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Author Name(s): Mujiyati Mujiyati, Sofwan Adiputra

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Folklore-based storytelling: counseling techniques to develop happiness in children



Mujiyati Mujiyati^{1*}, Sofwan Adiputra²

¹Universitas Lampung, Indonesia

²Universitas Muhammadiyah Pringsewu Lampung, Indonesia

ABSTRACT

The purpose of this study was to increase the level of children's happiness using Folklore-Based Storytelling, which develops ideogenous values in the implementation of counseling interventions. Happiness is defined as a state of joy and peace free from all problems. Storytelling is an extraordinary ability in storytelling that functions to entertain children's life values. The use of the folklore approach is based on the fact that almost all ages like stories that are told orally. The research method used is a mixed method approach with a sequential exploratory design. Qualitative design using Interpretative Phenomenological Analysis (IPA) explores how individuals understand their personal and social world through a detailed examination of their lives's experiences. The quantitative research design used is a single subject. The results of the qualitative analysis concluded that happiness according to the subject refers to the state of acceptance, attention, imagination, dreams, hopes, feelings of security, feelings of being loved, recognition, praise, appreciation, self-involvement, being heard. While the results of the feasibility test technique showed that the PND test results showed 5 points above the horizontal line PND is from 5 points of the intervention phase. This shows that the storytelling technique is very effective in developing children's happiness. Storytelling with a folklore approach is believed to be able to bring out happiness in children.

Keywords:

Storytelling,
Folklore,
Happiness in children,
Counseling techniques

Corresponding Author:

Mujiyati Mujiyati,
Univesitas Lampung
Email: mujiyati@fkip.unila.ac.id

Introduction

Happiness is defined as a peaceful state of being free from all problems. Happiness is a broad concept, such as positive feelings or pleasant experiences, low negative mood, and high life satisfaction. Several concepts of happiness, including happiness, life satisfaction, subjective well-being and prosperity have the same essence. According to the concept of positive psychology, happiness is a way of life that can lead a person to reach their full potential and move towards a good human life. Happiness is not just enjoyment, wealth and religious beliefs (Hamdan, 2016).

Happiness is a state that arises from our ability to recognize and use strengths in our daily lives, feeling the positive emotions produced by joy and experiencing great satisfaction in the present moment (Seligman, 2002). That is what is called true happiness (Rasyid & Pandya, 2024). Happiness is something that can be developed by anyone in a way that can be done, namely by being optimistic about whatever one does (Yudantara & Gede, 2008). Happiness and well-being are ideal conditions that everyone wants to achieve in their lives. This condition is something important for individuals because it can enable individuals to achieve a quality life (Diener et al., 1985). Individuals must achieve satisfaction with their lives to achieve this state. To achieve prosperity in life, a person must

fulfill the dimensions and aspects of his life related to increasing positive emotions, building relationships with other people, actively participating in life, having meaning in life and achieving desired goals (Seligman, 2011).

Basically, everyone has a hope in life, to be happy. The happiness achieved is not just a temporary subjective state. Happiness is a sign that a person increases his life satisfaction. Happiness is recognized by the presence of three components, namely positive emotions, satisfaction, and the disappearance of negative emotions such as depression or anxiety. Happiness also has an important impact on children and teenagers. According to Seligman, happiness requires strengths and virtues that everyone understands (Seligman et al., 2005). Strength and virtue are positive qualities that evoke feelings of joy and satisfaction. By studying and developing individual strengths, it leads to pure happiness and being able to function optimally in life as an individual, family member, member of society and country.

Happiness, as a positive component of mental well-being, is generally defined as a state of mind characterized by enjoyment and satisfaction that reflects an individual's overall subjective well-being (Zhang & Chen, 2019). Levels of happiness are associated with increased likelihood of goal achievement, greater productivity and motivation (Oswald et al., 2015). There is a positive correlation between self-declared unhappiness and suicide risk (Daly & Wilson, 2009). Additionally, unhappy individuals are more likely to develop conditions of anxiety and depression, the two most common forms of mental disorders, affecting approximately 10% of the world's population (Layard, 2006).

