

IMPROVING MORAL VALUES THROUGH CHILDREN'S STORYTELLING METHODS AFTER 5-6 YEARS AT RA MADINATUNNAJAH, JOMBANG, CIPUTAT, TANGGERANG SELATAN

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Abstract

This research is based on the low moral values of children aged 5-6 years at RA Madinatunnajah, Jombang, Ciputat, South Tangerang. The purpose of this study is to improve moral values in children aged 5-6 years at RA Madinatunnajah Jombang Ciputat South Tangerang. The research method uses this class action research with the Kemmis and Mc Taggart models. Research steps from planning, implementation, observation and reflection. This research consists of two cycles, namely cycle I and Cycle II in each cycle consisting of five meetings. The subjects of this study were children aged 5-6 years in RA Madinatunnajah which amounted to 15 children consisting of 12 boys and 3 girls. The data collection method uses observation, documentation and interviews. The data analysis used is qualitative and quantitative. The results of this study show that from pre-cycle to cycle I as much as 29.75%, an increase from cycle I to cycle II of 27.18%.

Keywords: Moral Values, Storytelling Methods, Early Childhood

Abstrak

Penelitian ini dilatar belakangi dengan rendahnya nilai-nilai akhlak pada anak usia 5-6 tahun di RA Madinatunnajah, Jombang, Ciputat, Tangerang Selatan. Tujuan dari penelitian ini untuk meningkatkan nilai-nilai Akhlak pada anak usia 5-6 tahun di RA Madinatunnajah Jombang Ciputat Tangerang Selatan. Metode penelitian menggunakan penelitian tindakan kelas ini dengan model Kemmis dan Mc Taggart. Langkah penelitian dari perencanaan, pelaksanaan, pengamatan dan refleksi. Penelitian ini dengan terdiri dari dua siklus yaitu siklus I dan Siklus II pada setiap siklus terdiri dari lima pertemuan. Subjek dari penelitian ini adalah anak usia 5-6 tahun di RA Madinatunnajah yang berjumlah 15 anak yang terdiri dari 12 laki-laki dan 3 perempuan. Metode pengumpulan data menggunakan observasi, dokumentasi dan wawancara. Analisa data yang digunakan adalah kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan dari prasiklus ke siklus I sebanyak 29,75% peningkatan dari siklus I ke siklus II 27,18%.

Kata Kunci : Nilai-Nilai Akhlak, Metode Bercerita, Anak Usia Dini

INTRODUCTION

Early childhood experiences a very rapid development, known as the *Golden Age* is the basis for the child's later development, where the child can develop rapidly. Development is not only physical, but also moral, personality, disposition, moral, social-emotional, intellectual, and language development (Slamet Suyanto, 2005).

Morality is the character, morals, morality and good manners that exist in the soul and gives a direct influence to deeds. What he did and what he left behind. So the faith with all its branches without morals is like a tree that cannot be used as a shelter from the heat, to shelter from the rain and no fruit can be picked. On the other hand, morality without faith is only a shadow of an object that is not fixed and always moving (Ritonga & Irawan, 2013).

Moral education basically begins before children enter school. This means that moral education is taught by parents and adults at home from a very early age. However, education in schools also plays a role in shaping and developing children's morals. Since they have a lot of friends at school, teachers, employees, and other employees will help in building the child's behavior. Teachers can point out the behavior that others do in this environment.

Moral education must be instilled in early childhood and carried out in the right way. Children are the successors of the nation, and they must be prepared from an early age to become qualified human resources in the future. By providing basic education to children at an early age, children's mental, social, emotional, and religious development, mental abilities, and religious development can be built. To organize early childhood education, a scientific basis is needed that includes theoretical and practical information on early childhood care (Suryana, 2016).

