

Effectiveness of Storytelling Method in Life Mapping on the Reduction of Aggressive Behavior in Adolescents

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Abstract - The study aims to test the effectiveness of storytelling life mapping as a way to reduce aggressive behavior in adolescents. The study participants were 110 participants aged 12-15 years who had aggressive behavior in school. Eight sessions of storytelling life mapping applied for 60 minutes / session. The research design used is Pretest Posttest Control Group Design. Measuring tool used the scale of aggressive behavior of adolescents. The comparison of the effectiveness of storytelling of life mapping for the control group and the experimental group was significant, indicating that the aggressive behavior of adolescents decreased.

Keyword - Storytelling Life Mapping; Aggressive Behavior; Adolescents.

I. INTRODUCTION

Aggressive behavior is a behavior that often occurs among adolescences of Indonesia. In Indonesia aggressive behavior continues to increase every year. The Tempo article [1], points out the fact that aggressive behavior today is not only done by adults. Adolescence today have been reported to have committed violence. The article shows facts and data that about 2879 adolescence have committed acts of violence and must deal with the law so that the problem becomes more complicated. Among those in the age ranges of 6-12 years were 268 (9%), and aged 13-18 were 829 (91%). The majority of perpetrators of male-dominated crime acts are 2627 (91%) and female 252 (9%).

The phenomenon of aggressive behavior in Aceh became the focus of the researcher to study it more deeply. The latest data revealed by Yusuf [2] reported in Serambi Indonesia Daily, the number of cases of violence committed by adolescents in Aceh over the last 4 years is reportedly increasing which reached 1326 cases.

Storytelling is one of the method in oral communication and written stories which helping a person understand her/his experience [3]. Storytelling according to Mills and

Crowley [4] call it a story experience developed as a tool of therapy and literature, a therapeutic tool is given in the form of a story told to the child with full color to achieve psychological messages.

Research Questions :

Is the storytelling method in life mapping effective for reducing aggressive behavior in adolescents?

II. METHODOLOGY

In this experiment, the experiment uses the design of between-participants design with pretest posttest control group design model. Participants in this study were 140 early adolescents who had high aggressive, moderate and low aggressive behavior scores divided into experimental groups and control groups with random assignment. The sampling technique used was purposive sampling.

The compilation of this scale refers to aspects of aggressive behavior proposed by Buss & Perry [5] consisting of four types of aggressive behavior: physical, verbal, angry, and hostile aggression.

This research is done through the stages of preparation of the scale by making the blue print and then operationalized in the form of statement. Subsequent trials of aggressive behavior scale were conducted on March 12, 2018, where preliminary measurements were given to 140 participants to see some items omitted and used in pretest

and posttest. Previously the item scale consisted of 50 items after being filtered into 21 items used for the next. After a descriptive analysis, norms are made based on Standard Error (SE) considerations in the measurement. This is done because researchers only divide the participant into two categories, namely medium and high (Azwar, 2009).

Table 1. Blue print design storytelling method in life mapping can be seen in the following table:

<i>Storytelling life mapping</i>	Material	Purpose	Session
Basic Emotional Introduction	Opening, introduction of basic human emotions	Establish good relationships between facilitators and participants, ensuring participants understand the training objectives, setting up the next training schedule. Explain the basic human emotions to help the participant understand basic human emotions.	1
Aggressive behavior	The explanation of basic human emotions, aggressive behavior, factors that influence the behavior persist and develop into worse behavior and effects if aggressive behavior is not immediately addressed.	Adolescents understand about aggressive behavior, factors that influence aggressive behavior, as well as the effects of aggressive behavior if not handled properly.	2
Theurapiutic Story Activity I	Explanation of the Therapeutic Story by listening to a short story about "ANGRY DAY"	Adolescents can focus on the story, in order to fill in incomplete sentences in the story so that participants can explore the contents of the story. Adolescents are able to understand about the characters in the story, what it does, understand the story problem, and how to solve it.	3
Activity II	Fill the second sheet containing incomplete sentences about the participant environment	To know the participant understands of the people in his neighborhood. Understand the development of the story so that the participant can develop how the environment	4

		affects her/himself	
Activity III	Fill in the third sheet, containing incomplete sentences about the participant's life situation.	To direct the participant life situation. This is to discuss the material emotionally through writing so that the participant can solve the problem.	5
Activity IV	Fill the fourth sheet, and tell story about her/himself.	Give the participant a chance to tell him about his anger and his behavior so that the problem of the participant is resolved.	6
Closing	Program Review	Recall the material and give an impression and opinion about the storytelling of life mapping that he had learned during the intervention	7

This training facilitator is a researcher who conducts this intervention. The training was conducted in a large group of 55 people. The training also consists of 3-4 observers who are in charge of assisting the facilitator to observe each participant. Aspects of considerations in the selection of facilitators are as follows:

- Experienced in group training, especially groups of children
- Has undergraduate education
- Understand the issues of aggressive behavior
- Willing to intervene in training for 8 days in Takengon.

