



## **STORYTELLING AS A STRATEGY FOR OVERSEEING EARLY CHILDHOOD LEARNING IN CHARACTER IMPROVEMENT AT WIDYA KUMARA HINDU STATE KINDERGARTEN**

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### **Abstract**

It is very important for educational managers to pay attention to the material provided. The purpose of this study is to analyze and describe teaching methodologies using storytelling approach in character development of young Indonesian citizens. This qualitative descriptive research is being conducted in kindergarten. Hindu Widya Kumara State in Payangan District, Gianyar. Triangulation techniques are used in data collection methods such as surveys, observations, and documentation. To analyze data, use the Miles and Huberman model, which consists of data reduction, data augmentation, data size, and verification. Based on research findings, teaching methods for teaching early childhood are implemented through the use of storytelling, which includes observation, discussion, implementation, and evaluation.

**Keywords:** Management; Learning; Storytelling, Methods

### **INTRODUCTION**

The earliest known age range for children to receive an education start from zero until six years old. is as a form of socialization of activities in the child's environment to prepare for further education, where the education received in the family environment with the community environment of early childhood institutions as a bridge in getting to know it so that children get used to a new environment outside their family environment. The experiences that children neglect as the basic foundation in maximizing the child's growth and development potential. Mulyasa (2012) explained that the growth of talent, interest and creativity as well as the character of children depends on their environment because it is in the environment that children, experience learning, seeing or examples that are carried out.

Early childhood education standards are governed by Permedikbud No. 58 of 2009, which makes it very clear that regulations have been put in place to improve the quality of education starting with the content, processes, assessments, infrastructure, management,

and financing of early childhood education or ECCE management itself, the policies or standard provisions that have been regulated will run well if there is socialization of various components on an ongoing basis and the existence of a cordial relationship and cooperative effort between the national and local governments (Mulyasa, 2012).

Management of the learning process in early childhood is important to pay attention to, imagination, creativity, innovative, the child. To improve and achieve this goal, early childhood education management should be carried out holistically by the ECCE managers themselves, since highly competitive human resources are required in this globalized age. Thus, it is critical to prepare high-quality human resources, provide early childhood education that is of high quality, and continuously enhance the administration of early childhood education. (Mulyasa, 2012).

ECCE management is needed, especially in order to improve children's education services from an early age. The goal is to maximize early childhood development. The path to early childhood education can be paved, much like the route to elementary school. The full potential of children will be developed, and they will become better prepared, independent, disciplined, and adaptable. Through ECCE, children receive the proper nurturing, support, and instillation of a strong foundation, enabling them to grow up to be strong, independent adults. Apart from the government, the community also has a significant impact on the advancement of early childhood education. Thus, the development of ECCE requires collaboration between the government, the community, and the family.

The shift in the cultural values of the Indonesian nation is seen in the behavior of young people today such as the culture of bullying against playmates, physical or sexual violence with promiscuity, brawls between students or youth, and drug abuse is a social problem that has not been resolved until now. Of course, this is a shared responsibility of education personnel who are obliged to instill character in students from early education, namely early childhood. Through the given games and stories By educators, children have a pleasant experience, of course, will provide positive value for the development of the child's potential and the subsequent development of education. Therefore, childhood as a critical age in character formation needs attention from parents, teachers or the community in providing strong value and moral education so that a strong character is formed in the child. As part of the ECCE educational process, which aims to enhance and optimize kids' growth and development in a variety of areas, culture plays a significant role in shaping kids' personalities. Character education, or the cultivation of noble values acquired by children, is obtained through their culture because the values contained in it contain characters that will be instilled. (Anggreani, 2021).