To be able to increase happiness in children, you can increase it by applying storytelling techniques. According to Collins, storytelling is an art to be shared with others (Bonds, 2016). Storytelling means telling stories to listeners that are funny, not condescending, and can stimulate the imagination. According to Scrivener, storytelling is a short activity that is very useful both at the end of learning and in the middle of learning to bring about mood changes in students (Scrivener, 2005). Storytelling is an extraordinary ability to tell stories that serves to entertain students' life values without being patronized and really supports enjoyable learning in the world of education (Lindsay, 2015). Many stories can be transmitted using the story method, one of the stories that apply learning is folklore. Folklore is a folk tradition that can be passed down orally. This prose story is divided into three parts, namely myth, legend and fairy tale.

Folklore that is conveyed orally is a cultural wealth that holds regional values. Folklore is part of the culture of a collective which is disseminated and passed down from generation to generation, among certain kinds of collectives, traditionally in different versions, either in oral form or in coded examples accompanied by gestures or an auxiliary method for reminders (Vagori et al., 2021). Folklore is a collection of ideas or notions consisting of traditional beliefs, customs and stories from associations in a place which are then passed down from generation to generation through the word of mouth (Michalopoulos & Xue, 2021). This technique has a direction that is in line with the Mindfulness and Happiness Training technique which is effective in improving the interaction of children who experience anxiety and can change them to be happy (Fereydooni et al., 2020).

Folk is a group of individuals who have been physical, social and cultural identifying characteristics, so that they are distinguished from other groups. This relates to a branch of Anthropology, which studies culture in a place that has been passed down from generation to generation (Amanat, 2019). Storytelling strategies can stimulate children's imagination and foster empathy. Stories presented through storytelling can fill children's memories, including life values and various points of view. Events in the story will enrich children's experiences so that they can be used as reference materials to solve problems or change behavior. This encourages the formation of a sense of happiness in children (Putri et al., 2024).

This technique has a novelty considering the idea that globalization has made intercultural competence a much-needed competence. Folktales are excellent sources of texts that were originally transmitted in oral tradition through history. Folktales reflect the values and practices of cultural communities (Hrivíková, 2023). The use of the floccular approach is since almost all ages like stories

told orally in the form of folklore myths or fairy tales. This makes the therapy process more enthusiastic, so that storytelling using the Folklore approach is believed to bring out happiness in children.

Metode

The research method used is qualitative and quantitative methods used simultaneously through a mixed methodology design approach. The research design uses an exploratory sequential mixed method design whose main stages are collecting qualitative data to explore a phenomenon and then collecting quantitative data to explain the relationships found in the qualitative data (Creswell & Creswell, 2017). The basic assumption of this design is that the questions, variables and individuals participating are not known in advance because of the novelty of the topic, the uniqueness of the participants, or the location where the research occurs. Use of mixed method to obtain more in-depth findings on complex children's problems. The population in this study was 250 children in Pringsewu Regency. The sampling technique used in this research is a purposive sampling technique, namely the process of selecting a target group based on certain characteristics that was closely related to previously known traits or characteristics of the population. The research subjects consisted of four children who had low happiness with different parental socio-economic background criteria. Demographics and socio-economics have a significant role in the growth of children.

The student happiness instrument was developed based on the theory of Lyubomirsky, & Lepper, Regarding the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999). This scale is designed to measure happiness in children. This instrument consists of 40 statement items. Meanwhile, qualitative data collection was carried out using unstructured questions by asking how children perceive happiness. Instrument data analysis was conducted using the Rasch model approach through the Winsteps program. In the Rasch model approach, identification of measurement objectives (determination of theoretical constructs). Data input consisted of 198 people with 40 items. The results showed the person measure = 0.45 which were indicated by the respondent's value. A value greater than 0.0 indicates a tendency for respondents to answer more in agreement.

