

Introduction To Literature With Storyling Method For Early Children In Pojok Village Library, Mojogedang, Karanganyar

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Abstract

The objective of the study is to determine whether the method employed in the introduction of literacy in early childhood in Pojok village, Mojogedang, Karanganyar is appropriate or not, understanding the steps taken in the introduction of literacy in early childhood, the media and methods administered, as well as the benefits obtained by the children through the development of the Pojok village library through the introduction of literacy activities with the storytelling method. The method employed in this study is a qualitative approach, by performing the method of collecting data through participatory, observation, documentation and interviews. According to field data, there are issues concerning early childhood literacy interest and knowledge, as well as village libraries that are poorly maintained and have not been operational for several months. The study's results demonstrate that: 1) literacy is still perceived as an activity that only reads and writes, whereas actual literacy involves several linguistic activities; 2) the method designed to directly attract children's attention utilizes the storytelling method with the selection of animals as characters; and 3) Children expressed an interest in village library development activities through the introduction of literacy for early childhood. Hence, these activities were successful in attracting children's attention, as evidenced by children's enthusiasm in participating in activities.

Keywords: Literacy, Storytelling Method, Library, Early Childhood.

Abstract

Penelitian ini memiliki tujuan untuk mengetahui metode yang digunakan dalam pengenalan literasi pada anak usia dini di desa Pojok, Mojogedang, Karanganyar sudah tepat atau belum, mengetahui langkah-langkah yang dilakukan dalam pengenalan literasi pada anak usia dini, media dan metode yang digunakan, serta manfaat yang diperoleh anak melalui kegiatan pengembangan perpustakaan desa pojok melalui kegiatan pengenalan literasi dengan metode mendongeng. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif, dengan menggunakan metode pengumpulan data melalui partisipatif, observasi, dokumentasi dan wawancara. Data yang ditemukan di lapangan yaitu terdapat permasalahan terkait kurangnya minat dan pengetahuan anak usia dini tentang literasi dan perpustakaan desa yang kurang terawat serta sudah beberapa bulan tidak beroperasi. Adapun hasil penelitian menunjukkan bahwa: 1) pengenalan literasi masih dipahami sebagai kegiatan yang hanya melakukan membaca dan menulis, sedangkan literasi yang sebenarnya meliputi banyak kegiatan kebahasaan, 2) metode yang digunakan untuk menarik perhatian anak menggunakan metode mendongeng dengan pemilihan binatang sebagai tokohnya, 3) anak tertarik dengan kegiatan pengembangan perpustakaan desa melalui pengenalan literasi untuk anak usia dini, sehingga kegiatan tersebut berhasil menarik perhatian anak dengan bukti anak antusias dalam mengikuti kegiatan.

Kata Kunci: literasi, Metode Mendongeng, Perpustakaan, Anak Usia Dini

INTRODUCTION

Literacy is one aspect which requires to be developed in children from an early age. Literacy is generally defined as the ability to read and write. Literacy activities in the form of reading and writing without new variations will make children dislike and tend to experience boredom in performing these activities. However, if it is understood further, literacy activities in early childhood do not only encompass reading and writing skills; there are several other aspects that can be developed, such as the child's ability to understand, remember, and re-express learning or material previously displayed. As a result, not only are aspects of language developed in literacy activities, but also cognitive, social emotional, and artistic aspects. The lack of interest in children's literacy is a problem that must be addressed. Children who are difficult to separate from gadgets prefer to play games rather than read books, which explains their lack of interest in reading

The library is a place in which there are numerous kinds of books and can read books and collect information. Libraries in the community as a means or media to enhance community education activities in the village. The village library is an integral part of village development activities. The Pojok village library is in poor condition. This is significant because the library has been in disrepair for a long time. Village library development activities are performed to mobilize and increase the people of Pojok village's interest in reading. There are enough books in the Pojok Village Library to satisfy the various reader interest criteria. There are multiple kinds of fiction books, such as children's story books, as well as non-fiction books, such as elementary, junior high, and high school textbooks, and various general knowledge books.