Children's moral as essential point built by the environment, because the environment has an impact on children's social and emotional development as well, children's moral education is indirectly influenced by their community or social environment. An important component on the educational process is the instillation of moral character in the child (Shoimah et al., 2018). The importance of moral instillation in children is because in the millennial era or technology, various information is readily accepted by kids in areas where moral transgressions among the country's youth are common (Permana, 2021). Consequently, the world of education is very important as a place to

fortify children's morality through learning centers at various school levels, especially in early childhood as the first education outside the family environment. According to Pranoto (2020), Rasyid (2014), if the moral quality of children is low, it will be dangerous for the future of a nation, Therefore, to deal with the current development of globalization and modernization, a filter in the form of strong moral education is required.

The development of children's skills in line with the requirements specified in the standards for the early childhood development level of achievement, it is necessary that children's In order to realize this potential, interaction in the home and classroom must be optimized. Youngsters learn how to communicate by listening to stories read to them by parents and teachers at school. The child's ability to communicate verbally is demonstrated by the way he shares his thoughts and feelings about what he observes and experiences.

Relied on studies from PAUD Hindu Negeri Gianyar, internalization of morals and aga in children is carried out through praying activities before and after the activity is over, kissing the teacher's hand when They respect their elders by returning home from school. Although it hasn't shown up as a sign of success in instilling moral values, children's habituation to these things is a sign that they understand moral values. This is because moral and religious values go beyond simply honoring elders and showing respect for them; they also involve evaluating the importance of showing affection for other creations of God. such as having decent manners, cooperating with others, and adhering to religious principles that he abides by must be assimilated and fostered in his daily activities in the home and at school. The need to research the Hindu PAUD Negeri Widya Kumara Gianyar was brought on by this circumstance. With the moral principles and love taught in the classroom through narratives that elevate the theme of Balinese local value culture

In accordance with the conditions mentioned above, the strategy carried out in order to impart religious and moral principles in kids by telling a story with moral and ethical lessons. The storytelling technique is a tactic that uses words or visuals along with additional information to describe an event.of some improvisation from the story so that the storyline becomes beautiful (Anggraeni et al., 2019). This method aims to improve children's ability to listen, speak, increase vocabulary, and introduce children's behavior or social emotions through the characters in the story characters, both in the form of angry expressions, sad, cheerful, funny according to the circumstances in the story. Using this method requires: an appreciation in telling the story so that the right strategy is needed in fostering children's self-confidence and the courage to listen and express what is heard in the story by children because the interaction between children and teachers will build or foster moral values in children, Amalia and Sa'diyah (2015). Based on these conditions, a problem arises how schools guide in developing their character outside the school environment, especially in accordance with the character of the existing story based on Hindu religious values stimulated by teachers at school.

## **METHODS**

In carrying out this research, it is carried out through a qualitative descriptive approach. The study was conducted at Widya Kumara Gianyar State Hindu Kindergarten School, with subjects in group B children. The subjects of the study consisted of 36 people. The research data was sourced from several informants such as principals and classroom teachers. Data collection in the field is carried out by snowball sampling. Carried out from the start of initial observation and ongoing research. As the core informant is the principal, then continued to the class teachers according to the initial information of the principal's key informant so that complete data is obtained from the results of extracting data from the intended informants.

Triangulating observations, interviews, and documentation was used in the data collection process, and Miles and Huberman's model was used for analysis. With this analysis model, a complete picture of the implementation of learning management is obtained using the storytelling method to the conclusion, with this qualitative descriptive research, information is presented according to the data without any hypothesis formulation at the beginning of the study.

## **RESULTS AND DISCUSSION**

Based on the research findings, the management of the ECCE learning process with storytelling strategies or methods to develop children's character in Widya Kumara Hindu State Kindergarten can be presented planning, organizing, taking out, and assessment for learning using narrative techniques or strategies in character development are the four main issues.

### **A. Planning the ECCE Learning Process with Storytelling Strategies or Methods in Widya Kumara Hindu State Kindergarten**

The learning planning strategy with the storytelling method at Widya Kumara Hindu State Kindergarten is designed based on the RPPH which is a derivative of the previously set RPPM. The details of activities in RPPH start from determining sub-themes, then determine methods or strategies that are in accordance with the learning to be carried out, The opening, core activities, and closing mark the conclusion of the learning process in the activity steps. The instructor gets APE ready. which is used as a play suggestion according to a predetermined theme. Teachers provide creativity in the learning process by not fixating or sticking to books alone, but always combining learning situations with inserting fun games to avoid boredom in children.

