

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/326462304>

DEVELOPING MODULE OF NONVIOLENT COMMUNICATION AMONG CHILDREN IN YOGYAKARTA

Conference Paper · April 2018

CITATIONS

0

READS

2

4 authors:



Hazhira Qudsyi

Universitas Islam Indonesia

27 PUBLICATIONS 5 CITATIONS

[SEE PROFILE](#)



Nita Trimulyaningsih

Universitas Islam Indonesia

3 PUBLICATIONS 0 CITATIONS

[SEE PROFILE](#)



Resnia Novitasari

Universitas Islam Indonesia

12 PUBLICATIONS 0 CITATIONS

[SEE PROFILE](#)



Marcus Stueck

International Research Academy

33 PUBLICATIONS 134 CITATIONS

[SEE PROFILE](#)

Some of the authors of this publication are also working on these related projects:



nafsul muthmainnah [View project](#)



Parent Attachment, Spiritual Well-Being, and Moral Disengagement among College Students in Indonesia [View project](#)

DEVELOPING MODULE OF NONVIOLENT COMMUNICATION AMONG CHILDREN IN YOGYAKARTA

¹Hazhira Qudsyi, ²Nita Trimulyaningsih, ³Resnia Novitasari, ⁴Marcus Stueck

*^{1,2,3}Department of Psychology, Faculty of Psychology and Socio-Cultural Sciences,
Universitas Islam Indonesia, Indonesia*

¹hazhira.qudsyi@uui.ac.id

⁴DPFA University of Applied Sciences Saxony, Leipzig, Germany

Abstract

This study aims to produce nonviolent communication module as part of the School of Empathy module that can be applied to children in Indonesia along with required instruments. This study was a module development research with Educational Research and Development design. Participants of this study were elementary students and aged 9-10 years old. Instrument in this study was nonviolent communication – School of Empathy Indonesia developed by Stueck. In addition, to see response of participants from module implementation, we used observation guidelines and interview guidelines compiled by researchers. The study was conducted in 3 days, with a total of 8 training sessions. This study was carried out in accordance with stages in module development process. Based on result of the study, there were two important things to be discussed, namely suitability of the module with the stages of child development based on results of interview and observation, and assessment of child psychologist, also based on the findings during module test process took place to participants. Results and limitations of this study are discussed further in this article.

Key words: nonviolent communication, module development, children

INTRODUCTION

Cases of physical violence in school environment still enliven media coverage, such as brawl, hazing during student orientation, and bullying. Komisi Nasional Perlindungan Anak (KPA) noted that case of bullying in 2011 there were 139 cases, while for 2012 there were 36 cases. This bullying takes place in schools and elsewhere involving groups of children with more power and other weaker groups (www.news.detik.com, 2012). KPA also conducted surveys in 9 provinces to more than 1000 students, both from elementary school and high-school levels. This survey showed that 87.6% of students admitted experiencing violence. Scope of violence that is in physical and psychological violence, such as beaten, barked, humiliated, given a negative stigma, and injured with sharp objects. In contrast, 78.3 percent of children also claimed to have committed acts of violence from mild to severe forms (www.radioaustralia.net.au, 2012)

These various violence problems show that young people today are less able to feel what others feel. In psychology, ability to sense what others perceive is called empathy (Prawiratirta, 2008). Empathy is defined as the capacity of person to feel the emotions of others and show compassion as perceived and understand the emotional condition of others (Lazuras, Pyzalski, Barkoukis, & Tsorbatzoidis, 2012). Empathy is an important element in one's moral development (Prawiratirta,

2008), as well as the key to one's success in establishing relationships with others (Widiyanto, 2006). Empathy will change orientation of child from egocentric toward socio-centric and ultimately to the universal principle. Changes in this orientation will be set up a moral perspective from childhood to adulthood (Prawiratirta, 2008).

When a person does not develop empathy within himself, then they will not be able to provide adequate assessment of a certain norm, thus causing the appearance of behavior that is not appropriate with existing norms (Prawiratirta, 2008). Studies show that low empathy is a factor that can explain the occurrence of bullying directly in adolescents and cyberbully. Adolescent becomes incapable to understand and share empathy, thus unable to control his aggressive tendencies and failed to understand the pain and feelings of his victims (Lazuras, Pyzalski, Barkoukis, Tsorbatzoidis, 2012).

