



Investigating the Effectiveness of Self-Control for Pupils - Reflective Journaling (STOP-RJ) in Enhancing Self-Control Among Juvenile Detainees

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Abstract

This study investigated the efficacy of Self Control for Pupils - Reflective Journaling (STOP-RJ) intervention program in enhancing self-control among juvenile detainees at the Jakarta Youth Correctional Center (LPKA Jakarta). A total of 15 male juvenile detainees, aged 15 to 18 years ($M = 16.73$), selected through convenience sampling, participated in the study with the approval of institutional authorities. Over the course of the 15-day program, participants were instructed to maintain reflective journals that focused on two primary aspects of self-control: emotional expression and adaptive social behavior. Their self-control levels were assessed using a self-control scale both before and after the intervention. Data analysis was conducted using a paired sample t-test with the JASP program version 0.16.3.0. The findings revealed a significant increase in adaptive social behavior, accompanied by a large effect size ($t(1.15) = 4.141, p < 0.001, d = 1.069$). These outcomes reinforce the potential implications of structured reflective exercises in enhancing self-control skills among juvenile detainees

Keywords: correctional students; reflective journals; self-control; social intervention

The Indonesian Child Protection Commission (*Komisi Perlindungan Anak Indonesia*—KPAI) reported that between 2016 and 2020, 2,626 children were involved in legal proceedings as perpetrators of crimes. Children in conflict with the law (*Anak yang Berhadapan dengan Hukum*—ABH) are individuals aged 12 to 18 who must face the criminal justice system due to alleged involvement in criminal activities (Ghifari, 2021; Lubis & Siregar, 2020; Pribadi, 2018). The interaction between children and the criminal justice system marks the initial point of their engagement with the law. The annual rate of juvenile legal cases consistently surpassed 100 from 2016 to 2019, encompassing cases of sexual violence, physical violence, traffic accidents, thefts, and abortions (Komisi Perlindungan Anak Indonesia, 2021).

Legal violations committed by minors in Indonesia have increased steadily from 2020 to 2023, reflecting a concerning rise in juvenile delinquency. As of August 26, 2023, nearly 2,000 children have been involved in unlawful activities as offenders (Krisdamarjati, 2023). This rise underscores the urgent need for early intervention strategies to address underlying behavioral issues before they develop into persistent patterns of delinquency. Juvenile delinquency is not just an individual concern but a broader societal issue with long-term consequences. Addressing juvenile delinquency requires collaborative efforts from multiple stakeholders, including the government, legal institutions, educators, and community organizations.

Children are not only the future bearers of national

values but also key contributors to the nation's stability and progress (Fardian & Santoso, 2020; Sawyer et al., 2012; Wati, 2017). Without effective rehabilitation, delinquent behaviors may persist in adulthood, posing risks to both the individuals involved and society. To address this, integrating evidence-based interventions into juvenile rehabilitation programs is crucial. Structured approaches, e.g., self-regulation and adaptive social behavior training, can help reduce recidivism and promote successful reintegration into society.

Indonesia, which both endorsed and ratified the Convention on the Rights of the Child, is dedicated to safeguarding children's rights against all forms of human rights violations (Rizki et al., 2021; Setyorini et al., 2020; Wati, 2017). The commitment also extends to addressing issues involving children in conflict with the law. With the enactment of the Republic of Indonesia Law No. 11 of 2012 regarding the juvenile criminal justice system, the approach to managing children in conflict with the law emphasizes resolution through restorative justice and diversion.

Settlement through restorative justice involves engaging the perpetrator, victim, their families, and other relevant parties to collaboratively pursue a fair resolution. This approach emphasizes restoration to the original state, instead of seeking retribution for the offense committed by the child (Lubis & Siregar, 2020; Setyorini et al., 2020; Wati, 2017). In other words, the case resolution relies on deliberation to achieve consensus among the parties

involved (Flora, 2018). Child arrest, detention, or imprisonment is conducted solely under applicable law and may only be employed as a last resort (Zahra & Sularto, 2017).

Furthermore, the resolution of cases involving minors shifts from the criminal justice process to an alternative process outside the system. This phenomenon is referred to as diversion. This reform seeks to safeguard children's rights, as engagement with the justice system introduces various risk factors for their future, i.e., restricted educational and employment prospects, societal rejection, deportation, or disqualification from military service (Evans et al., 2016).

