

INCULCATING CHARACTER EDUCATION THROUGH ISLAMIC STORYTELLING FOR BLIND STUDENTS

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ABSTRAK

Penelitian ini bertujuan untuk mengimpelementasikan metode dongeng berbasis cerita Islami dalam mengembangkan pendidikan karakter peserta didik tunanetra kelas 1 di SDLB Putra Manunggal Gombong, Kebumen. Penelitian ini adalah penelitian tindakan kelas dengan subjek penelitian 4 peserta didik. Penelitian ini menggunakan dua siklus dengan masing – masing siklus dua kali pertemuan. Instrumen dalam penelitian ini adalah lembar wawancara dan lembar observasi. Teknik analisis data menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa: 1) metode dongeng berbasis cerita Islami dapat mengembangkan karakter anak dengan sangat baik; 2) beberapa karakter Islami yang dapat dikembangkan adalah menghormati, kejujuran, kasih sayang, kesabaran, bersyukur, dan tanggungjawab; 3) pendidikan karakter pada siklus I dapat berkembang dengan baik dan berkembang dengan sangat baik pada siklus II.

Kata kunci: metode dongeng, cerita Islami, pendidikan karakter

ABSTRACT

This study aims to determine the application of Islamic story-based storytelling methods in instilling character education in grade 1 students at SDLB Putra Manunggal Gombong, Kebumen. This research is a classroom research with research subjects involving 4 students. This research used two cycles with each cycle consisting of 2 meetings. The instruments in this study were interview sheets and observation sheets. The data validity technique used triangulation technique. The results showed that: 1) the method of storytelling based on Islamic stories can develop character education for students with very good categories; 2) some of the students' characters that are developed are Respect, Honest, Compassion, Patience, Gratitude, and Responsibility; 3) Character education developed good enough in the first cycle and very good in the second cycle.

Keywords: *storytelling method, Islamic stories, character education*

INTRODUCTION

Strengthening student characters as stated in Presidential

Decree No: 87/2017 is the basis for implementing educational reform starting from schools. The restoration

of character education in schools is carried out to prepare students to face the challenges of the development of the globalization era. Student character is part of the performance evaluation of primary schools in Indonesia (Fatimah & Mahmudah, 2017a). Student character is part of the performance evaluation of primary schools in Indonesia. However, it turns out that most elementary schools in Indonesia with very good accreditation are not followed by superior student character. This is because the high priority of primary school accreditation is placed on the cognitive aspect (Marini, 2018).

Qualified education may produce both moral and character that are capable of being a milestone of the country to improve its influence on the world. Education has a very important role to improve the capability and competitiveness of a country through quality human resources in the face of very fast changing times (Fatimah & Mahmudah, 2017b; Mahmudah, Suhartono, & Rohayana, 2018; Mahmudah, Suhartono, & Fatimah (2017).

Character education is one of the main goals implemented in elementary schools. In addition to having good achievements, elementary school graduates are also expected to have good character. Character education development can be done by integrating all subjects and during the teaching and learning process. Marini (2017) states that character education development that is integrated with learning can be carried out in preliminary, core, and closing activities.

Islamic Religious Education is one of the subjects in elementary schools that provides great opportunities in producing students with good character. This is inseparable from the main goal of religious learning, namely to produce the next generation who is religious and has good morals. However, in reality the cultivation of character education in Islamic religious subjects is still low. Students still tend to understand the material in theory, while for practice and application in everyday life it is still not optimal. Based on observations, the low development of character education is because teachers still often use the

lecture method when learning so that students are less enthusiastic during learning, lack of habituation both in class and at school, and minimal role models in schools due to blind children.

Therefore, innovation in learning is needed so that teachers can instill character education by integrating it into Islamic religious learning. One of them is by using the method of fairy tales based on Islamic stories. Through fairy tales, students will be more enthusiastic in listening and listening to the material. Fairy tales are taken from Islamic stories so that students can imitate the stories told by the teacher. So that these Islamic stories can be used as good role models for students. Afifudin (2019) states that stories/fairy tales can be an effective medium to instill good character values for children. A story can stimulate a child's imagination to act on the content of the story that is heard. That is, if the story contains good moral values, it will have a good impact on children's behavior. Hidayati (2019) also explains that fairy tale media can be used as a medium for teachers to instill children's moral values.

Listening to fairy tales/stories, children will absorb the moral values contained in the story. So that indirectly the stories in fairy tales can be role models for children.

Based on the explanation above, the application of the storytelling method based on Islamic stories is expected to develop character education for blind students at SLB Putra Manunggal Gombong Kebumen. The formulation of the problem in this study is: How can the application of the Islamic story-based storytelling method develop character education for blind students at SLB Putra Manunggal Gombong Kebumen?

METHODS

This research is a classroom action research which was carried out in 2 cycles, each of which consisted of 2 meetings. Each cycle consists of stages of planning, implementation, observation, and reflection. The research subjects were 4th graders at SDLB Putra Manunggal Gombong, Kebumen. Data collection techniques through observation and interviews. The instrument for measuring Islamic character developed consists of 6 aspects, namely: respect, honest, compassion, patience, gratitude, and

responsibility. Data validity using a triangulation technique.

DISCUSSION

Before learning to use the story telling method, the Islamic characters that appear in students are still very lacking. The use of the lecture method that is often used by teachers and the lack of habituation are one of the causes of the lack of Islamic character in students. The use of the lecture method has an impact on the lack of student participation in learning. Students only receive material without being given the opportunity to ask questions or express opinions. Based on the data from these observations, efforts are needed to improve the Islamic character of students. The character possessed is expected to be a habit that is always carried out by students either at school or at home.

