

IMPLEMENTATION OF STORYTELLING IN INSTILLING CHARACTER EDUCATION VALUES IN EARLY CHILDHOOD AT MENTARI PRESCHOOL JAKARTA

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Abstract:

Storytelling is one of the activities that can be done in class because it has many benefits, especially for young children. As a teacher and parent, reading stories through Storytelling is very necessary to increase closeness with children and can also instill the value of character education in early childhood. Based on the results of this research, researchers are interested in conducting similar research with the same variables, but with different samples, locations and student backgrounds. The research was conducted on early childhood students at Mentari Preschool Jakarta where these students had upper middle class family backgrounds and wider access to English-speaking information, environment and culture. This research is qualitative research using the classroom action method through 2 cycles. Sampling method with 20 K1B class students. The research was taken based on the Rancangan Pembelajaran Harian (RPPH) with fixed activities on moral values and character. The research results show that Storytelling activities can increase students' educational and moral values.

Keywords:

Storytelling; Young Children; Moral Value



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INTRODUCTION

The general definition of early childhood is children under 6 years of age. The government, through the National Education System Law, defines early childhood as children aged 0-6 years. Meanwhile, according to the National Association for the Education of Young Children (NAEYC), early childhood is children in the age range 0-8 years.

The age period 0-6 years is a golden period for growth and development of cognitive, language, social emotional, physical motor skills, religious and moral values and art. The growth and development of early childhood occurs very rapidly. Stimulation of children in this age group is very important because it is the foundation for the development of Human Capital because children who are healthy and socially growing optimally will grow into economically productive adults. Empirical evidence shows that investment in early childhood produces a higher Rate of Return compared to other age groups. Early childhood education has been proven to increase school readiness at higher levels of

education. So it is important to monitor growth and provide appropriate stimulation to young children according to their developmental stages.

Pendidikan Anak Usia Dini (PAUD) is a form of education that emphasizes laying the first foundations regarding children's growth and development in which there is stimulation of fine and gross motor skills and three aspects of intelligence (emotional, intellectual, spiritual). Minister of Education and Culture Regulation No. 1 of 2014 Article 1 concerning the 2014 curriculum states that "early childhood education is a level of education carried out before basic education with coaching efforts aimed at children from birth to 6 years of age which is carried out through providing educational stimulation to help growth and development physically and spiritually so that children are ready to enter further education." (Lee, 2016) explains that all aspects of development are the achievements and objectives of learning activities in PAUD. Meanwhile, according to Ahmad Susanto (2017) "early childhood education is education provided to children aged 0-6 years through providing various stimuli to help growth and development both physically and spiritually so that they are ready to undertake education at the next level." One of the most important aspects of development in Early Childhood Education (PAUD) is character and moral values. Instilling character values from an early age is a mandatory requirement in learning at PAUD apart from other developmental aspects. (Thomas Lickona, 2010) explains that character education is a basic need in creating humans who have good personalities and behavior. Character education can also be interpreted as values education, character education, moral education, character education, which aims to develop students' ability to make good and bad decisions, maintain what is good and realize goodness in everyday life wholeheartedly (Muchlas Samani, 2013). According to Thomas Lickona, as quoted by Samrin in his book, character education contains three main elements, namely knowing the good, loving the good, and doing the good. The meaning of these three main elements, namely character, refers to a series of knowledge, attitudes and motivation, as well as behavior and skills.

The process of implementing character education learning in PAUD is the center and main theme in the world of education in Indonesia. The Indonesian government emphasizes instilling character values which are not only applied in the family but are taught from the start from kindergarten to high school. Character education in schools is increasingly emphasized so that in every learning process, instilling character values is always included. Instilling character and moral values from an early age must refer to aspects of child development. So far, most of the methods used are group and classical methods in the process of learning activities. Therefore, teachers need to look for alternative ways that are more interesting and interactive so that the instillation of character and moral values in their target students/children can be achieved more optimally. One way that can be done is through storytelling activities.

According to Asfandiyar (2007), storytelling is an art of telling stories that can be used as a means of instilling values in children without the need to lecture the child. Meanwhile, according to Nurcahyani (2010), storytelling is an art or skill in narrating stories in the form of poetry or prose, which is performed or led by one person in front of a live audience where the story can be narrated by telling or singing, with or without music, pictures, or other accompaniment that may be learned orally, either through printed sources, or through mechanical recording sources.

