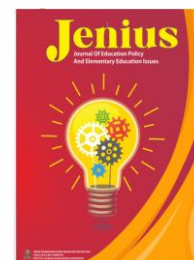




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The Implementation of Storytelling in Learning Bahasa Indonesia to develop Students' Emotional Intelligence

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 6 April 2022 Accepted: 5 June 2022 Published: 30 June 2022</p> <p>Keywords: Emotional Intelligence; Learning Bahasa Indonesia; Story telling</p>	<p>This descriptive study investigates the implementation of storytelling in learning Bahasa Indonesia to develop second graders' emotional intelligence. This study was conducted at SDIT Insan Mulia Surakarta from February to September 2021. This study involved the principal, teacher and several students of class 2C, and other teachers teaching the second grade. Data collection techniques were interviews, observation, and documentation. The storytelling was carried out through planning, implementation, and evaluation. Storytelling was carried out using images. From this study, self-confidence, responsibility, and tolerance are examples of emotional intelligence that emerge through the storytelling for learning Bahasa Indonesia.</p>

INTRODUCTION

Education is an attempt to enhance student's knowledge, character, and physical (Alpian, Anggraeni, Wiharti, 2019). Law on the National Education System Number 20 of 2003 emphasized that education aims to develop religious-spiritual strength, self-control, personality, intelligence, noble character, and skills that learners are required for themselves. In general, education entails learning since students will receive, hear, and see what the teacher communicates. This is the most crucial strategy for students to handle their existing abilities since their intellect reflects their abilities. Thus, through informal, formal, and even non-formal education, holistic education exists to generate educated, capable, and moral individuals (Kadi & Awwaliyah, 2017).

Learning may be seen as an effort to influence one's emotions, intellect, and spirituality to desire to learn at will. With different interactions and learning experiences, students'

emotions, activities, and creativity are developed through learning (Mahirah, 2017). Learning emphasizes students' activities, while teaching emphasizes teacher's activities. Learning aims to create a learning situation for students. There are two important factors in a learning activity: learning outcomes related to changes in student behavior and learning outcomes related to the various emotional, intellectual, and physical experiences in students (Hanafy, 2014).

Based on previous research, the learning process has not been implemented holistically since the current education administration is focused on growing intellectual intelligence, particularly in the areas of mathematics, science, reading, and writing (Silviana Nur Faizah, 2017). According to the PISA 2015 results, Indonesian children rank 62 out of 72 countries (Tohir, 2016). This influences on the development of intellectual and emotional intelligence, resulting in the emergence of undesirable conduct in students (Septiani, 2020).

Several previous studies have shown that low emotional intelligence is positively correlated with negative behavior (Anisah, Katmajaya, & Zakiyyah, 2021). The results of Smith and Walden's research Ulutaş & ÖmeroğluFaculty (2007) show that children with negative traits show a negative state of mind, more intense emotions, quick response to emotions, insensitive to the feelings of others, hurt and be hostile toward others. On the other hand, children with good emotional intelligence can cope with life's challenges and emotions better. According to Goleman, emotional intelligence accounts for 80% of a person's success and 20% of intellectual intelligence (Goleman, 2015). Many people fail to solve problems because they lack strong emotional intelligence, implying that emotional and intellectual intelligence must be cultivated together (Awang et al., 2019).

One of the issues confronting the world of education today is the implementation of the learning process by teachers in schools. Because students have not been able to properly regulate their emotions and the emotions of others, the learning process that has taken place so far has not been able to build students' emotional intelligence. Although the ability to control emotions is very important, the implementation of the learning process in the classroom is only directed at students' (intellectual) thinking abilities, because each student's learning process requires them to interact with peers, respect their peers' attitudes and behavior, and pay attention to the learning process (Manizar, 2017).

Elementary school-age children in the developmental stage require extra care from teachers and parents (Trianingsih, 2018). For children aged 6-8 years, sitting quietly listening to explanations and advice is something unpleasant (Afero & Adman, 2016). On the other hand, sitting for long listening to stories or fairy tales is an exciting activity. Giving lessons and

guidance through stories or fables is thus a wise and intelligent mode of instruction. In the process of developing emotional intelligence in children, educating and advising them through storytelling has a pleasing influence on their desires for imagination and fantasy (Fadhli et al., 2020).

The storytelling begins with the listener assimilating the knowledge delivered by the narrator. As a result, a teacher must be able to discern students' desires in their personal characteristics so that the learning process may be used to the greatest extent possible in accomplishing goals (Fadhli et al., 2020). The main task of the teacher is to direct, not only dictate to students, and to create a conducive learning atmosphere. In addition, teachers must be able to turn to learn into something fun or interesting. Teachers must be role models for their students. Thus, the teacher serves not only as a teacher but also as an educator, model, and motivator (Sundari, 2017). Therefore, an educator needs to be more active, creative, innovative, and fun in using learning methods. One of the learning methods that can help in the process of developing emotional intelligence is storytelling (Fadhli et al., 2020).

