

ANALYSIS PLANTING CHARACTER BELIEF SELF CHILD AGE 4-5 YEARS THROUGH STORYTELLING METHOD

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Abstract

Low student curiosity, lack of communication between teacher and students during the teaching and learning process, and some children who still cannot speak fluently have low student self-confidence. The purpose of this study was to give children the confidence they need to introduce their favorite animals to their teachers and friends and to discuss their favorite animals in front of their friends and teachers. The subjects of this study were 20 students from Bakti Pertiwi PAUD, Batang Pane II Village, East Halongonan District, Kab. North Padang Lawas, observations were made while collecting data through interviews with the school and teachers. Miles and Huberman's model is used in data analysis techniques, and there are four stages in the data analysis process: data reduction, data presentation, drawing conclusions, and verification with triangulation. According to the research findings, some children started speaking more confidently after Bakti Pertiwi PAUD started using storytelling techniques because children started to feel more comfortable sharing stories about their favorite animals.

Keywords: Character; Trust Self; Story Telling.

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INTRODUCTION

Confidence is something that must be able to convey what we know and all that we can do. To strengthen a child's fundamental character, local culture-based education is needed which has strong and dominant values in forming a person's basic character, according to Frediawan and Putra. This view can be interpreted that a person's basic character is formed early on and changes according to his environment. Each of these contextual factors illustrates how young people continuously imitate the behavior of local people so that it is ingrained in them (Tanto et al., 2019).

Technique narrative can help children increase their ability the language, especially ability speak and hear. As a result, teaching children through story can increase development Language they and embed the values in it (Pebriana, 2017). Teachers can use technique This For push appropriate fun learning with the basics education child age early And function as tool communication cross culture (Saodi et al., 2021).

Children move to stage initiative between ages 4 and 5 years. Build trust yourself at school involve participation active in class or cook together Friend classmate and teacher. Trust self child influenced by a number of aspects, including when they start attend school, enter world professional, and when they produce related results direct with performance them (especially performance academic). trust can developed through reception praise, ridicule, appreciation, criticism, and fun interactions with other people (Mareyke, 2022).

Teacher must use strategy that doesn't fast make student bored. Because children become No interested For Study because teacher only use style lecture. For use approach tell stories, the teacher can use book story and tool teaching other. When adopt method tell stories , students full attention And No interested or restless (Sd, 2023). Besides that is, development character needed For development beginning education, personality, and morals (Suri, 2021). With thus, institutions Indonesian education is where teaching about character man possible with more effective (Sari & Prihastari, 2022).

One strategy possible teaching used instructors or teachers and the teacher in class is the technique story. For compile Suite interesting story , the teacher can using media images This For help (Karina, Anayanti Rahmawati, 2021).

Children's memories will be enriched with knowledge and moral lessons thanks to stories told through storytelling. There are lots of stories that can be included in activities for young children. One of the stories used.

Children come forward to discuss their choices after learning through the storytelling techniques used (Ramdhani et al., 2019). Children can recognize the words that make speech sounds through storytelling, gradually build more complex consonant sequences through storytelling exercises, and expand their vocabulary. The prime time for word acquisition in children is during preschool. Children only learn two to three hundred words by the time they are two and a half years old, but by the time they are six they can learn thousands. Therefore, choosing the right stimulus for young children has an impact on their activity and developmental capacity.

Children's emotional intelligence develops if self-confidence character education is carried out methodically and accompanied by continuous assistance. Because a person can more simply and successfully handle all kinds of problems in life, including achieving his academic challenges, emotional intelligence is an important prerequisite for preparing children for the future (Sinaga, 2018).

You can start and continue your child's development from a confident character. In the context of family education, parents who are the child's closest relatives play an important role in helping children develop character that is in accordance with the expectations of family, religion, country, and the next generation. For example, it should be simple for both parents to support or teach their children about morality and values in life. It is a method of engaging in "storytelling" activities that facilitates the transmission of moral lessons.

So that humans can realize themselves, character education is a system that prohibits character values from being taught to students and consists of knowledge, individual awareness, determination, will, and action to realize values towards God Almighty, as well as towards oneself, alone, fellow, humans, the environment, and the nation (Suwartini, 2017).

Early evidence of very high levels of mental and physical development suggests that the first year of life is when the human brain develops most rapidly. Children's intelligence develops to 50% of its final maximum by the time they are four years old, and by the time they are eight years old, it has grown to 80%. Because character education is very vital, it is very important to focus on children's education from an early age (Nurkhalizah, 2023).

