

Penerapan parent-child interaction therapy (PCIT) untuk mengatasi perilaku disruptive pada anak usia prasekolah = Parent-child interaction therapy (PCIT) to manage disruptive behaviors in preschooler

Anindya Dewi Paramita, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20365280&lokasi=lokal>

Abstrak

Perilaku disruptive merupakan suatu istilah yang memayungi serangkaian perilaku seperti temper tantrum, menangis dan mengeluh yang berlebihan, terus menerus menuntut perhatian, tidak patuh, melawan, agresif terhadap diri sendiri atau orang lain, mencuri, berbohong, merusak barang-barang, serta tindak kekerasan (Schroeder & Gordon, 2002). Pada penelitian ini, peneliti memberikan intervensi berupa pelatihan terhadap orangtua dengan Parent-Child Interaction Therapy. Intervensi ini terdiri dari dua kali sesi pemberian materi kepada orangtua dan sepuluh sesi pelatihan langsung kepada orangtua melalui media bermain dengan anak. Hasil penelitian menunjukkan di akhir sesi anak berhasil menunjukkan penurunan perilaku disruptive dan peningkatan kepatuhan terhadap ibu. Di sisi lain, keterampilan ibu dalam memberikan perhatian positif kepada anak, memberikan perintah yang efektif, serta memberikan konsekuensi yang tepat atas sikap anak juga mengalami peningkatan.

Disruptive behavior is a term that covers areas such as series of temper tantrums, too much crying and complaining, continually demands attention, disobey and against parents' rules, aggressive against themselves or others, stealing, lying, destructive, and violent (Schroeder & Gordon, 2002). In this research, a parent training is given to the mother of 3 years 4 months old boy, which is called Parent-Child Interaction Therapy. Treatment consist of 2 teaching sessions for the mother and 10 direct coaching sessions through playing with the children.

Results of the study showed that the boy managed to show less disruptive behavior and improving compliance to the mother. On the other hand, mother's skills, in providing positive attention the children, giving effective commands, and giving the proper consequences as children respond with compliance or non-compliance, were also increased.