

## **Increasing Teacher and Student Interaction Through Storytelling Culture At the Early Childhood Education (PAUD) in the District Purwakarta**

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**Abstract** : The relationship between teachers and students is felt to be less harmonious and even cold, especially when in the learning process the teacher uses an unpleasant method. The storytelling method is one way to increase interaction between teachers and students because its use is very easy and flexible, then interesting with delivery according to the theme. In addition, it can preserve a culture that is almost extinct. The purpose of this study is to describe the increase in teacher and student interaction through storytelling models or methods in Purwakarta Regency. The method that the researcher uses is a qualitative ethnographic method. Using Interactive data analysis. Data obtained through observations, observations, interviews, and documentation. From this research, it is known that the increase in interaction between teachers and students can be better established so that every learning carried out will be easier, warmer and more enjoyable, especially using interactive storytelling methods.

**Keywords** : *Ethnography, Interaction, storytelling*

## **Introduction**

The learning process in children will run well if the teacher can condition the classroom atmosphere. One of the things that teachers can do is to use appropriate learning methods and media. Because early childhood education requires a teacher who always takes the initiative and has a creative nature in developing creativity and an atmosphere of learning in children. Learning that is very liked by children is fun learning, so that children feel comfortable, at home and happy. When boredom is felt by children, it will affect the learning process in children. Therefore, a teacher should be able to choose the right method to stimulate the development of children in the learning process.

According to Eliyyil Akbar, the method is a systematic and general way of working like the way science works, starting from the question "how" (Akbar, 2020) that is what the teacher does when choosing a method that is suitable for children's development. In addition, according to Sanjaya (Akbar, 2020) method is a method used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. The kinds of learning methods that can be done by teachers in implementing lesson plans in teaching and learning activities include: a) playing method, b) storytelling or story telling, c) singing, d) tourism, e) demonstration. (Ryana, 2022).

The overall learning method is a method used by teachers in realizing lesson plans that have been prepared to help make the learning process fun for children. To achieve a goal, namely the success of learning in children. In this case, Early Childhood Education (PAUD) teachers, especially in Purwakarta Regency, mostly use storytelling learning methods in realizing lesson plans. Because when a warm and pleasant atmosphere is present in the child's learning environment, it will bring the child to be able to imagine and stimulate aspects of development in himself, especially the development of the cognitive, language and art side of children. In addition, the storytelling method is a method that can be done by teachers flexibly without having to prepare large objects. In the storytelling method, children only need to listen to what the teacher says, interact in the atmosphere and space of the teacher's fairy tales, and see the style of storytelling that is carried out by the teacher.

Storytelling is a form of literary work that can be used as a model or an effective learning method for early childhood. In literary works, fairy tales depict various sides of human life with various problems, and the relationships between humans and events that occur in a person's mind are described (Damono, 1978). Thus, fairy tales teach children that humans have various feelings and emotions, such as love, hate, anger, sadness, love, joy, birth and death. Through literature, which is a world of imagination, children see and understand their fears, frustrations, struggle against injustice and evil, and become winners.

According to Ayriza (Ayriza, 1999) fairy tales can be a means to stimulate the development of several psychological aspects of children, so it is hoped that children will be able to reach the upper limit of the range of their

development potential (norm of reference). The benefits of listening to fairy tales for the development of children's psychological aspects, including: (1) the development of a close relationship between parents or teachers and children, (2) healthy emotional development, (3) moral development, (4) creativity development, (5 ) the development of aspirations and self-confidence, (6) cognitive development, and (7) language development.

