INCULCATING ISLAMIC VALUES FOR KINDERGARTEN STUDENTS THROUGH ISLAMIC STORYTELLING IN RA NURUL AFLAH MEDAN LABUHAN DISTRICT

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ABSTRAK

Tujuan dari penelitian ini adalah menanamkan nilai-nilai Agama Islam pada anak RA Nurul Aflah Kecamatan Medan Labuhan melalui cerita Islami. Penelitian sejenis mengenai metode bercerita sudah banyak dilakukan namum penelitain metode bercerita menggunakan analisis siklus 1, 2 , dan 3 belum pernah dilakukan terutama di RA Nurul Aflah. Jenis Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Penelitian dilakukan dalam 3 siklus dengan mengambil data melalui observasi, wawancara dan dokumentasi. Adapun urutan pelaksanaan penelitian ini mencakup perencanaan tindakan, pelaksanaan tindakan, observasi dan refleksi. Analisis data yang digunakan oleh peneliti yaitu kualitatif dan kuantitatif. Data kualitatif di peroleh dari data yang berbentuk uraian mengenai aktifitas guru dan anak selama proses pembelajaran, serta kondisi selama proses pembelajaran berlangsung. Data kuantitatif diperoleh dari data dalam bentuk angka-angka yang peneliti peroleh dari hasil observasi yang diinterpretasikan dalam bentuk persentase. Hasil penelitian menunjukkan bahwa mulai dari pra tindakan secara keseluruhan atau rata-rata kelas, peningkatan hasil penelitian ini dalam bentuk persen diawali dari pra siklus adalah 20%. Selanjutnya pada siklus I terjadi kenaikan menjadi 66,7%, dan pada siklus II terjadi kenaikan mencapai 83,4%, akan tetapi ada satu indikator yang belum tercapai sebesar 80% selanjutnya pada siklus III terjadi peningkatan dan hasil pembelajaran mencapai 91,2%. Hasil penelitian ini membuktikan bahwa metode bercerita dengan cerita islami dapat menanamkan nilai-nilai keislaman pada anak usia dini khususnya pada nilai-nilai akhlak anak.

Kata kunci : Nilai-nilai Agama, Cerita Islami, Anak

ABSTRACT

The purpose of this research is to instill Islamic religious values in the children of RA Nurul Aflah, Medan Labuhan District through Islamic stories. Similar research on the storytelling method has been carried out, but research on the storytelling method using cycle 1, 2, and 3 analysis has never been carried out, especially at RA Nurul Aflah. This type of research is Classroom Action Research. The research was conducted in 3 cycles by collecting data through observation, interviews and documentation. The sequence of the implementation of this research includes planning the action, implementing the action, observing and reflecting. The data analysis used by the researcher were qualitative and quantitative. Qualitative data is obtained from

data in the form of descriptions of teacher and child activities during the learning process, as well as conditions during the learning process. Quantitative data were obtained from data in the form of numbers which the researcher obtained from observations which were interpreted in the form of a percentage. The results showed that starting from the pre-action as a whole or the class average, the increase in the results of this study in the form of percent starting from the pre-cycle was 20%. Furthermore, in the first cycle there was an increase to 66,7%, and in the second cycle there was an increase of 83,4%, but there is one indicator that has not been achieved by 80%, then in the third cycle there is an increase and the learning outcomes reach 91,2%. The results of this study prove that the storytelling method with Islamic stories can instill Islamic values in early childhood, especially on the moral values of childs.
Keywords*: Religious Values, Islamic Stories, Children*

INTRODUCTION

Education does not only mean school, as an institution to gain knowledge. Education can be carried out since still in the womb and the most important thing is when the child is an early age. This can be done in the family, school, or community. Learning is a process that happens to everyone during his lifetime. The learning process occurs because of the interaction between a person and their environment. Therefore, learning can happen anytime and anywhere. One of the signs that someone has learned is a change in behavior in the individual caused by changes in the level of knowledge, skills, or attitudes.

The formal education process is intended to direct changes in students in a planned manner, both in the aspects of knowledge, skills, and attitudes. The interactions that occur during the learning process are influenced by the environment. An educational institution certainly does not want the institution it manages to fail in producing a generation that achieves knowledge, has the character of knowledge and is intelligent and independent.