Considering the importance of empathy in person, studies have been conducted to find out what increases empathy. Kohlberg (Prawiratirta, 2008) states that environment is able to provide stimulation to students including in moral development and empathy among children. One way to improve empathy is by socializing consist of two-way communication and cooperative work in groups (Prawiratirta, 2008).

Research that has been done related to empathy intervention were communication skill training,

narrative strategy (such as drama, theater, literature, and writing), experiential learning, problem based learning, interpersonal skills training, and empathy focus training (Stepien & Baernstein, 2006; Batt-Rawden, Chisolm, Anton, & Flickinger, 2013) and reflective writing (dasGupta & Sharon, 2004). In addition, there is a communication approach that can be used to improve empathy, which is nonviolent communication (NVC) (Marlow, Nyamathi, Grajeda, Bailey, Weber, & Younger, 2012)

Nonviolent communication (NVC) is a model of communication approach developed by Marshal Rosenberg in the early 1960s. NVC is based on assumption that person basically have compassionate nature, share the same basic human needs, behave in a strategy that is believed to produce what they need. NVC offers tools and principles that support the principle of nonviolence, empathy, and collaborative communication (Branscomb, 2011).

NVC has become a mature program, with training already conducted in more than 65 countries. NVC has been taught for over 40 years for person, couples, and families, at work, organizations, and groups, such as educators, health workers, prison officials. In addition, NVC has also been used to promote peaceful conflict resolution efforts, as well as reconciliation at community level (Branscomb, 2011). The aim of NVC is to enhance intrapersonal and interpersonal relationships that will generate compassion, connectedness, cooperation, and caring.

Research on NVC has been done by Branscomb (2011), Cox and Dannahy (2005), Nash (2007), and Marlow, Nyamathi, Grajeda, Bailey, Weber, and Younger (2012). Branscomb (2011) notes that from his study sample, NVC training is able to make 90% of samples apply the principles of communication within NVC, express themselves without criticizing, blaming or suppressing, and rewarding and paying attention to others. Cox and Dannahy (2005) explored the use of NVC in an online mentoring process and it is seen that NVC is recommended in establishing a trustworthy online personal relationship with the characteristics of openness and able to overcome various communication barriers online.

Nash (2007) demonstrates that NVC is able to raise awareness of the needs of other individuals, feelings, and requests through observation of trainers at Tekoa Boys Residential. Marlow, Nyamathi, Grajeda, Bailey, Weber, and Younger (2012) found that NVC is effective in overcoming problems and communication styles that result in persistent and violent behavior, as well as establishing and maintaining a positive social support network for residents of drug users who become walkers.

All of studies mentioned above are conducted

abroad. In Indonesia, research on NVC has not been done. Data from the Center for NVC indicates that NVC training was held in Indonesia (<https://www.cnvc.org/training-countries/indonesia>). But, researchers have not received any information related to research and development of NVC models and modules in Indonesia. In addition, researchers also have not found any research on NVC conducted on children, both abroad and in Indonesia. Therefore, this research seeks to develop nonviolent communication (NVC) modules that are appropriate with Indonesian culture.

RESEARCH METHOD

Participants

Participants of this study were 9 elementary students and age 9-10 years old.

Research Instruments

Research instruments of this study were:

1. Nonviolent communication module – School of Empathy

Nonviolent communication module used as an instrument in this study is part of the School of Empathy Indonesia (SOEI) module developed by Stueck (2010). SOEI itself is a method based on the results of scientific research on empathy and is the development of an integral concept of empathy by Germany psychologist Marcus Stueck (2010).

Stueck (2010) stated that empathy is not just a feeling and a thought, but also about biological, behavioral, affection, cognitive connection, communication, and attachment to human, animal, and plant. According to Stueck (2010), empathy can be developed by using two separate methods in two scientifically tested intervention programs, namely (1) *Nonviolent Communication* by Marshal Rosenberg and (2) *Biodanza* by Rolando Toro.

Furthermore, Stueck (2010) developed two programs in SOEI based on existing empirical evidence, and one of them is *Respectful Communication Training Program* based on Marshall Rosenberg theory. This training program consists of 8 sessions applied to children aged 3-6 years and 10 sessions for children aged 7-16 years. The module used in this respectful communication training will be piloted in this research.

According to Stueck (2010), in empathy-appreciative communication, feelings of love and know each other try to be improved. The first part of this empathy training includes guidelines for introducing appreciative communication with a variety of children's games (kindergarten games), stories, and information for educators and parents. The advantages of this appreciative communication

is ability to put yourself in the position of others and enter in the process to know each other. This is supported by a form of verbal-reflective communication that refers to four step model from Marshall B Rosenberg (in Stueck, 2010).

