwati (2014), indicated the contributing factors related to the phenomenon of suicide (suicide attempts, self-harm, suicide plans, and suicidal ideation), particularly among adolescents. Among these factors, depression plays a significant role. A majority of young individuals with suicidal ideation experience feelings of pressure and meet the diagnostic criteria for depression. Desperation, negative thoughts, anhedonia (the inability to experience pleasure), and low self-esteem also increase the risk of suicidal ideation. Furthermore, family-related issues such as a family history of psychopathology, a family history of suicide, family dysfunction, family disharmony, and excessive control are also associated with adolescent suicidal ideation. The other factors that contribute to suicide among adolescents include bullying and physical, sexual abuse, and school-related problems, such as poor academic performance, school absenteeism, negative attitudes towards school, alcohol consumption, and perfectionism.

In facing an event, reflection plays a significant role, which involves the act of interpreting what has happened previously, what is yet to unfold, what remains unachieved, or what is unresolved from past actions (Tahir, 2011). According to Asrori (2009), reflection is an activity that relies on memory, contemplation, and careful consideration to analyze past actions in reviewing processes, issues, problems, and real constraints. Furthermore, self-reflection is a contemplation process aimed at understanding and analyzing confusing or distressing experiences, thus generating new insights that can be utilized when facing future experiences. Someone who successfully reflects on their practices does not only revisits past actions and events but consciously examines emotions, experiences, actions, and responses, using that information to expand their existing knowledge and understanding, reaching a higher level of comprehension (Paterson & Chapman, 2013). Based on this phenomenon, it is evident that further studies is needed to explore the dynamic of self-reflection in individuals with suicidal ideations.

Self-reflection as depicted by Bahiyah (2018) encompasses three dimensions, including the dimension of emotional reaction, which involves the aspect of reflection that entails a change in goal-setting to problem-solving and alleviating depression. Additionally, the dimension of rumination represents a concise conception of an individual's belief motivated by perceiving threats, losses, and injustices; The dimension of thought content in self-reflection includes two aspects: recounting and reconstruing. Recounting refers to an individual's tendency to focus attention on specific events that occurred in a particular place. On the other hand, reconstruing involves the interpretation or understanding of the causes that contribute to one's feelings of depression; the third dimension is the avoidance dimension, which refers to behaviors of attempting to avoid thinking about the events that make one angry when asked to recall (Gámez, Chmielewski, Kotov, Ruggero, & Watson, 2011).

Furthermore, two main factors influence self-reflection, the internal and external factors. One of the internal factors, as indicated by Sandars (2009), is motivation. Another internal factor is self-distancing, which involves reflecting on past experiences (Kross & Ayduk, 2017), and personal experiences (Powell, Boud, Keogh, & Walker, 1985). External factors that contribute to self-reflection include reflective learning (Fook, 2007) and the environment (Ahmad, 2019). According to Powell et al. (1985), the process of reflection begins with an individual's lived experience, which is then connected to the feelings they experienced during that experience. This can be utilized for an individual to harness positive emotions and eliminate negative feelings that hinder action. The experience is then evaluated in relation to the individual's understanding. During the process of evaluating the experience, the individual engages their knowledge and intention to form new concepts that align with their experience.

In the schema, it also explains that the process of reflection begins with behavior, ideas, and feelings. This implies that within individuals, there are experiences that can give rise to attitudes, ideas, and emotions that are felt during those experiences. Upon returning to the experienced event, an individual will remember and mentally replay the experience, leading to a back-and-forth flow as the individual reflects on their experience. Subsequently, the individual will evoke positive feelings or eliminate disruptive emotions. Utilizing positive emotions in this context is crucial because they can provide individuals with the motivation to persevere in challenging situations and facilitate a deeper understanding of their experiences, ultimately leading to the creation of new affective learning. Individuals who engage in self-reflection can enhance their competence, develop self-awareness, and exhibit professionalism, as expressed by several experts. Aronson (2011) stated that reflection can enhance learning and competency. According to Morin (2016), self-reflection can develop self-insight and position oneself for personal growth. Similarly, Sandars (2009) revealed that reflection can enhance professionalism, clinical reasoning, promote sustainable practice, and improve healthcare management.

