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Application of the Storytelling Method Towards the Development of Tolerance and Helping in Students in the Framework of Implementing P2MB

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ABSTRACT

This research aims to analyze the application of storytelling methods to the development of moral and religious values on the implementation of P2MB. The method of storytelling is a technique to give a story to a child in the form of literature that has its own beauty and pleasure to communicate stories that contain elements of ethics, morality, or religious values. This research method is qualitative using a case study approach. The aim of this study is to analyze the application of storytelling methods to the development of tolerance attitudes and help to help fellow friends in early childhood. By using the method of storytelling a teacher can introduce the basics of tolerance attitudes and help in early childhood. The subjects in this study are class B PAUD Nurul Iman. Based on the results of the research, there has been an increase in the development of the attitude of tolerance and help to help children in PAUD NURUL IMAN. However, there are a number of things that teachers should pay attention to such as: Storytelling materials, Techniques in storytelling so that learning can be effective.

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1. INTRODUCTION

P2MB, which stands for Sustainable Community Empowerment Program, is a community empowerment program held by the Indonesian University of Education which aims to provide learning experiences through service learning programs to the community (critical thinking, communication and collaboration), and aims to increase students' sense of responsibility through real programs. to the community, nation and country, and also increasing the relevance of the UPI curriculum which is oriented towards the MBKM program. The P2MB program is divided into several villages to carry out its service, one of which is Karangmulya Village, Plumbon District, Cirebon Regency. In implementing this empowerment program, students are assigned to serve and observe village conditions in terms of education, HR (Human Resources), SDA (Natural Resources), and in terms of health in Karangmulya Village and this is carried out for two months.

One of the empowerment programs implemented by P2MB students in Karangmulya Village is in the field of Early Childhood Education. Early childhood education according to the National Education System Law no. 20 of 2003 is a process given to children from birth to six years old which is carried out by providing an educational stimulus to help physical and spiritual growth and development so that children are ready to enter education (Latif et al., 2013). The target of early childhood education is to help the development and growth of six aspects of children's development (moral, religious, physical motor, cognitive, social emotional, art and language) and ensure that no aspect is hampered (Yeni & Euis, 2017). Change is a pattern of change that begins from the time of conception and continues throughout life (Masganti, 2015). Formation of character, attitudes, behavior and personality of a child in the future. The toddler years are also a golden period for parents to develop their children's potential optimally (Wulandari et al., 2017).

During the implementation of helping teachers at one of the institutions or foundations that hold Early Childhood Education programs, namely the Nurul Iman Foundation, P2MB students not only help with teaching, but also make observations regarding the needs and problems that occur in early childhood education. One of the needs and problems encountered at PAUD Nurul Iman is the lack of development of religious moral values in children. One of the basic attitudes that a child must have to become a good person is to have good attitudes, morals and religion in acting as God's people, family members and members of society. One of the attitudes that must be instilled and developed from an early age is tolerance and mutual help. Early childhood is the most appropriate time for PAUD teachers to lay the foundation for children's moral and religious education, such as instilling an attitude of tolerance and a sense of helping fellow friends. The education of attitudes or behavior of tolerance and mutual help needs to be introduced to children from an early age as an effort to form a polite and moral generation. Moral intelligence needs to be developed from an early age with the aim of ensuring that the nation's young generation in the future is not only intellectually intelligent, but also has a virtuous personality and good character.

According to the general Indonesian dictionary, tolerance comes from the word "tolerant" which has the character or attitude of being tolerant (respecting, allowing, allowing), stances (opinions, views, beliefs, habits, etc.) that are different and/or contrary to one's stance. Linguistically or etymologically, tolerance comes from the Arabic *tasamuh*, which means mercy, forgiveness and tolerance.

In terms of terminology, according to Umar Hasyim, tolerance is the granting of freedom to fellow human beings or to fellow citizens to carry out their beliefs or regulate their lives and determine their own fate, as long as in carrying out and determining their attitudes it does not violate and does not conflict with the conditions for the creation of order and peace

in society. Tolerance is an attitude that must be accustomed to from an early age, because tolerance is a form of character education for children. Viewed from the perspective of early childhood development, tolerance is not that complex. However, at an early age, children really need concrete examples for their growth and understanding of tolerance. Therefore, in early childhood, tolerance must be applied in the child's daily life. This shows the importance of character education for children, one of which is tolerance. The benefits of tolerance for young children in social life are to teach how to be helpful, help people in need, respect each other, share with those in need, maintain relationships with each other, so teaching this from an early age will make children become people who like to help others.