The term "juvenile detainees" has been adopted in place of "child prisoners" to mitigate the stigmatization associated with children in conflict with the law, with the hope that these individuals can reintegrate into society successfully (Fardian & Santoso, 2020). Juvenile detainees receive support in the Youth Correctional Center (*Lembaga Pembinaan Khusus Anak—LPKA*) instead of adult correctional facilities. Integrating juvenile detainees with adult inmates can introduce risks, like defilement, encompassing mental, behavioral, and psychological aspects (Fardian & Santoso, 2020; Ghifari, 2021).

LPKA is a facility where juvenile offenders serve their sentences. The government is committed to protecting children's rights within these facilities. It mandates the provision of the rights for survival and development, encompassing nine key aspects: nutrition, shelter, clean water, healthcare, recreational opportunities, cultural activities, access to information, dignity, and self-esteem. Most of the physical rights are deemed to have been adequately addressed. However, the spiritual and educational aspects have not been effectively fulfilled (Fardian & Santoso, 2020).

Although LPKA organizes formal learning activities for compulsory basic education, the professional efforts to improve and enhance the social functioning capacity of juvenile detainees are not optimal. These social skills are crucial for these young detainees, enabling them to reintegrate into society effectively and fulfill their responsibilities. Consequently, researchers identified the need to implement a social education program designed to foster social skills in juvenile detainees.

A general theory of crime is a framework that has attracted significant attention and empirical validation to elaborate factors contributing to criminal behavior (Hay & Meldrum, 2016). This theory suggests that self-control accounts for differences in individual participation in criminal activities (Benda et al., 2005). Numerous studies have shown that individuals with low self-control are more likely to engage in criminal, deviant, or aggressive behaviors (Denson et al., 2012; Ford & Blumenstein, 2013; Pratt & Cullen, 2000; Vazsonyi & Killias, 2001).

The restorative justice approach in Indonesia seeks to reintegrate juvenile detainees into society by addressing underlying behavioral and psychological factors that contribute to delinquency. However, while legal interventions focus on diversion and reintegration, they often overlook the psychological skills necessary for successful rehabilitation, particularly in key areas like self-control, which is crucial for preventing recidivism. Self-control plays a fundamental role in behavioral regulation, enabling in-

dividuals to manage impulses, thoughts, emotions, and actions in alignment with societal norms and long-term goals (Geldhof et al., 2015; Lindner et al., 2017; Memmott-Elison & Moilanen, 2021; Robson et al., 2020). It is not a fixed trait but a skill that can be developed through structured interventions and learning experiences (Beames et al., 2018; Benda et al., 2005; Perdana & Setiyawati, 2019; Pesce et al., 2021). Despite the legal emphasis on rehabilitation, there is a lack of psychological programs within correctional facilities that specifically target self-regulation and emotional management, which are essential for successful social reintegration.

To bridge this gap, this study implemented a community-based social intervention aimed at enhancing self-control among juvenile detainees at LPKA Jakarta. By introducing structured reflective journaling, detainees are equipped with a practical, introspective tool to develop self-awareness, regulate emotions, and improve prosocial behavior. This approach aligns with the legal mandate to rehabilitate juvenile offenders while addressing the critical psychological competencies needed for their reintegration into society.

Self-control comprises two primary components: 1) emotional response, which refers to one's awareness of their feelings and ability to express those feelings appropriately in various situations, and 2) adaptive behavior, wherein an individual modifies their actions in response to social contexts (Berger, 2011). In executing the intervention, researchers utilized a systematically developed training module titled Self-control for Pupils (STOP) (Perdana & Setiyawati, 2019). Content validation results for the STOP training module indicated a content validity coefficient ranging from 0.6 to 0.95. These findings suggest that the STOP training module has commendable content validity.

The STOP training module was initially developed and implemented for junior high school students in Yogyakarta who experienced school-related self-control problems. However, the study's findings indicated no significant improvement in self-control scores before and after the intervention (Perdana & Setiyawati, 2019). A key limitation identified was the short intervention durational single three-hour training session—which proved insufficient for participants to fully comprehend and internalize the material. Additionally, because the intervention was conducted in a classroom setting without individualized guidance, students might have struggled to apply self-control strategies effectively in their daily lives.