Although some studies on self-reflection on suicidal attempts have been conducted, these studies were mainly quantitative. A deeper exploration to understand psychological dynamic of suicidal attempts remains necessary. The present studies aimed to fill this gap in the literature by investigating the psychological dynamic of self-reflection among adolescent that had made suicidal attempt.

Method

Participants

The participants in this study were three adolescents. In this study, the focus was on teenagers aged 20-24 years, as indicated in the data from the World Health Organization (2016) on the number of suicides among young people, which highlights that this age group falls within the high suicide rate category. The participants were teenagers who have previously attempted suicide and improved their psychological conditions. They were selected using a snowball sampling technique. To strengthen data validity, three additional informants from significant others of the participants were also interviewed.

Table 1. Participants of the present study

No	Informant/Significant Other	Age	Gender	Address
1.	BD	22 Years-old	Male	Sidoarjo, East Java
2.	BD's sibling	27 Years-old	Female	Surabaya, East Java
3.	DF	23 Years-old	Female	Surabaya, East Java
4.	DF's close friend	22 Years-old	Female	Surabaya, East Java
5.	NF	22 Years-old	Male	Trenggalek, East Java
6.	NF's close friend	22 Years-old	Female	Nganjuk, East Java

Data collection of this study followed the ethical standards of American Psychological Association (APA) for psychological research on human subjects. Participants were given with informed consent prior to the interviews. Their participant was totally voluntary and they were allowed to drop from the interview whenever they wanted.

Design

This study used qualitative approach, which aims to investigate, discover, describe, and explain the qualities of social influences that cannot be fully explained and measured by quantitative research methods (Saryono, 2010). The approach used in this research is a case study, which explores a problem in detail, depth, and explains various sources of information (Darmadi, 2014). The main participants were teenagers who have experienced psychological dynamics related to self-reflection during a suicide attempt. To gain deeper information and improve validity, data from significant others of participants that knew the daily lives of the main informants were also collected.

The data collection process involves the use of the In-depth Interview technique, commonly known as an in-depth interview. The tools used for data collection include a notebook, audio recording, and an interview guide sheet as instruments to ensure that the questions and answers obtained align with the research framework being conducted. The researcher also employed source triangulation to ensure high credibility of the obtained data. This approach is beneficial for validating the data by cross-checking information gathered by the researcher from multiple sources. Interviews were conducted with significant others who have a close relationship with the main informants to test the validity of the data and collect additional information.

Data Analysis

The researcher utilized thematic data analysis technique to analyze the data in this study. In thematic data analysis, the researcher assigns codes to information that can generate a list of themes, thematic models, and related qualifications, or a combination of all three (Boyatzis in Poerwandari, 2001). During the process of data coding, the researcher applies predefined themes based on the theories used in the research.

Results

Based on the interviews, several factors underlie the occurrence of suicide attempts among the informants. For example, BD revealed that he had poor stress coping mechanisms, which led to inappropriate actions when facing difficult situations. The difficult situation he faced was related to parental expectations. BD's parents pressured him to become a police officer, while he had a strong desire to pursue an academic career, causing him to feel burdened. On the other hand, DF exhibited factors that influenced her suicide attempt, which were attributed to inappropriate parenting practices. The strict upbringing by her parents made DF adopt a harsh attitude towards herself, leading to a belief that if she made a mistake, she deserved punishment. As a result, DF initiated self-harm as a form of self-punishment. Furthermore, NF stated that the factors that contributed to his suicide attempt were the experience of bullying since junior high school and the feeling of failure in carrying out several organizational tasks that required greater responsibility.

