



## The Influence Of Storytelling Method Towards Moral Values Planting In PAUD Tunas Tadulako Palu

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### Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana mengolah nilai-nilai moral melalui metode bercerita di PAUD Tunas Tadulako Palu. Penelitian ini merupakan eksperimen, dengan memberikan pengobatan yang dimulai dengan pengamatan awal, pengobatan dan pengamatan akhir. Instrumen yang digunakan meliputi: buku cerita bergambar, boneka, barang imitasi, tanaman, gambar, dan CD atau video. Hasil penelitian menunjukkan adanya peningkatan nilai moral yang cukup baik melalui metode bercerita. Metode penanaman nilai-nilai moral yang diterapkan memiliki banyak pengaruh positif terhadap perkembangan moral anak dan melalui apresiasi terhadap isi cerita, anak secara bertahap akan mengubah perilakunya yang tidak sesuai dengan nilai-nilai moral yang ada menjadi lebih baik sesuai dengan karakter yang digambarkan dalam cerita.

### Abstract

This study aims to find out how to cultivate moral values through the method of storytelling at PAUD Tunas Tadulako Palu. This research is an experiment, by providing treatment that begins with initial observation, treatment and final observation. The instruments used include: illustrated story books, dolls, imitation items, plants, pictures, and CD or videos. The results of the study indicate an increase in moral values that are quite good through the storytelling method. The method of planting moral values applied has a lot of positive influences on children's moral development and through appreciation of the content of the story, the child will gradually change his behavior which was not in accordance with existing moral values to be better in accordance with the character portrayed in the story.



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## INTRODUCTION

Education is the need of every human being to gain knowledge. According to law number 20 of 2003 "education is an effort made consciously and planned to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, build personality, self-control, intelligence, noble morals, and the necessary skills himself, society, nation and state ". The first educational process for children is family. In the family environment it is the parents who play an important role in the process of instilling personality and religious education. The education process in the family is usually in accordance with the conditions of the family. Nevertheless education in the school environment also plays an important role. In the school environment children are stimulated, developed and shaped in character to become children who have good personalities and obey the norms that exist in society.

The learning process in schools starts from Early Childhood Education namely Kindergarten or Raudhatul Athfal. Early Childhood Education is a coaching effort aimed at children from birth until the age of six carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education (Law No.20 of 2003). According to Isjoni (2009: 19-24) "Early childhood is an individual who is experiencing a very rapid process of growth and development. Early childhood is children aged 0-6 years. Early childhood is an individual who is experiencing a very rapid process of growth and development. Even said to be a leap in development. For this reason, early age is said to be a golden age, which is a very valuable age compared to later ages. Sometimes at this age children's attitudes tend to be unpredictable, because every day the child will always grow and develop their creativity according to the characteristics of each child.

Values and morals are two words that are often used together. In the big Indonesian dictionary written by Poerwadarminta (2007: 801) stated that "values are prices, things that are important or useful for humanity". According to Merill in Koyan (2000: 13) "value is a benchmark or standard that can guide a person or group towards satisfaction, fulfillment, and meaning". According to Hazlitt (2003: 32) "value is a

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quality or appreciation of something, which can be the basis for determining a person's behavior".

According to Miller (2003: 15) "morals are good and bad teachings about deeds and behavior (morals)". The moral understanding according to K. Prent comes from the Latin *mores*, from the syllable *mos*, which means customs, behavior, character, character, character (Soenarjati & Cholisin, 1989: 25). In its development, morals are defined as habits in good behavior, moral. Moral education can also be interpreted as a concept of goodness (moral concept) given or taught to students (young people and society) to form noble character, noble character and good behavior as contained in Pancasila and the 1945 Constitution (Darmadi 2007: 56 -57).

Moral value education can be delivered by the method of storytelling. Storytelling can be used as a method to convey values that apply in society (Hidayat, 2005: 4.12). In the story can be implanted various moral values, religious values, social values, cultural values, and so on. When telling a story a teacher can also use teaching aids to overcome the limitations of children who have not been able to think abstractly. In addition, the teacher can also utilize the ability of the vocal he has to make the story more lively, so that it attracts the child's attention by imitating certain sounds.

Darmadi (2007: 56-57) Planting moral values in early childhood can be done with a variety of methods, one of which is the method of storytelling through stories can convey messages or moral information that can increase children's knowledge about moral values that applies in the community. After telling a story, children are expected to be able to convey the moral messages contained in the story that has been played. In instilling moral values using the method of storytelling is also assisted with props that are adjusted according to the theme. The teaching aids can be: picture story books, dolls, artificial objects, plants, VCDs or videos, pictures and role playing.

Shoots early childhood teacher Tadulako Hammers have as many as 4 people, children 16 children and classrooms as much as 2 spaces. As for the description of the implementation of moral value learning in PAUD Tunas Tadulako Palu, namely: (1) Teachers have not yet made full efforts to develop moral values in schools (2) Teachers do not understand interesting story telling methods (3) Most teachers tend to only convey learning material not to instill moral values in daily habituation both

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at school and at home (4) Schools have not designed learning facilities and infrastructure by providing various teaching aids (5) Lack of interest from children about learning moral values. The constraints that the researchers found were caused by several factors: teacher, child , parent, school condition of the learning environment as a support. The problem is that there is still a lack of teacher's ability to instill moral values in habituation, in practice only the delivery of material. Therefore, researchers are interested in conducting experimental research using storytelling methods that are expected to improve children's moral values.