There are various benefits of storytelling that cannot be replaced by electronic media, which many adults believe have the same substance value or even higher than a fairy tale that is told directly, especially aspects that involve communication between adults and children. Storytelling as an activity that provides entertainment, teaches the truth and teaches imitation (Nadeak, 1987)

Storytelling or storytelling can be used as a medium for the development of children's intellectual intelligence (IQ), it can even be a medium in developing children's emotional intelligence (EQ). Goleman (1997), said that intellectual intelligence only has a role of 20% of the success and happiness of a human child's life, while the other 80% is determined by fate and emotional intelligence. Through fairy tales, children will gain emotional and social skills. These emotional and social skills, according to Pertiwi, et al. (1997) can be in the form of the ability to recognize, manage, and control emotions so that they are able to respond positively to any conditions that stimulate the emergence of these emotions.

The things that need to be considered are related to storytelling and the stories that are told. According to Al Qudsy and Nurhidayah (Ardini, 2012), when storytelling, a storyteller should speak clearly, be able to appreciate and absorb the entire content of the story, maintain the confidentiality of the storyline, adjust the duration of the story to the situation and the child's abilities, involve children actively. active, observing children's emotional reactions, and creating a happy atmosphere. According to Rukiyah (2018), the fairy tales conveyed should be in accordance with the age and level of knowledge of the child, have elements of education and entertainment, and use simple language. For this reason, every teacher at the early childhood education level needs to be equipped with skills as well as creativity to unlock and develop the potential of early childhood through teaching storytelling using this storytelling model.

In the search that the researchers did, most of the early childhood education teachers in Purwakarta Regency did not know or understand how to use good storytelling techniques and techniques that could create the atmosphere and conditions as described above, so that the fairy tales they brought in the learning process were very monotonous. and boring and in the end the children who take part in the learning feel bored and do not feel at home and even make students not want to take part in the lesson. They become engrossed in themselves or even choose to play or not participate in the learning process at all. Whereas in early childhood education what must be prioritized is the presence of a sense of pleasure in their midst so that they feel interested in participating in the various learning processes delivered by the

teacher, because the learning materials that are delivered/delivered are really packaged and delivered using the right method. , warm, likable, and attractive. For this reason, storytelling using a storytelling model can be used as a model for delivering good and interesting learning materials as well as being liked by early childhood. But in reality almost all early childhood education teachers in Purwakarta Regency have not mastered the skills and techniques in developing and using storytelling models properly.

Based on the analysis of the situation above, several problems arise related to storytelling learning using storytelling models in early childhood where the storytelling model that has been done so far is not at all effective and unattractive, especially at the early childhood education level in the Regency area. Purwakarta.

The researcher tries to come up with several identification problems that are believed to be the root cause of why students feel bored when following the learning process with the storytelling method brought by the teacher. Some of the identification problems are as follows: The storytelling style used by early childhood education teachers in Purwakarta Regency is still very monotonous and boring for students, so in this case they need training to be able to identify, choose, apply good storytelling techniques during the learning process takes place. The occurrence of discontent or boredom in students who then they do not want to follow the learning process to completion. From this situation, the relationship between the teacher and students is disharmony during the learning process, this can be seen from the students who are even engrossed in themselves or busy playing and do not want to follow the learning delivered by the teacher.

Based on the identification of the problems above, the researchers consider it necessary and urgent that teachers immediately master good storytelling techniques that are able to create a pleasant atmosphere in every learning process. Researchers think it is best and as soon as possible to equip early childhood education teachers, especially in the area of Purwakarta Regency which is a member of the HIMPAUDI organization with the ability to use and develop good storytelling models to be applied to the learning process at the early childhood education level so that later it can create a sense of fun and feel at home in students. With the presence of a sense of pleasure and comfort, they will be easy to follow the learning to completion.

However, in this study, the researcher does not intend to discuss the process of conducting training for early childhood teachers in Purwakarta Regency, and maybe that will be in another session. In this study, because the method used is descriptive qualitative with an ethnographic design model, the researcher will only describe a holistic picture of teachers and students with an emphasis on the development of interactive relationships between teachers and students in everyday life. For this reason, the researcher wants to see and feel called to examine the extent to which the influence of storytelling activities is able to increase the interaction between teachers and students so as to create a

warm, conducive, likable, easy-to-absorb, fun learning atmosphere and make students and teachers feel at home for long. in the learning process.