Forms of suicide attempts

The forms of suicide attempts carried out by the informants are as follows: BD stabbed his abdomen with a knife. Initially, BD claimed that he had no intention of committing suicide, but to drown out the noise in his head, he impulsively stabbed his abdomen twice. On the other hand, DF's suicide attempts took the form of self-harm, including not eating, not sleeping, banging her head against the wall, cutting her hands and body, overdosing on medication, and consuming excessive amounts of laundry detergent and perfume. DF engaged in these suicide attempts when feeling angry or when things did not go as expected. Meanwhile, NF attempted suicide by trying to jump from a three-story

height and engaging in self-harm such as banging his head against the wall, cutting his wrists with sharp objects, and more.

Aspects of self-reflection

In the dimension of emotional reactions, there is an aspect of reflection. In this aspect, BD found himself more open in facing problems, especially within the family environment. He feels that he has reached a turning point in his life by manifesting his long-desired dreams. Additionally, BD mentioned that he has become more mature than before. He has started to care more about the family issues they face and actively helps to resolve them. BD has grown closer to his family, especially his parents, after the suicide attempt incident. He realizes that his actions have caused harm to many people, especially those close to him, such as his family. BD expresses that he has felt the profound love and care from his parents.

DF mentioned that she has become more self-aware and has gained better self-control. She is now more conscious of her potential and no longer suppresses herself abruptly. After the incident, DF has become calmer, and when faced with problems, she chooses to cry or release her emotions in less extreme ways compared to before. On the other hand, NF expressed that after overcoming the suicide attempt, he has become better at facing problems. However, he admitted that the challenges he faces have been increasing over time. Additionally, NF stated that his stress management skills have improved.

Aspect of rumination

In the aspect of rumination, within the emotional reactions dimension, BD mentioned that he should have communicated the problems he faced, especially with his mother. However, at that time, BD was not brave enough to be honest with his mother. BD acknowledged that he tried to understand that what his parents, especially his mother, wanted was not the path he desired, and he attempted to communicate with his mother. BD admitted that he tried to gather the courage to discuss his issues with his mother but found it difficult, and ultimately, he did not dare to talk to her. The situation BD experienced at that time caused a change in his focus on daily activities, and he often found himself in tears. BD mentioned that the action he took to cope with the stress was by stabbing himself in the abdomen with a knife.

On the other hand, DF expressed that if she makes a mistake, she believes she deserves punishment that causes her physical pain by self-harming. DF also mentioned that self-harming has become a habit for her, and she feels restless if she doesn't punish herself when she makes a mistake. She believes that self-inflicted pain is the best way to punish herself for the mistakes she feels she should not have made. NF mentioned that sometimes the desire to commit suicide arises suddenly when experiencing failure. NF explained that to cope with the difficult situations, he self-harms to share the pain he feels and contemplates the best way to commit suicide. NF admitted that he has become a better person than before due to the support from friends, and he has started seeking appropriate support by sharing his problems with friends.

Aspect of recounting

In the dimension of thought content, there is an aspect of recounting, where BD expressed that the difficult situation he faced was related to his family. BD revealed that his mother wanted him to work for the government as a civil servant to elevate the family's status. However, this conflicted with BD's aspirations to become an academician. The mismatch between the desires of BD and his parents created a challenging situation. However, BD stated that there is no longer a desire for suicide because he sees his mother regretting the experiences BD went through.

Furthermore, DF mentioned that the difficult situation she experienced was when she felt that making a mistake should be followed by punishment, influenced by the parental upbringing. DF expressed that there are times when she still contemplates suicide, but she reconsiders the thought

because she realizes that there are people she can communicate with about her problems, preventing such thoughts from becoming a reality again.

