




# Application of Mutual Storytelling Techniques in Overcoming Sibling Rivalry in Client "A"

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	ABSTRACT
<p><b>ARTICLE INFO:</b>            Received            August 10, 2023</p> <p>Revised            September 19, 2024</p> <p>Accepted            Oktober 19, 2024</p> <p><b>KEYWORDS:</b>            Mutual Storytelling, Sibling Rivalry</p>	<p>This research aims to explore the condition of sibling rivalry experienced by client "A" and examine the application of the mutual storytelling technique in addressing it. Sibling rivalry is a common issue where competition between siblings arises, often fueled by factors such as perceived parental favoritism, jealousy, and a competitive spirit. Client "A" exhibits several characteristics of sibling rivalry, including aggressive behavior, resentment, anger, and feelings of envy towards their sibling. Through this study, the researcher seeks to understand the dynamics of sibling rivalry in client "A" and how the mutual storytelling technique can be applied to help mitigate these behaviors. The research adopts a qualitative approach with a case study method, utilizing observation, interviews, and documentation as data collection techniques. The data analysis involves pattern matching, explanatory analysis, and time series analysis to comprehensively examine the case. The findings provide insight into client "A's" rivalry, characterized by aggression and a competitive attitude, and explore how mutual storytelling can be a useful tool for addressing these issues.</p>

## INTRODUCTION

Children are a gift that has been given by Allah SWT to every husband and wife couple, which definitely requires good and thorough preparation to welcome the arrival of their baby. Every child certainly has unique characteristics (Ilham & Noviyanti, 2020). As unique individuals, of course every child has different needs according to their growth tasks at a certain age (Anggraini & Rahmi, 2023). The aspect of socio-emotional development is one aspect of development in childhood, namely where children have begun to learn to socialize with other people around them, including siblings (Kreysa et al., 2022).

Siblings are the closest people from birth to adulthood (Lestari, 2023). Relationships with siblings have a big influence on the social development of each individual, because this is where individuals can begin to learn to socialize (Yestapiani, 2023). The better the interaction between siblings, the closer the relationship between siblings will be (Liza & Dkk, 2018). On the other hand, if the interaction between siblings is not good, then the relationship between siblings will not be as close as that of children who have good interactions with their siblings (Liu et al., 2023).

One of the many problems experienced in sibling problems where someone has more than one sibling is the emergence of a sense of competition between siblings or often known as *sibling rivalry*. *Sibling rivalry* is a competition or rivalry that occurs between brothers and sisters who compete to get the love of their parents (Cholid, 2004). Generally *sibling rivalry* It can occur in siblings who are very close in age and have the same gender or different genders (Williams et al., 2010).

Wong stated that each stage of a child's growth is a period that must be paid attention to. Age stages aged 6-12 years are categorized as school age children. The school period is a stage where a child begins to learn and cultivate whatever happened in the previous period to prepare for the future. According to (Rahmawati, 2013), school age is also called "fighting age" where there are lots

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of fights between children, the fights that occur are not only carried out by children in the school environment but also in the home environment, so that the atmosphere at home becomes unpleasant for the whole family (Yang et al., 2019).

Sibling rivalry (*sibling rivalry*) usually appears at the age of 3-5

years are known as the preschool period and can reappear at the age of 8-12 years, namely the school period (Khalid, 2023). The research conducted by Usner and McNerney regarding *Sibling Rivalry* in Degree and Dimensions Across the Lifespan in 2001 in the United States showed that 55% of children experienced rivalry or competition with siblings at the age of 10-15 years, which is the highest category. *Sibling rivalry* This tends to increase during school time as children begin to get involved in various activities and gain achievements both at school and outside of school. This can make parents start comparing one child with another, which can cause conflict and jealousy between parents siblings (Yardley & Rolph, 2020).

According to Dr. Boyle that almost 75% of children who have siblings experience these behaviors and reactions *sibling rivalry*. This phenomenon can have negative impacts such as damaging sibling relationships, reducing interaction between siblings, or can trigger greater conflict. In fact, there were several cases or incidents where siblings killed each other because they were fighting over inherited property, stated by (Dewi & Dkk, 2021).

The causes of competition between siblings or *sibling rivalry* caused by two factors, namely internal and external. Internal factors that cause it to occur *sibling rivalry* namely the development of needs, individual temperament and the presence of physical and cognitive obstacles. Meanwhile, external factors can be cultural factors, modeling from parents, parental favoritism towards one child, and birth order which can cause children not to be given emotional independence from adults who have authority over the younger ones (Sugiarto et al., 1970).