### **Research methods**

This researcher aims to be able to describe the storytelling habits of early childhood education teachers in Purwakarta Regency, the method that the researcher uses in this study is a qualitative method with an ethnographic approach design, so that according to (Sugiyono, 2012). data and information are needed that can describe and express every meaning that exists. According to Idrus (2007: 84) "In research that uses qualitative methods the research data obtained comes from data that is observed, heard, felt, and thought of by the researcher. So in this case the researcher tries as much as possible to describe all situations that occur when the researcher conducts research.

Then Darmadi (2014: 36) explains that the qualitative approach is an approach whose results are in the form of words (not numbers) where the data is obtained through various data collection techniques (can be in the form of interviews, observations, discussions or documentation).

In order for the data obtained to be accurate, the researcher conducts research directly into the field (field research) and tries to put the researcher himself together with the object of research, therefore in this case the researcher is the key instrument. It is hoped that the completeness of the data can be obtained which can then be described in full, clearly and produce research that is in accordance with the actual conditions.

In terms of implementation, the researcher carried out a flow of activities by sorting out the topics to be studied, followed by conducting a thematic analysis of storytelling habits carried out by early childhood education teachers. Then choose an early childhood education institution that really fits and is willing to be a research partner.

In order to further narrow the research study and be able to achieve appropriate results, the researcher chose to apply an ethnographic research design because the problems that the researchers studied were related to the cultural aspects that exist in a social group, namely the culture of storytelling. the behavior of the group, especially matters relating to the habit of storytelling that they apply in providing teaching in schools for early childhood education. This ethnographic observation went through a fairly long process in which researchers were directly involved in everyday life, both when the teachers taught storytelling or when they received storytelling training. Researchers try to explore the meaning of every behavior and activity carried out

The next step the researcher conducts the interview process, the researcher does it normally, meaning that it does not do with specific questions but is more like a daily conversation because the researcher wants a truly sincere answer from the resource person. (In this case, they may not realize that they are being interviewed by researchers). Interviews or interviews are conducted with the principal and teachers who are the object of research as a step in exploring and understanding the storytelling habits they do.

**Interview guide grid**

No	Aspect	Indicator	Number
1	Storytelling skills	Views on how teachers use the storytelling method The response given by the child to the teacher's storytelling ability	1, 2, 3, 4
2	Storytelling Style	Inspiration in storytelling The child's response to the given expression	5, 6, 7, 8
3	The media used for storytelling	Mastery of the media that will be used by the teacher Stories that are loved by teachers and students	9, 10, 11, 12

Observations and documentation studies are also taken by researchers as steps to obtain data. Researchers are directly involved in the process of training and teaching storytelling at the level of early childhood education, especially at Nurul Ijtihad Kindergarten Kp Cibogo Girang, Plered District, Purwakarta.

To obtain completeness of data, the researcher mapped two important data sources as research targets, the two data sources were primary data sources and secondary data sources. Primary data is data obtained from primary sources, either from individuals or individuals who were interviewed and the results of filling out questionnaires. conducted by researchers (Sugiarto et al, 2003:16-17). Or from a group of people who researchers choose according to their expertise/habits to take research data according to research needs. The researcher also obtained primary data from interviews with informants who were considered by the researchers to understand and know the problem being studied, in this case the principals and early childhood education teachers involved. In addition, excavation through observation and observation of every event related to activities or related to the research objectives, namely the habit of telling stories from teachers in conveying the learning process is a very important primary data.

Secondary data is a collection of data obtained from other sources as a source of supporting primary research data or utilizing data that has been produced and processed by other parties (research results or writings of other

parties). In this study, secondary data that researchers used were obtained from books, newspapers, magazines, journals, archives, documents, the internet and other sources that would support the research data needed by researchers.

