

INSTALLATION OF ISLAMIC CHARACTER VALUES THROUGH STORYTELLING ACTIVITIES IN UMMI FAUZIAH RANTAUPRAPAT PAUD CHILDREN

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Abstract

Storytelling as a medium for cultivating Islamic characters in early childhood. The inculcation of Islamic character values is the provision of an education that forms morals or manners that distinguish one person from another. The purpose of this PKM is to obtain data and information regarding abilities in storytelling activities, and the application of storytelling methods to instill Islamic character values in early childhood. The type of approach used is a qualitative descriptive approach by taking observation data sources, interviews, and documentation. The expected result of this PKM activity is the formation of Islamic character in early childhood through storytelling activities. This PKM was held at Ummi Fauziah Kindergarten/PAUD in Padang Matinggi. From this activity, all participants gained knowledge and skills in instilling Islamic character values through storytelling activities to improve quality and professionalism.

Keywords: Early Childhood, Islamic Character Values, Storytelling.

INTRODUCTION

Early Childhood Education is an education that develops various aspects of child development starting from aspects of physical-motor development, cognitive development, language development, development of religious and moral values, and artistic development (Rangkuti & Rangkuti, 2020).

Every aspect of a child's development needs to get encouragement or assistance that can help the child achieve the level of development at that age. In addition, early childhood is a brilliant period to be carried out and given education. According to Maria Montessori, it is different, that children aged 3-6 years are a sensitive period or a sensitive period for children, namely a period when a certain function needs to be stimulated so that its development is not hampered (Rangkuti & Rangkuti, 2020).

One of the most important aspects of development is religious and moral values. Religious and moral values cannot be separated in early childhood learning because Law No. 137 of 2014 concerning National Standards for Early Childhood Education explains that character education is applied in learning in PAUD (Rangkuti & Rangkuti, 2020).

Instilling character values from an early age is a mandatory requirement in learning in PAUD in addition to other aspects of development. Character education is a basic requirement

for creating human beings who have good personalities and behavior (Rangkuti & Rangkuti, 2020).

Character education itself is an educational process aimed at developing values, attitudes, and behaviors that radiate noble character or character. So character education is valued very important to be instilled in children from an early age. Through this character education, early childhood is prepared to improve the quality of implementation and results 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 appropriate (Rangkuti & Rangkuti, 2020).

In essence, character education will shape a person's personality which consists of three components, namely moral knowing, moral feeling, and moral action. This is necessary so that students can understand, feel, and implement good values. The process of implementing character education in Ummi Fauziah PAUD is still limited regarding its application in the learning process. Most of the process of learning activities at Ummi Fauziah PAUD emphasize cognitive aspects such as Calistung (Read, Write, Count) activities (Rangkuti & Rangkuti, 2020).

Instilling character values is an important target in the Ummi Fauziah PAUD learning process. Children are taught and trained from an early age to instill character values such as responsibility, honesty, independence, discipline, courage, etc. Instilling character and moral values from an early age must refer to aspects of child development. Early childhood development, especially at the age of Kindergarten (TK), has developmental achievements that must be achieved in the process of learning activities. Awareness of children's moral values is very appropriate if it is done through stories or fairy tales because stories or fairy tales are an effective medium for instilling values and aesthetics in children. children, the purpose of this is that through fairy tales too, children are taught to draw wisdom, conclusions, and virtuous moral messages without feeling patronized because a story is more memorable than pure advice or words that are directly conveyed (Rangkuti & Rangkuti, 2020).

Apart from that, some of the benefits of storytelling are that it can increase children's intelligence because every child can imagine, increase intelligence, strengthen relationships, instill love, there are moral messages and new knowledge as a means to instill character in children (Rangkuti & Rangkuti, 2020).

The steps for implementing the storytelling method according to (Moeslichatoen, 2004) include:

1. Communicating goals and themes in storytelling activities to children,
2. Arrange children's seats and arrange materials and tools used as storytelling aids,
3. Opening storytelling activities, the teacher explores children's experiences with stories or fairy tales to be told
4. Development of stories told by the teacher,
5. Establish designs for ways of speaking that can vibrate the child's feelings,
6. Closing the storytelling activity by asking questions related to the content of the story.

The purpose of this service activity is to increase the knowledge of Ummi Fauziah PAUD teachers in instilling Islamic character values in early childhood through storytelling activities and as a reference for educators in developing other learning methods in teaching Islamic character values for early childhood (Rangkuti & Rangkuti, 2020).

