

Folklore Bibliotherapy Method for Early Childhood

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Abstract—Folklore is a kind of literatures that is beneficial for readers. One of benefits of reading folklore is to improve the development of children including holistic, moral, language and social aspects. Besides, folklore could be used as a bibliotherapy method. This research is a qualitative descriptive study of the Bibliotherapy method. The bibliotherapy method or the so-called reading therapy method was conducted in many stages. The first stage was providing motivation about the benefits of folklore; the second stage was the activity of reading folklore; the third stage was incubation as providing some time to the children to think about the folklore they read; the fourth stage was the follow-up by sharing opinions so a new idea could arise; finally the fifth stage was evaluation that could be in forms of drawing conclusions.

Keywords: *bibliotherapy method, folklore, early childhood*

I. INTRODUCTION

Reading habits need to be instilled from an early age. Besides, it will be effective if it starts with readings that have high imagination in it like folklore. As suggested by Danandjaja that folklore has a pralogical nature or contains illogical or incompatible with logic [1]. But folklore is owned by every region in Indonesia. This is in line with Rani and Endang which says that folklore is an emanation from an old society that can be the cultural identity of an area and the story contains things beyond reason [2]. Folklore spread in the community begins with oral delivery from one person to another. Therefore, folklore can be categorized as part of oral folklore. On the other hand, folklore has several benefits. Among them according to Habsari, useful folklore (1) teaches manners, (2) habit of reading culture, (3) developing imagination [3]. Besides these benefits, Anafiah revealed that reading folklore is beneficial for children's development including holistic, moral, language, and social [4]. Another benefit of reading folklore is that first, it can increase the amount of vocabulary. The amount of a person's vocabulary depends on how much time is spent reading [5]. There is a close relationship between reading habits and the amount of a person's vocabulary. Someone who reads a lot more vocabulary than someone who does not. Second, instil character values. In

folklore there are character values that need to be instilled in children. Third, as entertainment. When reading folklore, there are things that are of interest to the reader. Then the reader becomes entertained with the story. This was also conveyed by Anafiah that folklore can foster character and the effects of relaxation [4]. Several studies have also been carried out, especially regarding the value of characters in reading folklore, as in research Purawinangun [6], and Ramdhani et al [7].

Besides those benefits, folklore actually can also be used in the application of Bibliotherapy methods. Bibliotherapy is an expressive therapy in which there is an individual relationship with the contents or essence of books, poetry and other writings. Bibliotherapy is one type of therapy that uses the activity of reading a literature to overcome the problems faced by someone. Bibliotherapy includes the task of reading the selected reading material, planned, and directed as an action procedure with therapeutic purposes [8]. Bibliotherapy can be delivered individually or in groups [9]. As explained by Pehrsson and McMillen that Bibliotherapy is reading and discussing books about situations that are similar to what is experienced by students? [10]. Bibliotherapy methods can be used to form positive self-concepts, understanding behaviour [11]. Bibliotherapy methods are also used to deal with the problem of adolescent confusion about moral values [12]. The method of Bibliotherapy has an influence in the formation of the reader character [13]. Another benefit of Bibliotherapy is to develop the character of student responsibility such as (1) being able to control themselves, (2) dare to take risks on choices, (3) have seriousness in carrying out obligations towards others [14].

In terms of literary learning, early childhood can already imagine and determine some parts of the story line into their hearts and can see the interrelationships. This is consistent with the cognitive period expressed by Piaget (in Nurgiyantoro) which states that there are several stages of cognitive development including the sensorimotor period. In this period, children's cognitive development is characterized by infant learning up to 2 years which includes learning to coordinate sensory perceptions and motor activities [15]. Furthermore, the pre-operational period, namely at the age of 2-7 years. In this

period, children learn to describe their world symbolically through the language of games and pictures, so that their thinking is still egocentric and based on direct perception and experience, which causes an increase in language development and concept formation. The next stage is the concrete operational period, which is at the age of 7-11 years. At that age, children's responses to literature and poetry change. This is characterized by a flexible and reversible mind, so that at this stage the child can see the related literary structure that is the existence of a story in the story. The last period is the period of formal operations. This period is at the age of 11-12 years. At this stage children have the ability to think abstractly, think theoretically, reason from hypotheses to logical conclusions and conclusions that make sense. In connection with literature, in this period children can already imagine or determine some plot or part of the story line in their hearts and can see the interrelationships of all these things. Based on these reasons, the researchers made a study of the Bibliotherapy method of folklore for early childhood.

