

Parenting in Fisherman Families: An Action Research

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Abstract: Optimization of children development through good parenting is an important effort to be able to embody a qualified generation. However, in fisherman families, dysfunctional parenting practices are prevalent. This research aimed to study the effect of fisherman community-based psychological intervention on the increase of parenting quality. The research hypothesis was that there are differences in the dysfunctional parenting before and after storytelling skill and positive parenting training. An action research was conducted through needs analysis phase involving 25 fisherman families followed by phases of drafting an intervention, implementing the intervention, reflection and evaluation of the intervention, designing an improved intervention, implementing the improved intervention, reflection and evaluation of the improved intervention and making recommendations. The research results showed that there was significant decrease in dysfunctional parenting after getting storytelling skill and positive parenting training (lax discipline aspects: $t = -4.27$; $p < 0.001$; overreactivity aspects: $t = -6.01$; $p < 0.001$ and verbosity aspects: $t = -5.65$; $p < 0.001$). The sustainability of intervention implementation requires supports of government officials and village institutions.

Key words: Fisherman family, parenting, storytelling, positive parenting, institutions, village

INTRODUCTION

The quality of future generation is strongly influenced by the quality of family especially the parenting practices. Family as a system and a social institution is built and developed to ensure the children who are born survive (Berns, 2010). Results of empirical studies have shown that family factors contribute a greater influence than non-family factors in creating a happy young generation (Afiatin, 2009; Gray *et al.*, 2013).

Parenting practices that can optimize the development of children are influenced by time and cultural contexts. The globalization culture and the rapid growth of the Internet and Information Technology Systems (IITS) are inevitably affect parenting practices. Globalization is “flow of trade, money, culture, ideas and population generated by advanced communication and transportation technology and there are local and regional adaptation and an opposition to the flow” (Lewellen, 2002). The impacts of globalization and IITS may hamper the quality of parenting. Now a days, many parents find difficulties in instilling good values in children because they must compete with the influence of mass media and social media with their “bad news is good news” slogan. This condition would become worse when the quantity and quality of family interactions are reduced by the demands for sufficing family like what happens to fisherman families.

Indonesia is an archipelagic country so that many of its people live in coastal areas and make a living as fishermen. With the huge potential of fisheries sector, fishermen as the prime driver of fishery sector are supposed to be able to suffice their living needs. In fact, however, there are still many developmental problems in the coastal zone. In addition, there are still many Indonesian fishermen who live under the poverty line. Fisherman families in Indonesia are identified with disadvantaged families (Kharisun and Gunanto, 2014). Poverty among fishermen families make their wives try to help their husbands to meet the basic needs of their families by seeking extra jobs. This condition often results in low intensity and quality of parenting. Parents are becoming less able to function as caregivers and educators to their children. It is not uncommon to such condition to have a negative impacts on their children development.

Results of Priyanto (2014)’s study showed that the role of parenting in fisherman families in Tegalkamulyan Village, Cilacap had significant impact on their children. Parents tend to maximize discipline rather than freedom to their children in their parenting so that discipline and freedom is not balanced. In terms of frequency and amount of time spent with children when the parents are at home, fathers spent between 2 and 4 h during Saturday and Sunday while mothers spent between 4 and 6 h a day

from Monday to Sunday. The limited amount of time spent by parents with their children were due to their activities outside home and the attitudes of parents toward their children tended to be authoritarian and neglectful. This did not allow the process of parenting at home to function properly.

There are social classes or stratifications in fisherman community, namely: *punggawa darat*, *punggawa laut* and *sawi*. They are interconnected and interdependent to each other. A *Punggawa Darat* is a fisherman who has capital. A *Punggawa Laut* is a fisherman with leading position in the fishing enterprise for which he has fishing tools, money, boats, motor boats and other facilities. A *Sawi* is a fisherman tenant who only has physical power and fishing skills to offer and be responsible to *Punggawa Laut*.

Families in fisherman communities is no different from other families except in the division of roles in the family where both the head of household and parenting roles are played more by the mothers. This is because the fathers are busy fishing so as to spend more time at sea than at home.

Gray *et al.* (2013) study found that quality of family is more important than non-familial factors to adolescent's happiness. The familial factors that affect the family include sufficient time spent with family members, love, interconnectedness among family members and living with both parents. The results of this study were in line with that of Dekovic *et al.* (2004)'s in that parent-adolescent relationship which is characterized by warmth and intimacy serves as a protective factor against the occurrence of problem behaviors both in male and female adolescent.