## **METHODS**

The research conducted is an experimental research that is by giving treatment to children . The subjects were children ECD Tunas Tadulako Palu. Data collected through observation, documentation. In these activities carefully observed continuously collaboratively between researchers and other educators to find out whether learning activities carried out in practice in accordance with the rules of learning based on interests and the principles of developing values of honesty, courage, and peace of love that are in accordance with the psychological development of early childhood education. The teacher uses the method of storytelling to improve the moral values of children with the composition of the activities of initial observation (before treatment), treatment and final observation (after treatment). But beforehand the following preparations were made:

### **1. Preparation of Learning Activities**

Preparation of learning activities using:

- a) Learning media used in the cultivation of moral values using teaching aids in the form of picture books, dolls, artificial objects, plants, pictures, VCDs or videos, and role playing.
- b) Using the handbook as a reference for teaching moral education, using all kinds of books relating to moral education for early childhood. One of the books used is a book on methods of moral development.

### **2. Implementation of Learning Activities**

- a) Structuring the playing environment. The playing environment is prepared depending on the learning plan that will be carried out. Then the tools and play

materials, tools and play materials that are prepared are adjusted to the plans and learning objectives as well as the child's age and development. Besides toys are also made varied and interesting as possible, the aim is to attract the attention of children.

- b) Core Learning Activities. Teachers provide support to students, help students who need help, and encourage students to try other ways so that children can be creative. Then collect the results of children's work. Do not forget the teacher always reminds his students not to forget to tidy up their own instruments.
- c) Closing Activities. After the core activities are over, the teacher asks again the activity they just did. The aim is to train children's memory and broaden their vocabulary.

### 3. **Observation of the results of activities.**

Observations are made after all activities have ended by observing the work of the child and evaluating the strengths and weaknesses so that the next activity can be even more effective.

## **RESULT AND DISCUSSION**

Data description is a description of the data obtained to support the discussion of research results. through this picture the initial and final conditions of each variable examined will be seen. Data on children's moral values that will be described consist of initial observation data and final observation data . Initial observational data in this study were observations made on children before being given treatment. The initial observation data aims to determine the child's early development ie the moral value of the child before applying the experiment while the final observation data is to see the final development after being given treatment

### **Child Moral Value Data**

Data on children's moral values below are described and taken from the results of initial observations and final observations on children . In summary, the results of observation of children's moral values are presented as follows:

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Description of Child's Moral Values	Pra Observation	Post Observation
Mean	66	95.9
St. Deviation	14.48	14.58
High marks	86	116
Low Value	35	64

Based on the data from the table it can be concluded that the average initial observation value is 66, whereas at the final observation the average value increases to 59.9. The highest value at the initial observation is 86, while the final observation increases to 116. Furthermore, the lowest value at the initial observation is 35 and the lowest value at the final observation is 64.

The results of this study reinforce previous research conducted by Ayuni, & Rusmawati (2013: 14). The results of the study concluded that storytelling had an effect on the moral values of children, especially on aspects of fantasy. This can be seen from the results of the analysis using an independent sample t-test which showed a significance value ( $0.044 < \alpha = 0.05$ ). This value indicates that there is an increase in the aspects of fantasy in the experimental group after being given the method of storytelling. Quantitative descriptive analysis that has been done on the experimental group by using visual graphics also shows an increase in the aspects of fantasy, empathic concern, perspective taking and a decrease in the aspect of personal distress. This research is also in accordance with research conducted by Destiyana (2016: 16). The results of the study also concluded that this storytelling method could improve the moral value of grade IV children at state primary school Caturtunggal 3 Depok. The results of observations show that the child's moral values change, for example when there are friends who have difficulty children directly help, see friends who cry children try to calm him down and the child begins to pay attention to the circumstances around him. The interview results show that children begin to understand the feelings of their friends and know the importance of having moral values because humans are social creatures so they must love one another.

The learning methods used by teachers in teaching and educating have a profound effect on the development of children's moral values. This research is also corroborated by the opinion expressed by Muallifah (2013: 104) which states that

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the story also contains a modeling element (example) that can be given to children through the story. As a parent, certainly want the attitude and behavior of children have good morals. Teaching positive morals to young children is not possible by giving long lectures and scolding if children do wrong. One method that children love without having to force it is by storytelling. In it parents can provide stories that contain moral elements and teach good moral values to children. Parsons (2016: 20) argues that global children's literature can help young readers develop empathy for abandoned children throughout the world and at the same time help them recognize the universal nature of storytelling . Agreeing with that view, Rafferty & Albinfalah (2014: 619) states that storytelling adds to the richness of communicative practices between individuals, such as encouraging empathy, supporting self-interpretation and others, and leading to respect for other people's opinions. Through the method of storytelling, it can develop views on human behavior and present universal experiences by adding values and character through stories as examples of role models for children

## **CONCLUSION**

Based on the results of research and discussion of research on the inculcation of moral values through the storytelling method, it can be concluded that:

1. The inculcation of moral values in Tunas Tadulako Palu before using the storytelling method using a variety of teaching aids is still not good, but after an increase in children's behavior has been made. In early childhood education Tunas Tadulako Palu, in instilling moral values through the storytelling method, they still use story books, but the teacher must also look for new stories that can attract children's attention.
2. The application of the method of telling stories to children, based on indicators that are expected to develop, such as language, moral, social emotional and can provide new knowledge or information for children after children listen to stories. When telling a story it must be in accordance with the stage of child development, both from language, media and the steps in its implementation, so that it is more effective, communicative, and enjoyable for the child. Its application is still in the classroom and school

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only, communication between the school and family is lacking so that inequality occurs.

3. Judging from the results of research on moral values conducted through the method of storytelling using various props periodically in one week experiences a change in behavior and the achievement of some of these indicators.

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