Storytelling: An Effort to Reduce Aggressiveness Madurese Pre-School Children

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Abstract. *This study aims to determine the effect of storytelling on the aggressiveness of Madurese ethnic preschool children. This study uses an experimental research approach. The experimental design used was a non-randomized pretest-posttest control group design. The research location is a Kindergarten in Bangkalan, with 20 preschool children in grade A and B as subjects. This study uses a measurement instrument in the form of an Aggressiveness Scale which is filled in based on observations and self-reports of children from parents. The collected data were tested using the non-parametric difference test, Wilcoxon. The results of this study were viewed from the aspect of aggressive behavior, namely: 1) physical aggression; 2) Verbal aggressive; and 3) Passive aggression. From the test results it was found that the experimental group experienced a decline and the untreated control group did not experience a decrease, so it can be said that the hypothesis in this study was accepted. Thus it can be concluded that storytelling can reduce the aggressiveness of Madurese ethnic preschoolers.*
Keywords: storytelling, aggressiveness, Madurese ethnicity

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh mendongeng terhadap agresivitas anak prasekolah etnis Madura. Penelitian ini menggunakan pendekatan penelitian eksperimen. Desain eksperimen yang digunakan adalah eksperimen ulang *non random* (*non-randomized pretest-posttest control group design*). Lokasi penelitian adalah sebuah Taman Kanak-Kanak di Bangkalan, dengan jumlah subjek 20 anak prasekolah kelas A dan B. Penelitian ini menggunakan instrumen pengukuran berupa Skala Agresivitas yang diisi berdasarkan observasi dan *self report* anak dari orang tua. Data yang terkumpul kemudian diuji dengan menggunakan uji beda *non-parametrik, Wilcoxon.* Hasil penelitian ini ditinjau dari aspek perilaku agresif yaitu: 1) Agresif fisik; 2) Agresif verbal; dan 3) Agresif pasif. Dari hasil uji tersebut ditemukan bahwa kelompok eksperimen mengalami penurunan dan kelompok kontrol yang tidak diberi perlakuan tidak mengalami penurunan, sehingga dapat dikatakan hipotesis dalam penelitian ini diterima. Dengan demikian dapat disimpulkan bahwa mendongeng dapat menurunkan agresivitas anak prasekolah etnis Madura.
Kata kunci: mendongeng, agresivitas, etnis Madura

INTRODUCTION

Madura Island is one of thousands of islands in Indonesia. Madura Island is located at the northeastern tip of Java Island which is separated by a shallow strait, about 160 kilometers long and 40 kilometers wide (Rifai, 2007). Madura Island is divided into four regencies, namely Bangkalan Regency, Sampang Disctrict, Pamekasan Disctrict, and Sumenep Disctrict (Wiyata, 2002) and is known as an area that is thick with its traditions.

Madura Island is also known as an unsafe area, because every conflict is resolved by force. Its residents are described as extroverted, quick-tempered, uncontrollable, and uncivilized (De Jonge, 2011). This opinion makes the ethnic Madurese have a negative stereotype. Based on this description, De Jonge (2011) suggests that there are not many ethnic groups in the Indonesian Archipelago that carry as many negative and vague stereotypes as Madurese. This is further strengthened by the phenomenon of violence between individuals in Madura known as *Carok*.

The Carok phenomenon can be classified as an act of aggression. Freud (in Atkinson & Hilgard, 1999) views aggression as a basic instinct, where the energy of the death instinct is formed in the organism until one day it must be released to the outside in the form of real aggression, or in the form of self-destructive actions. Aggression that appears in a behavior can be referred to as aggressiveness. According to Mashar (2011) aggressiveness is an act of attacking either physically, verbally, or facial expressions that threaten or degrade to achieve certain goals, which are based on feelings of hostility or frustration.

Furthermore, Koentjaraningrat (2009) argues that the process of enculturation of "cultivation" itself has started since childhood in the minds of the citizens of a society, first from the people in the family then from playmate, after that the actions are integrated into the personality which is carried out repeatedly and become a permanent pattern. In fact, the culture and social system in which individuals live and settle will limit and set to whom, when and where a person may show and hide certain emotions, and in what way these emotions will be raised through non-verbal behavior

and facial expressions. It will be learned by individuals as values in the culture in the social environment in which they live (Ekman, 1993). With the *Carok* phenomenon and the negative stereotypes that exist in the Madurese ethnicity, it can lead to the formation of a similar individual personality.

