

## STORY TELLING METHOD AS THE CHILD FRIENDLY SCHOOL IMPLEMENTATION

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### Abstract

This paper discusses about method of storytelling as the child friendly schools implementation. Giving a stimulation to children in early learning activities is considered important. Some schools demand their teacher to be able to motivate children during the learning process. One teaching approach to motivate students is to storytell. Storytelling activities for children have great influence, such as: motivate, promote imagination, develop language skills, and foster a sense of happiness. Fostering a sense of happiness in learning to children is one of the indicators of successful child friendly schools implementation. The children rights are fulfilled by teachers' affection to children through the delivery of a storytelling, which is given at the beginning of the learning activities. Besides teaching good value and character in a way that is fun for children, storytelling also provides bigger opportunity for students to participate in learning by verbal and non verbal.

**Key words:** Story telling method, child friendly school implementation.

### INTRODUCTION

Learning activity process as continuation of teaching and learning is one success indicator of formal education process. Therefore, learning activity process considered have high integral value, so its presence should be noted. A learning process will involve many roles both on human intervention to conduct classes, as well as interference from the environment in the implementation of teaching and learning activities. Teachers and students are the main role on the process of teaching and learning activities. How big the role of teachers and students can be seen in terms of the level of their education levels. If judging from the primary school education level, the role of teachers in determine whether or not a process of teaching and learning will be more, although the value share of students is an indicator of the success of the learning activities as well. Especially, if learning occurs at the primary school level of the lower classes. Teachers act as the spearhead implementation of teaching and learning activities.

Has been clearly stipulated in the Processing Standards for Primary and

Secondary Education Unit contained in the Minister of National Education Republic of Indonesia No. 41 of 2007 which regulate the process and the authority by teacher in implementing learning activities including syntax organize learning that will take place in the classroom. One of the syntax of learning that have to be present in a learning activities is give motivating to students at the beginning of the learning activities. Some of them clearly evidenced by the contents of these statements in Permendiknas No. 41 of 2007 set on November 23, 2007, including: a) preliminary activity in a learning activities is the initial activity in a meeting intended to arouse learning motivation and focus the attention of learners to participate actively in the learning process; b) Lesson Plan established by considering the individual differences of students in the form of their gender, prior knowledge, intellectual level, interests, learning motivation, talent, potential, social skills, emotional, learning style, special needs, speed of learning, cultural background, norms, value, and / or environment of the learners; c) The learning process was designed with a focus on learners to encourage motivation, interests,

creativity, initiative, inspiration, independence and enthusiasm for learning.

These three points above equally insists on the principle of motivation with the aim of encouraging students to take part participate in the learning process. Many ways taken the teacher in order to meet these demands. Among others, through playing video, telling the story of life everyday living, giving lectures, or there is also conveyed through the provision of a fairy tale. Of course, the determination of the selected way too expensive given the child's age level of motivation and also associates the contents motivated by learning that will take place.

The fact that happened on the field, most of the lower class teachers (I, II, and III) is more frequently expressed motivation through storytelling. The story is packed in the form of a fairy tale. Fairy tales submitted by teachers must be adjusted to the material to be delivered on the day of the teaching and learning activities implies. The content of the meaning of learning activities in the fairy tale itself consists of several things, such us: hone language skills, foster interest in reading, training the children to concentrate, and requires children to imagine. This is in line with that expressed by (Al-Qudsy and Nurhidayah in the Journal of Child Education, Volume 1, Issue 1, June 2012) that the fairy tale has some benefits for children, including: a) to develop the power of the imagination; b) to improve language skills; c) as a flower grower moral values in themselves; d) forming the positive character; e) as an entertainer and wound healing psychological trauma; f) increasing the concentration; g) stimulate curiosity; h) growing and developing interest in reading; i) pasting the relationship between parents and children.

According to the psychologist, Piaget and Kohlberg's moral development related to other aspects of development, especially cognitive. So it should when the child has reached the maturity of intellect, moral developments also are maturing (Nakita, August 17, 2009). In an effort to optimize the moral development in order to

reach maturity can be reached by way of storytelling to students in the classroom. Students are introduced to moral fables through the world of imagination. Through this imagination values and norms can be inserted as an effort to develop the moral aspect of the child (Ayahbunda, December 7, 2009).