Table 1. Estimation of test reliability (N = 198)

Estimation	Measure
Items reliability	0,96
Person reliability	0,85
Cronbach alpha (KR-20) person raw score test reliability	0,87
Item separation index	2,34
Person separation index	3,45

Analysis of the Cronbach Alpha value of 0.87 which measures reliability, namely the interaction between the person and the item as a whole. The person reliability value of 0.85 and item reliability of 0.96 indicate that the consistency of the respondents' answers and the quality of the items are in the Very Good category. The counseling stages refer to "The WDEP System" in reality counseling techniques. The first-stage W: Want, the client asks about their desires and hopes. This is useful for the client to find out what they expect and want from the counselor and from themselves. The second stage is D: Doing. At the beginning of counseling, it is important to discuss with the client the overall direction of their lives. This exploration is the beginning for the next evaluation, whether it is the desired direction.

The counselor asks specifically what the client does, the perspective in counseling, the root of the client's problems comes from their behavior (doing), not their feelings. The third stage E: Evaluation The counselor's responses include asking whether what the client does can help him out of the problem or vice versa. The counselor asks the client, whether his behavioral choices are based on the belief that it is good for him. The counselor's function is not to judge the client's behavior as right or wrong, but to guide the client to assess his current behavior. The fourth stage P: Plans. The client

concentrates on making plans to change behavior. Plans emphasize actions to be taken, not behaviors to be eliminated. Plans are also controlled by the client and are sometimes expressed in the form of a written contract that states accountable alternatives. The client is then asked to commit to the action plan.

Qualitative designs using Interpretative Phenomenological Analysis (IPA) explore how individuals make sense of their personal and social worlds through a detailed examination of their lives' experiences (Larkin et al., 2021). When people engage with the experience of something, they will reflect on the importance of this thing, for themselves and their world, and IPA aims to engage with this reflection. IPA is positioned in a 'contextual construction' position (Jedličková et al., 2022). It postulates that all knowledge is socially constructed and further, that this knowledge exists in historical and linguistic contexts. Data was analyzed using coding techniques.

The quantitative research design used is a single subject. Single-subject design focuses on individual data as the research sample (Sunanto et al., 2006). Single subject research is used to determine changes in behavior after receiving treatment. This was done so that the research results could be seen more accurately by comparing the individual's condition before receiving treatment (baseline 1) with the individual's condition after receiving treatment (baseline 2). In this way, we will get an idea of the impact of folklore-based storytelling techniques on happiness in children.

Results and Discussion

Emerging Responds

Here are the responses that emerged from children about their happiness. Overall, there was no difference in the responses of the four subject involved. Although we expected differences to emerge, the responses given by children were the same.

Table 2. Coding Analysis on Qualitative Data

	Subject 1	Subject 2	Subject 3	Subject 4
Meaning of Happiness on the subject	Unconditional Acceptance, feeling loved, recognition,	attention, imagination, dreams	appreciation, self involvement, being heard	a feeling of being loved, recognition, praise, appreciation, self-involvement, being heard

Classification of Perception

The qualitative data presented is coding data from statements from subjects asked after counseling activities.. Description of the response given by children to the meaning of happiness as follows:

Table 3. Classification of Perception

Classification	Perception
Unconditional Acceptance	The state of children who feel accepted with all their behavior
Feeling loved	A situation where children feel they are important and always needed by others
Recognition	Children's responses when they receive attention and focus from others.
Attention	The child's response to receiving positive appreciation for all of his or her behavior
Imagination	The state of children who behave according to their mindset.
Dreams	A state that can convey their dreams and hopes
Appreciation	Get a positive response from every behavior
A feeling of being loved	A state where they feel loved and needed.