IMPLEMENTATION METHOD

The proposed PKM program design procedure includes the following stages:

1. 1. Preparation
2. 2. Implementation
3. 3. Observation and evaluation
4. 4. Report writing

The subjects of this service were all Ummi Fauziah Kindergarten/PAUD students, totaling 76 people. Furthermore, the implementation of the PKM program is aimed at Ummi Fauziah Kindergarten/PAUD students located on Jalan Padang Matinggi. The method used is education for students in the form of outreach activities to increase participants' knowledge/understanding of how to instill Islamic character values through storytelling activities. Furthermore, the evaluation process is carried out to find out deficiencies and obstacles in the implementation of activities so that improvements can be made.

RESULTS AND DISCUSSION

The activity of this community service program is in the form of socialization activities which have been carried out in February 2023 which took place at the Ummi Fauziah Kindergarten/PAUD hall which is located at Jalan Padang Matinggi. This activity starts at 09.00 WIB until 10.00 WIB. The socialization activity was opened by the dedicated team for 10 minutes and then continued with a speech by the head of the Ummi Fauziah Kindergarten/PAUD foundation, Mrs. Nila S.Pd, for 5 minutes. Furthermore, the participants present in the storytelling activity were Kindergarten students Ummi Fauziah PAUD. This socialization activity went quite smoothly and according to plan. The enthusiasm of the participants in the implementation of this socialization was evidenced by the attention given by the participants to the speakers who appeared and there was interaction and questions and answers between the participants and the presenters.

The design of an assessment of success or failure in socialization activities for Ummi Fauziah Kindergarten/PAUD students in 2023, is carried out by:

Table 1. Assessment Design

Indicator	Target	Realization	%
Identify the number of socialization participants and whether the participants who attended were by the target or not.	The number of Paud children is 76	A total of 56 preschool children took part in the activity	76,3%
Identify the implementation of socialization activities, whether it is by the program and schedule that has been designed or not.	The design of this PKM activity is by the design of the activities that were made, in addition to preschool children, teachers also participated in carrying out this activity, totaling 13 teachers.	These 13 teachers have to support this PKM activity	100%
Identify the enthusiasm of the participants in socialization activities whether they have met expectations or not.	The PKM team sets understanding targets so that all students can understand	Of the 56 students' understanding of the storytelling, around 28 students understood it and 28 students still did not understand what the story was about.	50%
Whether the benefits and satisfaction from the implementation of this socialization activity can be felt by all parties involved including the servants and the participants or not.	The process of delivering material can be felt by all parties in this PKM activity	They were all very satisfied listening to the storytelling of the Prophet Abraham and Fire	100%

Participants in this outreach activity program were all Umami Fauziah Kindergarten/PAUD students, totaling 76 students. In this service activity, there are 2 categories, namely PAUD and Kindergarten children, who can more easily understand the film are Kindergarten children. Based on the evaluation of the implementation of this outreach

program, it was found that the participants who attended the storytelling had met the target, namely 56 participants from the 76 targeted participants. The program for implementing this activity was designed using scientific discussion and question-and-answer methods. This socialization activity has run smoothly and as expected. This was proven by the number of participants who attended and there were no participants whose permission was left behind so it can be said that almost all students as participants in this socialization and community service activity participated in the entire series of events from the beginning to the end of the activity, which was at 10.00 WIB. In addition, the participants also seemed enthusiastic to listen/pay attention to the presentation of the material from the presenters, and also the interaction of discussions and questions and answers that occurred in the question and answer session was one of the indicators of the participants' special attraction to the material presented by the presenters. Another benefit felt by the participants was besides being an additional provision of knowledge about how to integrate Islamic values in other learning delivered by several other presenters in this activity.



Figure 1. Introduction



Figure 2. Foreword



Figure 3. Material description



Figure 4. Q&A



Figure 5. Submission of Plaques



Figure 6. Group photo

CONCLUSION

The conclusions that can be obtained from the implementation of this community service program are:

1. This socialization activity can increase students' knowledge about how to instill Islamic character values through storytelling activities.
2. The implementation of this community service activity program has been running smoothly and as expected.
3. Information was obtained that storytelling activities based on Islamic values were carried out for children who were in kindergarten/
4. Umami Fauziah PAUD, Padang Matinggi sub-district, North Rantau District was able to bring out their enthusiasm and enthusiasm.
5. By telling the story of Prophet Ibrahim and Fire as a prophet who was born in the midst of a polytheistic ignorant society, inspiring children to fight fear, whenever children feel afraid remind them to say hasbunallah like Abraham.

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