Rosenberg (in Stueck, 2010) explains that in an appreciative communication module, if a person does not like something, then the person needs to tell others in four stages:

- a. What is observed (do not judge)
- b. What to do (feelings)
- c. What is needed
- d. What is said to others / what is done to others in order to meet the needs

In line with previous explanation, training to implement nonviolent communication module uses various games and stories for children. Nonviolent communication module developed in this study contains ten sessions consisting of six main sections (Stueck, 2010):

- a. Section 1 – Introduction
Teacher or educator goes to children and starts his story with the story that teacher found a giraffe. The giraffe is very embarrassed and does not want to talk, even to children. Next, educator asks the children, “how does the giraffe feel?”. Then, children are asked to make big posters and write down what the giraffe needs. For example, children ask the giraffe whether he needs a friend, or he is hungry, or he wants to sleep, and so on. Children are then asked to draw giraffes, they know how big the body of giraffe, and children are asked to compare with other animals.
- b. Section 2 - Observation and feelings
Educator need to observe the feelings that arise from giraffes (including unpleasant feelings). Furthermore, all these feelings are written on the card (Treasure Box of Feelings)
- c. Section 3 - Observation and needs
Children are asked to explore what giraffes can do and want
- d. Section 4 - Needs and strategies
This session contains various games for children (eg, trust-game, a place on the sun)
- e. Section 5 - Please and demands
This session contains a variety of games for children (can I go in your house? landing-game, testing of please, please game)
- f. Section 6 - Dealing with anger
This session contains a variety of games for children (games, anger pantomime, the tensed I, *stopp game*)

2. Interview guide

Interview guide is used as a test instrument for the readability of module developed in this research. The interview guide is structured in such a way that it is possible to obtain participants description of the developed module.

3. Observation guide

Observation guidelines are used as instruments to see whether modules have been developed in accordance with applicable research design and procedures. In addition, observation guidelines are also used as one of the legibility test modules developed in this study.

Research design

This research is conducted by using *Research and Development* design (R&D), which is devoted in education field. R&D in education is an industry-based development model where research findings are used to design new products and procedures, which are then systematically tested in field, evaluated and refined until they meet certain criteria, like effectiveness and quality (Gall, Gall & Borg, 2003). R&D is a research design to answer whether process that used to develop and validate educational products. With “product”, it is not just things like books, instructional films, and computer software, but also methods, such as teaching methods, and programs, such as drug education programs or staff development programs. Focus of current R&D projects seems to be primarily on development programs. Program is a complete learning system including specialized materials developed and trained personnel to work in a particular context (Gall et al., 2003).

Research procedure

Based on selected research design, so there are research procedures to be implemented in this study.

1. Stage 1
 - a. Researchers determines the purpose of developing NVC module in Indonesia with literatures review about how to use and develop NVC module in Indonesia.
 - b. Researchers surveys the importance of NVC among children in Indonesia, where the target of this survey were children, parents, teachers, and public.
 - c. Researchers surveys any children development aspects that can be developed or enhanced through NVC.
2. Stage 2
Researchers collected full NVC official module from original compiler.

-
-
3. Stage 3
 - a. Researchers identifies skills and attitudes that previous children have, especially those related to NVC context (for example, how communication skill of children with others).
 - b. Researchers determines target that will be targeted for NVC module development.
 4. Stage 4
 - a. Researchers determines needs and performance goals to be achieved in this NVC module development.
 - b. Performance goals or objectives of the development of NVC module in this study (first year of research) are:
 - 1) Literatures review about usefulness / benefits of NVC
 - 2) Literatures review and data on NVC development in Indonesia so far
 - 3) Translate NVC's original modules in Bahasa Indonesia and in accordance with Indonesian cultural context
 - 4) Test NVC module translated to the linguist for ensured language conformity (language test)
 - 5) Test NVC module that has been translated to the Child Psychologist / Educational Psychologist to see the suitability of translation result with child's development
 - 6) Test NVC module that has been translated to children, whether the difficulties are understood by children or not
 - 7) Revise (if any) translation of NVC module based on test results on expert judgments and children previously performed
 5. Stage 5