On the other hand, NF stated that the difficult situation he experienced can be divided into three stages. Firstly, during junior high school, NF became a victim of bullying at his school. Secondly, during his college years, NF felt that everything he attempted often ended in failure, and he was burdened with numerous tasks in campus organizations. Lastly, NF faced family issues. NF is characterized as someone who tends to deeply contemplate various matters, compounded by the challenges he faced within his organizations or communities.

Aspect of reconstruing

In the aspect of reconstruing within the dimension of thought content, BD expressed feeling immense pressure due to the lack of support from his family regarding his interests. BD's family, particularly his mother, wanted him to become a police officer. BD felt overwhelmed because he didn't know who to confide in and share his feelings with. Since high school, he had been suppressing his desires, and this difficult period persisted through college. BD acknowledged that his suicide attempt caused a lot of distress to many people, especially his parents, and since then, he no longer has any desire to end his life.

DF mentioned that she realized what caused her to feel pressured and engage in suicidal behavior, repeatedly, was the parenting style of her father, who tended to be strict and authoritarian, making her feel judged. DF also stated that the majority of her depression and feeling of pressure stemmed from conflicts with her parents. DF's family was not very supportive and often underestimated her. However, DF mentioned that she became aware and stopped engaging in suicide attempts with the help of a psychologist who provided specific treatments for her. As for NF, in addition to experiencing bullying during junior high school, where he was considered peculiar and isolated by his friends, NF is the type of person who tends to deeply contemplate matters, making it easy for him to feel pressured by the situations he experiences.

Dimension of avoidance

In the dimension of avoidance, BD mentioned that he doesn't mind recalling or being asked about the suicide attempt he experienced. However, his family has a different perspective and believes that it never happened. BD stated that in dealing with negative thoughts, he engages in hobbies and work, and he never takes negative thoughts too seriously. He believes that there is always a solution to every problem.

On the other hand, DF chooses to avoid discussing matters related to suicide as it makes them feel overwhelmed and afraid of losing control. DF also mentioned that in dealing with negative thoughts, they write down some motivational or uplifting words in their room and sometimes look at mental health-related posts on Instagram. NF mentioned that when recalling the moments of wanting to die, they physically feel pain, such as shortness of breath. For instance, NF experiences trembling and difficulty breathing when a close friend asks about the meaning behind their diary entry about suicide. To cope with negative thoughts that arise, NF tries to control their emotions as much as possible. If that doesn't work, NF counteracts those negative thoughts with positive thinking. NF also mentioned that after the incident, when facing problems, they seek the best alternative solutions.

Factors influencing self-reflection

Based on this research, there are several factors that can influence self-reflection, as seen in BD's case where BD mentioned that the influence on his self-reflection is seeing his parents, especially his mother, who deeply regretted the suicide attempt. BD could not bear to see his parents, especially his mother, sad, and this became a turning point that influenced BD's self-reflection. On the other hand, DF stated that the motivation began to emerge when DF actively consulted with a psychologist, and

DF also became aware that there were friends and family members with whom DF could share about the problems faced. As a result, the idea of suicide no longer crossed DF's mind. Furthermore, DF also admitted that they often write down things that make them angry, which helps them reflect on themselves and avoid suicidal actions. Moving on to NF, they stated that factors influencing their self-reflection include the desire to change their mindset and the support they receive from friends. The strength that enables NF to reflect on themselves is having friends to share their stories and concerns, serving as their support system.

Self-reflection process

BD admitted that they had been under immense pressure, primarily from their parents, since high school, which continued into college. The suicide attempt occurred because BD felt overwhelmed. As a result of the suicide attempt, BD had to be hospitalized, and it was at that point that BD realized their parents, especially their mother, deeply regretted forcing their will upon BD. Witnessing their parents' extreme concern, BD became aware of how much they were loved by them. BD was determined to change for the better by effectively communicating their problems and no longer having the desire to end their life. All of this was for the sake of seeing their parents happy.