II. RESEARCH METHODS

This research is a qualitative descriptive study of the Bibliotherapy method. The subjects of this study were PAUD and TK students in AL AZAM PAUD Semarang. This research was conducted for approximately one month. The data collection instruments used were human instruments or the researchers themselves and used open interview techniques which were conducted to students and teachers. In addition, researchers also use observation sheets or observations. It aims to determine the extent of literary learning carried out in early childhood. Interviews were also conducted to find out the difficulties and expectations of students in learning literature, especially folklore. The validity of the data in this study is the validity of sources and techniques used by researchers to test the truth of the data obtained by checking the information that has been obtained. Furthermore, the data obtained were collected and conclusions drawn. The analysis technique in this research is to use an interactive data analysis model from Miles and Huberman which has three main components, namely (1) data reduction, (2) data presentation, and (3) conclusion drawing [16].

III. RESULTS AND DISCUSSION

The method of Bibliotherapy or often referred to as a method of reading therapy. In this method support through reading material is needed to help someone who is experiencing personal problems, especially highly recommended for someone who is difficult to express problems verbally [17]. The use of folklore in the method of Bibliotherapy is certainly adapted to the characteristics of child development. As revealed by Musfiroh which explains the seven characteristics of stories suitable for early childhood namely those related to themes, mandates, plots, characters and characterizations, perspectives, settings, and language facilities [18]. Themes for early childhood / kindergarten children should be single, social, godly, and traditional in nature, which includes both good and bad conflicts and truth and evil. The chosen folklore certainly related to this matter. Therefore it is necessary to do the selection process before the story is given

to children. Some folklore that is not yet logically understood by children should be modified first so that it can be understood without losing the importance of the story. Some elements that need to be understood when choosing folklore are the mandate, characterizations, and plot. Mandate can be interpreted as a moral message. For early childhood, the mandate must be explicit and implicit. Mandate is also related to the need to plant characters that will be developed in early childhood, so that folklore told to children can lead to these values. In this case the teacher has an important role in choosing folklore that contains the mandate that fits these values. Message or mandate in the story for children can affect children's interest in the story. Therefore, Musfiroh give advice to choose a story that contains a message that is not too close to the child's problem because later the child will feel as the object of innuendo in the story [18]. Next is the plot or plot. The plot or plot in the story for early childhood must be simple, not too complicated to understand, successive, repetitive and predictable. In addition, the duration of the story is not too long so that children do not feel bored. The next element is character and characterization. Characters and characterizations are fictional or have similarities to individuals in real, clear and simple life that have good or bad qualities, are limited in number, easy to remember and known to children. Then the point of view element in the story must make it easier for children to identify, interpret and understand the story. The child's understanding of the story is certainly helped by the teacher in conveying the characters, events, actions, and motivations of the story. In this case the teacher should tell the story after the child observes the illustration of the picture. In telling a story the teacher should be able to adjust to the stage of children's language development in terms of vocabulary and sentence structure in accordance with the level of language acquisition of children. Following is the implementation of the folklore method for early childhood. The Bibliotherapy method of folklore is carried out in several stages. The first stage, provides motivation about the benefits of folklore; second stage, reading folklore activities; the third stage, incubation, which is to give children time to reflect on the folklore they have read; the economical stage, namely the follow-up by exchanging views so as to bring up new ideas; the fifth stage, evaluation, evaluation can take the form of conclusions. In the first stage, the teacher needs to provide motivation about the benefits of folklore. It is intended that early childhood are interested in reading various types of folklore. In the second stage, the activities of reading folklore need to be accompanied by the teacher. The folklore given is a folklore illustrated and with a level of vocabulary difficulty according to the age of the child. The folklore used can be like the folklore "Lake Toba", "Tangkuban Perahu" or "Malin Kundang". Then in the third stage, children do contemplation of folklore that has been read. The purpose of this stage is so that children can understand the mandate of the story and can take the values contained in the story. In the fifth stage, the teacher needs to provide an evaluation in the form of drawing conclusions from folklore that has been read. The important thing to remember is, if students are still having difficulty reading, then the teacher needs to provide a detailed explanation that is easy for students to understand. This is certainly adjusted to the cognitive development of students.

IV. CONCLUSION

Based on the results of research and discussion, it can be concluded that the implementation of the Bibliotherapy method for early childhood is through five stages, namely providing motivation about the benefits of folklore; reading folklore; give time to reflect on the stories that have been read; follow-up; and evaluation. However, the five stages must be adjusted to the students' ability to read. If students are still having difficulty reading, the teacher needs to help students read folklore and the folklore provided is illustrated folklore.

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