In contrast, the present study adapted the STOP module for a juvenile correctional setting, where self-control is critical for rehabilitation and reintegration into society. Unlike regular students, juvenile detainees face unique behavioral and emotional challenges due to their legal conflicts, structured institutional environment, and limited autonomy. To address the shortcomings of the previous study, this adaptation extended the intervention duration to 15 days, allowing for repeated engagement and reinforcement of self-control strategies. Additionally, a mentoring component was incorporated to ensure that participants understand and apply reflective journaling effectively. This adaptation aligns with the specific needs of juvenile detainees, providing a structured yet flexible intervention that facilitates self-awareness, emotion regulation,

and prosocial behavioral adjustments.

In response to the evaluation, researchers modified the intervention program to address the limitations identified in previous studies. This study fills the research gap by adapting the STOP training module for a correctional setting, extending the intervention to 15 days for sustained engagement, and incorporating mentoring sessions to ensure participants fully understand and apply self-reflective techniques. The STOP program was revised to incorporate reflective journaling in place of traditional training. By implementing reflective journals in juvenile detainees, this research explored the feasibility of structured journaling in a high-risk population, where self-control is crucial for rehabilitation and reintegration into society.

Reflective journaling serves not only as a medium for documenting experiences but also as an active behavioral intervention that fosters self-regulation. Participants were instructed to analyze their psychological development by writing all emerging ideas and thoughts. As a behavioral intervention, reflective journal writing can facilitate the expression of negative emotions and thoughts, promote learning, foster the acknowledgment of positive reflections, enable self-monitoring of emotional states, encourage idea exploration, create opportunities for communication, enhance the quality of reflection, and impart valuable lessons from life experiences that can be applied in future contexts (Alt & Raichel, 2020; Dymont & O’Connell, 2010; Lara, 2020).

One of the key modifications in this study was extending the intervention duration to 15 days and incorporating mentoring sessions. Previous research on self-control interventions suggested that short-term training sessions (e.g., single-session interventions) often fail to produce sustained behavioral changes, as people require repeated engagement to internalize self-regulation strategies (Gailliot & Baumeister, 2007; Jason et al., 2019). The 15-day duration was chosen to provide continuous exposure and reinforcement, allowing participants to gradually develop and apply self-control skills in their daily interactions. This approach aligns with habit formation principles, which emphasize repetition and consistency in behavioral interventions.

Additionally, the duration was determined based on the timeframe allocated by the correctional facility, ensuring that the intervention could be conducted within the operational constraints of the institution while maintaining its effectiveness. The structured schedule allowed for seamless integration into the facility’s existing routines, ensuring feasibility without disrupting institutional operations.

To further support participant engagement, the program incorporated individual mentoring sessions (each lasting 45–60 minutes). These sessions offered personalized guidance, enabling participants to clarify doubts, receive feedback, and gain deeper insights into their self-regulatory progress. Given that juvenile detainees may have limited prior experience with structured self-reflection, direct mentoring played a crucial role in enhancing comprehension and engagement with intervention.

Thus, the combination of an extended intervention period, institutional feasibility, and structured mentoring was deliberately designed to maximize the effectiveness of

the STOP-RJ intervention, ensuring that participants not only engage in self-reflection but also develop sustainable self-control strategies that can help their rehabilitation and reintegration into society. Self-aware individuals are more capable of regulating their behavior, since reflective capacity serves as a cornerstone for deeper learning (Alt & Raichel, 2020). Reflective journaling requires no specialized training; participants are provided with a journal and encouraged to document their practical experiences with minimal guidance. Using reflective journals as an intervention medium also enables participants to engage autonomously, without external assistance, aligning with community psychology principles of empowering individuals to address their own challenges.

Based on the study design and intervention framework, it was hypothesized that participants would demonstrate a significant increase in self-control—reflected in both emotional expression and adaptive social behavior—after completing the 15-day Self-Control for Pupils–Reflective Journaling (STOP-RJ) intervention.

1. Methods

This research employed a quantitative quasi-experimental approach using a one-group pretest-posttest design. Quasi-experimental study refers to the assignment of the smallest experimental units to a non-randomized experimental group (non-random assignment) (Hastjarjo, 2019). See Table 1

Table 1
One Group Pretreatment-Posttreatment Design

Group	Pretest	Treatment	Posttest
Experimental	<i>O</i> ₁	<i>X</i>	<i>O</i> ₂

Note. *O* = Observation (measurement), *X* = Treatment (intervention), – = No treatment.