This can be concluded from the advantages of storytelling that were mentioned earlier. Speaking is one of the abilities known as storytelling to help children's development, but children can also get many other benefits from storytelling activities, such as increasing their creativity and increasing their vocabulary and skills. Children can learn through fun activities that also help them develop their social skills, language skills, curiosity, storytelling skills, cultural and ethical values, and linguistic proficiency (Rambe et al., 2021).

Previous research was published in 2019 (Ramdhani et al., 2019). The same thing is reviewed in the section entitled "Analysis of Instilling Confident Character in Children Aged 4-5 Years Through the Storytelling Method" which explains that instilling character values in early childhood involves teaching techniques that can inspire them to act in a moral and dignified manner. In the learning process, group and traditional methods are most often used. Good learning in the context of kindergarten learning is learning that interests children, inspires them, utilizes their intelligence, and appeals to their preferences. The application of narrative techniques is one of the learning activities.

Based on data analysis from Bakti Pertiwi PAUD, East Halongonan District, North Padang Lawas Regency. The following problems arise when conducting research: There are many phenomena of low student self-confidence, ranging from a lack of desire to appear in front of their peers, seeking teacher attention, parents always waiting for them during teaching and the learning process, low student curiosity, and the lack of communication between teachers and students during the teaching and learning process, there are still children who have difficulty speaking, and children are an important investment in the development of human resources in the future. One of the most important things that must be offered early on is education to prepare qualified human resources. quality for the future (Mareyke, 2022).

The purpose of this study was to examine how to foster a confident personality in children aged 4-5 years at Bakti Pertiwi PAUD, Batang Pane II Village, Kec. East Halongonan, Kab. Northern Plains.

METHODOLOGY

Observation, interview, and documentation approaches were used to collect data for this research using a descriptive qualitative methodology (Murdiyanto, 2020). At Bakti Pertiwi PAUD, Batang Pane II Village, Kec. East Halongonan, Kab. North Plains, research done. Time The study was conducted from 3 May to 25 May 2023. Principals, educators and youth between the ages of 4 and 5 were the subjects of the study. This qualitative research uses the data analysis method of Miles and Huberman, where the actions in the analysis are data compression, data presentation, and drawing conclusions. using a triangulation approach to evaluate the accuracy of the data.

RESULTS AND DISCUSSION

Confident people believe in their own skills, recognize those abilities, and are able to express the qualities that young people have. High levels of self-confidence and independence in young people will lead to increased activity, creativity, open-mindedness, social skills and independence from others. Children should be taught lessons like this from a young age. The formation of habits from an early age ensures that children will maintain these behaviors into adulthood and become good human resource provisions for Indonesia (Otasia, 2022).

Children who lack self-confidence can be influenced by several factors, such as: (1) lack of opportunities; (2) often humiliated in front of other people because of mistakes; (3) receive continuous punishment; and (4.) authoritarian parenting methods. These elements undoubtedly contribute to children's lack of self-confidence. In order for a child's growth and development to

run as smoothly as possible, ways must be found to reduce the possibility that these causes exist and can be dealt with effectively (Humaida et al., 2022).

There are several reasons why (telling) is considered important to develop children's self-confidence. First of all, fairy tales are often more memorable than advice. so much so that it is usually much more permanently stored in human memory. Second, young people are taught to develop competence through telling stories. When compared to lectures, the storytelling approach is more effective in making children feel more comfortable. In addition, young children have unique characters and like to play and have fun, therefore it is important to teach them to use strategies that suit their personality (Hairina & Magfiroh, 2019).

In study about Analysis Planting Character Believe Self Child Age 4-5 Years in Early Childhood Education Earth Service, Village Batang Pane II, Kec. Halongonan East, Kab. North Plains.



1. Pictures of Research Locations

There are 20 students enrolled in PAUD Bakti Pertiwi, consisting of 14 boys and 6 girls. This is a known number of students. Testing the Bakti Pertiwi Early Childhood Storytelling approach to increase the confidence of children aged 4-5 years using animal picture books as a medium for children to talk about the animals they like in front of the teacher and their friends. *Full color* fairy tale books with interesting animal illustrations are the kind of books that children like (Gudiño León. et al., 2021).