According to Tavis *et al.* (1998) parent-adolescent relationship that is characterized by openness and warmth will bring parental standards closer to their children because a good relationship with parents enable the children to more easily find out the reason behind their parent's standards. As a result they are more likely to accept these standards. In other words, it facilitates the internalization of parental standards to the children. Good quality of interaction in the family allows the family members to deal with disagreements between family members in flexible and effective ways and reduces the frequency of disagreements because parental standards are more closely connected to the children.

According to Tavis *et al.* (1998), adolescent attitude toward sexual permissiveness is strongly influenced by parent's attitude toward the issue and the quality of family interaction. It was based on the assumption that parents play an important role as agents of socialization by providing norms and values to their offspring and the

transmission of parental values and norms to their children is facilitated by parent-child interaction quality which is highly dependent on parenting style. Furthermore, they stated that the transmission of values from parents to children is also influenced by age of child, gender, family socioeconomic status and commitment to religious life. Quality of family in the family strength framework focuses on how a family achieves successes. This perspective was generated by the idea that strong families may serve as models for other families who wish to succeed. Based on the results of research conducted for 30 years in 27 countries, 6 major qualities were identified in strong families, namely. Appreciation and affection which include concern for one another, friendship, respect for individuality and humor; effective communication which includes praise, sharing of feelings, avoiding blaming, ability to compromise and agree to disagree; spiritual welfare which includes hope, faith and belief, kindness, shared ethical values and devotion; commitment which includes trust, honesty, reliability, loyalty and willingness to share; joyful time together which include high quantity of quality time, good things take time, enjoying the presence of family members, simple leisure time and shared fun moments and the ability to manage stress and crisis which includes adaptability, seeing crisis as challenge and an opportunity, growing together through crises, openness to changes and resilience (Olson and Frain, 2010). Strong families have positive influence on child development. The results of happiness research in Indonesia showed that the most important source of happiness is family (Afiatin, 2009). Parent's activities in the family which are devoted to the survival and development of children is referred to as parenting (Hoghghi and Long, 2004).

Parenting relates to child rearing efforts that bring about a welfare life to the child. To be a good parent, there are three things parents should have: attention, control and development (Hoghghi and Long, 2004). These three aspects need to be provided to children. Attention refers to a number of activities aimed to support sustainable development of the children including the provision of physical facilities, emotional support (such as love) and fulfillment and social needs (such as a sense of responsibility). Control refers to safeguarding and setting limits to children while taking their age and personality characteristics into accounts. Development refers to activities that parents do to encourage children to discover their potentials and abilities and develop them. This activity has different essence to attention and control and includes any activities facilitated and encouraged by parents to allow the children to feel a new experience.

According to Olson and Frain (2010), there are two important aspects of parenting, parental support and parental control. Parental support is defined as the amount of attention, closeness and affection expressed or provided to children. Parental control is defined as the degree of flexibility provided by parents in enforcing rules and disciplining their children. High degree of parental support have positive influence on children including higher academic achievement, self-esteem, social competence and better psychological adjustment. However, proximity that is too low or too high will produce children with emotional, social and academic problems. Likewise, parental control that is too lenient or too strict will result in children with psychological and academic problems. The dynamics of interaction between parental support and parental control results in different patterns of styles of parenting.

Parenting has a wide variety of styles, the best known is Diana Baumrind's. Baumrind (Olson and Frain, 2010) divided parenting styles into five: democratic, authoritarian, permissive, rejecting and uninvolved.

Democratic style: In this style, parents set clear rules and expectations and discuss them with their children. While recognizing child perspective, they use reason and power in setting standards.

Authoritarian style: In this style, parents set rigid rules and expectations and strict in the enforcement. Parents expect and demand obedience from children.

Permissive style: In this style, parents let children preferences take over their idealism and rarely force children to meet their standards.

Rejecting styles: In this style, parents do not give much attention to the needs of children and rarely have expectations about how children should behave.

Uninvolved styles: In this style, parents often neglect their children and do nothing over their children's preferences as long as their preferences do not interfere with the parents, children are left alone without emotional supports and they lack of consistent rules and expectations. According to Olson and Frain (2010), in general, democratic parenting produces children who are independent, cheerful and achievement-oriented. Children raised with other parenting styles demonstrate more problematic behaviors and are less successful academically.