*Sibling rivalry* if not handled carefully, feelings will arise anger, jealousy, and hurt can carry over into adult relationships. Besides that Individuals will also grow up with aggressive, selfish, destructive attitudes, and doubt or feel insecure. The verse in the Al-Quran which explains that brothers and sisters must love each other is in Surah Al-Hujurat verse 10.

Allah says in this verse that believers are brothers (Ariati et al., 2022). This is an inevitability. Willingly or not, like it or not, Allah has decreed that every Muslim is a brother (Kushendar et al., 2023). Like siblings, whether we like it or not, if we are born from the same father or mother, then we are definitely brothers. Even though sometimes there are qualities that we don't like about our siblings, even though there are shortcomings, the bond of brotherhood cannot be separated. It's like wanting to be washed by sea water from the seven oceans, that bond will not disappear.

Related to *sibling rivalry* experienced by children, based on observations and

an interview conducted by the author during an interview with one of the parents of the child who was at the Nurul Falah Pakjo Mosque TPA, Palembang, the client with the initials "AS" said that he had 2 children, the first child was a 10 year old girl, and the second child is an 8 year old girl. This mother said that her children always fight wherever they are together, not only at home they fight, sometimes outside the house they also like to fight, such as fighting over things, toys or food. When an argument occurs, they like to throw things, like to scream and even like to injure each other. If it's like that, mom likes to be overwhelmed when she says "AS" to them.

Apart from that, researchers also conducted interviews with the first child. Let's call him "A", he said that the reason "A" likes to fight is because his younger brother is often loved more by his mother, who always buys things and toys that he thinks are better than him. Apart from that, "A" also said that his younger brother always received more attention than himself, making "A" feel that he was treated unfairly and received little attention and affection from his mother and father. Judging from this, "A's" parents also saw the impact of the fight, such as "A" becoming more sensitive to his younger sibling, he also became quieter than his younger sibling, he also rarely chatted with

his younger sibling, and also rarely played with his younger sibling compared to his friends. This was felt or realized by the mother since they entered elementary school (Marianti et al., 2022).

The impact that arises from what "A" feels is that there is a closed attitude between siblings, namely a lack of interaction or communication with each other, the occurrence of quarrels or disputes between siblings makes them unwilling to help each other. In this case the researcher used individual counseling techniques *mutual storytelling* in overcoming *sibling rivalry* in children, because individual counseling is a process of providing assistance carried out by a person expert (counselor) to an individual who is experiencing a problem (client) through a counseling interview which leads to the resolution of the problem faced by the client. In individual counseling, there are various techniques and approaches that can be applied to clients according to the problems they are facing (Hernisawati et al., 2022).

Technique *mutual storytelling* is a counseling technique by telling stories. Where counselees and counselors both tell stories according to the storyteller's imagination. According to Gardner (in Erford 2015), this technique is very useful for older clients 5 to 11 years. Kottman and Stiles believe that technique *mutual storytelling* Can used to correct wrong behavior in clients. Based on the phenomenon and description above, researchers are interested in conducting research with the title "Application of Engineering *Mutual Storytelling* to overcome *Sibling Rivalry* "To Client "A" at the Nurul Falah Mosque TPA, Palembang.

## Objectives

The problem formulation of this research focuses on understanding the sibling rivalry experienced by client "A" at the Nurul Falah Mosque TPA in Palembang and exploring how the mutual storytelling technique can be applied to overcome it. The research objectives are to describe the sibling rivalry conditions faced by client "A" and to examine the implementation of the mutual storytelling technique as an intervention to address this issue at the Nurul Falah Mosque TPA, Palembang.

## METHODS

### Research Design

This study uses a qualitative research approach with a focus on the case study method. As defined by Sugiyono, qualitative research is grounded in positivism or interpretive philosophy, aimed at examining natural objects in their real conditions. The researcher acts as the primary instrument, collecting data through triangulation, which involves the use of observation, interviews, and documentation. The data gathered is primarily qualitative, analyzed inductively or qualitatively, and the results aim to understand meaning, uniqueness, and the construction of phenomena, often leading to hypothesis formulation. The case study method, as outlined by Yin (1981), allows for the investigation of phenomena within real-life contexts, especially when the boundaries between the phenomenon and context are unclear. This method uses multiple sources of evidence to strengthen the research findings.

### Participants and Procedure

Participants were chosen through purposive sampling, selecting those directly involved with or impacted by the phenomenon under study to ensure the relevance and depth of data. Participants contributed insights through interviews, observations, and document reviews. The sample size depended on the point of data saturation, ensuring comprehensive coverage of the research topic.