Storytelling in learning Bahasa Indonesia enhances the emotional intelligence of primary school-aged students. The advantage of storytelling in learning Bahasa Indonesia is that it teaches students about moral principles in everyday life, which they may implement in their personalities, while also making students pleased with the stories imparted by the teacher (Ramdhani et al., 2019). One of the learning and learning processes that the teacher will prepare for storytelling is to ensure that all of the potentials for emotional intelligence possessed by children develops as well as possible, but the storytelling here is not limited to teachers telling stories to children but to teaching. Storytelling is a means of directing emotional growth because students are obliged to expose the story's information, act out the story, and become one of the characters in the story (Adita, 2019).

An interview with one of the teachers of SDIT Insan Mulia Surakarta revealed the state of students in class 1 to class 3:

"Students' emotional intelligence has gradually improved over the learning process, and their emotional intelligence has improved as well. However, is difficult to control during home visits, such as lack of confidence, fragile, shyness, anxiety, lack of concentration during the zoom meeting, and reluctance to express opinions. This involves the behavior of students who have been unable to regulate their emotions and overcome their emotions when dealing with others. However, after the implementation of the storytelling, students' emotional intelligence has developed positively".

Two of the subjects that teach positive attitudes and behaviors related to emotional

intelligence are Citizenship (PKn) and Bahasa Indonesia. Those subjects include character values as the Bahasa Indonesia course teaches students that the language they use reflects the socio-cultural values of their country (Ali, 2020). Citizenship Education strives to prepare the nation's future generation will be citizens with the skills, knowledge, and values to engage in society (Nurmalisa et al., 2020). Through citizenship education, citizenship intelligence is fostered to create excellent citizens in the cognitive (intellectual), spiritual, emotional, and social dimensions (Dimyati, 2018).

At SDIT Insan Mulia Surakarta, teachers used varied, creative, and fun learning methods, including storytelling. Storytelling was used in delivering material because it was the most preferred method by students. When stories were told, notably Islamic exemplary stories and stories about characters from fairy tales, students were eager to listen. Students respond that they may apply messages in tales, such as when they tell a funny story, students laugh when they say sad things, and students feel sad when they say sad things (Dewi & Nani, 2020). This research is expected to reinforce for teachers to pay attention to the emotional development of students in the learning process to minimize negative behavior and help students become good citizens with rational dimensions, namely intellectual, spiritual, emotional, and social. It is expected that teacher can foster students' emotional intelligence in terms of recognizing and managing emotions, self-motivation, empathy, and interaction with others.

METHOD

This research descriptive study was conducted at SDIT Insan Mulia Surakarta from February to September 2021. This study involved the principal, teachers, students from grade 2C, and other teachers teaching the second grade. Data collection techniques in this study were interviews, observation, and documentation. Interviews were conducted with teachers, students, principals, and other class teachers. The observation was used to see the learning process in a zoom meeting. While documentation includes syllabus, lesson plans, media, assessment tools, etc. Validity was ensured through source triangulation and method triangulation. Data analysis consists of data collection, data reduction, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

The results show that storytelling in learning Bahasa Indonesia is effective to develop

students' emotional intelligence because students can express their opinions, interact with friends through zoom meetings, have a responsibility in doing assignments, respect each other, and more enthusiastic to explore the lesson. With storytelling, children will listen attentively and easily remember the contents of the teacher's story. Furthermore, storytelling is a creative process for children's growth that always engages not only academic elements but also emotional, sensitivity, art, fantasy data, subtlety, and imagination of children who emphasize not only the capacity of the left brain but also the right brain (Malatuny & Rahmat, 2018).

This is in line with the result of the interviews with the teacher:

"Storytelling helps in developing children's imaginations in a positive direction, which can be valuable later in life. Storytelling is something that children like because they can determine which characters are nice and which are evil. Additionally, children can compare what activities should be taken that are useful to themselves and which are not. Storytelling may help children develop their emotional intelligence in a positive way".

The principal confirms the teacher:

" Storytelling is a narrative about a story or a story with text that allows children to be imaginative and expressive in a constructive way that will improve their future lives. "

The interview results are supported by observation and documentation of the learning process. A zoom meeting showing one of the learning activities is shown in Figure 1.