Researchers develops supporting instrument of NVC module development in Indonesian version, in the form of observation instrument, interview instrument, questionnaire to know children understanding on contents of material, and self-assessment questionnaire for children.
 6. Stage 6

Researchers develops a technical guide on the use of Indonesian version of NVC modules and accompanying instruments in development of NVC module.
 7. Stage 7

Translate the original NVC module (complete module) in Bahasa Indonesia and in accordance with Indonesian cultural context, along with supporting instruments.
 8. Stage 8
 - a. Test NVC module that has been translated to the linguist to ensure language compatibility (language test)
 - b. Test NVC module that has been translated to the Child Psychologist / Educational Psychologist to see the suitability of translation result with child's development
 - c. Test NVC module that has been translated to children, whether the difficulty is understood by children or not
 - d. Revise (if any) translation of NVC module based on test result on expert judgment and children who have done before

RESULT AND DISCUSSION

As has been planned in design of research methods, researchers perform the stages in module development process. The process is implemented, among others:

1. Preparation of research proposals that contain module development goals, literatures review, usage history and module development in Indonesia.
2. Researchers did orientation on the importance of NVC implementation and aspect of targeted child development, which was also outlined in research proposal that had been prepared.
3. Researchers tries to track the existence of NVC native module, but the tracking results show that there was no written module from developer of previous NVC module. So researchers are trying to collect all documents containing steps, stages, and implementation processes of NVC in children who had previously held in 2011 to 2013 by Marcus Stueck in Indonesia. Based on these search results, researchers try to develop a module that contains stages guideline and implementation of NVC training in children. This module is ultimately proposed to obtain professional judgment regarding suitability of child language and child development from child psychologist. In the end, the module has been compiled according to input of from child psychologist.
4. Researchers identifies skills and attitudes that

	children have previously, which relates to NVC context.		modules based on module test results
5.	Take care of licensing to school and choose a trial subject.	8.	Perform a final revision of module
6.	Carry out process of testing NVC modules in children by implementing modules that have been prepared in one of Elementary School in Sleman. In this process observations and interviews were conducted by observers.	9.	Create a research report
7.	Conducting recapitulation and evaluation of		Child psychologists judge that procedures, time details, instruction activity descriptions and story topics are appropriate to language and stages of child development. Few proposed inputs related to the process of discussion and practical in implementation of module.

Table 1. Result of child psychologist review

No.	Variables	Section of Training			
		1	2	3	4
1	Training procedure	Easy to understand and follow	Easy to understand and follow	Easy to understand and follow	Easy to understand and follow
2	Details of implementation time of each session in one section of training	Quite appropriate	Quite appropriate	Quite appropriate	Quite appropriate
3	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow	Easy to understand and follow	Easy to understand and follow
4	Instruction of activities in one section of training	Easy to understand and follow	Easy to understand and follow	Easy to understand and follow	Easy to understand and follow
5	Topics of story on activities in one section of training	Close to the child's daily life	Close to the child's daily life	Close to the child's daily life	Close to the child's daily life
6	Additional notes from reviewer	<ul style="list-style-type: none"> In the closing section, it should be given points of discussed In the "Giraffe Feelings" activity section, it is necessary to add emotional giraffe explanations to mean giraffe images/ emoticons in the for of giraffe images depicting certain emotions/ feelings? Need to confirm for the animal whether it should be a giraffe? Adapting to children's understanding about giraffes 	<ul style="list-style-type: none"> In the closing section, it should be given points of discussed In the section 2, it is necessary to add procedure for children to mention what kind of emotion and the emotion card 	<ul style="list-style-type: none"> In the closing section, it should be given points of discussed Repeat the use of word "please help", "sorry", and "thank you" in final section Giraffe image cards on section 2 need to repeat to make sure children's understanding about the cards 	<ul style="list-style-type: none"> In the closing section, it should be given points of discussed It is necessary to connect section 1-4, so children have whole understanding Explanation of "strategy" → need to make sure that children understand about what the meaning of "strategy" --? Or maybe "how to?"