From these explanations, storytelling can be interpreted as the art of communicating by telling stories that occurs between teachers and students, thereby generating imagination and creativity in students/children. The existence of storytelling activities can be an alternative learning method which is expected to bring about changes in children's ethics and character for the better. This is because stories can attract children's attention, and are able to record events and imagination in the story. Apart from that, storytelling can provide experience and moral learning through the attitudes of the characters in the story so that children can imitate it, and ultimately it is hoped that it can shape their character. From the description above, the author wants to conduct research on "Implementation of Storytelling in Instilling Character Education Values in Early Childhood at Kindergarten Mentari Preschool Jakarta".

METHOD

Data collection technique

This research is a qualitative descriptive research located at Kindergarten Mentari Preschool, JL. Lamandau IV No. 1, Kramat Pela, District. Kebayoran Baru, South Jakarta City. With the following data collection techniques:

1. Interview

The interview used is an in-depth interview using face-to-face questions and answers between the interviewer and the informant or interviewee.

2. Observation

Observation techniques are used because this research concerns human behavior, work processes, natural phenomena with the number of respondents observed not being too large.

3. Triangulation

Researchers use different data collection techniques to obtain data from the same source (triangulation technique). Researchers use participant observation, in-depth interviews, and documentation for the same data source simultaneously.

Sampling Techniques

This research uses a purposive sampling technique, namely a technique for collecting data sources with certain considerations. The researcher chose Kindergarten B students as the sample in this study because the researcher considered that Kindergarten B students were the age level who had the best understanding of the storyline and moral messages conveyed in storytelling activities, so they were most likely to be observed and researched. The main data sources in this qualitative research are words and actions, the rest is additional data such as documents and so on. What is meant by words and actions here are the words and actions of the person being observed or interviewed who are the main (primary) data source. Meanwhile, other data sources can be written (secondary) sources and documentation such as photos.

Data Recording Techniques

Researchers recorded and analyzed data using the Miles and Huberman (1984) approach while in the field. Activities in recording and analyzing data include data reduction, data presentation, and data verification or often known as drawing conclusions.

1. Data reduction

The amount of data obtained from the field is quite large, so it needs to be recorded carefully and in detail, and immediately analyzed through data reduction. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and discarding what is not necessary. In this way, the data that will be presented in this research will be clearer and easier to understand because it is only data that provides important information and provides a more comprehensive picture.

2. Presentation of data

After the data has been reduced, the next step is to present the data. In this research, data presentation will be carried out using narrative text descriptions. The aim of presenting this data is to make the research results easy to understand.

3. Verify

That is the stage of drawing conclusions. This stage is expected to be able to answer the problem formulation that has been previously determined and perhaps be able to find new findings that previously did not exist or have not been researched.

Data Validity Checking Techniques

To obtain a high level of trust or credibility in accordance with the facts in the field, researchers used several strategies, including member checking, triangulation and external auditing.

1. Member checking

Researchers need to check their findings with informants for the accuracy of the findings. Member checking is the process of researchers asking questions to one or more informants for the purposes described above. This activity is also carried out to take findings back to informants and ask them both orally and in writing about the accuracy of the research report. Questions can cover various aspects of the research, for example whether the data description is complete, whether the interpretation is representative and carried out without bias, and so on.

2. Triangulation

Is the process of strengthening evidence for findings, analysis and interpretation of data carried out by researchers originating from: 1) different individuals (informants) (teachers and students), 2) types or sources of data (interviews, observations and documents), and 3) methods data collection (interviews, observations and documents).

2. External Audit

To avoid bias in the research findings, researchers cross-checked with someone outside the research. This person can be an expert who can provide a balanced assessment in the form of examining an accurate research report. In this case, the external audit is carried out by the supervisor.

RESULTS AND DISCUSSION

Results

This research was conducted at the Mentari Preschool Kindergarten, Jakarta City. Researchers determined a sample of 20 students who were students in class K1B (Kindergarten 1B). The research was conducted based on the Daily Learning Implementation Plan (RPPH) with activities to instill moral values and character through storytelling activities for students and examining changes in students' understanding and behavior before and after learning activities were carried out.