Learning using the storytelling method based on Islamic stories in cycle I tell the story of the Prophet Muhammad and the Blind Beggar. Teacher tell the story by instilling character in students such as the importance of love and care for others. The students seemed enthusiastic about listening to the story told by the

teacher. Table 1 is the result of developing the Islamic character of students in the first cycle.

Table 1. The result of developing the Islamic character of students in the first cycle

Islamic Character	Percentage	Category
Respect	82%	Good
Honest	85%	Very Good
Compassion	80%	Good
Patience	78%	Good Enough
Gratitude	81%	Good
Responsibility	70%	Good Enough
Average	79,33 %	Good Enough

Based on table 1, the development of Islamic character, students can develop good enough, with a percentage of 79.33%. The character of patience and responsibility still needs to be developed properly. Based on the results of observations, students still need to be directed to be able to learn responsibility and discipline in doing assignments. Some students when

given time to complete the task, there are still those who are reluctant to complete it because they find it difficult. So that students do not finish the task. Patience and responsibility are interrelated characters. If students are patient with their assignments, they will be able to complete them well so that a responsible soul will be planted.

Based on the results of the analysis, it is necessary to develop learning in the next cycle. One of the methods used in developing the storytelling method is to use the quiz method. The quiz method is used to attract students' attention. In addition, with quizzes students will be more challenged and can listen to stories better.

In the second cycle of learning, the educator gave a story about a friend of the Prophet Muhammad SAW named Abu Bakr who was nicknamed As Siddiq because of his honest character. The story of Abu Bakr is a story that is widely studied in instilling the character of students. Table 2 is the result of the development the Islamic character of students in cycle 2.

Table 2. The result of developing the Islamic character of students in the second cycle

Islamic Character	Percentage	Category
Respect	88%	Very Good
Honest	88%	Very Good
Compassion	88%	Very Good
Patience	80%	Good
Gratitude	87%	Very Good
Responsibility	82%	Good
Average	85,50 %	Very Good

Based on table 2, the character education of students developed very well, with a total percentage of 85.50%. The use of the Islamic story method can improve and develop the character of students. Hidayati (2019) explains that the fairy tale method is very effective in developing children's character education, especially children during the golden age. This is because during the golden age, children can absorb responses quickly given from the outside.

The results of the observations showed that with the use of quizzes after giving stories, students were more motivated to participate more actively. When students give answers to quizzes, it can train students' communication skills. So that learning will be more fun because there is good interaction between teachers and students.

The character development of students based on Islamic stories will be more effective if accompanied by habituation techniques. After students listen to Islamic stories, educators are required to always motivate students

to follow the behavior of the Prophet Muhammad and his companions. Through the habituation method in everyday life, students have indirectly instilled Islamic character in themselves. Cinantya, et al (2019) stated that one of the effective strategies in developing children's Islamic character is to use the habituation method. Character education will not be achieved maximally through one or two experiences. However, it must continue. So that through this habituation, the child's character will be able to develop properly.

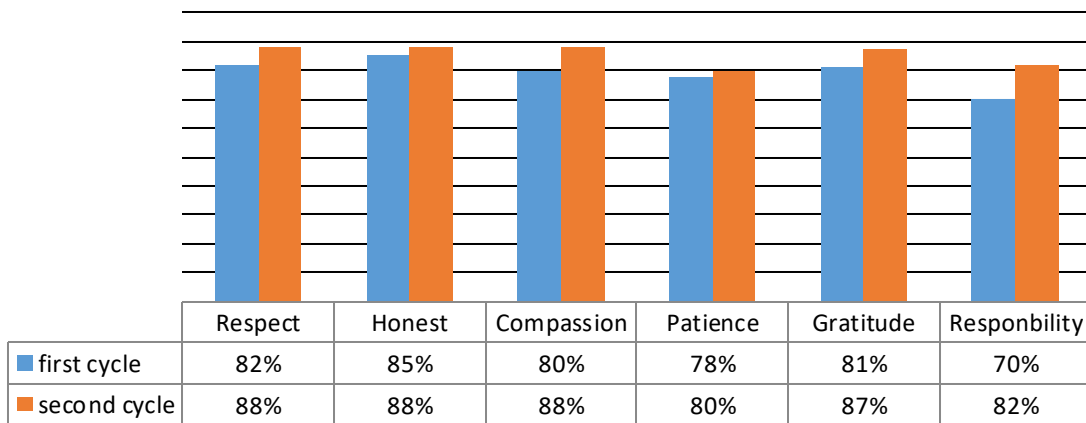


Figure 1. Comparison of Islamic characters in first cycle and second cycle

Figure 1 shows the comparison of the Islamic character of students in first cycle and second cycle. There is a good improvement

in the development of Islamic character. Especially in the aspect of patience and responsibility. Both aspects developed very well in second cycle. Aspects of

patience and responsibility are very important aspects of Islamic character. Patience shows the tenacity of an individual in completing a task. Someone who is patient will be able to complete the task well. So that the sense of responsibility will be good when students have good patience as well.

The results of the study by applying the story telling method for class I on blind students proved to be able to develop the Islamic character of students. All aspects of Islamic character can develop very well. This is in line with several previous studies which concluded that the story telling method was effectively used to improve the character of students.

CONCLUSION

The results showed that: 1) the method of storytelling based on Islamic stories can develop character education for students with good categories; 2) some of the students' characters that are developed are Respect, Honest, Compassion, Patience, Gratitude, and Responsibility; 3) Character education developed good enough

in the first cycle and very good in the second cycle.

Suggestions in this study are to analyze other strategies that can be done by educators in developing children's character education. The formation of a good environment is one example of building children's character, especially in the family environment.

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