The use of the narrative method with picture books can indeed be proven through evidence in the form of pictures that researchers use this technique to increase children's self-confidence while at school. In Nurgiyanto, Mitchell emphasized that picture books can help children's emotional growth. The child's ability to communicate a range of emotions, including fear and joy, sadness and happiness, will be facilitated and assisted.

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Table 1. Early Observation of Children's Self-Confidence Character in Bakti Pertiwi Early Childhood Education

No	Child Name	Characteristics	Reason
1	Raka	Self-confident	Dare to come forward tell the animal he likes in front of his friends
2	Algi	Lack of confidence	Shy
3	Erik	Self-confident	Smart, Dare to appear, Cheerful and full of enthusiasm
4	Arka	Self-confident	Enthusiastic, Cheerful and Courageous when asked to come forward
5	Love	Self-confident	Dare to come forward tell the animal he likes in front of his friends
6	Devi	Lack of confidence	Shy and quiet
7	Amy	Self-confident	Smart, Cheerful, Imaginative, Easy to get along with other friends, brave and passionate
8	Bani	Lack of confidence	Shy
9	Ridho	Self-confident	Dare to come forward telling the animal he likes in front of his friends.
10	Talita	Self-confident	Dare to come forward telling the animal he likes in front of his friends.
11	Rifka	Lack of confidence	Shy
12	Ashiva	Self-confident	Dare to come forward telling the animal he likes in front of his friends.
13	Ainun	Lack of confidence	Shy
14	Rendi	Lack of confidence	Shy
15	Ridwan	Lack of confidence	Shy and quiet
16	Daffa	Lack of confidence	Shy
17	Ryan	Lack of confidence	Shy
18	Eminent	Self-confident	Dare to come forward telling the animal he likes in front of his friends.
19	Ibn	Lack of confidence	Shy
20	Mamat	Lack of confidence	Shy

According to the author's initial research at the Bakti Pertiwi PAUD, the self-confidence of these children is still relatively low. This is due to the lack of children who actively learn through direct activities. Nine out of every twenty children are confident, but eleven are still not confident.

Table 2. Observation Results of Self-Confidence

Character of P AUD Bakti Pertiwi Children

No	Child Name	Characteristics of Children
1	Raka	Self-confident
2	Algi	Self-confident
3	Erik	Self-confident
4	Arka	Self-confident
5	Love	Self-confident
6	Devi	Lack of confidence
7	Amy	Self-confident
8	Bani	Lack of confidence
9	Ridho	Self-confident
10	Talita	Self-confident
11	Rifka	Lack of confidence
12	Ashiva	Self-confident
13	Ainun	Self-confident
14	Rendi	Lack of confidence
15	Ridwan	Lack of confidence
16	Daffa	Self-confident
17	Ryan	Self-confident
18	Eminent	Self-confident
19	Ibn	Self-confident
20	Mamat	Self-confident

Categories

Raka: The researchers could see the initial development of self-confidence from the beginning when the researchers made observations at school, because when doing storytelling activities Raka was very active and did well in storytelling activities.

Algi: The researchers could not see the initial development of self-confidence at the beginning when the researchers made observations at school, because when doing storytelling activities Algi still looked shy, but a few days after using the storytelling method to increase children's self-confidence, Algi started doing storytelling activities well and not shy anymore when doing these activities. From this the researcher can conclude that Algi's self-confidence begins to develop.

Erik: Researchers can see Erik's initial growth in confidence during their early observations at school because he demonstrates this while participating in narrative activities cheerfully, enthusiastically, and successfully. Researchers draw the conclusion that Erik has a highly developed sense of self-worth from this.

Arka: When researchers saw Arka at school, they could observe Arka's initial development of self-confidence because Arka excelled at telling stories and was very energetic, happy and enthusiastic while doing it. From this the researcher concludes that Arka's self-confidence has grown significantly.

Cinta: When researchers observe Cinta participating in storytelling activities, they can already witness Cinta developing self-confidence at a young age since Cinta is very active, happy, and passionate about storytelling. Researchers draw the conclusion that love is a highly developed concept.

Devi : Until the final observation, Devi was still shy about telling stories, so the researcher could not observe Devi's initial growth and development of self-confidence when the researcher made observations at school. Devi is still quiet and reserved when telling stories. Researchers draw the conclusion that Devi's self-confidence is still developing.