Preschoolers of Madurese ethnicity who are taught in the surrounding environment with strict principles will easily imitate this. According to Atkinson and Hilgard (1999) children are more likely to express the aggressive response they have learned through observing the aggressive model when they receive encouragement for performing the action. Madurese preschool children can act aggressively to anyone without knowing the causes and effects that may occur next. Madurese preschool children show this by several behaviors at school, such as: hitting a friend, saying rudely, or breaking a friend's belongings although this is the case for most children. If some children continue to show high levels of aggression, they will be at risk for the development of chronic and persistent patterns of aggressive behavior (Raaijmakers, 2008).

Aggressiveness in preschoolers has several common forms. The most common is the verbal form, for example by issuing "bad" words which sometimes children do not always understand the meaning. Second, aggression in the form of physical actions, for example by biting, kicking, pinching, hitting, and all physical actions that aim to hurt physically (Mashar, 2011). Some of these forms of aggressiveness can have an influence on relationships between individuals in the school environment. It is also conveyed that the school environment in which violent behavior exists is not conducive to the development of healthy cognitive, emotional, and psychomotor growth in children or adults who are active in the school environment (Hanurawan, 2018). This must be addressed immediately because some forms of aggressiveness of preschool children at school are not easy things to deal with.

Aggressiveness itself can be reduced by using techniques that are appropriate to the level of behavior shown by the individual. In dealing with aggressiveness, several methods are needed, namely the punishment method, the cathartic method (Krahe, 2005), the method of exposure to non-aggressive models, the training method

in social skills (Baron & Byrne, 2005), and the positive impact method of reading fairy tales (Hedo & Sudhana, 2014). Research conducted by Widiana (2012) on Melati's Early Childhood Education children in Sunter Jaya District aged 6-7 years found a positive impact arising from a story that showed there was a significant difference between children's empathy ability scores before and after reading. This makes storytelling very good to give to children.

Bunanta (2004) also said that storytelling is an experience to share stories that are fun, maintain enthusiasm and encourage children with good norms. In the General Indonesian Dictionary (Poerwadarminta, 2007) fairy tales are defined as stories (especially about strange ancient events or stories that did not really happen). Santoso and Priyanto (2017) also interpret fairy tales as odd stories that don't really happen. The notion of storytelling itself is a technique for telling stories to children (Dariyo, 2007).

Besides having an effect on children's intelligence, according to Sukardi (in Bawono, 2015) storytelling is also believed to be able to develop children's emotions in a healthy manner. Dariyo (2007) also says that storytelling is the best way for parents to communicate story messages that contain elements of ethics, morals, and religious values. Besides being useful for the development of children's personality, character and morals, storytelling can also be useful for improving children's language development. Fairy tales themselves have the power to build children's imaginations, instill empathy, a sense of solidarity with others (Yurnaldi, 2002).

In a study conducted by Hedo and Sudhana (2014) it is said that the mother's role in controlling children's aggressiveness can be done by reading fairy tales before going to bed to children where the results show that reading fairy tales before bed by mothers can be a means that facilitates the realization of mother's role in controlling child's aggressiveness.

Based on the statement above, it can be said that fairy tales provide benefits as well as inhibit the level of aggressiveness of children. This is reinforced by the results of research conducted by Rahman (2017) "*The Revival of Local Fairy Tales for Children Education*" which shows that the role of fairy tales in today's social context should not

be ignored. Despite being surrounded by cyber technology in modern life, the oral tradition of fairy tales is still valued. Awareness of using fairy tales as a medium to educate and instill moral values in children shows that they are still relevant to the needs of children's psychological growth, and that children's literature has a role in education and character building.

Atkins and Duggins (2007) state that storytelling can solve a person's personal problems such as finding a way to respect each other and return to normal depending on the time for storytelling and learning, storytelling time also depends on the length of the story and the level of development of the recipient, generally small groups initially take between 90 minutes to 2 hours to work with a story, with one hour follow-up sessions to integrate and process the story. Agus (2009) also stated that storytelling can be done anywhere and anytime even if only for a short time, about 10 to 15 minutes can already get a myriad of benefits from storytelling. So how the treatment is given and how many times the fairy tales are given are also important things to pay attention to.