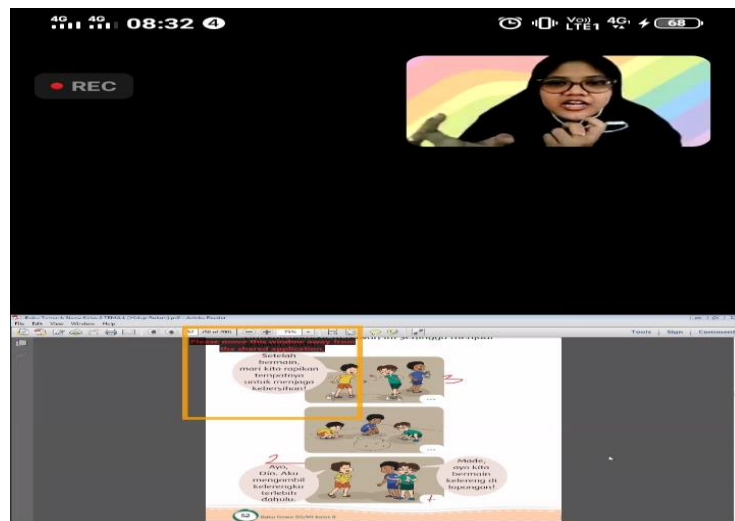


Figure 1. The use of storytelling with images in developing students' emotional intelligence

Implementation of Storytelling in Learning Bahasa Indonesia

Teaching is the process of transferring knowledge from the teacher to the students. The learning process must be prepared to ensure its effectiveness (Barlian, 2013). The steps of implementing storytelling in developing emotional intelligence involve planning, implementing

storytelling, and evaluating learning:

a. Lesson Planning

A teacher is required to create an initial plan for the teaching and learning process before the teaching and learning process begins, so that teaching and learning activities run smoothly and in line with learning objectives (Widiyanto, 2020). The class 2C teacher states:

"Before completing the learning process, teachers need to compile the syllabus and lesson plan (RPP) which includes KI (Core Competencies), KD (Basic Competencies), indicators, learning objectives, subject matter, learning approaches, learning strategies, learning methods, learning models, teaching aids, and learning steps. Storytelling is designed to facilitate learning activities in learning Bahasa Indonesia to facilitate students to develop emotional intelligence. Furthermore, students are less likely to be disturbed by the lesson plans provided by the teacher at each meeting. Therefore, the learning process will run smoothly and the learning objectives can be accomplished".

As a reference, a lesson plan (RPP) may assist educators in the process of teaching and learning activities, as well as serve as a guide for educators to teach. The lesson plan should be adjusted to the school curriculum, student characteristics, student competence, and student needs (Karyadi, 2018). In addition to preparing lesson plans, the teacher must prepare several things related to storytelling, including learning objectives, learning strategies, learning media in the form of storytelling, and selecting storytelling materials adapted to the lesson. The teacher of Class 2C expresses:

"Before the learning process begins, I prepared the RPP. It contains the material, methods, strategies, and media for delivering the lesson. After preparing the lesson plans, I determined learning objectives, materials, and scenarios for teaching. PowerPoint was for storytelling".

The explanation from the teacher of Class 2C was reinforced by the teacher of Class 2D:

"First, I prepared the RPP. After that, I determined methods, strategies, and media to support the effective learning process. The method used to teach Bahasa Indonesia was storytelling. It was adjusted to the learning objectives. I used PowerPoint. So, the story was supported by pictures and readings. However, in grades 1 and 2, we normally present simply pictures on the PPT slides and attempt to tell stories, so the child enjoys responding to a story".

Regarding the lesson plan, the principal stated:

"We have four classes of A B C D. Although it varies from class to class, we standardize how the four teachers in different classes have the same competency by working together and preparing the RPP. Even though the content differs, we all agree on the same thing. So, first and foremost, the teacher is needed to design a lesson plan before teaching so that the teacher is prepared to deliver the material effectively. Regarding storytelling, which I checked in the lesson plans, every teacher always includes the preparation steps such as preparing learning objectives, determining the topic of the story according to the material presented, and the scenario of activities. The children were expected to learn the text; we

decide whether we want it from them or they find it themselves".

It is very important that before teaching, a teacher must make a lesson plan. Next, the teacher established the learning objectives, decided on the topic of the story based on the material presented, and established the scenario of student activities that students could successfully apply based on the learning objectives.

b. Teaching with Storytelling

The learning process adhered to the plan formulated in the lesson plan. The steps for teaching Bahasa Indonesia using storytelling to develop emotional intelligence are as follows:

1. Preliminary Activities

- a) The teacher checked the neatness of the students before learning through a zoom meeting;
- b) The teacher checked students attendance and reminded them to apply clean and healthy living behavior;
- c) The teacher motivated students to be enthusiastic in their activities and learning.

2. Main activities

- a) Through the zoom meeting, the teacher greets students;
- b) The teacher provided students with Ice Breaking " Tepuk Semangat " to increase motivation before starting the lesson;
- c) The teacher explained the learning objectives;
- d) The teacher explained the material following the lesson plan using PowerPoint;
- e) The teacher displayed several pictures in PowerPoint and told a story;
- f) Students observed and understood the stories;
- g) Students tried to retell the story with friends in the zoom meeting;
- h) The teacher provided questions and students answered them in turn.