This intervention was conducted for eight sessions with a duration of 60 minutes at each session and then given approximately one week from the eighth session to take post test data.

Quantitative data processing is done by using SPSS program for windows 20.0 version. Data analysis technique used is statistical analysis of parametric T-test.

III. RESULT

Table 2 Experimental results Kolmogorov-Smirnov aggressive behavior

Totality of participant	<i>Kolmogorov-Smirnov</i>		
	Statistic	df	Sig.
Aggressive 1,00	.072	110	.200

The kolmogrov-smirnov normality test scores (sig.200>.05) can be said to be normal distributed data. Thus one of the requirements of statistical testing has been met. The same is also explained in the Q-Q plots in the following normality chart:

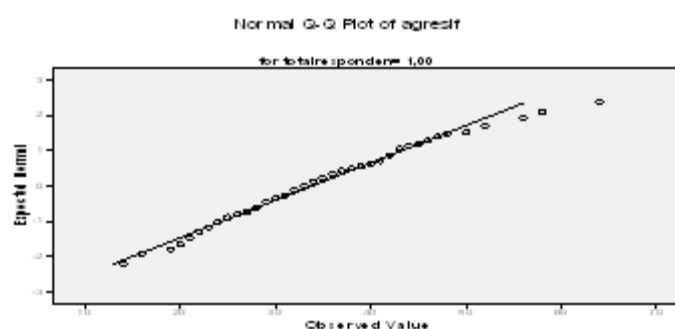


Figure 1 Normality test

Table 3. Test results of the homogeneity of variance of aggressive behavior variables.

	Levene statistic	df1	df2	Sig.
Aggressive				
Based on mean	.634	1	108	.428
Based on median	.640	1	108	.425
Based on median and whit adjusted df	.640	1	107.900	.425
Based on trimmed mean	.638	1	108	.426

It is found that the probability value (sig) for the aggressive behavior test is based on the average obtained by value based on the mean overall data, 634 with probability value (p.428), while the middle value is based on median and whit adjusted df .640 with value (p .425> .05).

Referring to the criteria it can be concluded that the pretest to posttest data have the same variance, meaning the data is homogeneous. Thus the method uses parametric statistical tests because the data is normally distributed and homogeneous.

Table 4. Results of the overall effect size test.

Group	t	df	f	%	Description
control and experimental groups	-5,531	108	.470	22%	Besar

From table 3, the overall effect size of $t = -5,531$, $df = 108$, and the effectiveness of storytelling of life mapping to

decrease aggressive behavior of adolescents, 22%. Based on the criteria included in the major effects category.

Table 5. Descriptive Statistics of Experimental and Control Group

Data	Kelompok	N	Mean	SD	Max	Min
Pre test	Experimental	55	45,54	6,58	64	31
	Control	55	42,18	8,75	78	30
Post test	Experimental	55	29.40	8,10	56	14
	Control	55	38,23	8,64	64	22

The difference of mean (16,14) in experimental group between pretest and post test has meaning that giving storytelling life mapping is significant in decreasing

aggressive behavior hence hypothesis (H_0) rejected and (H_1) accepted. While in the control group showed no significant change.

Table 6. Table test results of independent sample t-test aggressive behavior

	Levene's Equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
Agresif Equal variances assumed	.634	.428	-5,531	108	.000	-8,83636	1,59747	-12,00282	-5,66991
Equal variances not assumed			-5,531	107,560	.000	-8,83636	1,59747	-12,00296	-5,66976

It is known that the F-statistic value for the assumption of variance is 0.634 with probability ($p > .428$). In conclusion that probabilities ($p.428 > .05$) then H_0 is accepted, then the storytelling of life mapping is effective. Thus, the t-test refers to the values on the same basis of variances. The t-statistic value of aggressive behavior is -

5,531 with probability ($p, 428$). Because probability ($p, 428 > .05$) H_0 is accepted. This means that the probability of aggressive behavior of processing results, it can be concluded that the results of effective storytelling therapy to reduce aggressive behavior of adolescents.