Table 2. Result of observation and interview (Participant: Rt, 10 years old, girl)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow (section 1 and 2) Difficult to understand and follow (section 3) <ul style="list-style-type: none"> When asked what activities were done, just said "Hmmm...mmm.". did not answer despite being asked
3	Instruction of activities in one section of training	Easy to understand and follow <ul style="list-style-type: none"> Understand, even she look embarrassing, and voice sound small when trainer asked to her (section 2) 	Easy to understand and follow Difficult to understand and follow (section 3) <ul style="list-style-type: none"> Little bit confused when asked to make "need circle"
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> Understood that giraffes are solitary animals when they first go to school (section 1) Can tell the trainer, story about giraffes and wolves (section 2)
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> Can explain that someone will cry when sad, laugh when happy

Table 3. Result of observation and interview (Participant: Re, 10 years old, girl)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> Can explain each activity well (section 2)
3	Instruction of activities in one section of training	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> When trainer asked, "Do you understand?", she said "totally understand" (section 2)
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> Understanding of the giraffe who entered the school, its quiet and aloof (section 1) Understand the nature and feelings of giraffes and wolves (section 2)
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> Understand the meaning of feeling and cause, example: crying because sad, smiling with pleasure (section 2) Understand the difference between feelings/ emotions and needs that follow (section 3)

Table 4. Result of observation and interview (Participant: Ad, 10 years old, boy)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow
3	Instruction of activities in one section of training	Easy to understand and follow	Easy to understand and follow
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow

Table 5. Result of observation and interview (Participant: Bm, 9 years old, boy)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow
3	Instruction of activities in one section of training	Easy to understand and follow	Easy to understand and follow
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow (section 2 and 3) Difficult to understand and follow (section 1) <ul style="list-style-type: none"> Participant finds it difficult to understand the sentences that trainer uses when telling the story

Table 6. Result of observation and interview (Participant: Yu, 10 years old, girl)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> Participant felt difficulties in session pantomime and mirroring (section 1)
3	Instruction of activities in one section of training	Easy to understand and follow	Easy to understand and follow
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow

Table 7. Result of observation and interview (Participant: Pu, 10 years old, girl)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow <ul style="list-style-type: none"> Sometimes participant look not focus (section 3) 	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow

3	Instruction of activities in one section of training	Easy to understand and follow • There were wrong movement (legs are lifted, but should not be lifted)→ section 3	Easy to understand and follow
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow

Table 8. Result of observation and interview (Participant: Ri, 10 years old, boy)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow
3	Instruction of activities in one section of training	Easy to understand and follow	Easy to understand and follow
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow • Participant said understand, but when asked to retell, he was not able. Participant tells what is heard from friend. Participant was also unable to name the sequence of the game
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow

Table 9. Result of observation and interview (Participant: Sa, 10 years old, boy)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow
3	Instruction of activities in one section of training	Easy to understand and follow	Easy to understand and follow
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow

Table 10. Result of observation and interview (Participant: Dw, 10 years old, girl)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow • When asked to explain, participant only explained some activities only and many forgot (section 1)	Easy to understand and follow. • When participant asked to recite the activity she has done, she was unable to mention all activities that have been done (section 2 and 3)
3	Instruction of activities in one section of training	Easy to understand and follow • Understand the instructions and accordingly in performing the instructions given (section 2 and 3)	Easy to understand and follow (section 3)

4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow

Table 11. Result of observation and interview (Participant: Yk, 10 years old, girl)

No.	Variables	Observation	Interview
1	Training procedure	Easy to understand and follow	Easy to understand and follow
2	Description of activities in one section of training	Easy to understand and follow	Easy to understand and follow. <ul style="list-style-type: none"> • When asked to explain, participant only explained some activities and many forgot (section 1) • When participant asked to recite the activity she has done, she was unable to mention all activities that have been done (section 3)
3	Instruction of activities in one section of training	Easy to understand and follow <ul style="list-style-type: none"> • Understand the instructions but were reluctant to perform the instructions given (section 1) • Understand the instructions and accordingly in performing the instructions given (section 2) • Understand the instructions and accordingly in performing the instructions given (section 3) 	Easy to understand and follow <ul style="list-style-type: none"> • Participant was embarrassed to follow the instructions given (section 1) • When participant asked to recite the activity she has done, she was unable to mention all activities that have been done (section 2)
4	Topics of story on activities in one section of training	Easy to understand and follow	Easy to understand and follow <ul style="list-style-type: none"> • Participant just told some stories in the previous session such as penguins story (section 3)
5	Sentences used in training instruction	Easy to understand and follow	Easy to understand and follow

Based on the results, there are two important things to discuss. First is suitability of module with the stages of child development based on observations and interviews, and assessment of child psychologists. Second, discussion will be based on findings during module pilot process. Based on this, researchers then formulate whether the module has been feasible to be used for intervention in subsequent research.

