

STORYTELLING TO INCREASE EARLY CHILDHOOD RESPONSIBILITY IN RA AR-RAIHAN

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Abstrak

Sikap tanggung jawab merupakan salah satu aspek penting dalam pembentukan karakter anak usia dini yang pada umumnya terbentuk melalui proses mengamati, meniru, serta pembiasaan dalam lingkungan keluarga, sekolah, maupun lingkungan bermain. Observasi awal di RA Ar-Raihan menunjukkan masih banyak anak yang belum menampilkan perilaku bertanggung jawab, seperti merapikan mainan setelah digunakan, menyelesaikan tugas hingga tuntas, meletakkan kembali barang pada tempatnya, serta berani mengakui kesalahan. Berdasarkan permasalahan tersebut, penelitian ini bertujuan meningkatkan sikap tanggung jawab anak melalui penerapan metode *storytelling*. Penelitian menggunakan pendekatan PTK yang dilaksanakan dalam dua siklus, dengan setiap siklus meliputi perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui observasi dan dianalisis menggunakan teknik analisis deskriptif kualitatif. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam perkembangan sikap tanggung jawab anak. Pada kondisi awal, sebagian besar anak masih berada pada kategori “belum berkembang” atau “mulai berkembang”. Setelah siklus I, terdapat peningkatan ke kategori “berkembang sesuai harapan” dan “berkembang sangat baik”. Pada siklus II, hasilnya lebih optimal, ditandai dengan tidak adanya anak yang berada pada kategori “belum berkembang”. Dengan demikian dapat disimpulkan bahwa penerapan metode *storytelling* efektif dalam meningkatkan sikap tanggung jawab anak usia dini, sekaligus memberikan kontribusi praktis bagi guru dalam mengintegrasikan nilai-nilai karakter melalui strategi pembelajaran yang menyenangkan dan kontekstual.

Kata Kunci: Tanggungjawab, *Storytelling*, Pendidikan Anak Usia Dini

Abstract

An attitude of responsibility is one of the important aspects in the formation of early childhood character which is generally formed through the process of observing, imitating, and habituating in the family, school, and play environment. Initial observations at RA Ar-Raihan show that there are still many children who have not displayed responsible behavior, such as tidying up toys after use, completing tasks to completion, putting things back in their place, and daring to admit mistakes. Based on these problems, this research aims to improve children's attitude of responsibility through the application of *the storytelling method*. The research uses the PTK approach which is carried out in two cycles, with each cycle including planning, implementation, observation, and reflection. Data was collected through observation and analyzed using qualitative descriptive analysis techniques. The results of the study showed a significant increase in the development of children's responsible attitudes. In the initial condition, most children are still in the category of "not yet developed" or "starting to develop". After cycle I, there was an increase to the categories of "progressing as expected" and "progressing very well". In cycle II, the results were more optimal, characterized by the absence of children who were in the "undeveloped" category. Thus, it can be concluded that the application of *the storytelling method* is effective in increasing the attitude of responsibility in early childhood, as well as making a practical contribution for teachers in integrating character values through fun and contextual learning strategies.

Keywords: Responsibility, *Storytelling*, Early Childhood Education

Introduction

Education is a process that plays an important role in the development of children's personalities and is also the foundation for the success of higher education. Therefore, it is important to realize that it is necessary to provide children with education from an early age. This is because, according to mega, syafdaningsi and rukiya early childhood education is one of the coaching efforts for children from birth to six years old, by providing sufficient stimulus for physical and mental health, and preparing children for further education[1]. The education has aspects of growth and development, namely religion and morals, physical, motor, cognitive, social-emotional, language and art. Meanwhile, according to Retno et al, early childhood education needs to be instilled with good character values, namely believing in God, honesty, discipline, politeness and manners, independence, confidence, responsibility, helping, love for the homeland and so on[2].