Moral education must be instilled in early childhood and carried out in the right way. Can use more than one method because it is adjusted to the learning model used and the needs of the child during the learning process (Wijaya & Sukaca, 2007). The right teaching method and in accordance with the child's personality, the development of children's potentials and abilities will be stimulated so that it leads to children's active behavior. Technically there are several methods that are suitable for early childhood, such as the storytelling method. In carrying out learning activities in

kindergarten, the storytelling method is used to introduce, inform, and explain new things, so that learning that develops various basic skills in kindergarten is conveyed.

The storytelling method can be implemented by teachers who develop it as an effort to encourage competency development so that students can undergo the expected learning process. The results of the use of the storytelling method are very helpful for students in knowing and understanding moral values (Assingkily, 2020). The method of storytelling with moral improvement is very closely related, with the child listening to the story, the child will be aroused in his soul in moral improvement, one of which is telling about the exemplary stories of previous people. Not only the aspect of cognitive intelligence that children acquire through the medium of storytelling, but also social-emotional intelligence and spiritual (moral) intelligence, which can be developed through beautiful stories (fairy tales) (Imam, 2010).

Based on initial observations made by researchers during research at RA Madinatunnajah Jombang Ciputat, on good behavior (morals) it was found that out of a total of 15 children, there were 12 children who were not able to apply moral values, including 5 children who behaved uncontrollably, 3 children who behaved rudely, and 4 children with low manners.

Therefore, the purpose of this article is to describe the improvement of moral values through the storytelling method in children aged 5-6 years at RA Madinatunnajah Jombang Ciputat South Tangerang.

METHODS

The method used is classroom action research (PTK) aimed at improving the learning of moral values in RA Madinatunnajah, Jombang, East Ciputat. This research consists of two cycles with research steps through planning, implementation, observation, and reflection. The research subjects were 15 people aged 5-6 years. The collection technique uses observation to determine the implementation of RPPH (Daily Learning Implementation Plan) as well as the activities of students and teachers during the learning process. The interview was used to find out information that supports learning from homeroom teachers and guardians of children in the age group of 5-6 years old at RA Madinatunnajah.

Documentation is used to photograph storytelling learning to improve moral values in the photo classroom while the learning process is ongoing. The data analysis in this study uses the Miles and Huberman model with the stages of data collection, data reduction, and data display and conclusion and verification checks.

RESULT AND DISCUSSION

In the pre-research activities, the researcher carried out observation, interview and documentation activities on the application of the storytelling method. In addition, the researcher also conducted a documentation study on children aged 5-6 years to find out the development.

From the results of the observations carried out by the researcher at the preliminary stage, the researcher concluded that in the learning process to improve moral values, the method used by RA Madinatunnajah teachers was not in accordance with the need to improve moral values in children aged 5-6 years. The learning process to improve children's moral values that occur in the field is still not effective, due to the lack of facilities and methods used.

From the results of the observation of interviews with collaborators, the results of observations in the precycle were compiled with an average percentage of 30.46%. From these results, it is necessary to continue to cycle I.

Table 1. Pre-cycle results

No	Name	Score	Percentage	Criterion
1	Arshaka	57	26	MB
2	Amiq	63	29	MB
3	Aufar	95	43	BSH
4	Ayyash	61	28	MB
5	Axell	59	27	MB
6	Devan	64	29	MB
7	Hanin	58	26	MB
8	Hazim	58	26	MB
9	Hanif	59	27	MB

No	Name	Score	Percentage	Criterion
10	Squirt	99	45	BSH
11	Shazia	57	26	MB
12	Safinaz	56	25	MB
13	Mutaqin	95	43	BSH
14	R	64	29	MB
15	Zavier	62	28	MB
Average		67,17	30,46	MB

In the first cycle, this planning stage, the researcher will conduct research for 5 meetings, starting with an introduction to the storytelling method. Furthermore, together with the research collaborator, they made plans on the storytelling method which includes:

- 1) Make a plan for cycle 1 and make a reference in carrying out actions in cycle 1.
- 2) Preparing learning media, namely storybooks
- 3) Preparing data in the form of children's observation sheets
- 4) Prepare documentation tools as proof that learning has been carried out in the form of photos.