The following are several story books used in learning activities by Mentari Preschool Jakarta teachers:

1. “No, David!” (by David Shannon), tells the story of a little boy named David who has difficulty making the right decisions. David did many annoying things, which made his mother often say "no, David!" to her. However, in the end David is told how much he is loved regardless of how many mistakes he has made. This book teaches about moral education that it is natural for young children to make mistakes, the most important thing is how much they are willing to learn to be better, and how much our parents love us.
2. All by Myself (by Mercer Mayer), tells the story of Little Critter who carries out various activities independently without the help of his parents. Little Critters carry out many motor activities, such as picking up things themselves, buttoning clothes and other things without help from adults. This story book is highly recommended because the main character, Little Critter, can provide a positive example for young children to try to carry out daily activities independently.
3. How Rocket Learned to Read (by Tad Hills), tells the story of a yellow bird who teaches a dog named Rocket about the alphabet and reading. Reflects parents who teach children to learn letters and read at an early age. With the following book, it is intended to teach young children to read, not by forcing them, but by giving an example. Therefore, if adults want their children to like reading books, they must model reading in front of them. This book also attracts the interest of young children in learning to understand letters and reading because of the interesting pictures and stories.
4. Happy (by Nicola Edwards), not only teaches English, this book also teaches about peace of mind which touches the most important aspects of life such as feeling, smelling, finding, listening, and other things that can make the world more alive . This book teaches young children about their own connection to the world around them. The contents of the book Happy can encourage young children to explore their emotions and their surroundings.
5. Counting to Bananas (by Carrie Tilotson), apart from learning letters and words in English, of course young children must be taught about numbers. In this book, young children are taught to learn to count in English through stories. Through storytelling, young children indirectly learn vocabulary and counting. The hope is to significantly improve listening, reading and arithmetic skills.

Storytelling learning activities are carried out through three stages, with the following implementation procedures:



Figure 1 Documentation during Storytelling

1. Opening stage
 - a. Stage The students line up neatly in front of the class in preparation for entering the classroom in an orderly manner. Take their respective sitting positions, then
 - b. Ensure students' interest in paying attention to the learning process using storytelling techniques through several simple discussions related to moral values (good and bad) that students usually carry out in their daily lives.
 - c. Prepare storytelling media, which in this case can be done using picture story books, animated videos, or finger puppets.
 - d. The themes taken are moral values that every Indonesian child should have. The fairy tale that is told is about things that must be considered in carrying out obligations and responsibilities.
2. Implementation stages
 - a. Deliver storytelling to students according to the teaching media that has been prepared.
 - b. Seeing the students' interest in the story line being presented.
 - c. Ensure that the classroom atmosphere is calm and conducive so that students can understand the flow of the story.
3. Closing stage
 - a. Researchers end the storytelling process and continue with evaluation activities.
 - b. The researcher divided the students into several small groups so that they could discuss among themselves, and exchange understanding of the fairy tales they had received.
 - c. Ensure understanding received by students with several questions asked after the discussion is held.
 - d. Ask students to repeat the fairy tale that has been told to their friends in class.

After the class activities were finished, the following week the researcher conducted interviews with the class teacher regarding changes in behavior shown by young children in the class. Researchers also made observations to see directly the application of moral values conveyed in the series of storytelling that was presented.

Character formation is carried out by teachers through exemplary activities by providing examples through storytelling which is carried out one to two times a week during December 2023 which aims to guide children's behavior in a commendable mindset and behavior in the community environment. The storytelling is carried out for children aged 4-6 years, who are students in class K1B TK Mentari Preschool Jakarta, which is the age where children are enthusiastic about listening to fairy tales. This is in line with the opinion of Bobbi De Porter & Mike Hernacki in Muthmainanah (2013: 373) which states that 10% of information is absorbed from reading activities, 20% from listening activities, 30% from viewing activities, 50% from seeing and hearing activities, 70 % of the utterances said, and 90% of the utterances and actions taken. From these findings it can be said that learning in early childhood will be effective if the delivery elements such as the selection of interesting fairy tale books, the media used to convey storytelling, and the reading techniques used by the teacher.