Efforts generated by KKN students at UIN Raden Mas Said Surakarta to develop and reactivate the village library by teaching or socializing with first graders at SD N 3 Pojok about the significance of literacy. This activity is demonstrated with the objective of introducing literacy to children, hence, literacy culture provides information and overcome the problems of early childhood difficulties in reading and writing. In addition to introducing literacy to our children, we also read fairy tales to children, hence, they are more interested in reading books at home than in village library.

The method employed in the introduction of literacy in early childhood is storytelling. This method was selected because for children sitting reading or listening to explanations tends to be boring and unpleasant. On the contrary, this method is different. When children sit by listening to a story or fairy tale, children are more enthusiastic, interested and not easily bored. Therefore, in conveying

messages, advice, learning materials to children employing the storytelling method is the right choice for early childhood.

Through library development activities in Pojok village, Mojogedang, Karanganyar, it is expected that the reading interest of Pojok village children will be even better and Pojok village library can operate optimally. Furthermore, by introducing activities in the library, it is able to increase the number of visitors even more. Various things are discovered in the library, particularly for early age children, encompassing enhancing children's knowledge about various kinds of knowledge from books in the corner village library collection.

METHOD

This study employed a qualitative approach with a descriptive type of research. This type of research was selected to obtain as much data as possible from the research site. Through this study, researchers attempt to elaborate the introduction of literacy for early childhood by employing the storytelling method. Furthermore, from the data and observations, conclusions are drawn whether the method applied is appropriate or not. In this study, by administering a literature study, the researcher collected various sources from books, journals, and articles relevant to literacy for early childhood by employing the storytelling method. This technique is also administered to express various theories associated with the problem under study.

This research was conducted at the village library (perpusdes) in Bendo Hamlet, Pojok Village, Mojogedang Spectacle, Karanganyar Regency. This research was performed during the village library development work program of KKN kerso dharma groups 233 and 234, UIN Raden Mas Sahid Surakarta. This study concerned on the methods employed in introducing literacy to early childhood. Meanwhile, the time of the research was performed when performing the village library development work program at 08.00-12.00 WIB on Friday, July 22, 2022.

As research subjects, seventeen students from SD N 3 Pojok's first grade, whose school is located next to the Pojok village library, were chosen for this study. The research subjects were determined based on the child's target age and the distance between the school and the Pojok Village Library. This factor is taken into account because the initial goal of implementing the work program for the development of the corner village library is early childhood, as well as the location of the school closest to the village library due to the planned implementation of the work program in the library, hence, children are able to walk to Pojok Village Library.

Qualitative data is data in the form of text, images, documents, photos and other objects discovered in the field or research place to strengthen the research conducted. In accordance with (Sarwono, 2006), qualitative data was obtained through several data collection techniques, as follows:

a. Participatory

Participatory data collection is a method of collecting data that involves the researcher directly interacting with the object of study. Researchers directly hear, see, and feel the experience at the research site while conducting research. However, It requires a long time to observe the object of research.

b. Observation

The observation technique is a data collection technique that involves conducting systematic observations at the research site in order to collect the data required to support the research. When observing, the researchers documented all events and behaviors of the research object.

c. Documentation

Documents are a means that can assist researchers to collect data or information through prior documentation.

d. Interview

An interview is a method of gathering information through conversations that can take the form of questions and answers to information sources. The advantage of gathering data through interviews is that researchers obtain a large amount of information. When employing this technique, the researcher must prepare a series of questions that are unlikely to elicit long and rambling responses.

The data analysis technique administered in the research on the introduction of literacy in early childhood through the storytelling method is to employ the data analysis proposed by Moleong. According to Moleong in Siyoto (2015:122-124) , the analysis process on qualitative data is initiated by examining all available data from various sources, such as from interviews and observations previously written. Then, the next step is data reduction, compilation of units, categorization and interpretation of data.