A study of parenting with 11,669 high school students showed that democratic parenting has the most

positive impact on adolescent development. Democratic parenting plays an important role in reducing psychological distress, increasing self-esteem, improving academic achievement, lowering rates of drug use and lessening delinquent behaviors (Avennovoli, 1999).

According to DeGenova and Rice (2002), most parents have the idealism about the best way to raise their children, but the reality does not always correspond to the ideal. Parenting philosophy, as a model, is likely cyclical in nature, changing from time to time. Parenting philosophy constantly changes from one generation to the next and parents often get conflicting advice about the best parenting. They also explained that parenting philosophy is also influenced by culture and environment. Parents from different cultural and environmental backgrounds have different ideas about what is important in parenting. A study examined beliefs about parenting, intelligence and education with parents from various ethnic backgrounds, including immigrant parents from Cambodia, Mexico, the Philippines and Vietnam and parents who were born in America, including Anglo-Americans and Mexican Americans. They were asked to respond questions about what is the most and the second important about learning in school and characteristics of intelligent student. Immigrant parents valued conformity to an external standard as more important than the development of autonomous behavior. On the contrary, parents who were born in America preferred autonomy to conformity. Parents from all groups, except the Anglo-Americans, stated that non-cognitive qualities such as motivation, social skills and practicing school skills are more important than cognitive qualities such as problem solving skills, verbal skills and creative abilities.

In addition to familial background factors, environmental factors also affect parent-child relationship (DeGenova and Rice, 2002). Parents who experience a lot of stress in their life, including economic stress, often become more difficult to be patient and relaxed with their children. A study showed that more prosperous African American and Hispanic mothers tend to be less emotional and respond to their children verbally and they are less likely to punish their children compared to their less prosperous counterparts. However, prosperity is certainly not the sole cause. It is frustration that more strongly affects the quality of care.

Another factor that affects parenting is individual differences in the children themselves. Biological influences play a greater role in child rearing practices (DeGenova and Rice, 2002). For example, there is a biological basis in child intelligence and personality. Therefore, there is no single best parenting method can be

applied to all children. Children are individualistic. What runs well on one child, not necessarily good for the others. Despite their individual differences, all children grow through some developmental stages and they have similarities in their basic growth requirements. Whatever parenting strategy applied by parents, children needs should be met. The role of parents is to meet the needs of children to enable them grow and develop. The task of parents is to identify physical, emotional, social, intellectual and moral and spiritual needs of their children and meet them. Parents have the task of fulfilling the physical needs of their children to allow healthy growth. Parents should fulfill the emotional needs of their children to enable them to become individuals who feel secure and emotionally stable. Parents should meet their children's needs of socialization to enable them to become a society member have a positive orientation toward others and be accepted by the group. Parents should meet the intellectual needs of children by providing sensory stimulation through contacts with other people and the nature and by providing learning experience. Parents should meet their children's moral and spiritual needs to enable them to have faith and trust and appreciate life.

Based on the above description, a parenting that is capable of child development optimization is influenced by a variety of factors including physical, psychological, social, moral and spiritual factors and the interaction between parental factors and child factors. In the present study, the researcher would like to know how these factors affect parenting in fisherman families, what protective factors and risk factors in the child development optimization are and what psychological interventions that can be done to improve the quality of parenting in fisherman families to support child development optimization.

Prior to determining the types of psychological interventions to be administered, it was necessary to formulate parenting issues and optimization of child development in the fisherman communities by studying the condition of the local community. According to Sidabutar the designing of psychosocial program for a community should consider some general principles: being sensitive to the circumstances and needs of the target community, maximizing and building the capacity of local resources, taking a layered approach involving critical elements in the community, involving social initiatives and being sensitive to local culture and applying the layered approach technique and working with the community.

Based on the above description it can be concluded that the role of family, especially parenting has critical influence on child development. However, in fisherman

families the function of parents in the child upbringing is constrained by the demands of livelihood. Without proper attention or intervention such condition could threaten the quality of future generation. For this kind of problem, action research needs to be done as a contribution of psychology to the less fortunate people in Indonesia, especially the fisherman communities.