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, the people of the nation

and the State. Islam believes that the term education comes from Arabic, namely *tarbiyah* which is different from the word *ta'lîm* which means teaching or *teaching* in English. The two terms (*tarbiyah* and *ta'lîm*) are also different from the term *ta'dzîb* which means the formation of actions or manners that target humans (Karim, 2006).

Although there is no agreement among the experts, in this study what is meant by Islamic Education is *al-tarbiyah*. The same thing was stated by Azyumardi Azra that "Education with all its totality in the context of internal Islam in the connotations of terms *tarbiyah, ta'lîm* and *ta'dzîb* which must be understood together (Azra, 2005)

Islamic education is Islamic education, meaning that everything related to Islamic educational factors, efforts and activities refers to the concepts contained in the written and unwritten verses of Allah at all levels, both philosophical, conceptual, theoretical. as well as practical. Meanwhile, Ahmad Tafsir interprets Islamic education as guidance given by a person to the maximum in accordance with Islamic teachings

(Tafsir, 2006)

In addition, Islamic education is generally understood as a subject consisting of the Qur'an/Hadith, Akidah/Ahlak, Jurisprudence, and the history of Islamic culture(Puldri, 2017)

One of the values of Islamic education that needs to be instilled in students is Akidah/Ahlak. Morals are divided into several, namely a) Morals to God, b) Morals to fellow humans include; morality to the Messenger of Allah, morality to parents and morality to others, c) morality to the environment around Ilyas in (Kurniawati, 2018)

Methods of moral education that can be applied in the cultivation of morals from students, namely: a) Practicing commendable behavior. b) Getting used to the habituation of commendable behavior. c) Get used to giving advice according to the ability of students to catch. (Masnan, 2020)

Moral education aims to shape the behavior and personality of students to be better and in accordance with religious teachings. (Herawati, 2017)

In order to instill the values of

Islamic education, a teaching and learning strategy is needed that can assist a teacher in conveying messages to students. There are many ways that can be taken, one of which is by using learning media. Stories are the right media for children to instill positive values that are useful in their future lives. The storytelling method is one of providing learning experiences for early childhood by telling stories to children orally.

The storytelling method is a very good method and is very liked by children's souls because humans have an amazing influence to be able to attract the attention of listeners and make someone remember all the events in a story quickly. Aisah in (Hamdanah, 2018)

In addition, the storytelling method is highly recommended in an effort to foster the morals of students.(Tambak, 2016)

The world of children is a beautiful world. This beauty is driven a lot by the stories that someone has told. The growth of this imagination is very important to form innovative thinking in the future. Stories occupy the first position to change children's ethics,

because a story is able to attract children to like and pay attention to it. They will record all the doctrines, imaginations and events in the story. The story method is also very helpful in influencing the psychology of students. Because in the story, students are not only influenced by their thoughts but also their emotions. In every story there must be an element of ideas, thoughts, emotions, and delusions. Therefore the story feels deeper and more touching for students, especially for children. In addition, at the concrete operation stage, children get to know concretely and naturally. Piaget stated that:

"The child begins to think *systematically* and *logically,* but his mind is still attached to concrete objects in his environment. Therefore, students need to be given the opportunity to enrich their knowledge about things that are concrete, sequential, logical, but still depend on concrete objects (Syah, 2005).

The environment of Medan Labuhan District is an industrial environment with more than 200 industries in this sub-district. Besides that, the environment where RA

Nurul Aflah is located is a market environment with a community character who does not understand Islam. This has an impact on the son of RA Nurul Af, who often utters words and actions that are contrary to Islam. The behavior of children often shows rude behavior, often fights, and says bad words. This behavior has an impact on other children, where some children initially behave politely and politely, but because they make friends with children who behave poorly, children who are good at first have an impact on being less good. This is what moved the hearts of researchers as teachers in group B.1 to improve the behavior of the student's researchers by instilling Islamic religious values.

DISCUSSION

This research was conducted at RA Nurul Aflah, which is located at Jl. Jermal Raya No. 17 Environment III Sei Mati Village, Medan Labuhan District. The research time required will be adjusted to the educational calendar according to the needs of an effective teaching and learning process. The research was conducted from April to May 2016.