Table 7. Differences test results of experimental group and control group scores

Group	N	Mean	Std. Deviation	Std. Error Mean
Aggressive E	55	29,4000	8,10487	1,09286
K	55	38,2364	8,64091	1,16514

Based on the description of test scores different pretest and posttest obtained range of moving scores from score 14 to score 64. From the table participants experienced a decrease in aggressive behavior score then H_1 accepted

IV. DISCUSSION

Intervention storytelling life mapping designed in this study aims to reduce aggressive behavior in adolescents. After the storytelling intervention of life mapping was given, the result of aggressive behavior decreased in junior high school "X". The decrease in aggressive behavior in adolescents is evidenced by T-test statistical analysis, with $p = 0.001$ ($p < 0.05$). This shows that there are differences in behavior in the experimental and control groups.

Things that affect the success of this intervention are applied by involving the participant in the activity as well as interacting in its entirety, with the teacher centered method, listening to the story, writing the participant's feelings in the activity sheet.

This therapy also focuses on important relationships in a person's life to help deal with problems, such as honesty, courage, and improve attitudes to be more positive by using the method of reading stories with teacher centered and writing methods.

In activity I participants are invited to understand the content and learning experience of the story content. The participant must be able to identify the problem in the story so that the participant can respond to the problem and give an opinion to solve it.

Also proven in this study storytelling therapy life mapping (creative writing method) effective in reducing aggressive behavior in the junior class population. In the experimental group, aggressive behavior decreased significantly after training and also after follow-up. In

addition, it shows behavioral changes in the participant of research after being given therapy, and qualitatively storytelling can be an alternative as a medium for students to express ideas, emotions, and experiences perceived.

Some of the things that influence the success of the research are the intervention done in the group. The implementation of storytelling of life mapping in groups is a factor that supports the effectiveness of storytelling life mapping in decreasing aggressive behavior of the participant. Through paper activity sheet II, the participant can know each other how people around in expressing anger, and know the form of anger that appears in others.

Storytelling this life mapping helps the participant to see how should the behavior appear in certain conditions. In the activity of activity III the participant is directed to life situations that are similar to the life character of the participant. While IV activity reveals about self participant more special to know level of creativity better participant and free participant in exploring her/himself.

In addition to anger there are some behavioral experiences that fall into the aggressive category that is mocking, hostile, insulting, punching and the most extreme is killing. Research participants are adolescents aged 12-15 years at this time according to Zeman (2001) in the development of emotions, a period where individuals already have the ability to manage emotions and has been able to develop a vocabulary that is enough to be invited to discuss that can affect the emotional state of self and others.

Similarly, another factor that plays a significant role in the regulation of emotions by adolescents is to increase sensitivity that increases self-awareness. At this stage adolescents also describe themselves as if in front of an imaginary audience who record and evaluate every action

they take. Thus, adolescents become very aware of the impact of their emotional expression on social interaction.

Repeating the material given each time the execution is considered effective enough. Implementation of the intervention to know the extent to which the participant understands the session that has been implemented, and decide whether to continue to follow the next activity. Beck (2011) explains that repetition or review is helpful in the therapeutic process. For the therapist, this serves to see how far the participant has understood the therapeutic process, while for the participant, it serves to help recall the various information that has been received. The same thing happens in the training process where the facilitator plays a therapist while the participant is the a subject.

Furthermore, the effectiveness of the storytelling of life mapping is the participant of applying the ability through writing about the lives of others and recognizing themselves through judgment and writing about the environment and anger. Participants can see what behaviors appear to cause emotions.

Also in this study also with the game before intervening so that the participant was happy. It is beneficial for the participant to recognize, express, and control the perceived emotion. The game consists of a series of games that involve collaboration, generating emotion, so the participant can start friendship and communication with their peers.

In addition from the results of the study showed after the implementation of interventions aggressive behavior decreased. This may occur due to the influence of conformity. Conformity occurs when the individual adopts the behavior or attitude of another person (coerced into real) or not (Santrock, 2007). The participant's desire to engage in aggressive behavior is the desire to follow a friend who is reducing his aggressive behavior.

V. CONCLUSION

Based on the results of quantitative analysis in this study can be concluded that the hypothesis of this study accepted which means that storytelling life mapping can reduce aggressive behavior of adolescents in SMP X Takengon. This result is obtained from parametric analysis of T-Test with p value = 0.001 ($p < 0.05$). This means that there is a difference in the decrease of aggressive behavior in the experimental group and control group after given the storytelling of life mapping.

Suggestion

- For experimental studies related to storytelling life mapping, it is necessary to consider the number of participants ($N = 55$), so it is easy to control the implementation.
- For the next research it is better to add qualitative data per individual to sharpen the results of the study.

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