The diversity of communities and cultures in Indonesia has draw attention of scholars, both foreign and domestic. Diversity does not only occur between regions but also between religious groups, tribes and social classes. Foreign researchers are commonly accustomed to face challenges of cultures other than their own, while most Indonesian scholars prefer to study their own communities and cultures. Among other reasons is because it is easier to study their own communities and cultures for they are less constrained by language, sociocultural context understanding and cost. This condition is certainly less favorable for the development of their knowledge and experience about socio-cultural issues so that they become less able to reflect on other cultures and furthermore, it is also less favorable for the unification of Indonesian people due to lack of a deep understanding between ethnicities. Based on these reasons, this research on parenting in fisherman families was done with a non-Javanese culture because the author is culturally Javanese.

The objective of this present study was to reveal parenting problems in a fisherman community in Moilong District, Banggai Regency, Central Sulawesi. Based on what parents in the fisherman community define about parenting, a local wisdom-based psychological intervention was designed to lower the degree of dysfunctional parenting.

MATERIALS AND METHODS

An action research was carried out to lower the degree of dysfunctional parenting among fisherman families in Moilong District, Banggai Regency, Central Sulawesi. Dysfunctional parenting was defined as the practice of parental treatments against children which was characterized by lax discipline, overreactivity and verbosity (fussiness). The psychological interventions given to the subjects were storytelling skill training and positive parenting training.

Research subject: The subjects of the needs analysis phase were village residents and village officials and Moilong District officials in Banggai Regency, Central Sulawesi.

The subjects who received psychological interventions in forms of storytelling skill training and

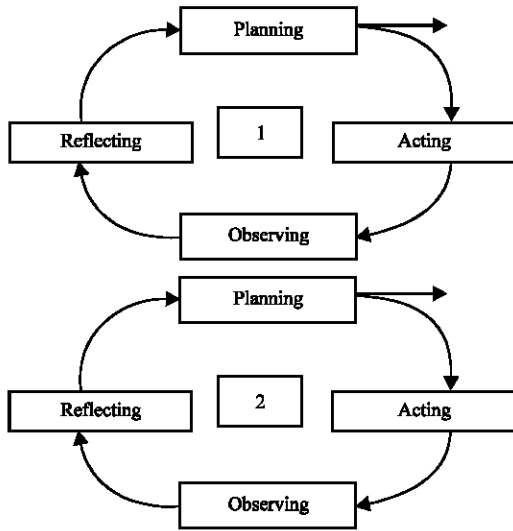


Fig. 1: Research process

positive training were 25 parents in the target fisherman community. The description of research subjects by gender was 2 males and 23 females by level of education: elementary school = 11, junior high school = 6 and senior high school = 8 by age: 20-25 years old = 9, 26-30 = 3, 31-35 = 9, 36-40 = 6 and over 40 = 3.

Research instruments: The instruments used in the needs analysis and action planning phases were observation, interview, Focus Group Discussion (FGD) and Disfunctional Parenting Scale. The Disfunctional Parenting Scale was developed by Subekti and Adiyanti (2010) and had been tried out with parents of kindergarten students in Bantul Regency, Yogyakarta. The tryout results indicated that the reliability coefficient of Disfunctional Parenting Scale was 0.881.

The instruments used in the execution of action phases were Disfunctional Parenting Scale and written evaluation made by training participant.

Research procedures: The action result was carried out through a self-reflective spiral, i.e., repeated spiral cycles that consisted of planning, acting, observing, reflecting, replanning and so on Fig. 1.

There were three main tasks in designing an action research: action planning; action implementation and observing and reflecting on the action and its implications to the improvement of the studied activity program.

RESULTS

The planning of action in the first cycle: The planning of action in the first cycle was made based on the results of fisherman familie’s reflection on parenting problems they

Table 1: Quantitative data of dysfunctional parenting variable pretest pre-test

Aspects	Hypothetic means	Empirical means
Lax discipline	21.00	24.60
Overreactivity	24.00	31.16
Verbosity (fussiness)	22.50	31.56
Total	67.50	87.32

had experienced and resources that can be used as alternative solutions for the identified problems. Based on the results of observations, interviews, focus group discussion and pre-testing of the dysfunctional parenting scale, it was identified that the problems of family fishermen were that they lack of good parenting knowledge and skills and their parenting practices were characterized by lax discipline, overreactivity and verbosity (fussiness). This was also indicated by the average score of dysfunctional parenting as contained in Table 1.