Religion is God's rules and revelations revealed so that humans can live in an orderly, peaceful, prosperous, dignified and happy life both in this world and in the hereafter. Religious values are needed for a form of thought that provides guidance for religion, the relationship between humans and God, fellow humans and the universe. Meanwhile, morality is the willingness to accept and implement rules, values or moral principles. These moral values include (a) the call to do good to others, maintain order and security, maintain cleanliness and safeguard the rights of others, and (b) the prohibition of stealing, committing adultery, killing, drinking alcohol and gambling. A person can be said to be moral if that person's behavior is in accordance with the moral values upheld by his social group. In simple terms, "morals" means procedures, habits or customs. Sujiono and Nuraini (2005) stated that morals are the conformity of attitudes and actions with inner norms or laws, namely what is seen as our obligation.

When children are born they do not yet realize aspects of their religious values. Early childhood children 4-6 years old have a high curiosity about their environment. They gain meaningful learning experiences through playing, experimenting, discovering, and through social interaction (Setiasih, 2017). Religion is something that every individual or child has which is influenced by congenital and external factors. According to Minister of National Education Regulation No. 58 of 2009 concerning religious and moral values regarding the philosophical and religious foundations of early childhood education, basically it must be based on philosophical and religious values which can be influenced by the environment around the child and the religion he adheres to. In Islam it is said that the religion a child adheres to is the one taught and implemented by his parents, because basically a child is born in a state of nature.

Stages of children's moral and religious development in the values of tolerance and a sense of help which are characterized as follows:



FIGURE 1. PROGRAM STAGES

1. Age > 2-3 years At this age children are able to hum religious songs, follow prayer readings/prayers before and after carrying out activities and imitate the posture of prayer, imitate the movements of worship, listen to simple stories about the greatness of God, know the names of God, take care of toys, saying hello, thank you, sorry and polite words.
2. Age > 3-4 years. At this age children can sing religious songs, follow prayer readings completely before carrying out activities and imitate the posture of prayer, imitate prayer movements in an orderly manner, love parents, teachers, friends and mention examples of God's creation. simply.

3. Age > 4-5 years At this age children are able to sing religious songs, pray before and after carrying out activities with a prayerful attitude, can carry out worship movements, differentiate God's creations from those made by humans, know/understand God's attributes and always say hello. and thank you after receiving something.
4. Age > 5-6 years. Children at this age are able to sing religious songs, always pray before and after carrying out activities with the right attitude, can perform worship, differentiate God's creations from those made by humans, love all of God's creations and show caring behavior. God's creation, shows behavior based on belief in the existence of God. And helping friends, adults, respecting friends and not forcing your will.

Based on these problems, P2MB students are interested in increasing attitudes of tolerance and a sense of help in early childhood at PAUD Nurul Iman by using the storytelling method. As one of the efforts that can be made in early childhood education to develop moral and religious values in children. Etymologically, the storytelling method comes from the word method, which means a systematic way of working to facilitate the implementation of learning to achieve goals. Learning methods can also be interpreted as a systematic way of carrying out an activity or learning which has the aim of facilitating the achievement of the desired learning objectives. Stories are a form of literature that can be read or just heard and are a form of literature that is liked by both children and adults, because it has its own beauty and enjoyment for the reader or listener.

So the storytelling method is a technique for giving children a story in the form of literature that has its own beauty and enjoyment to communicate story messages that contain elements of ethics, morals and religious values. Apart from being useful for developing children's personality, morals and morals, storytelling can also be useful for improving children's language development. From an early age, children gain various insights into stories that enrich and improve cognitive abilities, memory, intelligence, imagination and language creativity. The aim of the story method is for children to be able to distinguish certain good and bad actions so that they can be applied in everyday life. The advantages of applying the storytelling method are that it raises children's enthusiasm for learning, influences and directs children's emotions because in stories there are positive and negative emotions that touch children's hearts, attract children to hear the meaning in the story, and leave an impression on the child's soul.

Storytelling is one of the activities that is liked by young children. This is because through storytelling activities, children feel that the story is close to the imaginary world they experience. Apart from that, children can understand the messages conveyed by the teacher easily. This is because the moral message is conveyed through examples of life experienced by animals.