The researchers obtained approval to conduct the study after successfully passing an ethical review by the Institute for Research and Community Services (Lembaga Penelitian dan Pengabdian Masyarakat—LPPM) of Universitas Negeri Jakarta before the intervention. Given that the participants were minors under institutional care, informed consent was obtained from LPKA as the legally authorized institution responsible for their welfare. Participants were informed that their involvement in the study was voluntary and that all the data provided would remain confidential. Additionally, a debriefing session was conducted at the end of the study, where participants were given an overview of the research findings and had the opportunity to ask questions or express concerns. To further support their well-being, the researchers proactively informed participants about available counseling services and other relevant resources to mitigate any potential discomfort following the intervention.

The participants in this study were 15 male juvenile detainees in LPKA Jakarta. The sampling technique employed was non-random convenience sampling, which involves selecting samples based on ease of access (Etikan, 2016), per the institution’s authorization. Inclusion criteria required participants to be between 14 and 18 years old, have at least three remaining months of detention period

at the time of the study, and provide institutional consent through LPKA authorities. Meanwhile, individuals with severe cognitive impairments or acute psychological conditions that could interfere with their ability to engage in the intervention were excluded from the study.

Since the study did not have a control group, potential external variables that could influence self-control levels were considered. These included other rehabilitation programs available at LPKA, e.g., vocational training, religious mentoring, and psychological counseling, which might have influenced participants' self-regulation development alongside the intervention. These factors were acknowledged in the findings to account for potential confounding influences.

To measure self-control, the researchers used a self-control scale comprising 10 items, which includes two measurement components: emotional expression and adaptive social behavior (Kumara et al., 2016). Participants were asked to rate statements provided on the scale (e.g., I will reply to my friend's teasing') using a 4-point frequency scale (4 = never; 3 = rarely; 2 = sometimes; 1 = often). Participants were informed that their participation in the study was entirely voluntary and that their decision to take part or withdraw would not affect their treatment or privileges within the facility. To ensure confidentiality, all data collected was anonymized.

Self-control scores were obtained by summing up the response categories selected by participants. The total minimum score was 10, while the maximum was 40. The researchers used the entire original instrument, ensuring that the psychometric properties of the instrument align with its original version. Cronbach's alpha coefficient for this self-control scale is 0.719, indicating good reliability. The analysis technique employed in this study was the paired sample t-test, conducted using JASP software version 0.16.3.0.

The intervention was carried out over 15 working days, from May 16 to June 6, 2024. The intervention involved daily structured reflective journaling exercises. Each session lasted approximately 30–45 minutes, during which participants responded to guided prompts designed to enhance self-control, such as responding adaptively when those emotions arise. Additionally, each participant received one individual mentoring session during the treatment, with one participant mentored per day. These sessions gave the participants an opportunity to discuss their reflections, seek clarification, and receive personalized feedback to reinforce their engagement with self-control strategies introduced in the journaling exercises.

Participants were asked to identify the various emotions they experienced each day, as an operationalization of emotional expression, and to document their actions in response to these emotions, as an operationalization of adaptive social behavior. Details of the intervention procedures are presented in Table 2.

2. Result

Table 3 shows the descriptive data obtained from the participants. The average pretest score for the emotional expression aspect ($Me1 = 8.67$, $SD = 1.80$) was lower than the average posttest score ($Me2 = 8.87$, $SD = 1.12$). Additionally, the average pretest score for the adaptive

social behavior aspect ($Ma1 = 9.73$, $SD = 3.08$) was lower than the average posttest score ($Ma2 = 12.00$, $SD = 3.207$).

Before testing the hypothesis, the researchers conducted normality and homogeneity tests to determine the distribution and the degree of similarity in the data. This step is crucial to ensure that the proposed model aligns with the available data, facilitating accurate and precise interpretation of the analysis results. The Shapiro-Wilk normality test indicated that the data are normally distributed ($W(15) = 0.924$, $p = 0.218$), and the Levene's Test for homogeneity of variances showed that the variances between groups are homogeneous ($F(1, 28) = 0.352$). Once these two assumptions were met, the next step was to conduct parametric hypothesis testing using the paired sample t-test. See Table 4

Although there was an increase in the average score for emotional expression after participants received the intervention, the difference was not statistically significant ($t(1, 15) = 0.445$, $p = 0.663$). In contrast, self-control scores for the adaptive social behavior showed a significant increase following the STOP-RJ intervention ($t(14) = 4.141$, $p < 0.001$, $d = 1.069$). The large effect size (Cohen, 1988) indicates that the intervention had a substantial impact on improving adaptive social behavior in participants. Therefore, the hypothesis about a significant increase in self-control scores for emotional expression after the STOP-RJ intervention was rejected, while the hypothesis about a significant increase in self-control scores for adaptive social behavior was accepted.