DF's self-reflection process initially originated from external sources, specifically through being introduced to a psychologist by a friend. Subsequently, various activities were recommended for DF to engage in, such as meditation, jotting down things to be grateful for, and removing sharp objects when feeling angry. Subsequently, as DF gradually reflected upon themselves and engaged in various activities as instructed by the psychologist, they began to realize that their previous suicide attempts were not beneficial and did not solve their problems. Through the repetitive engagement in these activities, DF eventually developed a habit of not harming themselves when facing difficult challenges.

NF's self-reflection process began with their own curiosity to overcome the desire to attempt suicide. NF admitted to browsing the internet and watching YouTube videos on how to deal with suicidal tendencies in order to understand how to address the suicide attempts they had experienced in the past. The support from friends also made NF feel stronger in overcoming their difficult situation. NF also realized that they should not engage in such futile actions. Ultimately, NF stated that they understand the stages and positive ways they should approach when faced with challenging situations, and they can become a better person than before after going through several suicide attempts.

The impact of self-reflection

BD admits that they have gained numerous lessons and wisdom through self-reflection. After being able to reflect upon themselves, BD became courageous in expressing their feelings and concerns to their parents, especially their mother. BD also states that their current position as a CEO is a result of the experiences they have been through. BD has improved in facing their challenges and has become a more productive individual. On the other hand, DF admits that after the incident, they have gained a better understanding of themselves, improved self-control, and a greater sense of calm when dealing with problems. NF, on the other hand, states that they have become a more mature individual, capable of approaching problems with a clear mind and seeking suitable alternative solutions.

Discussion

The suicide attempts made by the three informants were not without reason. There were various factors that prompted the informants to engage in such inappropriate actions. These factors include poor stress coping mechanisms, parental demands, inadequate parenting styles, bullying, and feelings of failure. The factors that drive the informants to engage in suicide attempts align with the theories outlined by Levy, Jurkovic, & Spirito (1995); Lewinsohn et al. (1994, 2001); Neiger (1988), as summarized by Jeffry, Rathus, & Greene (2005), which suggest that several factors contribute to the

risk of suicide in children and adolescents, including depression and feelings of hopelessness. This is also consistent with the theories outlined by Kutcher & Chehil (2012), O'Connor & Nock (2014), Savitri, Takwin, Ariyanto, & Noviyanti (2019) and Bostwick and Rackley (2007), that suggest that several psychological factors contribute to suicidal behavior, such as poor stress coping skills, feelings of hopelessness, loss of pleasure in life, depression, anxiety, agitation, rigid thinking, and intrusive thoughts.

Reflection can take the form of written expressions of feelings, personal experiences, and insights gained after participating in the learning process. The term and model of reflection were introduced by the professor, who also provided a specific format for writing reflections. The reflection process begins by narrating the experienced event (something happened), followed by a deep exploration of the feelings experienced during that event (what happened in me). It then involves discovering insights from the experienced event (so what), and finally, having the intention to implement the acquired insights to become better in the future (Now What). This structure is based on the reflective thinking process that commonly occurs in individuals. This reflection is similar to keeping a journal or diary. However, it goes beyond simply narrating or describing what happened to us. It allows us to discover insights from those experiences.

Reflection is a way of thinking about what has recently been learned or looking back on what has been done in the past (Nurhadi, 2004). Reflective learning is considered important because through this learning model, individuals can bring back their experiences, manage their emotions and feelings, and evaluate their experiences. In doing so, individuals become aware of their mistakes and strive to improve them in the future. Reflection is a form of learning that helps us gain insights. The self-reflection is also a mean performed by the participant to deal with experiential avoidance (Gámez et al., 2011).

Based on the explanation of the psychological dynamics of self-reflection on suicide attempt experienced by the informants, this can be viewed from the perspective of educational psychology theories, where reflection can be examined through a humanistic approach. The humanistic approach emphasizes the individual's striving for self-actualization and freedom. The principles of this approach include understanding humans as a totality with potential for development. It recognizes the importance of personal freedom and responsibility in the decision-making process throughout life, as well as the principle of a dynamic and active mind. Through the mind, individuals express their unique abilities as individuals, manifested in cognitive aspects, willing, and judgment.