2. METHODS

The method used in this research is qualitative with a case study approach. Qualitative research is research that produces a discovery that cannot be achieved using statistical procedures. Meanwhile, a case study is research that is directed at collecting data, extracting meaning and gaining understanding from the case. In this case study research was carried out in class B at PAUD Nurul Iman, Karangmulya Village, Plumbon District, Cirebon. The aim of using this method is to obtain more specific and valid data related to the development of attitudes of tolerance and mutual help. In this research, data collection techniques used documentation, recording and interviews. The documentation carried out in this research is by documenting the activities carried out during the treatment, namely in the form of photos. Meanwhile, the data collection technique carried out by researchers also uses note-taking techniques in interviewing sources.

3. RESULTS AND DISCUSSION

3.1 Education to strengthen tolerance and help early childhood

One of the basic attitudes that a child must have to become a good and true human being is to have an attitude of respecting each other and helping each other, and behaving well as God's creation, family member and community member. Early childhood is the best time for Early Childhood Education (PAUD) teachers to instill basic attitudes of tolerance and helping others. Although in this case, parents should play a very big role in building the basic values of tolerance and mutual help in their children, but the role of a teacher is also not small in implementing the basic values of tolerance and mutual help in children, because Usually young children tend to obey orders from their teachers. Therefore, a PAUD teacher must always try and try various ways to guide and apply to his students so that they have good personalities. Education on the values of tolerance and mutual help given to children from an early age will be able to form children who have a caring spirit and a high sense of responsibility, and can also differentiate between good and bad, so that from a young age children are accustomed to always doing good things. . The religious dimension actually exists in children since they are small, even when they are still in their mother's stomach, because the religious dimension is a soul instinct that exists in every child's nature (potential). Early childhood is the world of children's play, children at this age always want to move around and do fun things.

According to I Wayan Koyan (2000), value is everything that can be valuable, according to him there are two ideal values and actual values. Ideal values are values that every person aspires to, while actual values are values that can always be expressed in everyday life. Meanwhile, religion is something that every individual or child has through a combination of the profession they are born with and influences from outside the individual.

Rasulullah stated the important role of parents in his words "A child is born in a fitrah state, it is the parents who make their child become a Jew, Christian and Magian". (Hadith history of Bukhori, Ibn Habban, and Baihaqi). So how do we as parents have to immediately maintain and increase the good potential of children from the moment they are born, one of which is through PAUD educational institutions which can be a bridge and expand the world of children in developing the skills and behavior they have.

3.2 Storytelling Method

In the learning process appropriate methods are needed. Choosing the right method will make the educational process, including Islamic religious education, run effectively. Therefore, we need the most appropriate method to tell the story of the development of the Islamic religion so that students can understand it deeply and efficiently.

The storytelling method is one of the methods that is often used in learning, because the storytelling method is an interesting method for young children. The method of conveying this storytelling method is in the form of stories from teachers to their students. Storytelling is also one way to pass on cultural heritage from one generation to the next, and telling stories can also lead to the development of moral and religious values that apply to children. The stories that will be told must also attract children, invite children's attention and not be separated from educational goals for early childhood.

One of the most important elements in efforts to increase moral and religious values through storytelling is choosing a good theme to convey to children. The themes contained in stories are widely known by the public and not all of them are good to tell to children. Many

published story themes have no religious or moral meaning. A story theme like this should be taken into account when choosing a theme. Theoretically, there are several aspects that must be considered, namely:

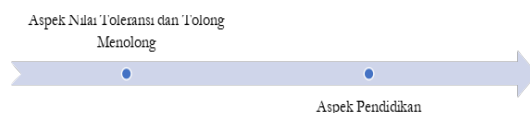


FIGURE 2.

a. Aspects of the value of tolerance and mutual help

In choosing a good story theme, these religious and moral aspects cannot be ignored, considering that the chosen story theme is a means of forming the values of tolerance and mutual help. If less attention is paid to these religious and moral aspects, it is feared that children will receive information that is not good, and there is even a possibility that such stories could damage children's morals. For Muslim families, the story theme chosen is not only because of the style of the story, but must be in accordance with the values of Islamic teachings. Now there are efforts to drown out the influence of stories whose themes are not good and can damage children's faith and morals.

b. Educational Aspect

The educational aspect in choosing a story theme is also important, so that from the story theme two benefits are obtained, namely entertaining and educating children at the same time. This is where the role of the storyteller lies, to be able to choose the theme of the story and convey didactic messages in the story. Educational elements, either directly or indirectly, are implicit in the fairy tale theme.