Based on Table 1, it can be seen that the mean scores of dysfunctional parenting variable both in the aspects of lax discipline, overreactivity, verbosity and overall were above the average hypothetic scores which meant that the level of dysfunctional parenting was high. Based on these results, psychological interventions were then designed to reduce dysfunctional parenting practices.

Based on interviews and focus group discussion on good parenting practices, the parents in fisherman families told that from what they had obtained from their parents, the parenting was performed through storytelling. They stated that they were impressed with the fairy tales told by their parents. However by the time they have now become parents they do not know how to deliver stories to their children appropriately so they want to get storytelling skill training.

The execution of action in the the first cycle: Based on the results of needs analysis with parents from fisherman families, it was revealed that to reduce dysfunctional parenting practices, storytelling skill training was deemed necessary to be done. The training was conducted on 9 and 16 August, 2015.

The observation and reflection on the action in the first cycle: The storytelling skill training was held for two days. The training was participated by parents from fisherman families. After participating in the training the subjects were asked to complete the parenting scale (posttest). The results of the posttest are shown in Table 2.

Based on Table 1, it can be seen that the mean score of dysfunctional parenting variable both in the aspects of lax discipline, overreactivity, verbosity and overall were lower than the average hypothetic score which meant that the level of dysfunctional parenting was low.

Table 2: Quantitative data of dysfunctional parenting variable posttest

Aspects	Hypothetic means	Empirical means
Lax discipline	21.00	14.76
Overreactivity	24.00	17.72
Verbosity (fussiness)	22.50	18.48
Total	67.50	50.96

Table 3: Results of quantitative data analysis of dysfunctional parenting variable

Aspects	Pre-test	Post-test	t-values	p-values
Lax discipline	24.60	14.76	-4.27	0.00
Overreactivity	31.16	17.72	-6.01	0.00
Verbosity (fussiness)	31.56	18.48	-5.65	0.00
Total	87.32	50.96	-5.87	0.00

To see the differences in the functional parenting scores before and after receiving storytelling skill training, a statistical analysis with t-test was performed. The results of the t-test of dysfunctional parenting before and after training are shown in Table 3.

Based on Table 3, it can be concluded that there was a significant difference between before and after receiving storytelling skill training. The score of dysfunctional parenting after receiving storytelling skill training was lower than that of before receiving storytelling skill training, both in the lax discipline, overreactivity and verbosity aspects as well as overall.

Once the subjects received storytelling skill training and practiced their storytelling skill with their children, the subjects were asked to report the results in the forum Group Discussion (FGD). From the results of the FGD it was known that by telling fairy tales to their children the subjects were better able to interact with their children and to pay more attention to their children but the majority of the subjects stated that they still have difficulties to enforce discipline in their children and reduce their petulant reactions toward their children. Based on the results of the FGD, psychological interventions were subsequently redesigned to help parents in the upbringing of children, particularly in enforcing discipline in children and reducing petulant reactions toward child.

The planning of action in the second cycle: Based on the results of the FGD in the observation and reflection phase in the first cycle, the researcher devised a psychological intervention in the form of positive parenting training to help parents in the upbringing of children, particularly in enforcing discipline to children and reducing their petulant reaction towards children. The positive parenting training provided to the subjects was an adaptation of the Triple P program developed by Sanders (1999). The positive parenting training was developed based on the principles of positive parenting including: safe and

engaging environment where parents provide a safe environment for children to explore, experiment and play; positive learning environment where parents play the role of the first teachers for their children for which they have to respond in positive and constructive ways to the interactions initiated by their children; assertive discipline, i.e., the strategy of selecting basic rules, discussing the rules with children, giving clear instructions and requests clearly and calmly in accordance with child age, introducing a logical consequences, using of quit time and time-out and using of well-planned abandonment; realistic expectations where parents explore their expectations, assumptions and beliefs about the causes of children's behavior, then choose the appropriate and realistic goals in accordance with child developmental stage; parental self-care to encourage parents to see parenting as a broader part of personal care, resourcefulness and well-being contexts by teaching practical skills of parenting that can be applied by parents as well as skills for exploring their emotional states and encourage parents to develop coping strategies to manage stress and negative emotions related to parenting. The training was conducted by the method of experiential learning through an experiencing-sharing experience-formulating concept-implementing-experiencing cycle.