Humanism focuses more on the development of human personality. This approach looks at how individuals construct themselves and engage in positive actions. Its goal is to humanize individuals by achieving self-actualization, self-understanding, and optimal realization. Essentially, every human being has basic needs that must be fulfilled for a well-functioning life. There are several types of needs according to Maslow's Physiological Needs, including eating, drinking, sleeping, and breathing. In addition to nutrition, physiological needs also involve clothing, shelter, and warmth. Due to stressful thoughts, depression, or despair, many individuals or informants channel their negative emotions by not having enough rest time and lacking nutritional intake. Furthermore, this finding was also relevant with the love and belongingness needs. After fulfilling these two basic human needs, the need for love and belongingness arises. This pertains to specific aspects such as friendship, intimacy, trust, acceptance, and giving and receiving affection. In fulfilling these needs, individuals engage in friendships, romantic relationships, family connections, social groups, and others. It is important for humans to feel loved and accepted by others in order to avoid various issues such as loneliness, depression, and anxiety. Through the support of close individuals, the desire for self-harm can be mitigated. Additionally, being open in confronting problems can also help alleviate the burden of the issues experienced by the informant.

The novelty in this journal lies in the chosen theoretical framework. Based on research, the self-reflection theory can be examined using a humanistic approach, which aligns with Maslow's theory concerning the desire for needs. Therefore, in this study, factors that contribute to individuals'

willingness to make the decision to end their lives are explored, and Maslow's theory of needs is deemed suitable to provide insight into the issues related to suicide causation.

The findings of this study implies the crucial role of fulfilling Maslow's hierarchy of needs. Physiological needs are identified as the most fundamental needs to be fulfilled as they encompass vital elements for survival. Physiological needs include eating, drinking, sleeping, and breathing. In addition to nutritional fulfillment, physiological needs also encompass clothing, shelter, and warmth. Due to stressful thoughts, depression, and despair, many individuals, including the informants, channel their negative emotions by not having enough rest time and lacking proper nutritional intake. Once these two basic human needs are fulfilled, the need for love and belongingness arises. This pertains to specific aspects such as friendship, intimacy, trust, acceptance, and giving and receiving affection. In fulfilling these needs, individuals engage in friendships, romantic relationships, family connections, social groups, and others. It is important for humans to feel loved and accepted by others in order to avoid various issues such as loneliness, depression, and anxiety. Through the support of close individuals, the desire for self-harm can be mitigated. Additionally, being open in confronting problems can also help alleviate the burden of the issues experienced by the informant.

Conclusion

Based on the research conducted by the researcher, the suicide attempts made by the three participants were influenced by factors such as depression, desperation, poor stress coping, parental demands, inadequate parenting styles, bullying, and feelings of failure. Reflection is identified as one of the learning methods that can be applied to mitigate the desire for suicide. Reflection is an activity that relies on memory, contemplation, and careful analysis of past actions to review processes, issues, problems, and real constraints. Reflection is a form of learning that helps us gain insight. Based on educational psychology theories, reflection can be examined from a humanistic approach. The humanistic approach emphasizes the individual's striving for self-actualization and freedom. This approach looks at how individuals construct themselves and engage in positive actions. Its goal is to humanize individuals by achieving self-actualization, self-understanding, and optimal realization. Through the support and efforts of their loved ones, the informant aims to suppress any further attempts at suicide. Recounting the past suicide incident causes the informant to feel nervous and uncomfortable, prompting them to consciously avoid dwelling on it and try to suppress associated feelings. Furthermore, the informant has found strength by being more open in facing problems, especially within their family environment. This newfound openness has led to a turning point in their life, as they have pursued a long-held dream and gained a greater understanding of themselves, allowing for improved self-control.

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