Responsibilities include one of the character formations. Responsibility is formed along with the growth and development of the child. Responsibility also comes from the child's heart and willingness to do his or her obligations. According to the Indonesia Heritage Foundation, as quoted megawangi, the attitude of responsibility is one of the characters that should be instilled from an early age, because one of these characters is a quality character, a character that is formed and fostered from an early age[3]. An attitude of responsibility usually appears just like that, namely through observing, imitating and habituating the surrounding environment, namely the family environment, school environment and play environment. At this stage, children are required to continuously do good deeds, so as to make a good character in daily life.

Responsibility is a behavior that a person performs to perform duties and obligations for themselves, society and the environment. Early childhood must be taught responsibilities from an early age, such as tidying up toys after playing, doing tasks given to completion, putting toys back to their original place and admitting mistakes they have made. Responsibility is sometimes related to the child's necessity in doing something or sometimes learning to accept the consequences of the actions taken. Children do not have to learn to achieve academic achievements, but children must also be able to take responsibility for themselves in any way.

In teaching responsibility attitudes to children, they should understand the child's ability to be responsible. Children's abilities usually vary and depend on the child's age, maturity and personality. With learning responsibility, children are able to show themselves by controlling themselves. A sense of responsibility will succeed if the child is able to accept the task given. As

stated by Yaumi, children also learn that life has an impact on themselves, their families and society[4].

Instilling character values in early childhood requires learning methods that can stimulate the teaching of character and moral values. In school activities, most of them use group methods and classical methods in learning. Learning activities at school apply activities for children to stimulate curiosity, motivation and intelligence as well as children's preferences. The activities carried out at school are using *the Storytelling* method .

According to alkaaf, storytelling is the delivery of stories to listeners that are fun, not patronizing, and able to develop imagination[4]. This method presents stories to fill the child's memory that contains information and values of daily life. In telling stories, teachers must be able to bring interesting stories and make it seem as if the story is alive. It will attract the attention of children, how the teacher is good at presenting the story. The stories that teachers can bring are short stories, fairy tales, folklore and so on. The props that will be brought by the teacher use picture books, dolls, artificial objects and others.

Based on the researchers' observations, the attitude of responsibility possessed by children aged 4-5 years at RA Ar-Raihan Tambun Bekasi varies greatly. There are three children who develop according to expectations in being responsible, four children are starting to develop in a responsible attitude, while seven children have not developed in being responsible, For example, when the child has finished the coloring activity, the child puts the crayons back to their original place, while the child who does not have an attitude of responsibility, the child leaves his crayons on his desk. When the teacher gives an assignment, there is a child who is able to complete his assignment according to the teacher's order, there are even children who when asked by the teacher why they don't want to complete the assignment, the child answers because he is lazy and bored with the task given by the teacher. Therefore, in learning that makes children bored, children will find their own busyness, namely playing alone, running around in class.

Based on the description above through *the storytelling* method, the researcher encourages researchers to increase the sense of responsibility in children aged 4-5 years in Ra Ar-Raihan Tambun Bekasi so that children can develop their imagination, so that children can easily understand, understand and imitate the habits made by adults with a good attitude, one of which is the attitude of a sense of responsibility that will be remembered and children will get used to doing it until adulthood.

Research Methods

This study uses classroom action research. According to wardani (Ajat, 2018), classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance as teachers so that children's learning outcomes will be in accordance with the expectations of teachers and parents without forcing children to do it because children feel happy with the activities provided by the teacher[5]. So this research is that the existing learning process will be improved so that it improves more and the child will get better results. This action research was carried out in two cycles, namely cycle I and cycle II. The subjects of this study were children aged 4-5 years in group A RA Ar-Raihan with a total of 14 out of 4 women and 10 0 men.