METHOD

This study uses an experimental research approach. The experimental design used was a non-randomized pretest-posttest control group design.

Research Subject

The population of this research is preschool children from Bangkalan Regency, Madura. The research sample involved 20 Madurese preschool children in one of the kindergartens in Bangkalan Regency, Madura. According to Sugiyono (2016) for simple experimental research, which uses an experimental group and a control group, the number of sample members is between 10 to 20 people each.

The sampling technique in this study uses non-probability sampling with quota sampling technique which sampling based on the proportions in each group population (race, gender, religion, and so on) to select sample members (Latipun, 2015). The characteristics of the research subjects include: a) Preschoolers; b) Madurese; and 3) Doing aggressiveness above 20% (Rakhmi, 2018).

Data Collecting Tools

The data collection tool used is the aggressive observation form adopted from Rakhmi (2018). In this measurement tool there are three categories of behavior that are revealed: 1) Physical aggressiveness; 2) Verbal aggression; and 3) Passive aggressive, in which the three categories refer to Berkowitz's (2005) theory.

In addition to the aggressive observation form, this study also uses children's self-reports from parents/guardians or teachers, modules, and story books as interventions given to research subjects.
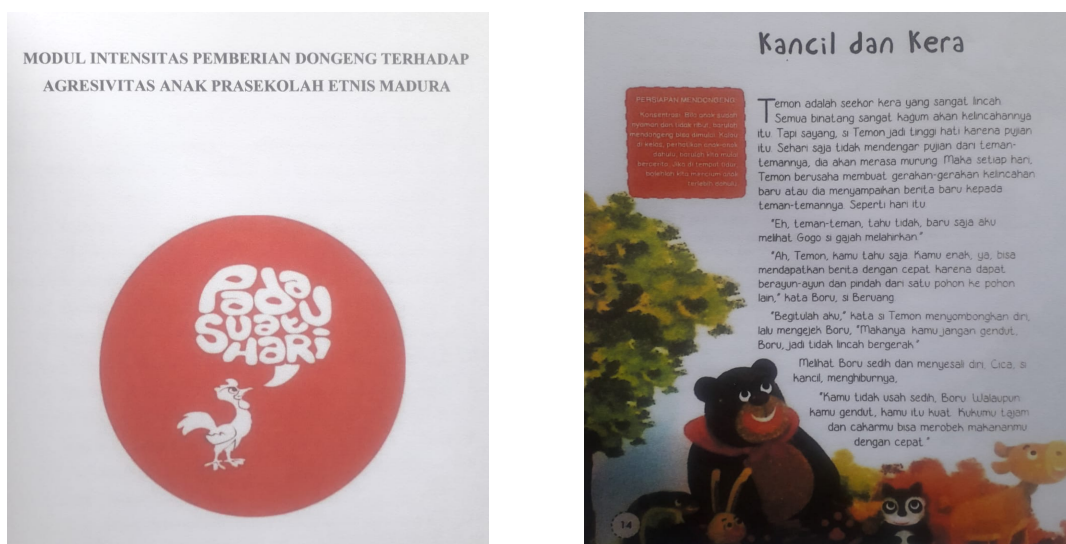

Image 1. Module and story book used this is experiment

Research Procedure

The research was conducted at Seruni Kindergarten, Kamal District, Bangkalan Regency, Madura. Before conducting the pretest, the researcher collected supporting data in the form of interviews with the teacher. Two days later, a pretest was conducted by filling in the aggressiveness scale of preschoolers given to the research subjects. During the pretest, the researcher was assisted by 2 assistants. After filling out the scale, it was obtained that the level of aggressiveness was above 20%. The researcher then divided the research subjects into the experimental group and the control group. After that, the researcher asked permission from the parents/guardians

of the research subjects to be involved in the research by filling in the informed consent given by the researcher.

Before the intervention was given in the form of giving fairy tales, the researchers prepared a module based on the results of the focus group discussion (FGD) and several reference sources such as the Sourcebook in Expressive Therapy (2007) and sources from Rakhmi (2018) and other fairy tale books. This module is then disseminated to the school and the Bangkalan Dongeng Village community who will assist in carrying out the research. In addition, researchers also conducted FGDs to determine what fairy tales would be used as interventions/treatments. This FGD involved 1 psychology student, 1 psychology lecturer, and 1 Early Childhood Education teacher. The result of the FGD was that two fairytales were recommended, namely "Deer and Monkey" (Puteri, 2015) and "Mirror and a Cat" where the stories in both fairy tales contain elements of aggressiveness.