Table. 2. Story Title in Cycle I

No	Cycle 1	Story title
1	Morality to Allah	I love to pray
2	Morality to others	Manners towards family and others
3	Morality to others	Manners towards family and others
4	Morality to oneself	I'm good at taking care of myself
5	Morality to oneself	The beauty of Islam

The implementation of cycle 1 action was carried out in 5 meetings, namely on June 3, 2024 with a duration of 3040 minutes for each time. In this stage, researchers and collaborators carry out a learning process to improve moral values in children aged 5-6 years. Observations were made during the process of learning activities.

Observation sheets were also provided by researchers to determine the development of the ability to apply moral values in children aged 5-6 years after using the storytelling method.



Figure 1. Implementation in Cycle I

In the first meeting, the children will be given an explanation about morality to Allah. Morality is praying before and after doing something. Then the teacher will explain the activity in the form of a story, the teacher tells a story by taking the title of this meeting, namely I like to pray, the teacher tells the story with a storytelling procedure such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from conflict, climax to solutions and conclusions.

In the second meeting, children will be given explanations about morals to others. Morality to others is to say thank you after receiving something. Then the teacher will explain the activity in the form of a story, the teacher will tell the story by taking the title of this meeting, namely ahklak to the family and others, the teacher will tell the story with storytelling procedures such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from the conflict, climax to solutions and conclusions.

At the third meeting, children will be given explanations about morals to others. Morality to oneself is to respect the older and love the younger. Then the teacher will explain the activity in the form of a story, the teacher will tell the story by taking the title of this meeting, namely morality towards the family and others, the teacher will tell

the story with storytelling procedures such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from the conflict, climax to solutions and conclusions.

In the fourth meeting, the children will be given an explanation about morals to themselves. Morals to oneself are able to maintain one's health and hygiene. Then the teacher will explain the activity in the form of a story, the teacher tells a story by taking the title of this meeting, namely I am good at taking care of myself, the teacher tells the story with storytelling procedures such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from conflict, climax to solutions and conclusions.

In the fifth meeting, the children will be given an explanation about morality to themselves. Morality to oneself is to be able to perform worship in an orderly manner. Then the teacher will explain the activity in the form of a story, the teacher tells a story by taking the title of this meeting, namely the beauty of Islam, the teacher tells the story with a storytelling procedure such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from conflict, climax to solutions and conclusions.

In cycle I, the results of observations that have been made by researchers and collaborators in cycle I show that the ability to apply moral values in children aged 5-6 years in RA Madinatunnajah has increased.

Table 3. Results of Improving the moral values of children aged 5-6 years in RA Madinatunnajah Cycle I

No	Name Child	Meeting					Score	%	Criterion
		1	2	3	4	5			
1	Am	25	25	28	30	30	27.6	62.73	BSH
2	Ah	25	28	28	30	30	28.2	64.09	BSH
3	Ma	25	25	30	30	31	28.2	64.09	BSH
4	Az	20	20	23	25	25	22.6	51.36	BSH
5	Uq	22	25	25	23	25	24	54.55	BSH

No	Name Child	Meeting					Score	%	Criterion
		1	2	3	4	5			
6	Hr	25	20	20	25	25	23	52.27	BSH
7	Ha	28	25	28	30	30	28.2	64.09	BSH
8	Ak	25	23	25	28	30	26.2	59.55	BSH
9	Mh	25	25	28	28	28	26.8	60.91	MB
10	Sn	20	25	25	28	28	25.2	57.27	BSH
11	Sa	28	28	25	25	29	27	61.36	BSH
12	Dv	29	28	28	28	29	28.4	64.55	BSH
13	Rh	27	29	29	30	30	29	65.91	BSH
14	Am	28	29	29	29	28	28.6	65.00	BSH
15	Ms	22	22	25	25	28	24.4	55.45	MB
Average						26.49	60.21	BSH	

In the reflection of cycle I, it was found that the advantages of cycle 1 include *first*, researchers and collaborators fully control the class and teachers can convey extensive learning. *Second*, the story method can activate and arouse the spirit of students. Can reach a relatively larger number of children While the shortcomings in the first cycle include: *first*, it still requires special teacher skills, facilities that are still lacking and take a long time. *Second*, students are sometimes lulled by the way they are cheerful, so they cannot take the essence, especially if it is not concluded at the end of the story. Based on the consideration of the results of observation and reflection in cycle I, it will be continued to cycle II for improvement.