Classification	Perception
Praise	Children's response when they get a positive response from their behavior, and this is reinforcement for the child.
Self-involvement	A situation where the child feels involved in every activity
Being heard	The condition of a child who gets a response from what he/she says

Subject 1

Subject 1 participated in eight weeks of counseling sessions. Figure 1 shows a visual analysis of changes in Happiness scores between baseline and intervention.

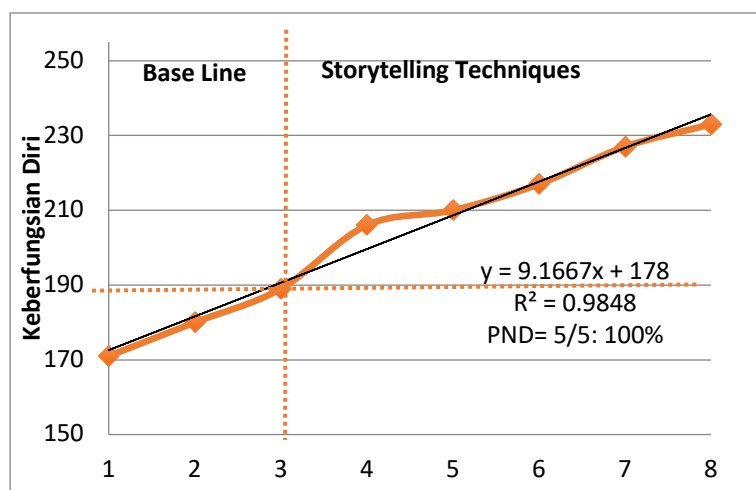


Figure 1. Analysis of changes in Happiness scores between baseline and intervention subject 1

The Figure 1 above shows the development of happiness levels after being given the intervention. Analysis of the image shows that the point level continues to increase after being given the intervention. The average happiness score at baseline of 195.66 increased to 233.4 after being given counseling intervention. The regression coefficient value obtained from the baseline phase and the counseling intervention had a high significant relationship, namely ($R^2 = 0.984$) and showed high variability with a standard deviation of ($SD = 7.9$) before the intervention and ($SD = 12.04$) after the counseling intervention. The statistical description and effects of changes in subject 1 are presented in table 4.

Table 4. Table of changes in the subject 1's happiness score

Descriptor	Baseline	Intervention	Change
Average	195,66	233,4	37,73
Standard Deviation	7,9	12,04	4,11

Percentage Non-overlapping Data (PND) is used to test the baseline to see changes after intervention, because the technique aims to develop happiness, the horizontal PND line is drawn from the lowest score point in the baseline phase, after that calculate the points in the intervention phase that are above the PND line and divide it by the number of intervention phase points and multiply it by 100.

The PND test results show that 5 points are above the horizontal PND line from the 5 points of the intervention phase, meaning that 100% of the data from the intervention phase is above the score point of 204. This shows that the storytelling technique is very effective in developing children's happiness. The PND score indicates that since intervention was given through counseling sessions, the happiness score has continued to rise and never returned to the baseline level.

Subject 2

Subject 2 participated for eight weeks in intervention sessions. Figure 2 shows a visual analysis of changes in happiness scores between baseline and intervention.

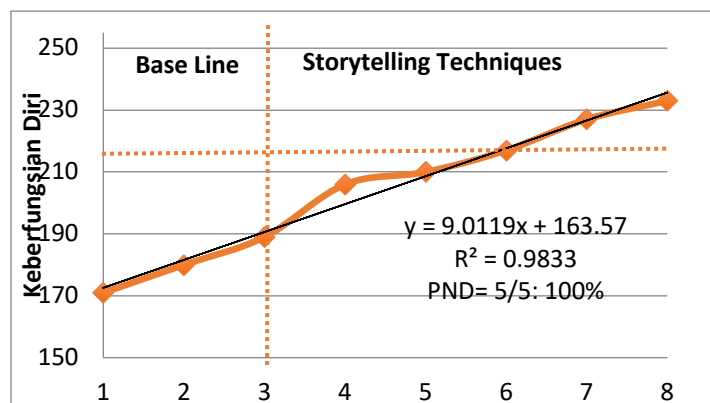


Figure 2. Analysis of changes in Happiness scores between baseline and intervention subject 2.