3. Discussion

Individual development cannot happen without the process of socialization. Through socialization, individuals learn to accept the attitudes, values, skills, responsibilities, rules, and standards of the group, which serve as orientation in navigating life (Anastasiu, 2011; Goodnow, 2005; Grusec, 2011; Mannell et al., 2006; Mingeback et al., 2018). Socialization is a lifelong process that begins in early childhood and continues through adolescence and adulthood, shaping an individual's ability to regulate behavior and adapt to social expectations (Grusec, 2011; James, 2001). In the context of juvenile detainees, structured interventions such as reflective journaling can serve as a targeted socialization tool, reinforcing self-regulation skills and adaptive social behaviors within institutional settings.

During the rehabilitation period, juvenile detainees must receive positive interventions, as the absence of such interventions can lead to academic failure, delinquency, and negative behaviors (Simmons, 2000). The Self Control for Pupils - Reflective Journaling (STOP-RJ) intervention, which employed reflective journaling to promote self-regulation, demonstrated a significant impact in improving self-control related to adaptive social behavior. This suggests that participants learned to modify their actions to align with social expectations in various interpersonal situations. The structured self-reflection process likely helped participants develop greater awareness of their behavioral choices, reinforcing prosocial decision making.

Meanwhile, although there was an increase in average

Table 2
Intervention Procedures

Activity	Description	Objective	Duration
Stage One: Pre-Activity (May 16, 2024)			
Program Orientation	Introducing the program's objectives, structure, and benefits to the participants.	Providing participants with an initial understanding of reflective journaling for self-control development.	15'
Pretest Completion	Instructing participants to complete the self-control scale assessment.	Reflecting on the participants' initial conditions before joining the program.	15'
Guidance by Facilitator	Providing participants with practical guidance on how to write a reflective journal.	Helping participants understand the instructions in the reflective journal so they can explore their feelings, thoughts, and daily experiences more deeply.	30'
Stage Two: Implementation of Daily Reflective Journaling (May 16 - June 6, 2024)			
Session 1: Recognizing Emotions	Choosing an emoji to represent the emotions felt by participants throughout the day (participants are allowed to choose more than one emotion). Guiding Questions: 1. My emotion today is 2. What is the reason I chose this emotion today?	Recognizing and expressing the emotions felt by participants on that day. Operational Definition: Expressing experiences of emotions felt.	Once a day (15')
Operational Definition: Expressing experiences of emotions felt.			
Session 2: Acting	Writing what the participant should do adaptively when the emotion they are feeling arises. Guiding Question: What should I do when this emotion arises?	Responding to the emotional experience felt by participants according to social norms and rules in their environment	Once a day (15')
Operational Definition: Activities that demonstrate the ability to control one's behavior			
Stage Three: Post-Activity (June 7, 2024)			
Evaluation of the participant's progress	Instructing participants to complete the self-control scale.	Reflecting on the progress experienced by participants after completing the program.	15'
Positive Reinforcement	Providing appreciation for every effort of reflection and self-control reflected in the reflective journal.	Encouraging participants to become more active in self-reflection and further develop their self-control.	15'

Note. The intervention consisted of three stages: pre-activity orientation and assessment, 21 days of daily reflective journaling practice, and post-activity evaluation and reinforcement.

Table 3
Descriptive Data

Variable	N	Mean	SD	SE
Pretest Expression Emotion	15	8.667	1.799	0.465
Posttest Expression Emotion	15	8.867	1.807	0.467
Pretest Adaptive Social Behavior	15	9.733	3.081	0.796
Posttest Adaptive Social Behavior	15	12.000	3.207	0.828

Table 4
Results of Paired Sample T-test

Pretest	Posttest	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Expression Emotion	Expression Emotion	0.445	14	.663	0.115
Adaptive Social Behavior	Adaptive Social Behavior	4.141	14	< .001	1.069

Note. Cohen's *d* represents the effect size.

scores for emotional expression following the intervention, the difference was not statistically significant. One possible explanation is that emotional expression is largely influenced by environmental feedback, making it less susceptible to short-term interventions. Emotional expression is a reactive process triggered by external stimuli, lasting from seconds to hours, and shaped by factors like temperament and learned social responses (Gross & Thompson, 2007; McClelland et al., 2018; Nigg, 2017).