In the second cycle, in the second cycle stage, five meetings were held. The researcher this time acted as a teacher and observer while the collaborator acted as an observer. Action planning in cycle 11 is prepared based on the results of reflection in cycle I. At the planning stage of cycle II, researchers and collaborators make action planning with storytelling methods, including making cycle II planning and making a daily activity plan with some reference in carrying out actions in cycle II, preparing learning media, namely storybooks, preparing data collection tools in the form of children's observation sheets, and preparing documentation tools as proof that learning in the form of photos has been carried out.

Table 4. Story Titles in Cycle II

NO	Cycle II	Cheerful title
1	Morality towards others	Giraffe pride
2	Morals to parents	Morals towards family and others
3	Morality to Allah	The Greatness of Alms
4	Morality to others	I hold back my anger
5	Morality to others	It's beautiful please help

The implementation of cycle II, the first meeting, provides learning of moral values through the method of storytelling, giving explanations of morality to God, morality to parents, morality to others and morality to oneself. And explain why children are asked to apply it directly to daily activities. At this 1st meeting, children will be given an explanation about morality to themselves in the learning process of improving moral values through the storytelling method. Morality towards others is not arrogant. Then the teacher will explain the activity in the form of a story, the teacher tells the story by taking the title of this meeting, namely giraffe arrogance, the teacher tells the story with storytelling procedures such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from conflict, climax to solutions and conclusions.

In the second meeting, children will be given an explanation about morals to parents, namely Honest, helpful, polite, and respectful behavior. Then the teacher will explain the activity in the form of a story, the teacher tells a story by taking the title of this meeting, namely Morals, the teacher has a story procedure such as, starting by attracting the attention of the children, mastering the content of the story completely,

playing with body gestures, varying facial expressions, arranging the storyline from conflict, climax to solutions and conclusions.

In the third meeting, the children will be given an explanation about morality to Allah Morality to Allah, namely Learning to Infaq. Then the teacher will explain the activity in the form of a story, the teacher tells a story by taking the title of this meeting, namely the greatness of almsgiving, the teacher tells stories with storytelling procedures such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, Vary facial expressions, arrange the storyline from conflict, climax to solutions and conclusions.

In the fourth meeting, children will be given explanations about morals to others. that is, to hold back anger and be patient. Then the teacher will explain the activity in the form of a story, the teacher tells the story by taking the title of this meeting, namely I hold my anger, the teacher tells the story with a storytelling procedure such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from the conflict, climax to the solution and conclusion.

In the fifth meeting, the children will be given an explanation about morals to others, namely helping each other. Then the teacher will explain the activity in the form of a story, the teacher tells a story by taking the title of this meeting, namely the beauty of help help, the teacher tells the story with a storytelling procedure such as, starting by attracting the attention of the children, mastering the content of the story completely, playing with body gestures, varying facial expressions, arranging the storyline from conflict, climax to solutions and conclusions.



Figure 2. Implementation on the Cycle II

The results of observations in cycle II show that the total score in cycle II is 38.45, while the percentage obtained in the second cycle stage is 87.39% of these results can be described as an increase in moral values in children aged 5-6 years in the *storytelling method* increasing the percentage compared to cycle I which is 27.18% so the average score of the children above meets the researcher's target with a value of 87.39%.