To be more sure of the data that has been collected, the next step is to validate the data that has been collected, researchers use triangulation techniques, this technique is selected and used by researchers as an effort to utilize other sources outside the existing data as an effort to check. The triangulation methods used by the researcher are: 1) triangulation of methods and data collection, 2) triangulation of data whose checking is assisted by colleagues, or students and other parties deemed by the researcher to understand the purpose of this study.

Triangulation of data is convincing and confirms that when researchers find the same or similar data, it will be more convincing if it is explored using different sources. Because the data obtained and the same or similar will later test the validity of the truth when obtained from different sources. While the triangulation method is used by researchers to obtain the same or similar data but by using different data collection techniques and methods.

As for the process of this research, the researcher uses an interactive model as a technique to analyze the data that has been obtained, the data that has been collected/obtained is then analyzed by using the techniques of data collection, data reduction, data presentation, and finally conclusions and verification are carried out.

1. Data collection	2. Data reduction	3. Data presentation	4. Data verification
Processing all research data that has been collected through various ways of collecting data in research (primary data and secondary data)	Analyzing all available data for selection, simplifying, abstracting and transforming all data (summarizing) so that the data will be more specific (focused) on the research topic	The results of data reduction become more structured/organized according to the pattern of data relationships so that they are easy to understand, can be presented in narratives, charts, flowcharts, relationships between categories, and so on. This is done to make it easier for researchers to design and plan the work of future researchers	Drawing conclusions based on findings and verifying conclusion data, if the initial stage conclusions are supported by strong evidence and in accordance with the evidence in the field, the conclusions obtained are the correct conclusions

Sugiyono data analysis techniques, 2012:252)

## **Results and Discussion**

The results of the study show that learning at the level of early childhood education, especially in Purwakarta Regency with the storytelling method has become a habituation (civilization) and is used as a method when the learning process takes place even the habit of storytelling which is always carried out by teachers at the early childhood level as already become a necessity (cultured) and take place from generation to generation from time to time.

The habit of this storytelling method takes place in almost all early childhood institutions in Purwakarta Regency, because based on observations, children of their age are very happy when listening to a lesson that is packaged in the form of storytelling. And they will be able to linger in class (feel at home) if the storyteller (teacher) is able to bring fairy tales well and interestingly.

The results will be different if the storyteller or teacher who brings the story is considered incapable or unattractive in storytelling because they do not or lack mastery of storytelling models and techniques, it will create a class atmosphere that is not conducive and even leads to an uncomfortable feeling among students.

Based on the results of observations and observations made, even at the same time the researchers mingled directly in the learning process using the storytelling method at several early childhood education institutions in Purwakarta Regency where the position of the researcher was the key instrument in obtaining accurate data. (which should have blended directly with the research subject). So in this case, according to the data and notes that the researcher made during the research process, the researcher found that between the teacher and the students or between the storyteller and the listener, as if there was no distance between them, there really was interactive communication (warmth and intimacy) and the emotional side was conditioned. students, so that they are able to express in accordance with the character of the fairy tale characters brought by the teacher (when the teacher who tells the story really masters good storytelling).

In addition, along with the innovation of storytelling methods by early childhood education teachers to students, it has an impact on the emergence and development of creativity in teaching models for teachers at the level of early childhood education, especially in Purwakarta Regency. So that it creates an atmosphere both in the learning room or when in the playground, the students are very happy and feel at home in school for a long time. This indicates that the storytelling method when presented well is a fun and good model to be applied in the learning process, especially at the early childhood level.

That the storytelling method used as a learning method carried out by early childhood level teachers in the process of realizing lesson plans can be

more interesting and fun when the storyteller really animates the story being told, besides pleasing the teacher, it can also be an actor in preserving the storytelling culture that has existed and been carried out from generation to generation from time to time, storytelling can also be a medium that can help children/students in developing their potential and creativity, especially in imagination and cognitive development.