1. Data reduction

Reducing data owns the meaning of summarizing, selecting the prior things and concerning on the things that are crucial, looking for themes and patterns and removing what is not needed. The objective of the data reduction aims to simplify the data obtained during data mining in the field.

2. Data Presentation

Miles and Huberman asserted that Presentation of data is a collection of information arranged in order to provide the possibility of drawing conclusions.

This step is performed by presenting a set of structured information in providing the possibility of drawing conclusions. Presentation of data is conducted to perceive a picture of the whole or certain parts of the overall picture.

3. Conclusion or Verification

The final stage of the data analysis process is conclusion. The conclusion contains the results of the previous data analysis. The primary objective of the conclusion is to determine the meaning of the data collected, whether there are similarities, relationships, or differences. Conclusions can be made by comparing the suitability of the research subject's statement with the meaning contained in the study's basic concept.

RESULTS AND DISCUSSION

Based on the data from research in Pojok Village, Mojogedang District, Karanganyar Regency, it indicates that the reading interest of many people, particularly early childhood is still relatively low. The statement was concluded as in the village, there is a village library which is located next to the Pojok village. The library is empty of visitors, even though it is strategically located close to the highway, urban village, TK 02 Pojok and SD N 3 Pojok. Moreover, in the library, there are also numerous kinds of books for kindergarten, elementary, junior high, high school children as well as general knowledge books. The place is also comfortable and child-friendly for reading.

Literacy for early childhood is being introduced in Corner Village, Mojogedang District, Karanganyar Regency as the first step in inviting children to learn to read, listen, understand, and re-express what has been taught. It is implemented by inviting children to the village library and introducing them to the fact that Pojok Village has a library with a large collection of books and a very comfortable place to relax while reading books. The introduction of literacy to early childhood can be accomplished through the use of interesting media. The introduction of literacy in the village library was the first step taken by the KKN team of groups 233 and 234 at UIN Raden Mas Said Surakarta after the library was not operating for months. The objective of introducing literacy in early childhood is to make children interested and accustomed to reading, writing, understanding, and expressing what they have read before and can prepare children for higher education.

It is the same as the objective of early childhood education contained in Law Number 20 of 2003 concerning the National Education System relating to Early Childhood Education, stated in article 28 paragraph 1 which reads "Early Childhood Education is held for children from birth up to six years and is not a

prerequisite for attending basic education". Then, emphasized in Chapter I article 1 paragraph 14 explaining that " Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is performed through the provision of educational stimuli to assist physical and spiritual growth and development so that children are ready in pursuing further education ". (Sujiono, 2013)

The Pojok village's approach to early childhood literacy is based on increasing children's interest in visiting the village library. The first step in introducing literacy to early childhood is to go to SD N 3 Pojok, which is right next to the library, and ask the principal for permission to invite first graders to the library on Friday, July 22, 2022, in which there will be activities organized by UIN Raden Mas Said Surakarta students. When SD N 3 Pojok students visited the corner village library, they were ecstatic. It can spark enthusiasm to introduce literacy to children with the enthusiasm of children.

Steps to Introduction to Literacy for Early Childhood

The introduction of literacy in the Pojok village of Mojogedang Karanganyar began with a work program from UIN Raden Mas Said Surakarta students using the storytelling method for early childhood in the village library. The objective is for children to become accustomed to the library's atmosphere, which includes a variety of exclusive amenities such as various knowledge books, comfortable chairs, small pillows, bean bags, fans, good lighting, good air circulation, and an organized room.