In general, fairy tales carry a positive and educative mission. Through fairy tales, it is hoped that children's emotions can be controlled, children's imaginations can develop, and children can think critically (Heru Kurniawan, 2013). To tell an interesting story, as a teacher you must pay attention to the following things:

1. Connection with students
2. Willing to listen to children tell stories
3. Approach it by playing
4. Give appreciation and praise to students

Discussion

Forming and Optimizing Character

According to the results of interviews and observations related to the storytelling process carried out during four meetings in one month, it was found that the storytelling method is a good learning method for developing the character of early childhood. Some of the reasons obtained from students are as follows:

- a. Students find storytelling very interesting and fun.
- b. Students want to imitate similar good things done by the main character in the fairy tale.
- c. Students were very enthusiastic about the questions asked regarding the course of the story.
- d. Students can imagine being able to enter into the storytelling that is being presented and participate in role playing with the story characters.
- e. Students gain new knowledge in terms of behavior.
- f. Some of the characters studied by students are brave, independent, patient, thorough, and so on.

Therefore, students begin to strive to become better individuals as time goes by. Visible changes in behavior towards fellow students, teachers, and parents/guardians of these students. It is hoped that this character will be firmly embedded in the personalities of early childhood students until they become adults.

Developing Children's Imagination

Imagination plays an important role in the development of young children's thinking power. Imagination can influence children's thinking patterns to be more creative and analyze things optimally. Picture stories in fairy tale books influence students' thinking patterns, by visualizing in their brains the events given during storytelling. This is proven by the many questions that arise during classroom observations. Students asked many questions regarding the behavior of the main character in the story, and wanted to know more about the main character's character. This deepening of character shows that students pay attention to what has been conveyed by the teacher in class.

When listening to storytelling presented by the teacher, students are trained to imagine the characters in fairy tales. Imagination itself is of course very beneficial for young children because most of knowledge is created from unscientific and even illogical imagination. During this period, the early childhood frame of mind will be formed to explore all of their broad curiosity to create a strong character that will be attached to the child's personality.

Developing a Critical and Creative Attitude

Evaluation activities are carried out every time the storytelling process delivered by the teacher is completed. After the small group discussion was carried out, representatives from each group were asked to come to the front of the class to present a story according

to what they had understood. It was at that time that a critical attitude emerged from the young children who were the audience, so a discussion took place between students in the K1B class. The discussion went very well, assisted by the teacher who acted as supervisor and moderator.

Apart from that, the stimulation provided in the storytelling process really influences young children's creativity in thinking and understanding things. Due to the increasing imagination of young children, their creativity will of course also increase rapidly. It is hoped that this creativity will bring a better future for young children.

Sharpening Emotional, Social and Intellectual Intelligence

When asked to retell a story told by the teacher, indirectly this also trains students' courage, responsibility, patience and tolerance for the environment around them. Students are able to convey the expressions of each different character in the story. Students also try to control their emotions if there are questions or opinions that differ from other students. In fact, in front of the class, students dare to answer loudly what concerns other students have.

During one month of implementing real examples by the teacher according to the storytelling presented, the students were able to follow and implement this behavior with their peers. This is done as a form of habit so that social interaction among early childhood students is maintained.

Ability to Differentiate Good and Bad Actions

In the storytelling process that is presented, not all of the main characters behave well, as for example in the story "No, David!". David was a careless child and did not obey his mother. However, of course there is a moral value that can be taken from David's behavior, that these behaviors are not appropriate because they will result in trouble for parents. Early childhood students understand this and can differentiate between good and bad David's behavior. From this it is known that the reasoning of early childhood students is going well. At the end of the meeting, interviews were conducted with representatives of the students who were the research samples and also the teachers in the K1B class. The result is that students are willing to implement commendable behavioral habits in accordance with the character presented by the main character of the story.

CONCLUSION

Based on the results of the research above, it can be concluded that Storytelling is very good for instilling the value of early childhood education. Storytelling has the benefits of forming character, growing imagination, developing critical and creative attitudes, sharpening emotional, social and intellectual intelligence, being able to differentiate between good and bad. To get these benefits, Storytelling must be done every day with a different book. The stages in Storytelling are the opening, implementation and closing stages.

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