The research procedure involved several stages. Initial preliminary fieldwork was conducted to gain a contextual understanding of the study environment and the phenomenon. Data collection followed, employing triangulation through combined methods: non-participatory observation to understand the natural setting, semi-structured interviews to capture personal perspectives, and

document review to enrich the context with relevant written records or artifacts. Once collected, the data were systematically organized for analysis, including the transcription of interviews, coding of observational notes, and classification of documents for ease of interpretation.

### **Measure and Data Analysis**

Qualitative measures were used to ensure structured data collection. Observation protocols guided the systematic capture of field notes. Interview guides facilitated consistent yet flexible conversations with participants, allowing for in-depth exploration of their experiences. Document analysis guidelines were applied to ensure relevant written materials were reviewed in a meaningful way. These measures helped maintain the reliability of the data while allowing for the depth and flexibility typical of qualitative research.

Data were analyzed using an inductive approach, starting with the organization and reduction of raw data. The process involved coding transcripts, notes, and documents into meaningful segments. Coded data were then categorized, identifying recurring themes, patterns, and relationships. Triangulation was applied to cross-check findings from various sources (interviews, observations, and documents) to ensure the validity of the analysis. Finally, conclusions were drawn based on the patterns identified, and these conclusions were continuously refined to ensure accuracy and depth of understanding. The aim of the analysis was to uncover meaningful insights about the phenomenon in its real-life context.

## **RESULT AND DISCUSSION**

### **Results**

#### ***Description of the condition of sibling rivalry experienced by client "A" at TPA Masjid Nurul Falah Palembang***

Based on the results of observations and interviews with client "A", it was found that he was indeed experiencing sibling rivalry. This was known based on the characteristics of sibling rivalry by Shaffer (in Kibtiyah, 2018), namely, aggressive behavior (annoyance, anger or hatred) such as hitting and grabbing his younger sibling, competition or likes to compete (doesn't like to give in) namely fighting over things or food, resulting in feelings of annoyance and hatred towards siblings. Feelings (envy or jealousy) such as the emergence of feelings of envy towards siblings due to differences in attention and affection from parents. In terms of emotions, client "A" expressed jealousy and envy, particularly regarding differences in parental attention. During the interview, he shared.

"...I hate it when they always give my brother more attention, and I have to fight for things. It feels like I'm left out." He also mentioned, "I get really angry when my sibling takes something that's mine. It's like I have to prove myself all the time..." These statements further confirmed the rivalry and emotional distress he experienced within the family dynamic.

#### ***Application of mutual storytelling techniques in overcoming sibling rivalry in client "A" at the Nurul Falah Pakjo Mosque landfill in Palembang***

Based on the results of research conducted from 22 April 2024 to 15 May 2024, the counseling process was carried out in 6 meetings with 6 stages, namely creating a good relationship with the client, providing storytelling media, directing the client to tell stories according to his imagination, taking notes and taking moral messages to stories raised, retelling stories that have been told by the

counselee with different language and plot, finally evaluation and follow up. Each meeting lasts 35 minutes with a different story in each meeting.

From the implementation of this mutual storytelling technique, client "A" has shown quite a change in attitude regarding arguments with his brother. Previously, client "A" was often involved in quarrels with his brother, both over small and big things. From these quarrels, anger, annoyance, hatred, and even violence towards siblings emerge. However, after implementing the mutual storytelling technique using finger puppets, client "A" showed a more positive change in his attitude.

By telling stories through the client's imagination, assisted by finger puppets as characters in the story, client "A" can open up to talk about things related to what he is feeling, apart from that, the client can also learn to understand and feel other people's emotions or feelings so that a sense of empathy arises. Client "A" now rarely fights with his younger sibling so that a better relationship emerges and fosters a feeling of mutual affection, helping each other with his siblings and good communication and mutual understanding of his sibling's behavior.

Client "A" expressed, "...I always get mad when my brother takes my things, like my toys or snacks. It makes me really angry, and we end up fighting." In another session, they shared, "I feel like my parents give him more attention, and I don't like it. It's not fair." After engaging in the storytelling activities, client "A" mentioned, "I realized that my brother just wants to play with me. Now, I try to share more, and we don't fight as much anymore..."

There is a negative impact of sibling rivalry on children which, if not addressed at a young age, will have further impacts into adolescence and adulthood. Apart from that, various literature shows that paying attention to children's social and emotional development is very important, because this will greatly influence their future (Bela Janare Putra, 2022). Therefore, this wrong behavior needs to be changed and one of them is using mutual storytelling techniques. The mutual storytelling technique is considered to be able to be used to overcome this problem because it includes elementary school age and their imagination and fantasy world are still high.