The introduction of literacy in early childhood also pays significant attention to the age and ability of the child in accordance with the child's development. Eliason & Jenkins in (Hildayani, 2013) asserted the stages of language development of children aged 6-10 years are as follows:

a. Ability to hear and understand

- 1) Children love to hear new language or vocabulary that sounds 'ridiculous'.
- 2) Children's vocabulary acquisition escalates rapidly as at this age, children begin to own numerous friends.
- 3) Children are easy to imitate new words that they hear in the surrounding environment, both in the family, school and community environment.
- 4) Children begin to learn to understand the meaning of inappropriate language, such as the administration of figure of speech (language style) or metaphor (use of vocabulary which is not in accordance with the real meaning but in accordance with similarities or comparisons) or humor.

b. Speak or respond

- 1) Children of this age begin to respond by asking the meaning of the words they learn.
- 2) Children are able to elaborate the meaning of a word they hear.
- 3) Children have begun to follow the style of adult speech.
- 4) Children begin to learn to hide information through words.

Based on the explanation of the stages of language development, in conveying literacy introduction material, it must be based on the stages of child development. It is intended that what is conveyed to the child can be well received by the child and the child is able to apply it in everyday life. In addition, in the delivery it is also necessary to use interesting media in introducing literacy to children so that children are interested in listening and not easily bored.

Literacy Introduction Media

The media used in the introduction of literacy for early childhood in the village of Corner is by using a hand puppet named Sari. Based on the media, it can provide an overview of the implementation of the introduction of literacy by using the storytelling method. This storytelling method was chosen because it is interesting so that children do not get bored easily with the activities carried out. Literacy is carried out through several stages. First, the introduction of letters in children. Second, the child listens and understands the story. Third, the child reveals the story that has been heard before.

According to (Musfiroh, 2008) said that the technique of storytelling or storytelling using tools in the form of dolls is a tool that is considered close to naturalists in storytelling. The characters are embodied through talking dolls and movements that support the children's storyline. By using dolls, children will better understand who is talking, what is being talked about, and what the characters are behaving like. Telling stories using hand puppets requires the storyteller's skills in moving the thumb and forefinger, because these two fingers function as puppet movers. In addition to hand skills, speaking skills according to the position of opening the doll's mouth also need to be considered.

Literacy Recognition Method

As with the introduction of literacy media, the method of introducing literacy for early childhood in Pojok Village, Mojogedang, Karanganyar is in accordance with the learning method for early childhood. Early childhood learning methods are methods or techniques used in learning so that goals can be achieved as expected. If the appropriate learning method is used, it is expected to be able to develop the potential and developmental abilities of children according to their age. Systematically, the learning methods for early childhood include the play method,

the storytelling method, the singing method, the conversation method, the field trip method, the demonstration method, and the question and answer method.

The method of storytelling is used in this literacy introduction activity. This method was selected after considering several factors, including the fact that the Literacy Introduction work program is the first step in introducing and reactivating village libraries that did not previously exist. The storytelling activity was selected to make an impression on the children of SD N 3 Pojok and pique their interest in visiting the village library. Furthermore, it is because children are more likely to enjoy listening to stories.

Introduction to Literacy with the Storytelling Method

Every child must be happy with stories or fairy tales. Fairy tales are folk tales that are not considered to have really happened or are just fictitious stories. It is corroborated by (Rukiyah, 2018) that fairy tales are explained for entertainment, however, there are also numerous fairy tales which reveal the truth, and there are moral messages that can be taken from the story.

Fairy tales have a variety of story characters, some of which use human figures, animals, plants, and objects discovered in children's environments that can be included in stories or fairy tales. Fairy tales are classified into several types, according to some experts. Anti Aame and Stith Thompson explained that fairy tales are classified into four types: 1) fairy tales about animals, 2) ordinary fairy tales, 3) jokes or anecdotes, and 4) fairy tales with formulas (Anti Aame and Stith Thompson in Rukiyah, 2018).

Fairy tales about animals and jokes or anecdotes were selected to introduce literacy from an early age in Pojok Village, Mojogedang, Karanganyar, based on the four types of fairy tales. Fairy tales about animals are stories or fairy tales that feature dolls as characters. Fairy tales or animal stories are more common in stories since children frequently encounter animals in their daily lives.

