

Penerapan Prinsip Parent-Child Interaction Therapy untuk Mengurangi Disruptive Behavior: Studi Kasus pada Anak dengan Adverse Childhood Experience = The Application of Parent-Child Interaction Therapy Principles to Diminish Disruptive Behavior: A Case Study of Child with Adverse Childhood Experience

Amanda Anggriani Kinasih, author

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Abstrak

Studi kali ini bertujuan untuk meneliti penerapan prinsip Parent-Child Interaction Therapy (PCIT) dalam mengurangi masalah disruptive behavior pada anak dengan Adverse Childhood Experience (ACE). Penelitian ini menggunakan single case pretest-posttest design, dengan partisipan seorang anak berusia 7 tahun dan ibunya. Adanya peningkatan keterampilan berinteraksi pada ibu diprediksi mampu mengurangi disruptive behavior pada anak. ACE diukur menggunakan Adverse Childhood Experience International Questionnaire (ACE-IQ), sementara frekuensi disruptive behavior diukur dengan Eyberg Child Behavior Inventory (ECBI). Keterampilan ibu dalam berinteraksi diukur menggunakan Dyadic Parent-Child Interaction Coding System III (DPICS-III) dalam setiap sesi intervensi. Hasil penelitian ini menunjukkan bahwa setelah PCIT diberikan, keterampilan ibu dalam berinteraksi dengan anak meningkat seiring dengan menurunnya frekuensi disruptive behavior anak, yakni dari taraf klinis menjadi taraf normal.

This study aims to evaluate the implementation of Parent-Child Interaction Therapy (PCIT) principles to diminish disruptive behavior in children with Adverse Childhood Experience (ACE). Current study employed a single case, pretest-posttest design, with a 7 year old child and her mother as the participants. PCIT is proposed as an effective intervention to decrease disruptive behavior, through increasing the parent-child interaction, which served as a moderating variable. ACE was measured with Adverse Childhood Experience International Questionnaire (ACE-IQ), while the frequency of disruptive behavior measured by Eyberg Child Behavior Inventory (ECBI). Parent-child interaction evaluated with Dyadic Parent-Child Interaction Coding System III (DPICS-III) in every session. Results suggested that after PCIT is given, parent's interaction skills were significantly enhanced, followed by the gradual decrease in child's disruptive behavior, from clinical to normal range.