

Storytelling Therapy to Building Childhood's Emotion and Social Relations

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ABSTRACT

Emotion and social relationships are a basic childhood personal life skill. It is useful when children enter preschool, as to meet such a new, different habit, environment, people, and circumstances. It needs mental strength to socially connected. Storytelling is an art therapy required mastery of techniques to convey stories so listeners can feel the situation in the story and emotionally bond with characters and situations in fairy tales. When emotion appeared, listener's sympathy and empathy formed, in a particular circumstances, situations and characters. Listeners feel and want to do something as the response of a fairy tale's situation, like: willing to help or to give, promising to do better later, defending friends or others in distress and fear. The aim is to form a psychical period of a child initial development readiness until adult. This research applied survey methods, case study, counselling and literature study. Case study and counselling result, permanent changes to child, the development of emotional abilities positively builds social relations with all ages. As a conclusion, storytelling positively can be applied as therapy that a child needs to form the basic skills, emotions and social relationships. Anyone who can preserve the implication of storytelling are parents, educators, social workers, counsellor and psychologists at school, or at home during family time. It would be such an easy devotion, for the effect delivers extremely positive for children.

Keywords: *Therapeutic storytelling, Emotion and Social relations, Childhood's development*

1. INTRODUCTION

In counselling for children, storytelling occupied as narrative art therapy. It requires a variety of interesting ways in treatments for handling cases because if the children are not attracted neither feel involved, their focus only stands for 10-15 minutes. Otherwise, they can focus for a long time and even increase if they are interested and involved in a storytelling activity.

Storytelling is an activity that require mastery of emotions, verbal language and the body of the speaker or storyteller. Storytelling has been done by people since ancient times to commemorate a meaningful event to the next generation, so as to keep the good values and keep away from doing bad deeds.

Usually, parents as the storyteller who has experienced many ups and downs, can execute them with gestures, sounds, facial expressions that make the listeners to get involved in emotions, whether sad, disappointed, angry, grief, fear, cheerful or happy based on the content of the story in fairy tale. Emotion is the basic strength of one's soul. If emotions are formed in proper expression, the

person is psychologically or mentally healthy. These emotional bonds can be formed and trained, since mothers aware of their pregnancy, by inviting her to talk to the fetus in her bladder, especially if the pregnancy has entered the age of 5-6 months. In this stage the five senses begins to build its form and the language of the brain and instincts begins to develop, sounds is also recognized, feelings felt by the fetus.

The more children often hear various kinds of fairy tales, the more opportunities they will get to deal with their emotions. This will develop the value of sympathy and empathy for others, which is very necessary in establishing social relationships that are needed in the future.

Social relations need to be formed and trained from the beginning of childhood. This also requires models and examples in the form of imagination and reality. This means that after a child listen to a fairy tales, it is necessary to be invited to apply them in their daily life. For example, the story of the 5 Pandavas fraternity, who are loyal, helpful, respectful and love each other, especially to their mother as well as respect to the eldest brother, their attitude is full of courtesy to women as well as older people. It is adapted in the art of Javanese *wayang kulit* and *golek*, which is originated from India (Hindu) stories.

The story of Ramayana and Mahabaratha has been heard and told by most of parents from ancient times. Another story from India is about fish that can talk. A young man named Manu who is so kind, because he helped the fish, then the fish helped him by telling him due to the upcoming big flood, to survive he had to make a big ship and save all living things. And fill it with small plants and large animals. This story as a whole is universal because it is almost the same as the story of Noah with a large ark as believed by the divine religion. At the heart of the story if the kind hearted and caring for living things will certainly also get goodness helped by the God Almighty.

2. LITERATURE REVIEW

Analysis of the story from each character has an emotional feeling implied. The goodness of a heart makes a bond of happy feelings in the form of joyful emotions. How this foster sympathy and empathy to each character. The result of this emotional feeling of joy makes a desire to help, help each other, work together to solve and deal with problems together. Thanking and repaying the kindness that has been received adds to the relationship between each character without distinguishing among God creation such as a human being, a big animal, or a plant that needs to help each other to achieve mutual prosperity.

Children counselling can be done with art therapy, one of the types by telling a child's story, imagining it in the form of a picture in his mind of the results of hearing and seeing something [1-3]. The implementation of counselling in children requires a variety of interesting ways but it depends on how the treatment of the case handled. The reason is because children focus only stand in 10-15 minutes if they are not attracted or they do not feel involved in it. Children focus will increase if they feel interested and get involved in a specific activity [4].

Storytelling of a story is an activity that requires mastery of emotions, verbal language and the body of the speaker or storyteller. Storytelling has been done by people since ancient times to commemorate an event that is big or meaningful to the next generation, so as to keep good values and keep away and not do evil deeds [3, 5].

Generally, storytellers are parents who are experienced in the bitter sweetness of life, so that when they tell the story of animating them with gestures, sounds, facial expressions that make listeners get involved in emotions, whether sad, disappointed, angry, sad, scared, cheerful and happy according to the story containing in the fairy tale [3, 6].