This research used Classroom Action Research which was conducted in 3 cycles. Classroom Action Research is an examination of learning activities in the form of action, which deliberately appear and occur in a class together (Arikunto, 2006). Meanwhile, according to Rochiati Wiriatmadja, classroom action research is how a group of teachers can organize the conditions of learning practice, and learn from their own experiences (Wiriatmadja, 2005)

Classroom Action Research is a study conducted in a particular class by emphasizing the improvement of the learning process. In essence, this model is in the form of sets or strands with one set consisting of four components, namely planning, action, observation, and reflection. The four components that make up the strands are seen as one cycle. Therefore, the definition of a cycle in this study is a cycle of activities consisting of planning, acting, observing, and reflecting.

The preparations made by the researcher began with the preparation of learning scenarios and a one-cycle activity plan, followed by making a Daily Activity Plan. The

classroom action research that will be carried out is a process to instill Islamic values through Islamic stories in RA Nurul Aflah, Medan Labuhan District, together with all teachers and colleagues.

Data collection techniques in this study were carried out by:

a. Observation, observations in this study were carried out by taking an active role. Researchers present every scope of children's activities while in RA Nurul Aflah both in the classroom by taking part and communicating directly with children when the teaching and learning process is in progress or when the child is in the field.

b. Interviews, interviews were conducted by researchers with a number of teachers to parents, the aim was to obtain information about the development of students towards the values of the Islamic religion. The research interview was given questions prepared by the previous researcher and free questions. Meanwhile, interviews for in-depth studies that were carried out after observing the course of learning were conducted using unstructured techniques. The contents of the interview are questions that are asked to research subjects or informants, the contents of which are about the development of children after learning to instill Islamic values through Islamic stories. Structured interviews were conducted with parents, to determine the child's development after learning Islamic stories in the classroom. Interviews in this study were conducted in an unstructured manner with open and flexible questions to explore the views of research subjects about things that are useful for research..

c. Documentation, a documentation review was carried out on children's documents while in RA Nurul Aflah, Medan Labuhan District in the form of photographs related to the research process.

The subjects of Classroom Action Research were the children of RA Nurul Aflah class B.1 in Medan Labuhan District, totaling 15 children consisting of 8 boys and 7 girls. The research was conducted in 3 cycles by collecting data through observation, interviews and documentation. The sequence of the implementation of this research includes planning the action, implementing the action, observing and reflecting.

Data analysis in this study used two forms of analysis, namely:

1. Qualitative data analysis, namely data in the form of descriptions of teacher and child activities during the learning process, as well as conditions during the learning process (Aqib, 2009).

2. Quantitative data analysis, namely the presentation of data in the form of numbers that the researcher obtained from the results of observations which were interpreted in the form of a percentage. The theory used to determine the percentage value in each cycle 1, 2, and 3 by looking at the moral development of students using the theory of (Yunahar Ilyas, 1999) which divides morality into several, namely a) Morals to God, b) Morals to fellow humans include; morality to the Messenger of Allah, morality to parents and morality to others, c) morality to the surrounding environment (Ilyas in Kurniwati Ethics, 2017). The next step is to analyze qualitative data to find the percentage of children's success. The formula for finding the percentage of children's success is:

$$\rho = \frac{f}{n} \times 100\%$$

Information:

ρ = Percentage of completeness f = Total value of children

n = Number of children

The results of the data analysis are then interpreted with learning completeness. The assessment criteria used in this study were:

1: 0 - 55%   = Less

2: 56 - 65%   = Enough

3: 66 - 79%   = Good

4: 80 - 100% = Very Good

Classroom action research takes actions to improve learning based on the results of reflection. The stages in the Classroom Action Research are: Planning, Action, Observation, and Reflection (Daryanto, 2011).

a. Action Planning

At this planning stage includes all the action steps in detail, namely:

i.   Develop improvement scenarios

ii. Develop a one-cycle activity plan for cycle 1, cycle 2, and cycle 3.

iii. Arranging Daily Daily Activity Plans and direct themes to be taught.

iv. Providing media for learning that includes teaching methods

or techniques, time allocation, and observation and evaluation techniques.

b. Implementation Measures (Action)

This stage is the implementation (execution) of all the plans made at thestage, *planning* which includes a preliminary step, the core, break, and cover.

c. Observation (*Observating*)