Table 4.8 Data on Improvement of Moral Values in Cycle II

Yes	Name Child	Meeting					Score	%	Criterion
		1	2	3	4	5			
1	Am	35	38	40	41	42	39.20	89.09	BSB
2	Ah	35	35	41	42	43	39.20	89.09	BSB
3	Ma	42	41	44	43	43	42.60	96.82	BSB
4	Az	30	35	35	40	40	36.00	81.82	BSB
5	Uq	35	35	42	42	45	39.80	90.45	BSh
6	Hr	38	38	40	41	43	40.00	90.91	BSB
7	Ha	35	35	30	35	40	35.00	79.55	BSB
8	Ak	38	38	30	35	40	36.20	82.27	BSB
9	Mh	35	40	42	42	45	40.80	92.73	BSB
10	Sn	32	35	35	40	42	36.80	83.64	BSB
11	Sa	35	35	40	40	45	39.00	88.64	BSB
12	Dv	30	32	35	35	40	34.40	78.18	BSB
13	Rh	35	40	40	43	45	40.60	92.27	BSB
14	Am	35	35	40	42	42	38.80	88.18	BSB
15	Ms	40	35	35	40	42	38.40	87.27	BSB

Yes	Name Child	Meeting					Score	%	Criterion
		1	2	3	4	5			
Average							38.45	87.39	

The results of the reflection have advantages in this second cycle, including *first*, time that can be used effectively and efficiently. *Second*, Setting up the class is simple. *Third*, it does not require much money. From this stage, the researcher conducts a comparative assessment of the improvement of moral values. And it turns out from the results mentioned above that increasing moral values with *the storytelling* method is able to increase their moral values. In addition to the children looking capable, they are also enthusiastic about this activity. From the results mentioned above, this research has met the expected development targets, so there is no need to carry out the next cycle.

The cultivation of values for children is laying the foundations of faith, commendable ethics and worship habits according to the child's ability. In particular, the cultivation of moral values for children revolves around daily life activities. In particular, the cultivation of religious values for children is especially commendable morals. Stories have a great opportunity to instill moral values in children. Storytelling activities must be tried to be an experience for early childhood that is unique and interesting, that excites children's feelings, and the child's motivation to follow the story is equally complete (Moeslichatoen, 2004).

The content of the story is related to the child's life, so they can understand the content of the story, they will listen attentively, and can easily grasp the content of the story. The world of children's lives is full of joy, so storytelling activities must be tried to provide a feeling of joy, humor and excitement. The world of children's lives can be related to the family, school and outside of school. Storytelling activities must be tried to be an experience for early childhood that is unique and interesting, that excites children's feelings, and

motivates children to follow the story to the end (Moeslichatoen, 2004). This method can provide information or speech and the delivery of stories or give explanations to children orally, and efforts to introduce or provide information about rights to children (Tadkiroatun, 2010).

As the researcher did, the application of the storytelling method at RA Madinatunnajah Jombang Ciputat South Tangerang can improve the moral values of children aged 5-6 years. Among them, the improvement can be seen from behavior, for example, children behave in a controlled manner, children behave without violent tendencies, and children behave politely.

CONCLUSION

The process of implementing the learning method of storytelling. From the results of the study, it was found that the storytelling method can improve moral values after 5-6 years. The storytelling method can improve moral values in children aged 5-6 years in RA Madinatunnajah through cycle stages, namely pre-cycle, cycle I, and cycle II. The value in the pre-cycle of the total score was 67.17% with the percentage of the average score of 30.46% still in the MB (Starting to develop) criterion, the value obtained in the first cycle was the total score of 26.49 with an average percentage of 60.21%. and included in the criteria of BSH (Developing as Expected). The development of grades in cycle II the total score was 38.45 and the percentage of grades obtained in cycle II was 87.39% and was included in the BSB criteria (Very Well Developed) In the second cycle stage, the increase in value from the pre-cycle stage to cycle I was 29.75% and the increase in moral values from cycle I to Cycle II was 27.18%.

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