Client "A" shared, "...I used to get really angry when my brother would take my stuff, and I would hit him. We always fought over small things." Later in the sessions, they reflected, "When I told the story with the puppets, I realized maybe my brother just wants to spend time with me. Now, I try not to get mad so easily, and we play together more..."

## Discussion

The implementation of mutual storytelling techniques with client "A" has shown significant potential in addressing sibling rivalry and improving familial relationships. The counseling sessions spanned from April 22, 2024, to May 15, 2024, and consisted of six structured meetings designed to foster communication and emotional understanding between siblings. Each session allowed client "A" to explore their feelings in a safe environment, where storytelling served as a therapeutic tool to facilitate dialogue about emotions and interpersonal dynamics.

Through the use of finger puppets, client "A" was able to externalize their thoughts and feelings, making it easier to articulate complex emotions such as anger, jealousy, and frustration toward their younger sibling. This approach not only encouraged client "A" to express themselves but also promoted empathy, as they began to see their sibling's perspective. For instance, client "A" remarked that they previously felt angry when their brother took their belongings but learned through storytelling that their brother may simply want to play. This shift in understanding highlights the effectiveness of storytelling as a medium for conflict resolution.

The reduction in conflicts following the storytelling sessions suggests that mutual storytelling can be a valuable intervention for children experiencing sibling rivalry. As client "A" demonstrated, engaging in storytelling fostered a sense of connection and cooperation with their sibling. The process of narrating stories helped client "A" to reflect on their actions and reactions, ultimately leading to a more harmonious relationship characterized by sharing and mutual support. These positive changes reinforce the importance of addressing sibling rivalry early on to prevent long-term emotional and social issues.

Research indicates that unresolved sibling rivalry can have detrimental effects on children's emotional well-being, influencing their relationships throughout adolescence and into adulthood (Putra, 2022). Therefore, early interventions, such as mutual storytelling, are essential in promoting healthy sibling relationships. By integrating imaginative play and storytelling into counseling practices, caregivers and professionals can facilitate a deeper understanding of emotions and social dynamics among children.

In conclusion, the positive outcomes observed in client "A" underscore the effectiveness of mutual storytelling techniques in addressing sibling rivalry. By creating an environment where children feel safe to express their emotions, counselors can help them develop empathy and improve their relationships with siblings. This approach not only resolves immediate conflicts but also equips children with essential skills for managing emotions and navigating interpersonal relationships in the future. Such interventions are crucial for fostering emotional and social development, setting the foundation for healthier interactions as they grow.

### **Implication**

The findings of this study imply that mutual storytelling techniques can be effectively used as a therapeutic intervention for children experiencing sibling rivalry. Mental health professionals and educators should consider incorporating storytelling into their practice to foster emotional intelligence and empathy among children. Additionally, parents can use these techniques at home to strengthen sibling bonds, reduce conflicts, and create a supportive family environment. By prioritizing emotional development through such creative methods, we can help children build healthier relationships that will benefit them throughout their lives.

### **Limitation**

The study has several limitations. First, the small sample size, limited to one client, restricts the generalizability of the findings to a broader population. Additionally, the focus solely on mutual storytelling without comparing it to other interventions makes it difficult to assess its relative effectiveness. The reliance on self-reported measures may introduce bias, potentially overlooking the complexity of the client's emotions and experiences. Furthermore, the short duration of the intervention may not capture long-term changes in behavior and relationships. Future research should involve larger samples, diverse interventions, and longer follow-up periods to better evaluate the lasting effects of mutual storytelling on sibling rivalry.

## **CONCLUSION**

First, a description of the condition of sibling rivalry experienced by client "A" before implementing the mutual storytelling technique can be seen from the results of observations and interviews conducted by researchers, as it is known that client "A" often fights with his younger sibling, there is aggressive behavior such as hitting, pushing and grabbing. younger siblings, fighting over goods or food with each other until feelings of irritation arise and hatred towards siblings, not liking to give in to siblings, as well as the emergence of feelings of envy towards siblings due to differences in attention and affection from parents. Second, applying mutual storytelling techniques to overcome sibling rivalry client "A" with the help of finger puppets. The counseling process was

carried out in 5 meetings and in the process client "A" showed a more positive change in his attitude. Client "A" now rarely fights with his younger sibling so that a better relationship develops and fosters a feeling of mutual affection, helping each other with siblings and good communication and mutual understanding of sibling differences.

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