This observation activity is carried out in conjunction with the implementation of class actions. Observations were made in order to collect data. The data collected at this stage contains the implementation of the actions and plans that have been made. The data collected in the form of qualitative data and quantitative data. Qualitative data were collected through observation and interpretation of data collection correctly. Meanwhile, quantitative data is data that is analyzed using numbers and using percentages. In the implementation of this observation and evaluation, the teacher does not always have to work alone but is assisted by observers (peers).

d. Reflection, reflection stage is the stage to discuss the advantages and disadvantages of the learning process that has been done. Reflection is carried out based on the data obtained during the learning process, from the data obtained then analyzed and interpreted. The results of the analysis are used as material for reflection, whether further action is needed. This reflection process plays an important role in determining the success of Classroom Action Research. If the results achieved have not achieved success, learning improvements will be carried out in the next stage.

Conditions after this Classroom Action Research, it is hoped that Islamic values will be embedded through Islamic stories in children of RA Nurul Aflah, Medan Labuhan District. The results of this study are expected to achieve a success indicator of at least 80% of all children with a predicate of at least developing according to expectations.

Pre-cycle

Based on description of pre-cycle data about instilling Islamic religious values through storytelling methods with Islamic stories in RA Nurul Aflah, Medan Labuhan District, that children's understanding of Islamic teachings is still in the low category.

Based on the results of observations in the pre-cycle, it can be calculated the success rate of learning in this pre-cycle. In accordance with the performance indicators that the success of learning if the child has the ability to develop according to expectations, it can be specified that:

1. Implementation of undeveloped worship practices 13.3%, starting to develop, 66.7%, developing according to expectations of 13.3%, developing very well 6.7%.

2. Undeveloped words 13.3%, starting to develop, 66.7%, developing according to expectations of 13.3%, developing very well 6.7%.

3. Undeveloped behavior 13.3%, starting to develop, 66.7%, developing according to expectations 13.3%, developing very well 6.7%.

The success of learning was carried out in the pre-cycle based on the provisions of the minimum development according to expectations that the implementation of child Worship practices that develop according to the expectations of 13.3%, develops very well 6.7% overall 20%. The words of children who developed according to expectations were 13.3%, very well developed 6.7%, overall 20%. The behavior of children who developed according to expectations was 13.3%, very well developed 6.7%, overall 20%. The average result of learning in this pre-cycle is 20%, this shows that the religious values in children are still quite low. This also inspires researchers as teachers at RA Nurul Aflah Medan Labuhan District to conduct classroom action research to improve Islamic religious values through storytelling methods with Islamic stories.

Cycle I

Cycle I was carried out from August 8 to August 12, 2016 with the theme of self and the five senses sub- theme, the story told was that children like to say greetings when they enter class / home and when meeting teachers and others.

Based on the results of observations in cycle I, the success rate of learning in cycle I can be calculated. In accordance with the performance indicators that the success of learning if the child has the ability to develop according to expectations, it can be specified that:

1. Morals To friends, who have not developed 6.6%, begin to

develop, 26.7%, develop according to expectations 26.7%, develop very well 40%.

2. Morals to Teachers, Undeveloped speech 6.6%, starting to develop, 13.4%, developing according to expectations 33.3%, developing very well 46.7%

3. Morals to Parents, who have not developed 6.6%, begin to develop, 40%, develop according to expectations 26.7%, Develop very well 26.7%.

4. Morals in the School Environment, which have not developed 6.6%, begin to develop, 26.7%, develop according to expectations 33.4%, Develop very well 33.3%.

The success of learning carried out in cycle I is based on the minimum requirements developed according to expectations that the implementation of morals to friends, children who develop according to expectations 26.6%, develop very good 40% overall 66.7%. Morals to teachers, children who develop according to expectations 33.3%, develop very well 46.7% overall 80%.

Morals To Parents, children who develop according to expectations are 26.7%, develop very well 26.7%, overall 53.4%. Morals in the children's school environment that develop according to expectations are 33.4%, very well developed 33.4%, overall 66.8%. The average result of learning in this cycle was 66.7%. This shows that religious values in children are starting to be embedded.

Cycle II

Cycle II was carried out from 15 August to 19 August 2016 with the theme of themselves and the sub-theme of the limbs, the story told was that children like to help and say thank you.