The literacy introduction activity in the Pojok Village of Mojogedang Karanganyar began from 08.00 WIB by inviting the first graders of SD N 3 Pojok to go to the Pojok Village Library. Then continued with storytelling performed by Kak Rachmat by employing his favorite hand puppet named Sari. The tales started with comedy for introductions and invited children to spell letters. Meanwhile, the core part was that Kak Rachmat utilized fairy tales about animals. Telling about the King of the Jungle who is looking for a potential successor by holding a contest to plant sunflower seeds. From the story delivered by Kak Rachmat, it was taught the children to be honest and not to lie to receive what they wanted. The children who heard Kak Rachmat's fairy tales were very enthusiastic and attentive. Thus, it did not feel like they were with Kak Rachmat for two hours. It is due to the fact that the

story is presented simply but with excellent and engaging storytelling. After finishing the story, kak Rachmat asked the children to reveal or retell the previous story, and there were some brave and precise storytellers among them. It demonstrates that the introduction of literacy through storytelling in the Pojok village, Mojogedang, Karanganyar was successful in attracting students to participate in the revitalization of the Pojok Village Library.

The technique of building communication with children when storytelling that Kak Rachmat employed in storytelling is in accordance with the opinion (Kurniawan, 2016) which asserts that there are four different methods that can be employed to establish communication in early childhood when storytelling activities take place. First, listen to children's stories. Listening carefully to children's stories and responding to them with expressions, for instance, if the story is funny, you can laugh. Furthermore, children must be acknowledged. Second, invite children to play with one another. In this case, Kak Rachmat invited children to participate in the story he tells. Third, make the kids laugh. Kak Rachmat was able to lighten the atmosphere and make the children happy by telling stories or fairy tales in the form of jokes or anecdotes. Fourth, lavish affection on the child. Kak Rachmat, a storyteller teacher with diverse experience who is used to dealing with children, expresses his love for them. It can be seen when Kak Rachmat faces various behaviors of children.

Benefits of Storytelling for Early Childhood

Based on the results of observations at the research site, storytelling activities possess numerous benefits for early childhood in the Pojok Village of Mojogedang, Karanganyar. The explanation of the benefits of storytelling activities can be discovered in Table 1.

Table 1. The benefits of storytelling for children's development

No.	Development Aspect	Benefits for Children
1	Religious and moral values	From the fairy tales told, children learn about honesty and do not lie to get what they want
2	Emotional social	Storytelling activities make children more confident and braver to express their opinions
3	Cognitive	Storytelling activities make children learn to think critically through various questions posed to children.
4	Language	There are various benefits for children's language development, encompassing increasing children's vocabulary, teaching children to spell letters, training children's understanding of the stories that are told, training children to express or retell what they have heard before.

The explanation of the benefits of storytelling is relevant to the opinion (Musfiroh, 2008) that a story must develop various aspects that exist in children. It is performed to alleviate negative influences and to ensure that the story serves an educational and psychological purpose. Aspects that can be developed in a short story include 1) language development, 2) social development, 3) emotional development, 4) moral development, and 5) cognitive development. These five factors interact with one another.

Aspects of children's language development, stories aim to comprehensively stimulate children's language development. Furthermore, because language is such an important aspect of development, other aspects of development should be considered. Language development that can occur as a result of the storytelling method includes: 1) increasing children's vocabulary development, 2) developing previously simple sentence structures into complex sentences, and 3) increasing children's pragmatic development. Teaching pragmatics is the process of teaching children how to communicate with other children. It must be considered as many intelligent and bright children have been discovered, but these children have not been able to communicate effectively.

Friendship skills, which can be developed by reading untitled stories with the same character name as one of the children in the class, are one aspect of social development that can be developed through children's stories. 2) The ability to do good, such as helping, caring for, being gentle, helping each other, protecting each other, caring for each other, and others, and 3) the ability to make friends and be compassionate, which is associated with the child's ability to respect religious, ethnic, cultural, linguistic, and age differences. The teacher can help by telling the students about friendship. Understanding emotions is a critical task for children in terms of emotional development.

