Early Childhood Character Development Through Fairytale Media

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ABSTRAK (Bahasa Inggris)

The purpose of this study was to determine whether or not the influence of fairy tales as a medium for character development in early childhood. Fairy tale itself is a story that did not really happen or an imaginary story, and character cultivation is the provision of an education that forms morals or character that distinguishes one person from another. The sample taken was the TBM group (Taman Belajar Membaca) which consisted of 20 children aged 5-6 years. The method used is a type of qualitative research, with data collection from observations and interviews. The results of the research obtained are fairy tales as a medium in character development are very effective to be applied to early childhood and the need for habituation and good examples to grow the character of children.

Keywords: Fairy tales, Character Development, Early Childhood

1.   INTRODUCTION

Education, which focuses on laying the first foundation towards physical growth and development (gross and fine motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (behavioral attitude) and religion), language and communication, according to the stages passed by early childhood [1]. Every aspect of children's development needs to get encouragement or assistance that can help children in the level of achievement of development at that age. [2] In addition, early childhood is a brilliant time to do and be given education.

Nowadays, education in early childhood is very much needed for the formation of children's character, or character development in children. because Indonesia is experiencing a character crisis in the nation's children [3]. About the phenomenon of moral degradation that hit children is often encountered today. Nowadays children grow up without character debriefing, for that a character education needs to be given to children, considering that they will be the hope in building the nation.

According to Law Number 20 of 2003 concerning the National Education System Article 3, National Education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education also aims to develop the potential of students to become human beings who believe and fear Allah SWT, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens [4].

Character education itself is an educational process aimed at developing values, attitudes, and behaviors that exude noble character or noble character [5]. So that character education is considered very important to be instilled in children from an early age. Through this character education, early childhood is prepared to improve the quality of the implementation and outcomes of education in schools that lead to the achievement of the formation of character and noble character of students as a whole, integrated, balanced, and in accordance with graduate competency standards [6].

Character education is one of the soft skills abilities, namely the process of guiding students to become fully human beings with character in the dimensions of heart, thought, body and taste and intention. Individual character is interpreted as the result of the integration between heart, thought, exercise and a combination of taste and intention. Character education based on character values that underlie the behavior, patterns of action, and attitudes of students. [7] Character education is carried out through formal, informal and non-formal education. In the formal education path, the most basic education is PAUD so that formal character education also begins here.

2.   LITERATURE REVIEW

Learning for early childhood is learning while playing. For children playing is a serious but exciting activity, through playing all aspects of a child's development can be improved. Through playing also children can express and explore to strengthen things that are already known and discover new things, where children will express their identity, not only their fantasies, but also their activities [8].

Eliasa (2012) argues that playing can also teach children to reduce their egocentrism because they try to compete honestly, sportively, Build Children's Character through Traditional Children's Games, know their rights and care about the rights of others, as a means of learning to communicate and organize. [9]

In his book Yuliani (2012) citing a statement from Mayesty (1990) says that a child playing is an activity that is carried out throughout the day because for children playing is their life and life is a game. Early childhood does not distinguish between playing, studying and working, so playing is one way for children to learn.

Efforts to assist the personal development and potential of early childhood in instilling character education, can be through an oral medium, namely by using fairy tales or storytelling media and accompanied by playing media for early childhood. According to several surveys by child experts, it is said that in their development period, children learn the most through hearing and seeing and then practicing [1].

Therefore, it is necessary to develop positive local culture-based education. One way is to introduce and familiarize children with listening and reading folk tales in their area. According to Sulistyorini's view (2009: 2) which says that awareness of children's moral values is very appropriate if it is done through stories or fairy tales because stories or fairy tales are effective media to instill values and aesthetics in children. The purpose of this is that through fairy tales too, children are taught to take lessons, conclusions and virtuous moral messages without feeling being tutored, because a story is more memorable than pure advice or words that are directly conveyed. [10]

Beautiful stories will enter the soul and form beautiful characters too, storytelling is very important given to children both at home and at school, because through fairy tales teachers or parents can convey learning to children in a fun way while making children feel entertained.