The research was carried out for 6 days with the duration of fairytales storytelling about 30 minutes to the experimental group. This storytelling was brought by a storyteller from the Bangkalan Fairy Tale Village. The story given has two variations of the story as the title mentioned above. For the control group who did not receive treatment, the children participated in learning activities while playing with their teacher. After telling the fairy tales, a posttest was carried out, by re-filling the aggressiveness scale of preschoolers, both from the experimental group who received treatment and the control group who did not receive treatment. According to Seniati, Yulianto, and Setiadi (2015) the posttest was carried out so that it could be compared with the pretest that had been carried out.

Data Analysis Method

Data Analysis in this study is non-patametrik different test, Wilcoxon with SPSS (Statistical Product and Service Solutions) Program version 23.0 for Windows.

RESULT

Based on the description of the research data, the percentage of aggressiveness is calculated using a formula, which compares the amount of aggressive behavior that appears in children with the amount of aggressive behavior according to the specified indicators (Rakhmi, 2018). This is explained in the form of a graph that has been presented as follows:
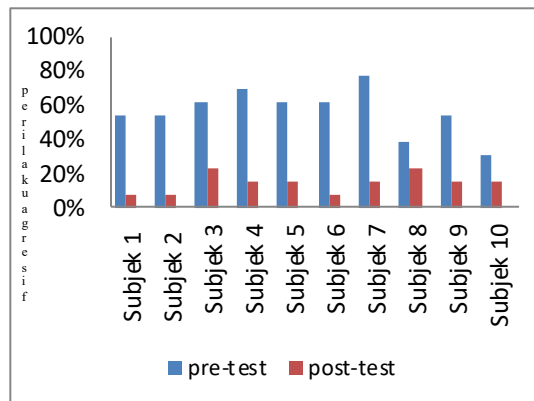

Image 2. Percentage of Aggressiveness of the Experimental Group

In the picture above, one of the subjects showed a very good result, decrease in aggressiveness by 62%, which is the seventh subject. For a relatively low amount of decline, there were 2 subjects with a percentage decrease of 15% and 16%, which are the eighth subject and the tenth subject. Overall, the experimental group subjects experienced a significant decrease, so that storytelling was conveyed well.
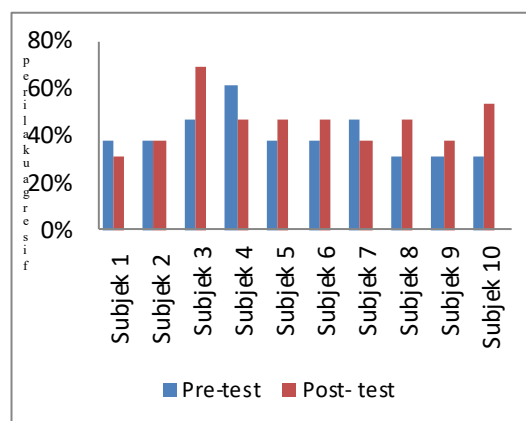

Image 3. Percentage of Aggressiveness of the Control Grop

In the image above, the control group did not experience a significant decrease in aggressiveness and tended to increase. This was experienced by the third and tenth

subjects where the percentage results showed 23% after the pre-test, both of which experienced an increase in the post-test. However, a decrease was also experienced by the fourth subject for 15%, besides that there were also subjects who experienced the same results between the pre-test and post-test which was the second subject with a percentage of 38%.
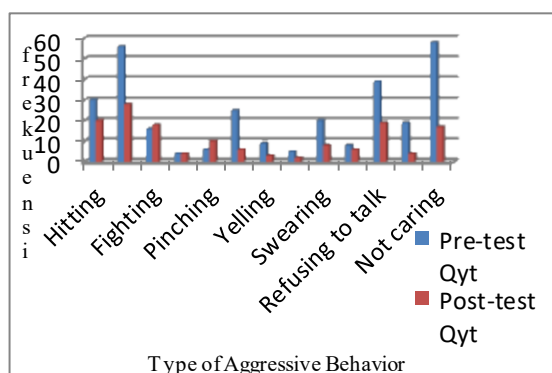

Image 4. Comparison of Type of Agreesiveness Appear

In the image above, the type of aggressiveness that is often raised by the subject is aggressiveness in types of behavior such as: pushing, hitting, refusing to talk, and not caring. For behavior that rarely appears, it is seen in types of behavior such as: destroying objects, insulting, and yelling or cursing.