3. Closing

- a) The teacher and students conclude the lesson;
- b) The teacher gave appreciation to students for their participation and active participation;
- c) The teacher dismissed the class by praying together.

Learning Evaluation

The implementation of storytelling to develop students' emotional intelligence in learning Bahasa Indonesia requires evaluation. According to Guba and Lincoln, evaluation is "a

process for describing an evaluation and judging its merit and worth” (Nuriyah, 2014). The evaluation aims to identify students’ ability as seen from the completion of teaching and learning activities. The teacher gave simple questions about the story and asked students to answer the questions in the textbook as an assessment of the mastery of the lesson (KI3) and their active participation (KI 2). Then the assessment is processed with observation, written and oral tests, performance, and portfolios as the teacher explain:

"In the learning process, there is an evaluation of the process and evaluation of the results". I assess the learning process through resume assignments, oral tests, written tests, portfolios, achievement tests, and assignments. Students whose scores are below the Minimum Completeness Criteria (KKM) should follow the remedial once. While the evaluation of the process was carried out during the learning process at the zoom meeting by observing student attitudes such as politeness, responsibility, discipline, and self-confidence. It is the part of the assessment of KI2 (social attitude) which can be seen from students’ performance and in question-and-answer sessions”.

This is in line with the interview conducted with the teacher of Class 2B:

"In the learning process, the evaluation through zoom meeting was carried out by giving oral tests, written tests KI3, portfolio assignments, performance tests, and assignments as KI4”.

The principal added:

“The evaluation for storytelling that we want to assess from children is related to comprehension, especially in KI1, which is about spiritual and social. The spiritual aspect is in the form of connecting the story with the teachings of the religion. KI 2 is related to social aspect. Later, we examined the children's engagement with the story so that we don't just assume, and we can also construct an assessment rubric.”

Based on interviews, a teacher conducted several assessments to measure a student's abilities while learning, such as asking simple questions regarding the content of the story concerning the material taught and conducting observations. which include the assessment of KI2 (social attitude) and KI3 (knowledge).

Emotional intelligence developed by teachers to students

Emotional intelligence was developed through storytelling.. Depending on the content, the presentation includes various explanations, such as understanding, characteristics, and examples. Storytelling not only helps the teacher explain the material, but it also helps students comprehend it better using practical examples from everyday life. Students may apply story content by interacting with their peers through zoom meetings, and students can interact with others through storytelling by using polite expressions. Direct experience has a significant influence on the material that students acquire. Students' understanding of the material will

balance social values and knowledge.

Students' self-confidence begins to emerge as observed from their active participation in answering and asking questions, respecting other people when their friends answer questions, paying attention to their friends, and paying attention to the material being taught. Learning interactions between teachers and students have been formed while asking questions and reading stories; also, students are delighted and satisfied in acquiring the content through storytelling.

Thus, the emotional intelligence developed by the teacher through storytelling are:

a) Discipline

When the teacher explains how to make a sentence to express invitation and rejection through storytelling, it develops students' emotional intelligence that students understand and focus on the lessons explained by the teacher and finish assignments on time.

b) Confidence

The teacher always asks the student to practice their confidence in answering and expressing opinions. Student confidence can be formed when students use their thinking skills in making decisions and playing with their friends in storytelling (Imawati, 2019).

c) Responsibility

The responsibility was developed when students did the tasks given. The task affects their activity and responsibility in doing their assignments.

d) Tolerance/ interaction

In storytelling, the teacher gave an example of tolerance from the story. Students had a two-way dialogue with their friends via zoom meetings. Meanwhile, other friends who had not had their turn showed their respect by paying attention to those who were presenting their dialogue.

Sulistiyo (2017) explains the strategies for developing students' emotional intelligence are 1) realizing students' emotions to make children feel appreciated; 2) listening to students with empathy by noticing their emotional clues; 3) avoiding harsh criticism such as insulting or laughing at their mistakes to avoid the feeling humiliated and traumatized; 4) praising students no matter how small their positive actions; 5) respecting students' opinions to encourage self-confidence.

CONCLUSION

It can be concluded that the implementation of storytelling in learning Bahasa Indonesia has three stages consisting of planning (designing and compiling lesson plans), implementing storytelling (preliminary, main activities and closing), and evaluating (measuring students' understanding of the lesson). The evaluation was done through questions and answer sessions as an assessment of KI3, daily questions in the textbook of each theme and sub-theme as an assessment of KI3 and KI4, and assessing students' active participation and respecting fellow friends as an assessment of KI2. Students' emotional intelligence was proven by their courage in asking questions, respecting other people, paying attention to their friends, and focusing on the lesson. Interaction between teachers and students was established while asking questions and reading dialogue; also, students were delighted in acquiring the lesson by using storytelling.

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