The execution of action in the second cycle: The positive parenting training was conducted on 24 August 2015. The training was participated by 25 parents and held in a cafe located on the beach to provide more spacious and comfortable room to the participants. The training was carried out with modeling and role playing methods. The researcher served as trainer to provide explanations and examples of positive parenting applications. The participants followed the examples the trainer provided by performing role playing with each other.

The observation and reflection on the action in the second cycle: During their participation in the positive parenting training the participants looked enthusiastic in following the explanations and examples provided by the trainer. They also looked enthusiastic in performing role playing of positive parenting explained and demonstrated by the trainer.

The evaluation of the positive parenting training was done in writing. The results showed that all participants felt they got knowledge and new skills on parenting they had never obtained before. The participants expressed pleasure with the training methods. Here are several statements written by the participants on the training evaluation sheets:

“...I feel happy and delighted to play with Mrs. Hj. Tina Afiatin and we’ve been through a game which is full of joy, laughing together which is very exciting. My message on this training, I wish what you have given may benefit me and my other friends in rearing or educating my children in our daily lives”

“...We are very satisfied and happy with what you have given to us knowledge and training we have never ever received before, so we thank you so very much”

“...I thank you for your coming to Tou Villgae, Moilong, Banggai to guide me on how to raise children appropriately and to build sense of family...and we feel so happy and deeply impressed”

“...I feel excited and happy receiving this training material and I feel free from the burden I deeply buried inside. I hope you can give useful material for us and with this training we as household mothers can raise our children better”

After the participants writing down their evaluation of the training, the follow-up of training was discussed. Most participants expressed an expectation to get more material on parenting and wished that such activity can be regularly conducted in their village. Some participants proposed to incorporate such activity in the PKK (family welfare group) program by involving village and district government officials.

DISCUSSION

The action research of parenting was preceded by a needs analysis phase (action planning). The needs analysis was carried out by involving parents from fisherman families, local community leaders and village government officials. This phase allowed participation in identifying problems they experience, identifying resources to find alternative solutions to the problems they experience and planning activities to deal with those problems. This activity was new for the community members for they had never received similar activities prior to it. Activities that had been done in that village were counseling through lectures that did not provide opportunities for them to absorb the contents let alone implement them.

The training for parents from fisherman families was packed with lots of activities. In addition to lectures,

question and answer session, discussion and role play, the participants were also given the assignment to practice the knowledge and skills they had acquired in the training into their daily parenting practices. This gave a new experience which benefit could be felt not only by the trainees themselves but also their family members. The feedback provided to the storytelling skills that had been practiced by the participants encouraged them to improve their skills and knowledge and put their skills into practice.

Activities in the form of training gave participants the opportunity to experience learning process more fully and comprehensively through activities that facilitate the development of cognitive, affective/emotional and skill domains. As stated by Afiatin *et al.* (2013), training is a way to develop human resource. The development is done by a trainer who provides learning opportunities aimed at developing individuals at present and in future. A trainer is someone who trains others with specific skills to make them able and willing to do his own interest in a relatively short time. Trainers are also referred as facilitators which means people who help others learn to improve their knowledge, attitudes and skills. A facilitator should have knowledge related to the topic of training, capacity for empathy and sensitivity as well as personal and interpersonal skills.

The change in the dysfunctional parenting after getting storytelling skill training can be explained by the beneficial aspects of the fairy tale itself. With storytelling, parents consciously inculcate morality and ethics to children. According to Luther (2001) fairy tales send messages that successes are attained through kindness and failures through evil. Fables told to children both at school and at home can assert effective influence on the character building. Simple stories containing strong moral messages can be easily understood and recalled by both the storytellers (parents) and the audience (children). According to Latif (2014) fairy tales benefit not only children who listen the stories but also parents or teachers. With storytelling, parents will give more attention to their children. The relationship of parents and children becomes close because of frequent interaction and good communication. To make the stories told beneficial to children, parents should read a lot to improve their knowledge. It will be easier for more knowledgeable parents to manage relationship with their children and such parents would have a good versatility in dealing with various changes.

