

Storytelling menggunakan boneka tangan oleh guru untuk meningkatkan keterampilan regulasi emosi anak TK A = Storytelling using hand puppets by teacher to promote kindergarteners emotion regulation skill

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Abstrak

Penelitian ini bertujuan melihat efektivitas storytelling menggunakan boneka tangan dalam meningkatkan keterampilan regulasi emosi anak di sekolah. Desain penelitian ini adalah the pretest-posttest nonequivalent group design yang merupakan bagian dari kuasi eksperimental. Bentuk perlakuan yang diberikan terdiri dari tiga tahapan, yakni pelatihan praintervensi kepada guru, intervensi guru kepada anak, serta monitoring. Sampel dalam penelitian ini adalah dua kelompok TK A pada dua sekolah yang berbeda di Tanah Sareal (Bogor) dengan membaginya ke dalam kelompok kontrol dan kelompok eksperimen (n=20). Pemilihan partisipan menggunakan teknik purposive sampling dan teacher nomination, yakni anak TK A yang bersekolah di Tanah Sareal, tidak termasuk ABK, serta diidentifikasi oleh guru memiliki keterampilan regulasi emosi lebih rendah dibandingkan teman-teman kelasnya. Data diperoleh melalui total skor dari alat ukur regulasi emosi anak pada pretest, posttest 1, dan posttest 2, diperkaya dengan wawancara terhadap orangtua dan guru serta rekaman video. Hasil uji Mann Whitney-U menunjukkan terdapat perbedaan yang signifikan antara kelompok kontrol dan eksperimen saat posttest 1 dan posttest 2 dilakukan ($p < 0,05$). Dapat disimpulkan bahwa intervensi yang diberikan efektif untuk meningkatkan keterampilan regulasi emosi anak TK A.

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This study aims to look at the effectiveness of storytelling using hand puppets in improving kindergarteners emotional regulation skills in school. The design of this study is the pretest-posttest nonequivalent group design which is part of quasi-experimental. The form of treatment provided consists of three stages, namely pre-intervention training for teacher, teacher-to-child intervention, and monitoring. The population were all kindergarteners in Tanah Sareal (Bogor), by making two school as sample divided into control group and experimental group (n=20). The selection of participants used purposive sampling technique and teacher nomination, namely kindergartener who attend school in Tanah Sareal area, not included to child with special needs, and identified by teachers as having lower emotional regulation skills than their classmates. Data were obtained through total scores from children emotion regulation measurement from pretest, posttest 1, and posttest 2, enriched by interviews and video recordings. The results of the Mann Whitney-U test showed that there were significant differences between the control and experimental groups when posttest 1 and posttest 2 were conducted ($p < 0.05$). Therefore, it could be concluded that the intervention is effective to promote kindergartenersemotion regulation skill.