These conditions are in accordance with the planning concept as below:

1. Planning is a type of activity process that methodically gets things ready to be done in order to accomplish specific objectives.
2. Planning is the methodical thought processes involved in determining what will be accomplished, the actions that must be taken, and the procedures, techniques, and execution required to carry out the actions necessary to accomplish goals that are formulated logically, rationally, and forward-looking.
3. Setting an organization's objectives, rules, guidelines, spending plans, and initiatives is known as planning. Wiyani (2015).

In the National Education Standards set forth in the Minister of the Republic of Indonesia No. 19 of 2005, especially those regulating article 20 process standards, it

is explained that planning is a learning process that is presented in the form of an outline, learning objectives, learning materials, teaching strategies, learning resources, and learning outcome assessment found in learning implementation plans (Ministry of National Education of the Republic of Indonesia, 2005). Learning planning, according to Syarafuddin (2005: 160), is the process of deciding on a sequence of tasks or activities to accomplish a particular goal. Determining the plan's strategy is critical to active, creative, and successful learning.

## **B. Organizing the ECCE Learning Process with Storytelling Strategies or Methods in Widya Kumara Hindu State Kindergarten**

Widya Kumara Hindu State Kindergarten is using the storytelling method to organize learning in order to help children develop their character. The principal leads coordination meetings at the start of each semester and school year, which are based on preplanned learning plans. The principal called a meeting to map the teachers based on their areas of expertise in order to accomplish the lesson plan's goals. Following the next principal's task division, the instructor started structuring the learning process in accordance with the division.

The information is consistent with the idea of the organizing function, which is commonly defined as the process of creating a container within the organizational structure in order to accomplish organizational objectives. If it has to do with education, the organization serves as a venue for carrying out instructional activities in order to meet the intended learning objectives. While setting up a space or system to conduct educational activities and accomplish the intended educational goals is the process of organizing education (in Wiyani, 2015: 147-148).

Further also explained that the definition of organizing, contains various meanings as follows:

1. Terry clarified that organizing is the process of gathering and assembling all resources mentioned in the plan, particularly human resources, in order to accomplish the established goals in an effective and efficient manner.
2. Nanang Fattah, that mentions organizing is the process of assigning tasks to individuals with the necessary expertise, allocating resources, and coordinating them in order to successfully accomplish organizational goals.

According to the definition given above, organizing in education is the process of carrying out the learning plan that has been developed and assigning tasks to teachers so they can carry it out for the students.

## **C. Character Development in Early Childhood Education is Being Implemented at Widya Kumara Hindu State Kindergarten Through the Use of Storytelling.**

In order to use the storytelling method of learning for character development, teachers first ask students a series of questions about the content that was covered the day before. After that, the students are invited to discuss the material by drawing connections between it and their own experiences. Second, enthusiasm and props are used to draw students' attention to the main activity of presenting material using the storytelling method. Following the lesson, the teacher will assess the student's comprehension with games and performance tasks that are linked to the lesson's

content. Upon completion of the lesson, the instructor will sum up the content by drawing conclusions and allowing the students to share their thoughts.

The statement above is consistent with acting as a learning process when it comes to education. The teacher can then put those strategies into practice after they have a predetermined plan and pertinent strategies to accomplish those plans and goals. Asking questions, showing images, demonstrating, feeling, observing, and getting students involved in the learning process are some of the ways teachers use content to teach. Thus, the primary point that educators need to stress when putting learning into practice is: How educators will assist learners in accomplishing a goal. The process or learning approach to be employed will be provided in response to the query. The objectives, the teacher's background, the students' needs, the resources at hand, and the teacher's personality, strengths, and teaching style all play a major role in selecting the best approach. (Shaifurahman & Ujiati, 2013:66).