With storytelling, parents become more frequently engage in face to face communication with their children. According to Klein (1996) face to face communication with the receiver of message can be effectively used to convey a message of change. It would be more effective

if parents who expect an improvement in their children's behavior to deliver the message through face-to-face communication. By way of storytelling, parents can develop positive attitudes towards children for example, to communicate appropriately with them which is full of warmth and emotional closeness while maintaining the balance of power in the relationship and requiring their children to obey and pay attention to their parents. Such positive attitudes of parents can direct their parenting toward authoritative style. According to Martin and Colbert (1997) children who have parents with authoritative parenting tend to be more socially competent, energetic and friendly and have higher curiosity, self-control, self-esteem and academic achievement. Such parenting style gives children the opportunity to develop in a positive direction.

Storytelling skill training facilitates the participants to develop authoritative parenting characteristics and reduce dysfunctional parenting. Baumrind indicated a dysfunctional parenting with authoritarian characteristics, lax discipline and verbosity (fussiness). The characteristics of authoritarian parents, among others are frequent expressions of anger, irritability, pointing at the bad things in their children, demanding strict compliance with the rules and lacking of caring toward children. Parents with verbosity are characterized by, among others often criticizing their children verbally and grumbling when their children make mistakes. The characteristics of parents with lax discipline, among others are not enforcing agreed upon rules, rarely imposing penalties for violations committed by their children and letting the children engage in inappropriate behaviors.

The storytelling skill training and positive parenting training were found attractive by Tou villagers because they previously had not received any training with experiential learning method. Most participants acknowledged that storytelling is something beneficial as they previously got from their parents during childhood. Most participants still remember the fairy tales told by their parents. All participants considered storytelling skill training is very helpful, especially in providing knowledge, practice, assignment to practice the storytelling skills to their children at home and feedbacks provided by the trainer so that the participants feel encouraged to improve the quality of their storytelling skills.

The participants found the positive parenting training provide new insight into good parenting. In addition to new insight they got, the participants also had the opportunity to workout their own parenting plan, to learn analyzing parenting situation to choose by themselves exercises to be conducted in accordance with the problems and needs, to monitor their own behaviors and

to evaluate the actions taken. In this case, participants learned to regulate themselves while performing their parenting tasks. Such self-regulation training gave participants confidence in their ability to implement positive parenting skills which in turn encouraging them to exercise those skills again. This particular training also affected participants to develop positive expectations towards themselves to become better parents.

Among shortcomings of the storytelling skill training and the positive parenting training was that they required some coordination of quite many people including several assistants to the trainer who should take care of participant's children while their parents attending the training. This was because the training was held in the village hall that is located in the middle of the neighborhood and most participants of the training were women who still had children under five. Many participants brought their young children to the training and some of them even following the training sessions while nursing their babies.

Another drawback was related to the design of interventions that did not use a control group so that the extraneous variables could not be controlled. In addition, the training was facilitated by the author herself who lived with Tou villagers for a month in the village. On the one hand this could provide an advantage in providing guidance to the participants when practicing storytelling for their children. However, on the other hand, in the context of the internal validity of the experiment, this condition might lead to confusion, whether the change in the dysfunctional parenting occurred due to the influence of storytelling skill training and positive parenting training or it was because the presence and guidance of researcher who served as trainer/coach.

Based on the analysis of the above drawbacks, the following measures are recommended for similar activities in the future:

- Control group is needed in the intervention by using Pre-Post Control Group Design to ensure the internal validity of the intervention.
- It is necessary to devise special activity for children brought along by their parents to the training.
- The training is facilitated by trainers who have received Training of Trainers (ToT) on storytelling skills and the trainers give the intervention during the training only.
- A Training of Trainers (ToT) needs to be developed with the involvement of village PKK (family welfare group) cadres so that the training can be continuously conducted and more and more Tou villagers will have good storytelling skills

CONCLUSION

The action research of parenting with fisherman families that was implemented through the needs analysis phase (action planning) by involving parents from fisherman families, community leaders and village officials could facilitate active participation of parents from fisherman families in identifying problems, identifying resources to devise alternative solutions and planning of action to address the experienced problems.

The storytelling skill training and positive parenting training with experiential learning method which were followed up with practicing the skills with their children at home could reduce dysfunctional parenting practices.

Storytelling skill training and positive parenting training should be scheduled as routine activities both at village, district and regency levels by building a network of cooperation between local government and the Faculty of Psychology Gadjah Mada University.

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