In addition, some of the benefits of storytelling are that it can improve children's intelligence because every child can imagine, increase intelligence, strengthen relationships, instill love, there is a moral message and new knowledge as a means to instill character in children.

Storytelling or storytelling is a natural cultural practice and is very good given from an early age. Storytelling or telling stories about "something", can be done in many ways to make fairy tales more interesting and alive, for example with sound animation through the application of information technology or the help of traditional teaching aids.

The steps for applying the storytelling method according to Moeslichatoen include (1) Communicating the goals and themes in storytelling activities to children, (2) Arranging children's seats and arranging materials and tools used as storytelling aids, (3) Opening storytelling activities, the teacher explore children's experiences with stories or fairy tales that will be told (4) Development of stories told by the teacher, (5) Determine the design of ways of speaking that can thrill children's feelings, (6) Close the storytelling activity by asking questions related with the content of the story.

In connection with the problems that have been described, fairy tales as a medium for inculcating character in early childhood can be done by giving a story that contains moral messages, as well as the final conclusion of a fairy tale that can be applied by early childhood in their daily lives and able to Instilling also fosters character in a child. In connection with the above statement, the researcher wants to examine in depth about the characters that need to be instilled in early childhood, especially about the character of helping and responsibilities that must be owned by every child [11].

The storytelling method is one way of providing learning experiences for kindergarten (kindergarten) children by bringing stories to children orally (Moeslichatoen, 2004: 157). According to Zubaedi (2011), it describes 18 character values that need to be instilled in the nation's children, including religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly or communicative, love peace, love to read, care for the environment, care about social and responsibility.

This is in line with the thoughts of Moeslichatun (2004) that the benefits of storytelling based on fairy tales are to instill honesty, courage, loyalty, friendliness, sincerity and other positive attitudes in family life, school and outside school. [12]

The character values of children aged 5-6 years according to the Regulation of the Minister of National Education Number 58 of 2009 are as follows: being cooperative with friends, showing tolerance,

expressing emotions in accordance with existing conditions, knowing manners and manners, understanding regulations and discipline, showing empathy, having a persistent attitude, being proud of one's own work, appreciating the excellence of others [13].

Meanwhile, according to Musfiroh (2009: 29) storytelling is an effort to instill character values or character values. These values are morals, character, honesty, kindness, independence, religion, etc., can be instilled in children. Through storytelling, children can learn to develop their imagination, express themselves, and can learn lessons from the story. Telling stories encourages children to give meaning to the learning process, especially about empathy, and the presence of stories makes children more happy in school and has a longing to go to school. [14]

3. METHODOLOGY

The study used qualitative data analysis with a descriptive approach and explained the data that had been collected during the research and sourced from the field that the researchers did. [15]

Research procedure

1. Determining the Topic. Researchers in determining the topic or basic reference that will later be used as a guide in observation activities, researchers also take the essence or subject of the discussion about how to develop children's character, through fairy tales as a medium to instill character in early childhood.
2. Determine Material. Next is to determine the material, which is used to research what will be discussed.
3. Determining Research Subjects. After the topic and materials already exist, the next step is to determine the subject to be studied, here what will be studied is about fairy tales as a medium for character development for early childhood in TBM (Taman Belajar Membaca)
4. Formulate the Problem. Researchers formulate problems to be studied, in more detail and in more detail which will be explained clearly in the discussion.
5. Carrying out observations and interviews. The next process is to make observations, to find out the behavior of children through a process of observing several days at school about the characters that researchers will test during the research process. In addition to observation, interviews were also carried out in collecting data, with a question and answer process with resource persons.
6. Recording Research Results. Finally, the researcher recorded the results of the research that had been obtained in the field which would later be used will be described and described in the discussion points.

The population in this study were TBM (Taman Belajar Membaca) children, totaling 20 children consisting of 9 boys and 10 girls. The sample in this study were all students of TBM (Taman Belajar Membaca) who were in the age category of 5 years - 6 years. The data collection technique used in this research is interview and observation.