There are several things that teachers can do to develop children's feelings and early childhood thoughts through stories, one of which is choosing stories that are contrary to the wishes of the characters and the needs of the characters, so that children are able to think to distinguish them.

Aspects of cognitive development, although stories are presented to children with simple stories, but they can develop cognitive such as identifying story elements through answering simple questions posed to children, expressing the intent or meaning of the story, distinguishing which characters are represented. good and bad. And the last is the aspect of moral development, the moral values contained in children's stories can be more easily understood and understood by children. It is because through story, the rewards of good and bad, luck and misfortune are conveyed (Musfiroh, 2008)



Figure 1. Introduction to literacy employing the storytelling method in Pojok Village, Mojogedang, Karanganyar

Based on the presentation's findings, it is possible to conclude that the library development activities in Pojok Village, Mojogedang, Karanganyar are proceeding in accordance with the initial objectives and target. This activity is expected to be able to invite the public, particularly young children, to visit the Pojok Village Library in order to increase and enhance their knowledge, both in school and in general. It is envisioned that the collaboration with SD N 3 Pojok will become a regular agenda item for SD N 3 Pojok teachers to participate in inviting their students to visit the Village Library in the future.

CONCLUSION

In accordance with the data from the results of research and discussion, the introduction of literacy in early childhood in Pojok Village, Mojogedang, Karanganyar concluded that the introduction of literacy for early childhood in Pojok Village, Mojogedang District, Karanganyar Regency is an initial step to invite children to learn to read, listen, understand, and express what has been taught.

Steps to Introduction to Literacy for Early Childhood

Literacy is being introduced in Pojok Village, Mojogedang, Karanganyar, through the use of the storytelling method for early childhood in the Village Library. The introduction of literacy in early childhood also considers the child's age and ability in accordance with the child's development. These abilities encompass hearing and understanding, as well as speaking and responding.

Literacy Introduction Media

The media utilized in the introduction of literacy for early childhood in the corner village is by employing hand puppets. This storytelling method was selected as it is interesting, hence, children do not get bored easily with the activities performed.

Introduction to Literacy with the Storytelling Method

Fairy tales are folk tales that are not believed to be true or are fictitious stories. Fairy tales have a wide range of story characters, some of which utilize human figures, animals, plants, and objects discovered in children's environments that can be included in stories or fairy tales. Anti Aame and Stith Thompson classify fairy tales into four categories: 1) animal fairy tales, 2) ordinary fairy tales, 3) jokes or anecdotes, and 4) formulaic fairy tales. The fairy tales preferred to introduce literacy from an early age in the Pojok village, Mojogedang, Karanganyar are fairy tales about animals and jokes or anecdotes based on the four types of fairy tales. Implementation of the literacy introduction program in Pojok Village by employing the storytelling method with Kak Rachmat and administering his favorite hand puppet named Sari.

Benefits of Storytelling for Early Childhood

1. Aspects of the development of religious and moral values. From the fairy tales told, children learn about honesty and do not lie to obtain what they want.
2. Aspects of social emotional development. Storytelling activities make children more confident and braver to express their opinions.
3. Aspects of cognitive development. Storytelling activities make children learn to think critically through various questions posed to children.
4. Aspects of language development. There are numerous advantages to increasing children's vocabulary, teaching children to spell letters, training children's comprehension of stories told, and training children to express or retell what they have heard previously.

The library development activities in Pojok Village, Mojogedang, Karanganyar are proceeding in accordance with the initial objectives and targets. This activity is expected to be able to invite the public, particularly young children, to visit the Pojok Village Library in order to increase and enhance their knowledge, both in school and in general. It is expected that the collaboration with SD N 3 Pojok will become a regular agenda item for SD N 3 Pojok teachers to participate in inviting their students to visit the Village Library in the future.

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