

Program intervensi “three in one” melalui metode storytelling untuk mengembangkan kemampuan regulasi emosi anak tk (usia 5-6 tahun) = Intervention program “three in one” using storytelling method to develop kindergarten’s emotion regulation (age 5-6 years old).

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Abstrak

Penelitian ini bertujuan untuk menguji program intervensi “Three in One” melalui metode storytelling sebagai sarana mengembangkan kemampuan regulasi emosi anak TK (usia 5-6 tahun). Desain penelitian menggunakan the one group pretest-posttest design. Pelaksanaan dilakukan secara daring yang melibatkan peran guru kelas TK B sebagai asisten peneliti yang akan membacakan buku cerita bergambar. Penelitian dimulai dengan training for trainers pada guru sebelum melakukan storytelling dalam program intervensi “Three in One” kepada partisipan penelitian. Partisipan penelitian adalah anak-anak kelas TK B yang berusia lima hingga enam tahun (n= 7). Alat ukur yang digunakan untuk menilai perkembangan regulasi emosi anak saat pretest, posttest, dan follow up adalah The Emotion Regulation Checklist (ERC). Hasil analisis statistik Wilcoxon Signed Rank Test menunjukkan bahwa tidak ada perbedaan yang signifikan pada skor rata-rata kemampuan regulasi emosi anak TK pada waktu pretest (M = 43,29, SD = 1,32) dan posttest (M = 41,64, SD = 3,25) $Z = 0,000$, $p > 0,05$. Akan tetapi ada perbedaan yang signifikan pada skor rata-rata kemampuan regulasi emosi anak TK pada waktu posttest (M = 41,64, SD = 3,25) dengan follow up (M = 34,64, SD = 1,65) $Z = 2,37$, $p < 0,05$. Kesimpulannya adalah meskipun program intervensi “Three in One” melalui metode storytelling tidak efektif dalam mengembangkan kemampuan regulasi emosi anak TK (usia 5-6 tahun), namun pengembangan kemampuan regulasi emosi memerlukan waktu yang tidak hanya melibatkan peran guru di sekolah saja, tetapi juga membutuhkan peran orang tua di rumah.

.....This aim of this study is examine the intervention program “Three in One” using storytelling method to develop kindergarten’s emotion regulation, aged five to six years old. The design is the one-group pre test-post test design. This research did by online administration which involved kindergarten’s teacher from class B as researcher assistant, who read picture books. First, this research was started by training for trainers to teacher before did a storytelling in intervention program “Three in One” to the participants. The participants were kindergartens in class B which is five to six years old (n=7). The instrument which was used to rate the kindergarten’s emotion regulation development in pre-test, post-test, and follow up is The Emotion Regulation Checklist (ERC). Statistical analysis used Wilcoxon Signed Rank Test showed that no significant differences on kindergarten’s emotion regulation mean scores in pre-test (M = 43,29, SD = 1,32) and post-test (M = 41,64, SD = 3,25) $Z = 0,000$, $p > 0,05$. But, it showed significant differences on kindergarten’s emotion regulation mean scores in post-test (M = 15,86, SD = 3,25) and follow up (M = 34,64, SD = 1,65) $Z = 2,37$, $p < 0,05$. The conclusion is even though intervention program “Three in One” using storytelling method is not effective to develop kindergarten’s emotion regulation aged 5-6 years old, the development emotion regulation need much time which wasn’t involved only by teacher’s role at school, but also need the parents’ role at home.