Moral submission packed through the fairy tales give effect to the students a happy feeling. Students get the opportunity to participate in determining the moral from the fable deliver with. Students have the opportunity to pour out feelings, ideas, and expectations through the teacher's communication process that occurs indirectly in the delivery of these tales.

Submission moral packed through the fairy tales makes students feel happy. Students get the opportunity to participate in determining the moral of the fable that delivered. Students have the opportunity to pour out feelings, ideas, and expectations through the current teacher communication process that occurs indirectly in the delivery of these tales.

Fairy tales are also useful as well as an entertainer and wound healing psychological trauma on students. Therefore, with a fairy tale, a child's right can be met with love and feelings of pleasure. Meanwhile, the fulfillment of children's own entrance into one of the indicators of successful implementation of child-friendly schools. Child-friendly school is a school that provides a learning environment by ensuring and fulfilling the rights of children in every aspect of life in a planned and responsible. Child-friendly school is the main principle of non-discrimination interests, the right to life and respect for the child.

Obstacles often occur in elementary school that not all of teachers have the competence to deliver a fairy tale to children. Most of the teachers are not confident to deliver the demands of motivation to students through fairy tales, citing its limited competence storytelling. Finally, teachers often use spurious learning method, the important matter is conveyed. In fact, the learning situations should occur in lower

grade primary school level is a situation that creates a sense of comfort and fun for children. It's just the fact that class teachers under the exclusion of the points of activities that can build such a situation.

With these circumstances, the children finally learn the required period of time and are still burdened with chores, with which the state of children's right to play is reduced. School does become a terrible scourge for children. Kids feeling are required to learn the generate maximum value to the delivery of content via methods that are less pleasant and less in accordance with the child's developmental level.

Thus the need to develop the implementation of child-friendly schools, aim to guarantee the right to life of the child in order to learn well, so it will produce a good learning output anyway. The Characteristic of child-friendly school hinted at in a research report entitled, "Strategy Development Program Child Friendly Schools in Tegal of National Education Standards," by (Maufur et al, 2014: 9-11) such as: a) Provision affection to the students; b) Respect the rights of students; c) There is a learning process such that students feel happy to learn, there is no fear, worry and anxiety, students become more active and creative and not feel inferior because other students compete with your friends; d) There was an effective learning process generated by the application of learning methods are varied and innovative; e) There is a participatory learning process.

Based friendly school characteristics above, delivery methods and motivations of moral values through the provision of a fairy tale to children in early learning activities, can be categorized meet the demands of the above characteristics. Because through the delivery of a fairy tale, the students met the right to receive affection, also get an excitement, and participation in expressing their aspirations. In addition, teachers also have done the application of learning methods are varied and innovative.

### **Child Friendly School**

According to the Office of Central Java Province (2013: 8) child-friendly school

(CFS) is a school that consciously seeks to ensure and fulfill the rights of children in every aspect of life in a planned and responsible. The main principle is the interest of non-discrimination, right to life and respect for the child. As the sound of 4 section Law No. 23/2002 on child protection, says that the child has the right to life can grow, develop and participate fairly in accordance dignity of humanity, as well as protection from violence and discrimination. The above mentioned one of which is described as the right to participate to argue and listen to his voice.

Child-friendly schools indicators (CFS), according Yulfita (2000):

- a. Inclusive, proactively
  - 1) Proactively look for all children who are marginalized from education.
  - 2) Promote and help the child to monitor the rights and welfare of all children in the community.
  - 3) Respect for diversity and ensure equality of opportunity.
- b. Healthy, Safe and Protective
  - 1) The toilet facilities were clean.
  - 2) Access to clean drinking water.
  - 3) There is no physical germs or interference.
  - 4) Prevention of HIV and AIDS and non-discrimination.
- c. Child Friendly School System
  - 1) Teaching in accordance with the curriculum and the ability of each child's learning style.
  - 2) active learning, cooperative and democratic.
  - 3) The content is structured and materials and resources are of good quality.
  - 4) Teach children how to learn, including protecting children from abuse and danger of violence.