First, it appears that participants can understand instruction and sequence of activities in the module. Participants were able to follow overall activity. Then, at the end of reflection session, respondents can identify key points of each session. Understanding of children in this activity is similar with research conducted by Schoppel and Stueck (2012). Participants age is still at an early age stage. While for the module test this time involving school-age children. Despite age differences, however, Nonviolent Communication module still fits well in

pre-school age stage until middle childhood. This indicates that activity of Nonviolent Communication module tends to be easily understood and performed well for early childhood to middle childhood.

Next discussion leads to an understanding of participant's emotion. Most participants answered "happy" while doing activity. They are also able to remember the meaning of giraffe and wolf symbols in Nonviolent Communication module. Some children are able to discuss their basic emotions (example: joy, sadness, anger). However, for higher emotional levels of self-conscious emotions (example: proud, shy, moved, etc.) are not visible during session. In addition, emotional intensity of children is also not raised, for example: feel sad or increased level to grieve. Furthermore, children also explain their emotional state with physical or social circumstances. For example, instead of mentioning the emotions they feel, they respond to feelings of tiredness or lack of friends. This leads researchers

to examine tendency of a lack understanding for emotional vocabulary on participants.

Lack of understanding ability on emotional vocabulary is suspected by researchers because it is influenced by several things. First is from cultural side. Nonviolent Communication was originally developed in Western culture, especially United States. It certainly has different implications for understanding emotions. Averill, Chohn, and Hahn (2001) suggest that culture can shape one's emotions through two things, through social behavior system, and through understanding of social rules and beliefs that shape emotional expression. Based on Hahn, Lee, and Ashton (in Averill, Chohn, & Hahn, 2001), Asian culture (especially East Asia) tends to be more introverted in its emotional expression than West. This is evident in way Eastern people limit themselves to expressing their emotions. Process of transmitting cultural values is certainly an individual in the form of emotional recognition. Individuals in Asian cultures also tend to filter out their emotional expressions first.

This argument is also corroborated by research from Kurniawan and Hasanat (2007), Javanese cultural culture tends to show its own distinctiveness in understanding emotions. They claim that harmonization is an important part of the value of Javanese. Therefore, they tend to use emotional control when interacting with others, especially when showing negative emotions. This harmonized focusing approach certainly has consequences in child's emotional understanding. When children are raised in that culture, they are less likely to find parents or the environment using varying emotional vocabulary.

It is also supported by research from Martani (2012). Martani's research was conducted in 30 kindergarten teachers (TK) through interview method. The result is that most teachers already understand emotional development of early childhood. However, they find it difficult to stimulate emotional development in these children. This is allegedly because teachers are also not accustomed to discuss emotional issues with children. Furthermore, teachers focus more on cognitive aspects of teaching and learning. Emotional aspect becomes neglected in activity. In addition, teachers also find it difficult to identify child's diverse emotions. Later then, there appears labeling of childhood conditions if their emotional expressions appear different from other children.

Based on previous explanation, it is assumed that child's emotional understanding has not been much facilitated by immediate environment. Therefore, module improvements also include

additional sessions in early sessions related to emotional understanding first. Researchers wanted to focus on understanding the vocabulary and emotional expressions of children on which emotional understanding is based. Thus, participants in next stage will have a stronger foothold to recognize emotions and needs of themselves and others.

This study of course still has limitations and weaknesses. First is module test time that is not done on holidays. Module pilot activities are conducted during the day after school. This is evident in the response of children who complain of being tired and hungry. Although, before the module trials begin, they are welcome to rest and lunch first. However, physical condition of respondents in prime condition is certainly worth striving. Therefore, further research will be conducted during school holidays. Then, another weakness is on technical constraints. At the beginning of the module trial there are technical constraints associated with the sound system. This problem causes participants to wait some time. It then affects participant's mood in following activity. Thus, it is necessary to anticipate in the future so that the conditioning of training can take place more optimally.

CONCLUSION AND SUGGESTION

Nonviolent Communication module has been appropriate with child's developmental context through the pilot. Then, there is an addition to initial stage of module in the form of a basic introduction to emotional diversity and emotional vocabulary.

Researchers can then use this module in school-age interventions. Researchers suggests applying modules to emotional and behavioral problems in children in middle childhood. Then, experimental design that supports the optimization of module using should be prepared in subsequent research.

