

Efektivitas program cerita prososial aktif untuk meningkatkan tingkah laku prososial pada anak prasekolah = The effectiveness of "program cerita prososial aktif" in increasing prosocial behavior in preschool children

Alifah Indalika Mulyadi Razak, author

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Abstrak

[ABSTRAK

Perilaku prososial merupakan modal penting untuk berhasil beradaptasi dalam kehidupan sosial (Berns, 2010). Keikutsertaan dalam kegiatan taman kanak-kanak memperluas mikrosistem anak dan menuntut pengembangan perilaku sosial sesuai dengan situasi sosial yang berbeda dan lebih luas. Upaya sistematis perlu dilakukan di tingkat prasekolah untuk memastikan bahwa perilaku prososial berkembang sesuai dengan harapan. Upaya menumbuhkembangkan tingkah laku prososial pernah dilakukan dengan menerapkan berbagai metode, antara lain, bermain peran, bermain konstruktif, pembacaan cerita dan metode bercerita shared reading. Metode shared reading dengan komponen membacakan cerita (C), berdiskusi (D) mengenai isi cerita serta mempraktekkan langsung informasi yang terdapat dalam isi cerita (K) akan diterapkan dalam Program Cerita Prososial Aktif rancangan peneliti. Efektivitas program cerita prososial aktif yang secara konseptual merupakan implementasi dari metode shared reading, akan diuji melalui penelitian eksperimental yang berdesain before-and-after . Partisipan berjumlah 20 murid taman kanak-kanak berusia antara 4-5 tahun. Penelitian dilakukan terhadap 1 kelompok eksperimen (CDK) yang diintervensi dengan metode shared reading dan 3 kelompok kontrol berturut-turut: kelompok CD, C dan CG. Kelompok CD diintervensi dengan cerita dan diskusi, kelompok C dibacakan cerita oleh peneliti dan CG dibacakan cerita oleh guru murid-murid tersebut. Dilakukan intervensi selama 15 sesi. Perilaku prososial diukur melalui observasi terhadap 15 item senarai tingkah laku prososial. Program Cerita Prososial Aktif yang menggunakan metode shared reading ternyata efektif meningkatkan tingkah laku prososial anak prasekolah secara signifikan ($Z=-2.032$) setelah dilakukan 5 sesi intervensi dan tingkah laku prososial secara konsisten terus meningkat frekuensinya sampai penelitian berakhir. Metode bercerita tanpa diskusi dan kegiatan efektivitasnya paling rendah.

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ABSTRACT

Adaptation to social interactions in a larger social environment is determined by individual's prosocial behavior (Berns, 2010). With their expanding microsystem prosocial behavior of preschool children need to be developed accordingly, to establish and enhance the repertoire learned in their home environment. Various methods had been implemented in the enterprises of developing prosocial behavior of preschool children i.e.. role play, constructive play, story reading and shared reading. Cerita Prososial Aktif (CPA) that implements shared reading method presumably more effectively increases prosocial behavior considering that the prosocial story reading (C) is complemented with discussion (D) and relevant activities (K) for the children to apply prosocial behavior. With the before and after experimental design, this study aims at comparing the effectiveness of shared reading (CDK) method against active story telling (CD) and story telling without discussion(C). Prosocial behavior was measured by observation using prosocial behavior

checklist consists of 15 items. After 5 sessions the experimental group (CDK) showed significantly higher increase of prosocial behavior, while the other 3 control groups: treated with story and discussion (CD), C (story telling by investigator) and story telling by teacher (CG) showed no significant increases. After 15 sessions CDK group showed highest increase compared to CD, C or CG groups. Significant increase of prosocial behavior was achieved after 15 sessions of listening to prosocial story without discussion and relevant activities, with the lowest size compared to CDK and CD groups.; Adaptation to social interactions in a larger social environment is determined by individual's prosocial behavior (Berns, 2010). With their expanding microsystem prosocial behavior of preschool children need to be developed accordingly, to establish and enhance the repertoire learned in their home environment. Various methods had been implemented in the enterprises of developing prosocial behavior of preschool children i.e.. role play, constructive play, story reading and shared reading. Cerita Prosocial Aktif (CPA) that implements shared reading method presumably more effectively increases prosocial behavior considering that the prosocial story reading (C) is complemented with discussion (D) and relevant activities (K) for the children to apply prosocial behavior. With the before and after experimental design, this study aims at comparing the effectiveness of shared reading (CDK) method against active story telling (CD) and story telling without discussion (C). Prosocial behavior was measured by observation using prosocial behavior checklist consists of 15 items. After 5 sessions the experimental group (CDK) showed significantly higher increase of prosocial behavior, while the other 3 control groups: treated with story and discussion (CD), C (story telling by investigator) and story telling by teacher (CG) showed no significant increases. After 15 sessions CDK group showed highest increase compared to CD, C or CG groups. Significant increase of prosocial behavior was achieved after 15 sessions of listening to prosocial story without discussion and relevant activities, with the lowest size compared to CDK and CD groups.; Adaptation to social interactions in a larger social environment is determined by individual's prosocial behavior (Berns, 2010). With their expanding microsystem prosocial behavior of preschool children need to be developed accordingly, to establish and enhance the repertoire learned in their home environment. Various methods had been implemented in the enterprises of developing prosocial behavior of preschool children i.e.. role play, constructive play, story reading and shared reading. Cerita Prosocial Aktif (CPA) that implements shared reading method presumably more effectively increases prosocial behavior considering that the prosocial story reading (C) is complemented with discussion (D) and relevant activities (K) for the children to apply prosocial behavior. With the before and after experimental design, this study aims at comparing the effectiveness of shared reading (CDK) method against active story telling (CD) and story telling without discussion (C). Prosocial behavior was measured by observation using prosocial behavior checklist consists of 15 items. After 5 sessions the experimental group (CDK) showed significantly higher increase of prosocial behavior, while the other 3 control groups: treated with story and discussion (CD), C (story telling by investigator) and story telling by teacher (CG) showed no significant increases. After 15 sessions CDK group showed highest increase compared to CD, C or CG groups. Significant increase of prosocial behavior was achieved after 15 sessions of listening to prosocial story without discussion and relevant activities, with the lowest size compared to CDK and CD groups., Adaptation to social interactions in a larger social environment is determined by individual's prosocial behavior (Berns, 2010). With their expanding microsystem prosocial behavior of preschool children need to be developed accordingly, to establish and enhance the repertoire learned in their home environment. Various methods had been implemented in the enterprises of developing prosocial behavior of preschool children i.e.. role play, constructive play, story reading and shared reading.

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