Then based on the results of interviews that researchers conducted with school principals that the storytelling method was very effective in conveying educational messages, especially moral messages to students, for that there were some of them (principals) who required every teacher to master the techniques and methods of storytelling in order to become more knowledgeable, interesting and interactive and some of them have participated in some storytelling training.

In addition, the response from teachers and students was also very good, not only to preserve the culture of storytelling but also as a means/media to develop children's creativity in imagination. make it easier for teachers to choose and use learning media. So that in the end the teacher becomes more creative and innovative. In addition, based on interviews that researchers conducted with their teachers, they were really very helpful and found it easier to carry out the learning process. In addition, teachers feel easier and more comfortable in realizing learning for each student so as to create a conducive and fun learning atmosphere. The storytelling method is also indirectly able to provide positive teachings for students.

From the results of the field notes that the author did that there are still a lot of teachers (almost all teachers at the early childhood education level) in Purwakarta Regency always use the storytelling method in carrying out the learning process because they find it helpful and even easier to express and realize learning, flexible time, a conducive and fun atmosphere and make children feel comfortable and want to linger in school. Therefore, they find it helpful when one day there is a storytelling training as a breakthrough in mastering various storytelling techniques which in the end avoids the boredom of children when listening to a fairy tale.

Apart from saving space and being able to be carried out anywhere, storytelling can also make children calm, comfortable and happy. Especially if the teacher can express the face and style according to the story characters in the fairy tale, such as laughing, crying, sad, smiling and others. Mastery of stories and stages should be owned by every teacher so that students do not hesitate and are even excited to listen to them. Especially when the teacher carries out his storytelling activities with the help of hand puppets or other media, it will be more fun.

At the end of the learning process the teacher always recalls or repeats the learning that has been given by the teacher. Children can easily retell fairy tales that have been heard previously from the teacher. Children will easily express and imitate movements or expressions previously made by the teacher. Because at an early age (golden age) children are able to record what they hear

and see, therefore it is better at this time the teacher is able to give the best to stimulate the development and creativity of the child.

One that will not be missed is the many moral messages contained in a fairy tale, such as the fable of malin kundang, turtle and rabbit, lake toba, onion and garlic and others. There is a moral message that we can take from every incident, but as time goes by, storytelling is rarely in demand. Therefore, as a cultural preservation that has been given to us by previous ancestors, we should still maintain the habit of storytelling carefully and if possible it can be developed to be better and more innovative.

The storytelling method used by the teacher can be done flexibly, adjusted to the needs of the child and the learning themes that have been prepared previously. The more creative and innovative the teacher, the more valuable the results obtained.

By using a good storytelling style when the learning process takes place, it will eventually be able to increase the closeness between the teacher and students, especially the closeness from the emotional side which in the end is able to condition an intimate, warm and fun learning atmosphere, and every learning process that takes place is very liked by children. as students and teachers as teachers.

## **Conclusion**

From the results of this study, it can be concluded that the learning process that uses the storytelling method is very popular with students at the level of early childhood education, especially when the teacher is able to bring stories in fairy tales full of inspiration and is able to play every character in a fairy tale according to the story. with its character so that the moral messages in fairy tales can be well received by students.

The use of the storytelling method is able to create a warm, familiar and pleasant atmosphere both felt by the teacher and by the students which in the end there is a good interaction between teachers and students who all feel they need each other. fun and every learning will be easily accepted by students.

When principals, teachers and students are happy with the learning atmosphere, let alone happy with the method used, namely storytelling then they always apply the storytelling culture, consciously and planned, they are people who have preserved one of our cultural treasures, namely storytelling culture that has been preserved from generation to generation from time to time and has even been able to shape the character of our nation as a nation that upholds intellectual property in terms of instilling morals in the form of stories/tales. Let us maintain, develop, innovate and apply the culture of storytelling in our learning so that every student feels at home and enjoys participating in the learning process. Which of course we become good storytellers in conveying our learning material.

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