1. Interview
   Interview guidelines conducted by researchers are to ask the following questions:
   a. How do mothers use fairy tales as a lesson for a child?
   b. What kinds of fairy tales do you usually give to students as learning materials?
   c. What are the techniques for using fairy tales to make them easy to understand and interesting for students?
   d. How is the character development of students after the application of fairy tale media in each lesson?
2. Observation
   The participant observation used by the researcher to obtain data from the field is the type of participant observation, the researcher is involved in activities with the subject who is the focus of the observation, by observing what the sample is doing. In addition, researchers participated directly in telling a fairy tale to the sample along with classroom learning activities.

4. RESULTS AND DISCUSSION

During the research, the researchers focused on the lack of a helping character that exists in early childhood.The first day, February 02, 2022, after a break, the researcher asked the children for help in tidying up the messy toys in the classroom, and there were only five children whose souls helped him appear, the others just looked at them.

Not only that, the researcher also tested whether there was a responsible character in the children in this TBM, namely by telling them to enter their writing utensils after finishing the lesson on their own without their parents helping them. It turned out that only seven children were able to do it themselves, without their parents having to come into the classroom to help them [16] [17].

After seeing some character behaviors that are very lacking in children, the researchers are directly involved in telling a fairy tale that contains moral values and character in children. a fairy tale about "kittens and fleece" which tells of "sheep who are willing to cut their own fur to give to a kitten who is cold, finally the sheep is also known as the good-hearted sheep, and has many friends because of his kindness" .When listening to the fairy tales, the children looked bored, then after the researchers used media to support stories with pictures of animals, and hand puppets, all the children finally paid attention and listened to them. conclusions from fairy tales that are taken advantage of. Researchers in conveying conclusions using sentences of emphasis are influencing, such as "so who likes to help others, he will get many friends because of his kindness".

Before going home, the researcher asked the children a little about the contents of the fairy tale. Good response from the children, they still remember the contents of the fairy tale "kitten and the fleece". Then after that, the researcher tested it again by asking the children for help to clean up the messy toys in the classroom. It turned out that there was a good response from their children fighting each other to help in tidying up the messy toys [18]. This can be concluded with the stimulation to children about growing a spirit of helping and has been successfully grown in them, as long as children are accustomed to doing and imitating things the good one.

The researcher also conducted a direct survey by asking one of the student's parents who usually waits for their child to go to school, which is about the changes made by their child that have an impact or not when at home, the mother said that "her child is starting to be able to help her like when cooking to get a spoon or fork, give money to the greengrocer." Through this fairy tale media, researchers can feel the benefits obtained in growing character and instilling noble character in children [19]. Besides that, children are also taught to take positive values or wisdom that has been contained in the contents of a fairy tale. Through storytelling, children not only get fun, but children also get a more meaningful and broader education, and can even touch aspects of the formation of a child's personality when he is growing up.

They are given knowledge about the characters through storytelling in a pleasant and peaceful atmosphere. The material given is "fairy tales/stories" that exist in their environment and become their property or daily habits.

The collection of data that has been obtained by researchers from the results of the Pretest and Posttest carried out in the application of fairy tale media to improve character education in early childhood, shows that the development of character values in children in TBM (Taman Learning to Read) has been successfully proven. Observational data obtained by researchers for one day, indeed shows that character values are less embedded in children's souls [20]. These observations were made by experimenting with small stimuli carried out by researchers to test the character of helping children [5].

Sinulingga (2013) states that storytelling can be an interesting art. Through storytelling children get a different culture and lifestyle. Children will explore new worlds and involve them in plot and character visualization. Storytelling is not only bedtime stories about myths or the like, but also real events that are packaged in such a way with the help of technology that they are interesting and rich in moral messages. Stories that contain values that are contrary to morals and humanism may have the content or storyline changed, according to local cultural values, norms or religion. The output of this activity tends to shape the child's personality or character to be good and indirectly maintains the local culture as an invaluable asset.