There are several characteristics of the Child Friendly School who reviewed from several aspects:

- a. Attitudes towards students:
  - Fair treatment for boys and girls, smart-weak, rich and poor, normal-

disabled, young children labor officials, the application of religious norms, social and local culture. Affection to the students, to give attention to those who are weak in the learning process because, corporal punishment and nonphysical can make children trauma. Mutual respect for the rights of children, both among students, among staff, as well as between educators and students.

b. Learning methods:

Learning occurs such that students feel happy to learn, there is no fear, worry and anxiety, students become more active and creative and not feel inferior because it competes with a group of other students. A process of effective learning generated by the application of learning methods are varied and innovative. For example: learning not to be in the classroom, the teacher as a facilitator of the learning process, using tools to increase the interest and enjoyment in the development of competencies, including the school environment as a learning resource (markets, gardens, fields, rivers, sea, etc.).

c. Teaching and learning process:

Powered by teaching media such as textbooks and teaching aids / aids that help absorption of students. Teacher as facilitator implement cooperative learning process, interactive, learning either individually or in groups. A process of participatory learning. Students are more active in the learning process. Teacher as facilitator of the learning process to encourage and facilitate students in finding ways / answer itself in an issue.

d. Students are involved in activities that develop competencies by emphasizing learning through doing something (learning by doing, demo, practice, etc.).

e. Structuring grades:

Students involved in the arrangement of benches, decorations and illustrations depicting science, etc.

Structuring the bench in the classical (marching backwards) may limit the creativity of the students in social interaction and working group chair. Students are involved in determining the color of the walls or decorating walls of the classroom so that students become comfortable in the classroom. Students are involved in displaying her work, test results / test, teaching materials and books so artistic and interesting and provides a space for reading (reading corner). Benches and chairs should be sized to fit the size of the Indonesian Child posture and easy to be shifted in order to create a dynamic class.

f. Classroom environment:

Students involved in expressing ideas in creating a school environment (determining the color of the classroom walls, ornaments, suggestion boxes, magazine walls, park school garden). There are water facilities, hygiene and sanitation, hygiene and health care facilities, sanitary facilities such as toilets, washing facilities, adapted to the posture and the child's age. At school implemented policies / regulations that support the health and hygiene. Policy / regulation is approved, controlled and implemented by all students (of, by, and for the students).

Principle Build Child Friendly Schools:

- a. Schools are required to be able to present itself as a medium, not just a fun place for children to learn.
- b. The world of children is, "play." In the play that is in fact the child to learn and work processes. School is a place to play that introduced healthy competition in a learning process.
- c. If the school is currently only requires children with a variety of positive values based on the perspective of the achievements of parents and educators teaching the target, then the school needs to

create a space for children to talk about school. The goal is to enable the dialectic between the values given by the child's education.

- d. The educators should not feel threatened by the assessment of learners because basically do not add value or substance of the reality of the object, but only the value. Value is not an object or elements of the object, but the nature, quality, being possessed certain objects are said to be "good". (Risieri Frondizi, 2001: 9).

Child Friendly School Vision (Rachmat Widodo: <http://wyw1d.wordpress.com/>) is the realization of a smart kid, healthy skilled and qualified. While child-friendly educational mission, namely:

- a. Implement PAKEM (Active, Creative, Effective and Fun) based faith and piety.
- b. Improving professionalism of teachers and education personnel.
- c. Habituation implement healthy living and clean.
- d. Optimize the development of the child.
- e. Implement skills-based education

**Storytelling**

Storytelling is a verbal activity (oral) that accompanied motor movements and expressive, emotional spur, as well as demanding a fairytale listener's imagination with the storyline being delivered.

According to (Nurgiyantoro, 2010: 198) Tale is one of folklore (folktale) are quite diverse in scope. Fairytale comes from several groups, ethnic, community, or certain areas in various parts of the world, both derived from the oral tradition and who from the beginning were created in writing. The term can be understood as a fairy tale story that does not really happen and in many cases are often unreasonable.

In Indonesian Dictionary, "fairy tales mean a fantasy story that is not necessarily true." From some of these opinions, it can be concluded that, a fairy tale is the short of literature that dont have a real strong,

imaginary, and artificial. But in reality fairy tale is used for messages passing moral, advice and a wide range of life advice that is usually delivered by the older to the younger.