REFERENCES

- Abdullah, N. (2010). Kekerasan terhadap anak. "Bom waktu" masa depan. *Magistra*, 73, 65-73.
- Arifah, I. N. (2012). Kekerasan di sekolah meningkat, mendesak kebijakan sekolah ramah anak. Diunduh dari <http://www.radioaustralia.net.au/indonesian/2012-12-20/kekerasan-di-sekolah-meningkat-mendesak-kebijakan-sekolah-ramah-anak/1063558>, pada tanggal 18 Oktober 2013.
- Averill, J. R., Chon, K. K., & Hahn, D. W. (2001). Emotions and creativity, East and West. *Asian Journal of Social Psychology*, 4, 165-183.

- Baran, G. (2000). Nonviolent communication: An important component in personal and nonviolent social change. *The Acorn*, 42-48
- Beck, S. R. (2005). Development nonviolent communication: An integral approach. Thesis (Tidak diterbitkan). University of Victoria.
- Batt-Rawden, S. A., Chisolm, M.S., Anton, B., Flickinger, T. E. (2013). Teaching empathy to medical students: an updated, systematic review. *Acad Med*. Aug;88(8):1171-1177. (Abstract)
- Branscomb, J. (2011). Summative Evaluation of A Workshop in Collaborative Communication. Thesis (dipublikasikan). Emory University.
- Cox, E. , & Dannahy, P. (2005). The value of openness in e-relationships: using nonviolent communication to guide online coaching and mentoring. *International Journal of Evidence Based Coaching and Mentoring*, 3 (1), 39-51.
- DasGupta, S., & Charon R. (2004). Personal illness narratives: using reflective writing to teach empathy. *Acad Med*. 2004 Apr; 79(4):351-356. (Abstract).
- Gall, M.D., Gall, J.P., & Borg W.R. 2003. *Educational Research: An Introduction*. Seventh edition. United States: Pearson Education, Inc.
- Gellman, M. I. (2007). Powerful cultures: Indigenous and western conflict resolution processes in Cambodian peacebuilding. *Journal of Peace, Conflict and Development*, 11,25-63
- Gleichgerrcht, E., & Decety, J. (2013). Empathy in Clinical Practice: How Individual Dispositions, Gender, and Experience Moderate Empathic Concern, Burnout, and Emotional Distress in Physicians. *PLoS ONE* 8(4): e61526. doi:10.1371/journal.pone.0061526
- Khan, M. W. (2014). *Islam and peace*. India: Goodwords Book.
- Kurniawan, A. P., & Hasanat, N. U. (2007). Perbedaan ekspresi emosi pada beberapa tingkat generasi suku Jawa di Yogyakarta. *Jurnal Psikologi*, 34 (1), 1-17.
- Latini, T. F. (2009). Nonviolent communication: A humanizing ecclesial and educational practice. *Journal of Education and Christian Belief*, 13 (1), 19-31
- Lazuras, L., Pyzalski, J., Barkoukis, V., Tsorbatzoidis H. (2012). Emphaty and moral disengagement in adolescent cyberbullying: implications for educational intervention and pedagogical practice. *Studia Edukacyjne*, 23, 57-69.
- Leong, M. & Lee, S. (2006). A cultural accomodation model for cross-cultural psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 43 (4), 410-423.
- Margaretha, N. R., & Rachim, R. (2013). Trauma kekerasan masa kanak dan kekerasan dalam relasi intim. *Makara Seri Sosial Humaniora*, 17(1), 33-42.
- Marlow, E., Nyamathi, A., Grajeda, W. T., Bailey, N., Weber, A., & Younger, J. (2012). Nonviolent communication training and empathy in male parolees. *Journal of Correctional Health Care*, 18(1) 8-19.
- Martani, W. (2012). Metode stimulasi dan perkembangan emosi anak usia dini. *Jurnal Psikologi*, 39 (1), 112-120.
- Meacham, W. (2012). What is Lifespan Development Psychology? Define Development Through Life span. Diunduh dari <http://hubpages.com/hub/What-is-Lifespan-Development-Psychology-Exploring-Development-Through-Lifespan> pada tanggal 29 Oktober 2013.
- Nan, (2011). Consciousness in culture-based conflict and conflict resolution. *Conflict resolution quarterly*, 28 (3), 239-263.
- Nash, A. L. (2007). Case Study of Tekoa Institute: Illustration of Nonviolent Communication Training's Effect on Conflict Resolution (Thesis- Published). Virginia Polytechnic Institute and State University.
- Nasution, R. (2003). Teknik sampling. *USU Digital Library*
- Pranoto, I. (2013). Merdeka Berilmu-Pengetahuan. Diunduh dari www.bincangedukasi.com/tag/ilmu-pengetahuan pada tanggal 29 Oktober 2013.
- Prawiratirta, Tb. , M. (2008). *Empati sebagai Dasar Perkembangan Moral*. Psikologi Perkembangan Anak dan Remaja (Gunarsa, S. D., & Gunarsa, Y. S. D., editor). Jakarta: PT. BPK. Gunung Mulia.
- Putra, N. 2012. *Research & Development: Penelitian dan Pengembangan-Suatu Pengantar*. Jakarta: Rajawali Pers
- Rosenberg, M. (2004). *Teaching Children Compassionately: How Students and Teachers Can Succeed with Mutual Understanding*. Encinitas: PuddleDancer Press
- Rosenberg, M. (2005). *Nonviolent communication: A language of life*. 2nd Edition. California: Puddle Dancer Press
- Santrock, J. W. (2011). *Life-span development*. 13th edition. New York: McGraw-Hill