This researcher uses data collection instruments, namely observation and documentation. Based on Arikunto (Ajat, 2018) observation is an observation activity in an object using all sensory tools[5]. This observation is carried out directly in observing children's learning activities outside and in the classroom. In this observation, it is used to observe and collect data on children's sense of responsibility, attitudes, and attitudes. Documentation is a method that observers use to obtain data on the results of children's activities in the form of photos and notes. The data analysis used is qualitative descriptive. According to Trianto, qualitative descriptive analysis is a step to compile systematic results from observations and interviews so that they are easy to understand[6]

To find out the attitude of responsibility in children increased through *the storytelling method*, the following children are not yet developed (children are still not able to do commands even though they have been reminded by the teacher), children who are starting to develop (children want to tidy up their tasks even though they are ordered by the teacher), children who develop according to expectations (children are able to complete tasks ordered by the teacher without having to be reminded), children who develop very well (children are able to complete task) and the child is able to remind his friend to complete the task ordered by the teacher. In obtaining data, what the researcher uses is to improve the values instilled in children, namely the attitude of a sense of responsibility. In each action cycle I, cycle II and documentation, namely in the form of photos of children's activities, after which the results are collected in analysis using qualitative descriptive analysis techniques.

Discussion

The purpose of this study is to increase the sense of responsibility through *the storytelling method* in children aged 4-5 years at RA Ar-Raihan Tambun Bekasi. This research was carried out three times in the conference. The researcher has prepared the research with an observation sheet

containing indicators as a guideline to find out field information. The activities carried out during the learning process in cycle I and cycle II which include planning, action, observation and reflection can be explained as follows.

Rasa sikap tanggung jawab pada anak usia 4-5 tahun di RA Ar-Raihan

Keterangan	BB	MB	BSH	BSB
Kondisi awal	50% (7 anak)	28% (4 anak)	21% (3 anak)	-
Siklus I	28% (4 anak)	14% (2 anak)	35% (5 anak)	21% (3 anak)
Siklus II	-	14% (2 anak)	35% (5 anak)	50% (7 anak)

The table above gives an idea that the initial condition of the child's condition in RA A-r-Raihan is 50% sense of responsibility attitude in children who have not yet developed, 28% of children are starting to develop and 21% of children are developing as expected. After taking action in cycle I, there are children who begin to improve, namely children who develop according to expectations and children who develop very well around 9-28%. From the results of the second cycle of actions, it turns out that the results have increased by 50% and until now there are no more children who have not developed in a sense of responsibility, there are only children who are starting to develop, develop according to expectations and develop very well.

Based on the results of observations seen in the table, it shows that with the storytelling method that is carried out during learning activities, children are able to increase the attitude of responsibility, which at first many children who have not developed increased to 50% develop very well, and there are no more children who have not developed towards the attitude of responsibility, it shows that the storytelling method has an influence on the character in children. According to Liu and Wang as quoted by Ramdhani, carrying out learning that uses *storytelling* activities can improve children's learning abilities, not only has a positive impact on changes in character values, but also has a positive impact on stimulating children's learning behaviors and activities[4].

Therefore, Miller as quoted by Cahyani revealed that the sense of responsibility must come from oneself, responsibility for something will not be carried out if one is not able to take responsibility for oneself, so the question is that responsibility must instill this attitude as early as possible because this has a great influence on adult children[7]. Teaching children to be responsible is not the same as teaching adults. For example, playing, chatting, and storytelling as a program that increases their attitude of responsibility in order to get more satisfactory results and allows them to learn from experiences, illustrated and descriptive stories they hear.

Conclusion

The storytelling method can increase the attitude of responsibility in children. so it can be concluded that through the storytelling method, it can increase the attitude of responsibility in children aged 4-5 years at RA Ar-Raihan Tambun Bekasi. This can be seen from the results of the increase in responsibility attitudes in group A children whose initial condition of 20% of the child's condition then increased to 35% in the first cycle, and eventually increased to 50% in the second cycle. This can show that using the storytelling method can increase the attitude of responsibility in children, including children are able to complete tasks given by teachers and are able to tidy up toys and put them back in their original place.

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