The types of stories to develop the values of tolerance and mutual help in early childhood according to the material presented to children can be categorized into several types, including:

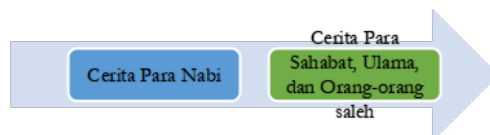


FIGURE 3.

a. Stories of the Prophets The story material contains the stories of 25 prophets, messengers of Allah, starting from birth, struggles in carrying out their duties, until their death. This story material should be the main material presented to children. In this story, the storyteller can simultaneously teach the values of faith and al-karimah morals to children.

b. Stories of friends, scholars and pious people. The story material contains stories of friends, ulama and pious people who can be used as role models to further increase piety and faith as well as the morals of al-karimah. For example: the story of Khulafaur Rasyidin, Walisongo.

There are several techniques in telling stories, namely:

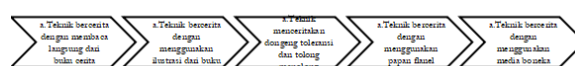


FIGURE 4.

a. Storytelling technique by reading directly from the story book

The technique of telling stories by reading directly is very good if you have poetry or prose that is suitable for reading to children, especially emphasizing that the messages conveyed

can be understood by children, for example children understand whether this action is wrong and this action is right, or this bad and this is good.

b. Storytelling techniques using illustrations from books

In this technique, if the story being told to the child is too long and detailed, the teacher can add illustrations with pictures from books that attract the child's attention, so that this storytelling technique can function well.

c. Techniques for telling stories of tolerance and mutual help

Fairy tales are the oldest form of art. Storytelling is also a way to pass on cultural heritage from one generation to the next, and storytelling can be used to convey wise messages to children.

d. Storytelling technique using a flannel board

In this technique, teachers can make flannel boards by covering all the boards with flannel in a neutral color or a color that attracts children's attention. The pattern of the characters we need for the story we are going for is cut out on paper with a double tip attached on the back, so that the picture can be attached to the flannel board.

e. Storytelling technique using puppet media

Choosing to tell stories using puppets will depend on the child's age and experience. Usually the dolls consist of father, mother, son and daughter, grandmother, grandfather, and so on. We can also add other family members or adapt it to the storyline that we are going to create.

3.3 Results of Applying the Storytelling Methods

After having a broad understanding of the storytelling method, we as educators must be able to implement the storytelling method to increase the value of tolerance and help children, because in the learning process appropriate methods are needed so that learning can be effective.

The location of this research was PAUD Nurul Iman, Cirebon. in an effort to increase the value of tolerance and mutual help. At this institution, educators usually hold routine activities every week, such as listening to Islamic stories together. The application of the storytelling method in group B PAUD Nurul Iman is a routine activity carried out after the practice of prayer every Friday. When applying this storytelling method, the stories told are stories that contain indicators of religious values, so that the stories taken are stories of the prophets.

The application of the storytelling method in group B PAUD Nurul Iman has supporting factors, namely the teacher's ability to convey stories using vocals and facial expressions, Islamic story material, collaboration between teachers to condition students. Apart from supporting factors, there are also inhibiting factors, namely the conditions of students which are less conducive and the absence of supporting equipment such as microphones and sound systems.

In this case, because each child's understanding is different, researchers found that there were some children who were less able to understand the meaning of the story being told, the value of tolerance and mutual help, so educators must be able to find solutions for these children, namely by conveying their conclusions back to the teacher. in simple children's language, so that children can understand what is conveyed in the story.

Through this storytelling method, several results can be obtained, namely that educators and students can communicate religious values, social values, cultural values, and can also improve children's cognitive and language development. Based on the results of research on

the application of the storytelling method to the development of attitudes of tolerance and mutual help, there has been an increase in the development of moral and religious values in children at PAUD Nurul Iman. namely the emergence of a sense of tolerance and mutual help towards fellow friends.

4. CONCLUSION

The development of tolerance and helping children is an aspect of development that needs to be paid attention to from an early age. To develop an attitude of tolerance and helping others in early childhood, a teacher can apply the storytelling method. The choice of story theme is very important for every teacher to pay attention to when telling the story. The story theme chosen must be appropriate to the child's development, so that it can stimulate the child's imagination and thinking. The story themes used must contain religious, educational and psychological aspects. The application of the storytelling method can be more effective if the teacher's ability to convey stories using vocals and facial expressions, Islamic story material, and cooperation between teachers to condition students. Apart from supporting factors, there are also inhibiting factors, namely the conditions of students which are less conducive and the absence of supporting equipment such as microphones and sound systems. The application of the storytelling method to the development of moral and religious values has resulted in an increase in the development of moral and religious values in children at PAUD Nurul Iman. namely the emergence of a sense of tolerance and mutual help towards fellow friends

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