The Figure 2 shows the development of the level of division after the intervention was given. Analysis of the image shows that the point level continues to increase after being given counseling intervention. The average score at baseline of 180 increased to 218.6 after being given the intervention. The regression coefficient value obtained from the baseline and counseling intervention phases has a high significant relationship, namely ($R^2 = 0.983$) and shows high variability with a standard deviation of ($SD = 7.34$) before the intervention and ($SD = 10.13$) after the counseling intervention. The statistical description and effect of changes in subject 2 are presented in table 4

Table 4. Tables of changes in the subject 2's happiness score

Descriptor	Baseline	Intervention	Change
Average	180	218,6	38,6
Standard Deviation	7,34	10,13	2,78

Finally, to test the extent of the effect of changes in the intervention on the baseline, Percentage Non-overlapping Data (PND) was carried out, because the intervention aims to develop happiness, a horizontal PND line was drawn from the lowest score point in the baseline phase, after that, counting the points in the intervention phase that were above the line PND and divide it by the number of intervention phase points and multiply it by 100. The PND test results show that 5 points are above the horizontal PND line from the 5 points of the intervention phase, meaning that 100% of the data from the intervention phase is above the score point of 204. This shows that the storytelling technique is very effective in developing children's happiness. The PND score indicates that since intervention was given through counseling sessions, the happiness score has continued to rise and never returned to the baseline level.

Subject 3

Subject 3 participated for eight weeks in intervention sessions. Figure 3 shows a visual analysis of changes in happiness scores between baseline and intervention. The Figure 3 shows the development of happiness levels after being given the intervention. Analysis of the image shows that the point level continues to increase after being given the intervention. The average score at baseline of 193 increased to 231.2 after being given the intervention. The regression coefficient value obtained from the baseline and counseling intervention phases has a high significant relationship, namely ($R^2 = 0.883$) and shows high variability with a standard deviation of ($SD = 4.24$) before the intervention and ($SD = 15.03$) after the counseling intervention. The statistical description and effects of changes in subject 3 are presented in table 5.

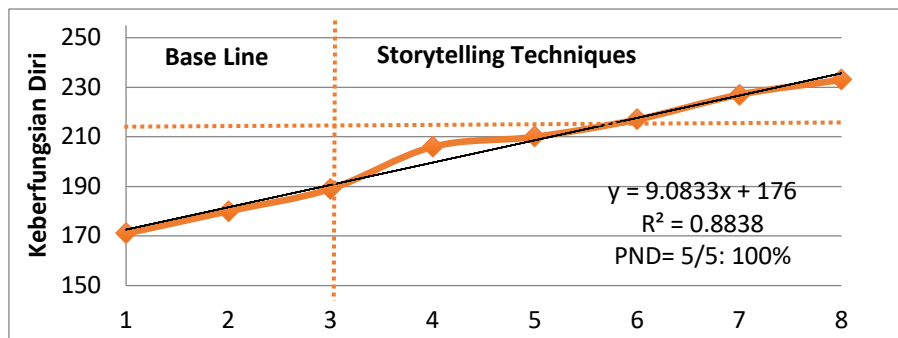


Figure 3. Analysis of changes in Happiness scores between baseline and intervention subject 3.

Table 5. Tables of Changes in Subject 3's Happiness Score

Descriptor	Baseline	Intervention	Change
Average	193	231,2	38,2
Standard Deviation	4,24	15,03	10,79

To test the extent of the effect of changes in intervention on the baseline, Percentage Non-overlapping Data (PND) is carried out, because indigenous counseling aims to develop self-functioning, the PND horizontal line is drawn from the lowest score point in the baseline phase, after that calculating the point in the intervention phase which is above PND horizontal line and divide it by the number of intervention phase points and multiply it by 100.