Based on data analysis conducted using a device test marked with the Wilcoxon Test, it is known that storytelling can reduce the aggressiveness of Madurese preschool children. This is evidenced by the significance value or probability in the experimental group of 0.05 because this case is a one-sided test, then 0.05/2 = 0.0025 (0.0025 <0.05), then Ho is rejected. This means that there is a difference between the pre-test and post-test in the experimental group.

Discussion

The results of this study are in line with the research of Hedo and Sudhana (2014) which found that there was a difference in the decrease in the level of aggressiveness of early childhood between those who were read fairy tales and those who were not read by mothers before bed. This study also found similar results where

there was a decrease in the level of aggressiveness of Madurese preschool children who listened to fairy tales.

There are various forms of aggressiveness that are shown by Madurese preschool children. Some of them are visible, namely, shouting, hitting their friends and not feeling guilty when they hit or do something wrong to their friends, in contrast to the aggressive resolution of more mature individuals who can solve problems well.

Techniques that can be used to reduce aggressiveness in Madurese preschool children can also be adjusted to the age and behavior shown by preschool children, one of which is the fairy tale method. This research uses fairy tales that contain aggressive characters and the consuquences received by them, so that the message can be conveyed to Madurese preschool children.

Izzaty (2005) states that aggressive behavior can indeed arise in children, because if children are not able to express their feeling in certain situations, it is an indication of developmental problems in children. Developments that cannot be completed at a child's age will be carried into adulthood. Aggressiveness itself is defined as an act of attacking either physically, verbally, or facial expressions that threaten or demean to achieve certain goals, which are based on feelings of hostility or frustration (Mashar, 2011).

Handling the aggressiveness of Madurese preschool children cannot be done carelessly, it needs something interesting for the child so that the child is able to understand and learn at the same time. Thus, when telling storytelling to reduce the aggressiveness of Madurese preschool children, there are several stages needed so that the message and content of the fairy tale can be delivered to children. Thus, it is not enough that children's aggressiveness is built or carved through the packaging of beautiful stories/tales in the cognitive domain, but also needs to be built in an integrated manner in the affective and psychomotor domains.

Besides being proven that storytelling has the benefit of reducing the aggressiveness of Madurese preschool children, storytelling itself has other benefits. According to Latief (2014) storytelling is one of the most effective methods in supporting to the learning and mentoring children. In line with this statement, Bunanta

(2004) said that storytelling is an experience to share stories that are fun, nurture enthusiasm and provide children with good norms.

Dariyo (2007) also revealed that storytelling is the best way for parents to communicate the messages of story that contain elements of ethics, morals, and religious values. Besides being useful for the development of children's personality, character and morals, storytelling is also useful for improving children's language development.

Conclusion

Based on the results of the research and discussion above, the experimental group experienced a decrease in aggressiveness and the control group that was not treated did not experience a decrease in aggressiveness, so the hypothesis in this study is accepted so that it can be concluded that storytelling can reduce the aggressiveness of Madurese preschool children.

Based on the research results that have been obtained, the researchers provide suggestions to several related parties as follows:

1. For Parents

This research can help parents understand how the solution in reducing the level of aggressiveness of preschool children is through fairy tales. Parents can tell stories to their children at home, the stories given can vary from daily stories to stories that contain elements of moral values in it.

2. For Children

Research by giving this fairy tale can help children better understand how to overcome the problems they face, as well as teach children about understanding values and behaviors that should be done and done in a fun and exciting way.

3. For Educational Institutions

Educational institutions can use the storytelling method by presenting a storyteller or someone who can tell stories for handling the aggressiveness of Madurese preschool children and handling other children's problems such as language

skills and developing children's imagination power. The fairy tales can also be given using props.

4. For Further Researchers

For research that wants to use the method of giving fairy tales, it can be applied to deeper problems of the aggressiveness of preschool children such as helping in dealing with children's learning understanding and being used in overcoming children's psychological trauma problems. In addition, future researchers, if they continue to use the experimental method, other variables needs to be strictly controlled that can disturb the research.

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