Ami: When researchers see Ami at school, they can identify the early stages of her self-confidence growth because she is very energetic, cheerful, and enthusiastic when participating in storytelling activities. He also performed well. From this the researchers concluded that Ami's self-confidence had grown significantly.

Bani: During the researchers' observations at Bani's school, the researchers could not observe Bani's initial growth in self-confidence because Bani continued to be shy when involved in storytelling activities until the end of the observation. The researcher draws the conclusion that Bani still lacks confidence from this.

Ridho: When the researchers observed Ridho at school, they could immediately see the beginning of his self-confidence because Ridho dared to look good when doing storytelling activities. From this the researchers concluded that Ridho's self-confidence had grown significantly.

Talita: The initial growth of Talita's self-confidence was seen by researchers from the start when they observed her at school because she had great courage when participating in storytelling activities. From this the researchers concluded that Talita's self-confidence has increased greatly.

Rifka : Until the researcher made the observations, Rifka was still shy when participating in the storytelling activities, so the researchers could not see the initial development of her self-confidence when observing her at school at the beginning. Rifka looks shy when she participates in the storytelling activity. The researcher draws the conclusion that Rifka's self-confidence is still growing.

Ashiva: Development of Early Self-Confidence Researchers have been able to observe Ashiva from the start because when participating in storytelling activities, Ashiva dared to appear so effective. Researchers draw the conclusion that Ashiva has a highly developed sense of self-worth from this.

Ainun: At the beginning of the school observation, the researcher could not observe the beginning of Ainun's self-confidence because she looked shy when participating in storytelling activities. However, a few days after using storytelling techniques to increase children's self-confidence, Ainun began to do storytelling activities well and was no longer embarrassed by them. From this it can be concluded that Ainun's self-confidence began to grow.

Rendi: When the first researcher observed Rendi at school, Rendi was still hesitant when participating in storytelling activities, and until the end of the observation Rendi was still shy about sharing his story. As a result, researchers cannot see Rendi's early self-confidence development. The researcher draws the conclusion that Rendi's self-confidence is still developing from this.

Ridwan : Until the end of the observation, Ridwan was still shy about telling stories, so the researchers could not observe the initial development of Ridwan's self-confidence when making observations at school. On the other hand, Ridwan appeared to be quiet and shy when he was doing storytelling activities. The researcher draws the conclusion that Ridwan's self-confidence is still developing.

Dafa: When the researchers first observed the students at the school, they lacked confidence because Dafa seemed embarrassed when doing the storytelling activity. However, after using the storytelling technique to boost students' self-confidence, Dafa began to tell stories well and no longer felt embarrassed.

Rian : When the researchers first observed Rian at school, they were not able to observe the initial development of Rian's self-confidence because Rian looked shy when he was doing storytelling activities. However, after using storytelling techniques to increase children's self-confidence, Rian started doing storytelling activities and no longer felt shy. This shows that Rian's self-confidence began to increase.

Fadil : When researchers saw Fadil at school, they could immediately detect the early development of his confidence because Fadil was very enthusiastic and successful in storytelling activities. From this the researcher concludes that Fadil's self-confidence has grown significantly.

Ibnu: When the researchers first observed Ibnu at school, they couldn't see how his confidence had developed because he looked shy when he was doing storytelling. However, after several days of using storytelling techniques to increase children's self-confidence, Ibnu started

doing storytelling activities and no longer felt shy. From this the researcher can conclude that Ibnu's self-confidence began to grow.

Mamat: Because Syarifah looked shy during the storytelling practice at the beginning of the school observation of the researchers, they couldn't observe Mamat's self-confidence growth the first time. However, a few days after applying the storytelling technique to increase the child's self-confidence, Mamat showed signs of improvement. Mamat started doing storytelling activities well and was no longer shy when doing these activities. From this the researcher can conclude that Mamat's self-confidence began to develop.

Final results of the author's observations revealed that there were several children began to be more confident after using the storytelling method in early childhood Bakti Pertiwi because children begin to feel more confident speaking when asked to talk about animals that children like.



2. Photos of Children Come Forward
Telling The Animals They Like

CONCLUSION

The findings of research conducted at Bakti Pertiwi PAUD, there are several teaching tactics to learn and grow children's self-confidence, including using picture books to tell stories and tell stories aloud. *Storytelling* provides experiences to children in the learning process as a result of the *storytelling approach* used at Bakti Pertiwi PAUD to develop children's confident character. The development and understanding of children's language is greatly helped by storytelling activities

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