The PND test results show that 5 points are above the horizontal PND line from the 5 points of the intervention phase, meaning that 100% of the data from the intervention phase is above the score point of 199. This shows that the intervention is very effective in developing children's happiness. The PND score indicates that since being given intervention through intervention sessions, the happiness score has continued to rise and never returned to the baseline level.

Subject 4

Subject 4 participated for eight weeks in intervention sessions. Figure 4 shows a visual analysis of changes in happiness scores between baseline and intervention.

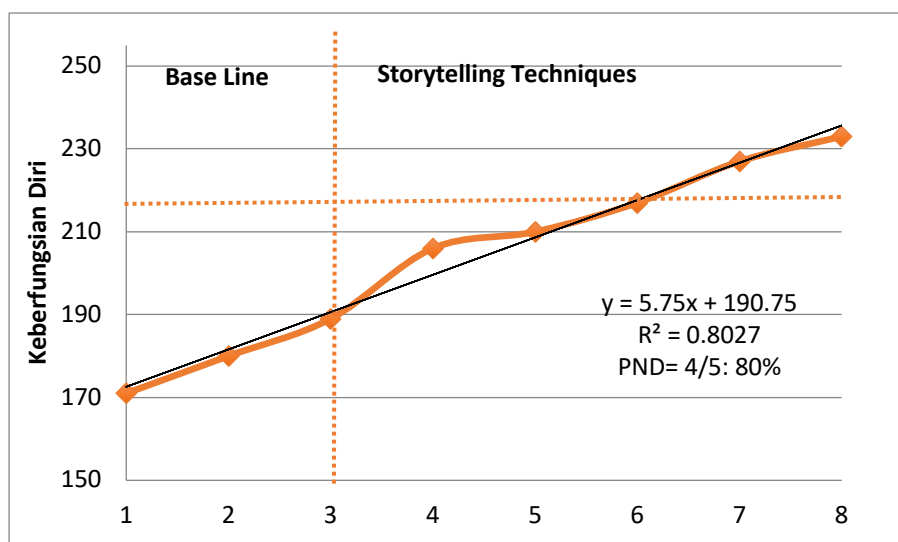


Figure 4. Analysis of changes in Happiness scores between baseline and intervention subject 4.

The Figure 4 shows the development of happiness levels after being given the intervention. Analysis of the image shows that the point level continues to increase after being given the intervention. The average score at baseline of 204.33 increased to 224 after being given the intervention. The regression coefficient value obtained from the baseline and counseling intervention phases has a high significant relationship, namely ($R^2 = 0.802$) and shows low variability with a standard deviation of ($SD = 11.4$) before the intervention and ($SD = 11.06$) after the counseling intervention. The statistical description and effect of changes in subject 4 are presented in table 6.

Table 6. Tables of Changes in Subject 4's Happiness Score

Descriptor	Baseline	Intervention	Change
Average	204,33	224	19,66
Standard Deviation	11,44	11,06	-0,37

To test the extent of the effect of changes in intervention on the baseline, Percentage Non-overlapping Data (PND) is carried out, because indigenous counseling aims to develop self-functioning, the PND horizontal line is drawn from the lowest score point in the baseline phase, after that calculating the point in the intervention phase which is above PND horizontal line and divide it by the number of intervention phase points and multiply it by 100.

The PND test results show that 4 points are above the horizontal PND line out of the 5 points of the intervention phase, meaning that 80% of the data from the intervention phase is above the score point of 218. This shows that the intervention is effective in developing children's happiness. The PND score indicates that since intervention was given through counseling sessions, the happiness score has increased. "there is a significant difference in the happiness of experimental group students before and after being treated with folklore-based storytelling counseling techniques."