Based on the results of observations in cycle II, the success rate of learning in cycle II can be calculated. In accordance with the performance indicators that the success of learning if the child has the ability to develop according to expectations (BSH), it can be specified that:

1. Morals To friends, who have not developed 0%, begin to develop, 13.3%, develop according to expectations of 20%, develop very well 66.7%.

2. Morals to Teachers, Words that

have not developed 0%, begin to develop, 13.4%, develop according to expectations 26.6%, develop very well 60%.

3. Morals to Parents, who have not developed 0%, begin to develop, 26.6%, develop according to expectations 26.7%, develop very well 46.7%.

4. Morals in the School Environment, which have not developed 0%, begin to develop, 13.3%, develop according to expectations of 40%, Develop very well 46.7%.

The success of learning carried out in cycle II is based on the minimum requirements developed according to expectations (BSH) that the implementation of morals to friends, children who develop according to expectations of 20%, develop very well 66.7% overall 86.7% . Morals to teachers, children who develop according to expectations 26.6%, develop very well 60% overall 86.6%. Morals To Parents, children who develop according to expectations are 26.7%, develop very well 46.7% overall 73.4%. Morals in the children's school environment that develop

according to expectations are 40%, very well developed 46.7%, overall 86.7%. The average result of learning in this cycle is 83.4%. This shows that the religious values in children have been embedded.

Cycle III

Cycle III was carried out from August 22 to August 26 2016 with the theme of my environment and the sub-theme of my family, the story told was that the child wanted to apologize and forgive.

Based on the results of observations in cycle III, the success rate of learning in cycle III can be calculated. In accordance with the performance indicators that the success of learning if the child has the ability to develop according to expectations, it can be specified that:

1. Morals To friends, who have not developed 0%, begin to develop, 6.6%, develop according to expectations of 20%, Develop very well 73.4%.

2. Morals to Teachers, who have not developed 0%, begin to develop, 6.6%, develop according to expectations 26.6%, develop very well 66.7%.

3. Morals to Parents, 0% underdeveloped, starting to

develop, 13.4%, developing according to expectations 33.3%, Developing very well 53.4%.

4. Morals in the School Environment, which have not developed 0%, begin to develop, 6.6%, develop according to expectations of 40%, Develop very well 53.4%.

The success of learning carried out in cycle II is based on the minimum requirements developed according to expectations that the implementation of morals to friends, children who develop according to expectations of 20%, develop very well 73.4% overall 93, 4%. Morals to teachers, children who develop according to expectations 26.6%, develop very well 66.7% overall 93.3%. Morals To Parents, children who develop according to expectations are 26.7%, develop very well 53.4%, overall 86.7%. Morals in the school environment of children who develop according to expectations are 40%, very well developed 53.4%, overall 93.4%. The average result of learning in this cycle is 91.2%. This shows that the religious values in children have been embedded.

The results of this study in graph 1. indicate that there is an increase in the overall average of the results of this study.

Graph 1. Research Improvement Results
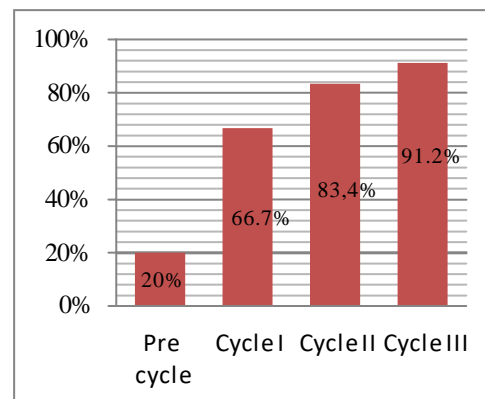
CONCLUSION

Based on the results of the research that has been done it can be concluded that through the method of telling stories with Islamic stories in RA. Nurul Aflah, Medan Labuhan District, can instill Islamic religious values in children. This is indicated from the pre-action that the overall or class average increase in the results of this study in the form of percent starting from the pre-cycle is 20%. Furthermore, in the first cycle there was an increase to 66.7%, and in the second cycle there was an increase reaching 83.4%, but there is one indicator that has not been achieved by 80% then in the third cycle there is an increase and the learning outcomes

reach 91.2%.

The results of this study prove that the storytelling method with Islamic stories can instill Islamic values in early childhood, especially on the moral values of students, as what researchers have done in RA Nurul Aflah, Medan Labuhan District.

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