How to convey the fairy tale by (Ralibi, 2008: 26) how storytelling can be divided into two ways, namely:

- a. Storytelling without props. Storyteller rely expression, facial expressions, intonation and sounds that mimicked storyteller follows the original sound.
- b. Storytelling with props. Fairytale delivered using a variety of props or property as supporting such a story, story books, puppets, and so forth.

Of the two types of delivery of the tale, each has advantages and disadvantages that can be seen in the table below:

Table 1. Comparison for Extend Tale

No.	Indicator	Fairytale use props	Fairytale without props.
1.	The level of interest	More interest	Less attractive
2.	Imagination Process	Assisted	Less imagination helped
3.	Ability senses enabled	Visual and hearing ability	Only tend ability to hear
4.	Ability retention	Long term memory	Short term memory

Things that need to be considered when storytelling by (Al Qudsy and Nurhidayah in the Journal of Child Education, Volume 1, Issue 1, June 2012), there are several things to consider when storytelling them, namely:

- a. Stories must be in accordance with the stages of child development.
- b. Containing elements of the value of education and entertainment.
- c. Always create an atmosphere of joy as storytelling.
- d. Language should be simple, appropriate level of knowledge of children.
- e. Storyteller really appreciate the story that was delivered and permeates all parts of the story.
- f. Always observe the development of emotional reactions in children.
- g. Retaining the delightful impression.

- h. The words spoken must be clear not like mumbling.
- i. Involving children actively in the fairy tale story.
- j. Storyteller trying to maintain the confidentiality of the story for children to stay focused on each scene.
- k. Fairytale duration adapted to the situation and the child's ability to listen to fairy tales.

The benefits of storytelling by (Al-Qudsy and Nur Hidayah in the Journal of Child Education, Volume 1, Issue 1, June 2012) fairy tale has some benefits for children, including:

- a. Can develop the power of imagination.
- b. Can improve language skills.
- c. As a flower grower moral values in themselves.
- d. Shaping a positive character.
- e. As an entertainer and wound healing psychological trauma.
- f. Improve concentration.
- g. Stimulate curiosity.
- h. Growers and develop interest in reading.
- i. These relations between parents and children.

Classification according fairytale (Priyono in the Journal of Child Education, Volume 1, Issue 1, June 2012) by type of story, a fairy tale is classified into five types, namely:

- a. Legend: The legend is a fairy tale that tells about the origin of the place, tradition, and so forth. For example, the legend of Prambanan Temple.
- b. Fable: Fable is a story about animals with inset moral message. For example, the story of dolphins and sharks width mouth.
- c. Sahibul Hikayat: sahibul Tale is the story of characters with the aim to imitate the characters in these tales are told, for example, the story of the companions of the Prophet.
- d. Mite: Mite is a story that describes the social phenomenon that is natural

or human destiny and human interaction with mysterious, for example tales about Dewi Sri or Goddess of Rice.

- e. Folklore: Folklore is the story told by generations and is a culture, for example the story of Onion and Garlic.

Indicators Accuracy Tale:

Journal of Child Education in the State University of Gorontalo, Volume 1, Issue 1, June 2012 submitted that: Indicators of accuracy in conveying the fairy tale is as follows, tales submitted shall be in accordance with the age of the child, because every child has a different phase of development at each stage of age. A tale suitable for children aged 7-8 years or Class II Primary School children are tales such as legends, folk tales, animal stories, fiction, science stories, stories related to hobbies and interests, as well as adventure stories. The story should contain examples of the diverse categories including cultural differences, gender, and ethnicity. The themes contained in the narrative should contain the essential values of the characters must have a strong character.

## CONCLUSION AND SUGGESTION

A teaching that goes well will produce optimal learning outcomes and in accordance with the objectives that have been set in the lesson plan. How well a fabric of cooperation between teachers and students when learning takes place as indicators of success running a learning activities. Teachers as spearhead the implementation of teaching in the lower classes of primary school level are required to provide the delivery of motivations that contain planting moral values to students. One way to reach teachers to meet these demands is to storytelling in early learning activities. With storytelling, then it implies that the teacher has fulfilled the rights of children in the form

of giving a sense of excitement and affection to children. Where to get this right is one indicator successful implementation of the implementation of child-friendly schools.

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