Table 7. Difference in Mean Happiness Score and Standard Deviation Between Baseline (A) and Intervention (B)

Subject	Baseline Mean	Baseline Standard Deviation	Average Intervention	Standard Deviation Intervention	Difference
Subject 1	195,66	7,9	233,4	12,4	37,73
Subject 2	180	7,34	218,6	10,13	38,6
Subject 3	193	4,24	231,2	15,03	38,2
Subject 4	204,33	11,44	224	11,06	19,66

Aristotle's philosophical view that engaging in normatively good behavior, rather than simply experiencing pleasure, is essential to achieving happiness. The relationship between a sense of community and happiness varies by age, education, gender, income, marital status, and personal health (Cramer & Pawsey, 2023). The happiness of everyone is not only influenced by socio-economic conditions but also by the environment in which they live, and the conditions demanded by residents in the environment can vary depending on the level of happiness (Lee et al., 2022).

Happiness has many benefits for individuals, including behaving healthily, recovering more quickly from stress, living longer, being liked, having more friends, being more creative, and showing superior work performance (Stets et al., 2022). Happiness is associated with many positive outcomes in life, such as a more successful career, better health, and longer-lasting relationships. The key to long-term success for happier individuals appears to arise from their higher average levels of effect, which is considered a "hallmark of happy people" (Gardiner et al., 2022).

Individual differences in happiness, life satisfaction, and mental health are strongly associated with the development and course of various mental disorders (D'raven et al., 2015; Wood & Tarrier, 2010). While happiness and life satisfaction are subsumed under the terms subjective well-being or hedonic well-being, the psychological component of mental health refers to eudemonic concepts such as self-acceptance or meaning in life. Positive mental health is often used interchangeably with life satisfaction or quality of life. However, it is a multidimensional construct and can be considered

as a component of quality of life including the constructs of happiness and life satisfaction (Bieda et al., 2019).

According to research from Pricilia and Rahmansyah, folklore-based storytelling techniques are effective in developing students' speaking skills (Pricilia & Rahmansyah, 2020). As mentioned before happiness is well-being. Folklore is a combination of several cultural elements that appear in society and are embedded in the dynamics of society's life as a form of identity (SUSILO et al., 2018). Folklore is part of a collective culture that is spread and passed down from generation to generation (Alfisyah, 2022).

Folk is a culture that is passed down from generation to generation either verbally or through examples accompanied by gestures or auxiliary language (Daud et al., 2018). Folklore can be classified into three large groups based on its type: (1) verbal folklore, (2) partly oral folklore, (3) non-verbal folklore (Syuhada et al., 2018). Effective stories are a tool in clinical learning. This is different from the case of presentations in that presentations are affective rather than cognitive. The storytelling is clear and memorable, with each story providing a context of meaning, and a rich source of personal associations that facts and data alone cannot convey. To be effective as a tool for teaching values and attitudes, stories must be appropriate to learning needs and topics that focus on professionalization and/or teacher-student relationships, and must be informed at teachable moments. Storytelling is a useful tool in learning communication (Sabaretnam & Bothra, 2019).

Conclusion

The results of the qualitative analysis concluded that happiness according to the subject refers to the state of acceptance, attention, imagination, dreams, hopes, feelings of security, feelings of being loved, recognition, praise, appreciation, self-involvement, being heard. While the results of the feasibility test technique showed that the PND test results showed 5 points above the horizontal line PND is from 5 points of the intervention phase. This shows that the storytelling technique is very effective in developing children's happiness. The use of the folklore approach is since almost all ages like stories that are delivered orally in the form of myths, folklore or fairy tales. This makes the therapy process more enthusiastic, so that storytelling with the folklore approach is believed to be able to bring out happiness in children. An effective story is a tool in clinical learning. Telling stories clearly and easily remembered, with each story providing a context of meaning, and a rich source of personal associations, namely facts and data alone cannot convey.

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