#### **D. Widya Kumara Hindu State Kindergarten: Early Childhood Education Learning Assessment with Storytelling Method in Character Development**

Learning evaluation points to decide the level of children's understanding of the fabric conveyed by the educator. Appraisal of learning with narrating strategy in character advancement at Widya Kumara Hindu State Kindergarten. There are exercises after the story is told. For case, beginning with an evaluation of execution both independently and in bunches, at that point with works out both within the center of the semester and at the end of the semester within the cognitive perspectives of children. Besides, within the psychomorphic angle by holding both organized and unstructured discussions interior and exterior the classroom, where children get the flexibility to specific their conclusions. Within the emotional perspective, the instructor surveys the day of perception of children amid the educating and learning handle both interior and exterior the classroom.

The over expression is in agreement with Syaifurahman (2015) that early childhood instruction evaluation that can be carried out, among others, through execution evaluation, perception, task and discussion. As will be portrayed, as takes after:

##### **1. Execution Appraisal**

Execution evaluation is carried out by children such as sports exercises, singing as a frame of errand from the child that can be watched.

##### **2. Observatory**

Perception may be a way of collecting information to get data through coordinate perception of children's states of mind and behaviors. For this reason, rules are required that allude to foreordained pointers. Concurring to the way and reason, perceptions are recognized as takes after:

- a. Participatory observation, when the eyewitness is included within the watched subject action orderly perception, when already a structure has been organized containing certain components to be watched.
- b. Experimental observation, perception carried out in a nonparticipatory but precise way, typically done to discover out changes and side effects as a result of something purposefulness.

##### **3. Discussion**



The purpose of conversing or discussion is to find out what the child knows and why, based on their reasoning. The process of collecting data through dialogue and communication with information sources is called conversation. It is possible to categorize conversational assessments into two categories: organized and unorganized conversations.

a. Assessment of Structured Conversations

Even though structured conversation assessments are straightforward, they are purposefully conducted by teachers using set times and guidelines. In this instance, the exercises involve determining how well the kids comprehend the concepts of praying, singing, mimicking teacher speech, reading rhymes and poems, naming objects with specific characteristics, expressing emotions, and reporting on experiments conducted.

b. Assessment of Unstructured Conversations

Unstructured conversation grading is the process of evaluating talks that take place during recess or while completing assignments between students and teachers without any prior planning. Among the abilities that can be demonstrated are:

1. Say hello when you visit,
2. Offer prayers both before and after engaging in activities
3. Presenting your identity
4. Use short phrases
5. Describe what's going on around him.
6. Pronouncing things like "I" or "I"
7. Giving a home address

Additionally, the teacher gathers data at this assessment stage to identify the kind of learning that occurs. There are numerous ways to accomplish this, including assigning homework, administering tests and quizzes, and monitoring student responses to queries or remarks. Although the purpose of assessment is to ascertain students' comprehension through a variety of methods, children's personalities also differ due to their diversity. While some people focus solely on games, others complete tasks with diligence. Some people simply enjoy discussing the expression of opinions. There are moments when teaching struggles due to a lack of preparation, which affects how learning is implemented and evaluated.

## CONCLUSION

Suggesting the findings of the study, above that learning management in ECCE education with storytelling method strategies to develop its character is implemented in several steps such as: a) learning planning based on established learning plans such as RPPM and RPPS, APE is prepared according to a predetermined theme. b) Organizing learning activities begins with a teacher meeting with the principal as an initial coordination between the principal and the teacher c).The initial implementation of learning is carried out by praying, strengthening material and material in accordance with RPPH. d). Assessment or assessment is carried out after the core activities are carried out in the form of daily exercises, midterm and end-of-semester tests. An important impact of implementing the strategy of planting characters through the story method is to provide more variety to the images by complementing audio-visual so that children get bored.

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