The STOP-RJ intervention focused on self-reflective journaling, which primarily fosters cognitive processing and self-regulation rather than directly modifying external reinforcement. While journaling encouraged participants to identify, evaluate, and express their emotions in writing, it might not immediately translate into observable behavioral changes without consistent reinforcement from their social environment. Prior studies have indicated that individuals who receive supportive feedback during emotional experiences are more likely to develop appropriate emotional expression, whereas a lack of responsiveness from their surroundings can lead to suppression or exaggeration of emotions (Cassidy, 2000; Fabes et al., 2001). Given that the correctional facility setting may not consistently provide such reinforcement, the journaling intervention alone might not be sufficient in altering emotional expression patterns. However, it may serve as a foundational tool for participants to gradually develop emotion regulation strategies when combined with external social support (Memmott-Elison & Moilanen, 2021).

Interpretation of environmental responses is a social perception process that is not entirely objective (Vazire, 2010). Participants' interpretations of the environmental support for their emotional expressions might be biased. This was not factored into the present research and was posed as a limitation in the study. Future research is recommended to control environmental responses by creating a safe and supportive atmosphere, enabling participants to feel comfortable and encouraged to express their emotions authentically and appropriately. This could involve arranging private intervention spaces, using neutral instructions, providing responsive feedback, and offering non-judgmental verbal support during data collection.

Despite this limitation, the findings suggested that enhancing adaptive social behavior may indirectly improve emotional expression skills over time (Paschke et al., 2016; Zimmerman, 2000). Individuals with strong adaptive social behavior skills tend to develop a range of appropriate emotional expressions to achieve their social goals. For example, they may learn to manage frustration in conflicts, seek social support when distressed, or regulate anger in a socially acceptable manner. This reinforces the idea that self-control and social adaptability are interdependent skills that can be strengthened through structured interventions.

The findings of this study emphasized the importance of continuous socialization efforts in the rehabilitation of juvenile detainees. Unlike temperament-driven traits, e.g., emotional expression, adaptive social behavior can be systematically developed through repeated exposure to diverse social contexts (Zimmerman, 2000). The STOP-RJ intervention demonstrates that self-reflective journaling is a valuable tool for fostering self-awareness and behavioral adaptation in institutional settings. This aligns with prior research suggesting that individuals require a clear understanding of social norms and sanctions against deviant behavior to function harmoniously in society (Boehm, 2000; Grusec, 2011).

Moving forward, rehabilitation programs for juvenile detainees should consider incorporating structured journaling exercises alongside facilitated mentoring sessions to optimize outcomes. Given that social behavior is modifiable through practice and reinforcement, interventions that encourage both self-reflection and guided social interaction may yield more comprehensive improvements in self-regulation and emotional competence.

4. Conclusion

The results of this study indicate that the STOP-RJ intervention produced a significant improvement in adaptive social behavior with a large effect size, whereas changes in emotional expression were not statistically significant. These findings suggest that while self-reflective journaling is effective in strengthening social adaptation and self-control skills among juvenile detainees, its impact on emotional expression may be constrained by individual differences such as temperament. Given these outcomes, self-reflective journaling can be considered a practical and low-cost method to foster socio-emotional skills in correctional settings, but its effectiveness is likely to vary across different domains of self-regulation. This study acknowledges the limitation that outcomes were assessed only in the short term and within the context of one correctional facility, which restricts generalizability.

4.1 Recommendation

Future research should therefore examine the longitudinal effects of journaling and the role of environmental reinforcement to better understand its potential for broader application in rehabilitation programs.

5. Declaration

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5.2 Author's Contribution

HM conceptualized the study, developed the research framework, and played a pivotal role in data analysis and interpreting the findings. AM, K, PDS, and QAS were responsible for primary data collection through interviews, observations, reflective journal entries, and questionnaires. AQ, VRS, and IRL contributed to the literature review, manuscript drafting, and critical manuscript revision to enhance its intellectual quality.

5.3 Conflict of Interest

The authors confirm that there are no conflicts of interest related to the publication of this paper. All authors have reviewed and approved the final version of the manuscript.

5.4 Declaration of Generative AI in Scientific Writing

The author declares the use of generative artificial intelligence (ChatGPT 4.0) in the preparation of this article. All outputs generated by the AI have been thoroughly reviewed, verified, and edited by the author. The author takes full responsibility for the accuracy, integrity, and originality of the content presented in this manuscript.

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