Emotion is the basic strength of one's soul feeling. When emotions are correctly expressed, the person is psychologically or mentally healthy. Emotional bonds can be formed and trained since the mother aware of her pregnancy, by inviting the fetus in the womb, if the pregnancy has entered the age of 5-6 months, the baby's sense of hearing has begun to form and the language of the brain has begun to develop and also instinct or instinct developing, recognizing sounds, feelings felt by the fetus [7].

The more children often hear various kinds of fairy tales, the more opportunities they will get to deal with their

emotions. This will develop the value of sympathy and empathy for others, which is very necessary in establishing social relationships that are needed in the future. Social relations need to be formed and trained from the beginning of a childhood. This social skill has long-term effect as it is able to coexist with other people in a harmonic society [7-9].

This also requires models and examples in the form of imagination and reality. This means that after children listen to fairy tale it is necessary to be invited to apply it in daily life. Like the story of a fish that can speak and a kind young man like Manu, as stated in previous lines. This story as a whole is very universal because it is almost the same as the story of Noah the prophet with a large ark as believed by adherents amongst the divine religion (Jews, Christians and Muslims). The essence of the story is if doing good and heart caring for all living things (humans, animals and plants), will surely get the good from the Almighty God, through other people, animals and plants as an extension of God's hand [10-12].

Child development psychology is science that pays attention to the overall progress of a person from the beginning of birth to old age through the stages of achieving regular psychological and physical growth and growth on a normal basis. Emphasis on children is adapted to the child's growth needs in psychological and physical harmony as a basis for reaching the next stage of development [7, 9, 13].

Child counselling is one of the ways to solve a child's problem and his case, through individual counselling services. The implementation of child counselling uses many methods of treatment. By paying attention to the needs, development, psychological, physical and what problems. Child counselling will be different from adult or adolescent counselling. The implementation time is designed according to the age of the child between 20-30 minutes, because the resistance of the child's focus is 10-15 minutes. The treatment is not just question and answer, but in the form of activity, the child is involved in it [14].

The goal is to control the emotions of children and their social relationships, make them have the ability and skill in their relationships later, maintain politeness, respect others, not to discriminate among rich and poor, ethnicity, religion, skin color, and form characters of thinking and behaving normatively, according to fairy tales that has been heard from an early age. And the contribution is the children can put and connect their emotion to their social relationship properly.

3. METHOD

A qualitative approach specifically for *PAUD* (preschool education), by looking at children's brain development, children's imagination and language because it relates to passing interviews. Then the counselor needs to discuss with parents and teachers when reviewing the background of a child's problem. The strategy model with activities of sympathy, empathy, pleasant atmosphere, arousing interest, involvement, meaning, understanding, and value, so that the services provided get results [15].

Surveys, interviews with children, parents, teachers and child observers to get a balanced description of the problem. Observations pay attention to the behavior of children, parents and the environment in which they live, the collected documents ensure that children's problems in social relations are caused by their emotions not being properly and correctly treated.

Literature study, theories and previous research results that are the same as the problems as a reference and in case studies and the implementation of appropriate counselling therapy and counselling models and what services will be used.

Case studies research and provide counselling services, further carefully determine diagnosis, prognosis, treatment model counselling and child-specific therapy services. To get the design of the counselling plan, what kind of therapies that will be done and how many times the meeting will be held, after all is ready to be done, the counselling service.

Child counselling, carried out in accordance with the treatment in the counselling design plan, for storytelling therapy, the counselor works with parents and teachers, to do it at home and school whether in PAUD or TK (Kindergarten). By Choosig the story of fish that can talk and Manu is a kind young man, it is divided into 3 storytelling sessions which means three times of storytelling with serial stories.

The first session tells the story of Manu who is a kind, friendly and likes to help anyone until the meeting with the fish who ask Manu for a help. The second meeting tells the story of the fish getting bigger and bigger and then brought to sea until Manu makes a big boat with his friends all the animals help each other until the big wooden ax is filled with everything, while waiting for heavy rain to come. The third meeting revolves around the heavy rain, the boat swaying, almost drowning and the fish that have now become so big helped Manu and his friends in a wooden boat, landed on a high mountain and they were very shocked to help them turn out to be a big god, thanking him and Manu doing what the god commanded him to be right, remain kind, fair, wise and diligent in working with and help each other.

This is done so that the counselor can evaluate each stage of what is developing in the child, after receiving fairytale therapy and evaluating the expression of emotions and behavior of the child, for the next meeting the child is given activities in a play group and cooperation group. This is done to see children develop their emotions when passing relationships with their group friends. After the child counselling activities are completed according to the design, the counselor conducts a thorough evaluation and re-interviews with the children, parents and teachers. Having changes to the emotions and social relationships of children at home and at school, counselors make visits. After that the counselor makes a report on the results of counselling and recommendations for follow-ups. From this report the counselor and parents and teachers can learn it to be developed at follow-up. It is the application of results to the daily activities of children.