Therefore, it is not enough for a child's character to be built or carved through the packaging of beautiful stories/tales in the cognitive domain, but it is also necessary to build it in an integrated manner in the affective and psychomotor domains. In the sense that children "know" (cognitively) the character of the characters in the story/fairy tales that are told, children "feel" (affective) about the behavior of the characters played by the characters and the results (karmapala) of the actions/roles of the story characters. After observing and observing for one day, researchers can conclude that children's characters can be grown through fairy tales. The children caught a good response after the researcher told a fairy tale that contained the character values of help and responsibility.
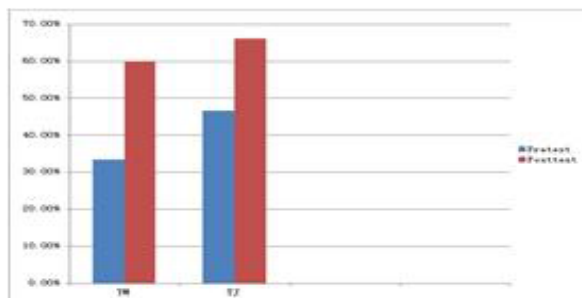
Figure 1. The following is a picture of the percentage (%) of children's character changes before and after the application of fairy tale media

In addition, the researcher also interviewed one of the guardians of students to be asked for their opinion about their children, both at school and at home, it turned out that it had a good impact on children's behavior. Analysis of the research data obtained an increase in the character of the child. This is in accordance with the opinion (M.Fadillah 2013: 182) one of the benefits of the storytelling method is that it can shape and develop children's character.

After being given treatment, the child's character becomes good. Through the storytelling method, children can capture moral messages directly that can make children want to imitate or imitate the characters in the story [21]. With children seeing and listening to stories using story books, children can imagine by looking directly at pictures that exemplify good characters. The benefits of stories for early childhood are (1) to build inner contact between children, teachers and their parents, (2) to convey messages to children, (3) to educate children's imagination or fantasy, (4) to train children's emotions or feelings. , (5) helps the process of self-identification, (6) enriches inner experience, (7) can serve as entertainment or attract children's attention, (8) can shape children's character. [12]

Storytelling will occur a process of value transformation through the behavior and characters of the characters in the story [22]. Moreover, in storytelling assisted by media and technology, the atmosphere of storytelling becomes lively, interesting and social communication occurs between children and teachers/parents [23]. Submission of fairy tales and stories to children must be done properly in order to form good characters in children (Sarumpaet). Pay attention to the reasoning and logic of the story by choosing the right words and sentences, because at that time they are "engraving" or "sculpting" the child's character. Therefore, educators and parents must be able to clearly distinguish between telling stories that are imaginative and stories that are realistic.

5. CONCLUSION

Based on the results of research that has been carried out by researchers on Early Childhood Character Development Through Fairy Tale Media at TBM (Taman Belajar Membaca) after making observations and these studies, the researcher can draw a conclusion, that character values are very important to form a good virtuous personality. exalted in the child. The impact felt will affect every child's daily behavior in its development towards maturity, if a child gets sufficient character education from teachers and parents, then the child will grow into the nation's next generation, young builder and a noble personality. developed starting from the development of the child's potential first, then improvement and refinement in the future along with the cultural filtering process that is appropriate and matches the character in the child.

A good technique when telling fairy tales for teachers is (1) both in vocals, movement and communication, they must be full of expression. (2) condition the child to be orderly. (3) in the opening of the story, give a tempting first impression so that the child feels curious. (4) closing the story with an evaluation or simple question and answer to the child. (5) tell what values and meanings of stories can be taken to children, so that they can be instilled in their daily lives.

Fairy tales are a series of real or unreal events that are conveyed simply and contain a good moral message. The true story can be in the form of history, biography or testimony, as well as fictional stories such as fables, myths, legends or saga. A fairy tale must not have bad side effects for children, and the story must not contain elements of superstition, horror, violence, pornography, and taboos. For the sake of spreading kindness, it is advisable to change the course of classic fairy tales. For example, the story of Aladin rubbing the teapot and then a genie came out to grant someone's request. The story can be changed by asking for something through prayer and effort, not asking the jinn. Storytelling or telling stories about "

something", can be done in many ways to make fairy tales more interesting and lively, for example by sound animation through the application.

Thus, it can be said that the storytelling or fairy tale method can be said to be one of the early childhood learning media that can provide positive benefits for children's development, especially moral, language and socio-emotional development.

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