- Savic, N. I. (1996). Mutual education: Giraffe language in kindergartens and schools. *Project Report*. Institute of Psychology at the Faculty of Philosophy Belgrade University.
- Schonert-Reichl, K. L. (2011). Promoting empathy in school-aged children: Current approaches and implications for practises. In K. Nader (Ed.), *School rampage shootings and other youth disturbances: Early preventive interventions* (pp. 159-203). New York: Routledge
- Schoppel, S., & Stueck, M. (2012). Wertschätzende kommunikation in kindertagesstätten evaluation eines programms zur empathieförderung und frühen gewaltprävention bei kindern. *Präv Gesundheitsf*, 7, 229–236. DOI 10.1007/s11553-012-0352-3
- Schwartz, S. H. (2006). A theory of cultural value orientations: Explication and applications. *Corporate Sociology*, 5 (2-3), 137-182
- SNEHA. (2011). *A Training Manual of Non Violent Communication*. Society for Nutrition Education and Health Action
- Stepien, K. A., Baernstein, A. (2006). Educating for Empathy. *J. Gen Intern Med*, 21: 524-530.
- Suparno, P. (2012). Harapan untuk Kurikulum Baru. Diunduh dari <http://nasional.kompas.com/read/2012/09/29/03451433/Harapan.untuk.Kurikulum.Baru.pada.tanggal.29.Oktober.2013>.
- Stueck, M. (2010). Introduction in the concept of the School of Empathy based on the integrated model of empathy. *Material education for instructor in Indonesia*. Center Educational Health Germany.
- The Center for Nonviolent Communication. (Tanpa tahun). *Partner with CNVC contributing to peace in the mideast*. Downloaded from <https://www.cnvc.org/training-countries/indonesia> at October, 10th 2013.
- Tim KPAI. (2013). Marak Kasus Kekerasan Anak Karena Masyarakat Ibukota Kurang Sosial. Diunduh dari <http://www.kpai.go.id/artikel/marak-kasus-kekerasan-anak-karena-masyarakat-ibukota-kurang-sosial/>. Pada tanggal 24 Oktober 2013
- Triyuda, P. (2012). Komnas PA: Tahun 2011 Bullying di Sekolah 139 Kasus, Tahun Ini 36 Kasus. Diunduh dari <http://news.detik.com/read/2012/07/29/141619/1977653/10/komnas-pa-tahun-2011-bullying-di-sekolah-139-kasus-tahun-ini-36-kasus>, tanggal 18 Oktober 2013.
- U can Indonesia. (2013). 1.032 kasus kekerasan anak terjadi di semester I tahun 2013. Diunduh dari <http://indonesia.ucanews.com/2013/09/05/1-032-kasus-kekerasan-anak-terjadi-di-semester-i-tahun-2013/> pada tanggal 24 Oktober 2013
- Widiyanto, P. (2006). Mengajarkan Kemampuan Empati pada Anak. (Tim Pustaka Familia-ed Menepis Hambatan Tumbuh Kembang Anak. Yogyakarta: Kanisius.
- Zuhri, A. M. (2010). Pendidikan damai (*peace education*) dalam Islam. *Skripsi (Tidak Diterbitkan)*. Universitas Sunan Kalijaga