4. RESULT AND DISCUSSION

The tale of talking fish and a young man named Manu who is kind and friendly to all animals is a fairy tale of Indian people. tells the story of a young man named Manu whose daily life always does good to help anyone who needs his help. One day a fish asked Manu for help, the fish could talk. Manu was very surprised that fish could speak like humans, because Manu was a good-hearted young man, he helped the fish, brought it home and put it in a container of water, every day the talking fish grew bigger and bigger until finally Manu had to move the fish into the wide deep sea. When the fish arrived at the sea, thanked Manu as the reciprocation of the fish talked about the great floods, would come in the place where Manu lived and Manu had to help all creatures by making a big ship.

Manu is happy to make large wooden ships assisted by all animals, then fill them with various plants and animals from small to large. Down with heavy rain, lightning blaring and the water getting higher, all covered with water, only Manu's boat floated, oscillating on the water, all the contents of the ship were scared and made Manu worried, then came the fish that had once been helped, pulled the ship's rope so it wouldn't sink, until on a high mountain. After all of them survived to thank the fish, suddenly the fish turned into Lord Brahma. Manu and all who saw him were shocked, bowing respectfully and greetings, Lord Brahma had saved Manu and the entire ship, and they all returned to build a new world of life and Manu became his king. Manu and his friends worked hard and tried to be always wise and kind as kings [10].

Based on the results of surveys on children and parents, children were happy and very enthusiastic when listening to stories that were delivered very expressively by counselors, parents and teachers. Some child counselees, ask the counsellor to tell the chosen stories again. Some children who were able to write, try to tell with their own style, and were very enthusiastic when they turned to come forward to bring their stories, here the emotions of a child intertwined express when sad, angry, disappointed and happy.

Based on the results of analysis of data collection and case handling through child counselling, there is a very clear change, children want to play with their friends. Begins with daring to ask questions and react according to the stimulus given. When the storytelling session in the third part came, the child begins to say that they feel sorry for Manu and his friends because the boat was about to sink, while closing his eyes, even though the storytelling counselor used only the expression of voice and body, here the child enters his emotions with the story he heard, so out of sympathy, when it comes to the end of the story, the child expresses joyfully.

From the question-and-answer interview with the child, he feels happy if he has friends like Manu and the fish, he also wants to be like Manu and the fish, willing to help and not forget to be kind to others, and always be thankful. When parents and teachers provide information, children can manage their emotions when together with others who are still like strangers, being calm and greet members and keep smiling. With the classmates, they are already willing to share toys and lending their drawing

tools, asking for help with expressions of right facial emotions, this makes children more liked by their friends.

Based on the practice of storytelling to parents, teachers and children. Parents feel more closely related to their children, especially the role of the father when storytelling becomes softer and understands the character of his own child, because when in storytelling the child feels his father who is seen daily ignorant, it would change an ignorance one turns out to be very nice near the father while storytelling occurred.

The teacher also feels a lot of change on the emotional atmosphere that is developing when storytelling is done, moreover the readiness with expressiveness and complete teaching aids can increase the emotional attachment of children as listeners to the fairy tales brought by them. The counselee and other children are carried away by their emotions and want to give help to the characters in the fairy tale who are in distress. The closeness that is intimately intertwined is felt by the teacher from day to day, change is not only on the counselee and his friends, the teacher feels deeper emotions to each of a foster child.

Even children feel a change in themselves, most of them were happy, can have so many friends, always want to go to school and always want to hear the same tales over and over again, and several times he tried with several friends playing this fairy tale when at home and school, the counselee chose become a figure of the fish.

Some relevant research results reinforce the findings above: Storytelling activities are carried out in an expressive manner, giving rise to a happy atmosphere and satisfaction of the heart [3]. Conducting child counselling is not easy to need an appropriate and interactive approach, one of which is storytelling. children Counselling with experimental family therapy, makes children behave positively, according to the role of their emotional needs based on the best perspective, in the form of challenges for parents and family members to deal with and manage emotion positively for children [16]. Fairy tale therapy as a simulation increases the development of the moral intelligence of 5-year-olds. Children who get the fairy tale method have a higher level of moral intelligence than before of the therapy [5]. Storytelling therapy is more effective given to preschool students; this is related to the ability of preschoolers to reframing messages better. Faster to give meaning to the fairy tale he heard, then storytelling therapy can be as an alternative nursing action for preschooler [17].

5. CONCLUSION

Storytelling is a therapy that is needed by children to install and form the basis of their life skills, basic emotional psychology and social relationships from an early age. Emotions in children are formed by listening to the fairy tales of Fish that can talk and The kind Manu.

A mature emotion makes a child able to place his feelings appropriately when in a certain situation, the response given in accordance with the stimulus he gets. When his friend is sick he can and wants to entertain and pray for his friend, this means that the child has been able to establish social relationships with other people, so that his sick friend feels the emotional connection in his

friendship. The therapy of talking fish fables and Manu good-hearted youth can form basic emotions to establish social relationships in early childhood.

The implication of storytelling can be done at any time, it can be done as entertainment at the same time, building the emotions of children to achieve the ability to establish social relations with others. Storytelling can be done by anyone, pregnant women, parents, teachers, social workers, religious teachers, counselors and psychologists. It is suitable in the time of before going to bed, in classrooms, during family recreation, provided if there is a will. Given the long-term effects for children today until he enters the workforce and older ages.

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