

EFFORTS TO STRENGTHEN CHARACTERS WHO DON'T LIKE TO LIE THROUGH THE STORYTELLING METHOD "PINOCIO THE WOODEN PUPPLE" IN EARLY CHILDHOOD

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Abstract

The objective of this research is to examine the process of enhancing character development in young children using the storytelling approach. This study employed a descriptive qualitative methodology. The study was conducted at the PGRI Tegalsari Kindergarten, involving children between the ages of 4 and 5, as well as teachers. The data gathering methods employed in this research encompassed observation, interviews, and documentation. The findings of this study indicate that the moral virtue derived from the narrative "Pinocchio the Wooden Puppet" is the ethical imperative of refraining from falsehoods towards others. The challenges encountered by instructors in cultivating the character of pupils include the presence of apathetic parents who show insufficient concern for their children, both in the educational setting and in assigning homework, as well as the absence of sufficient educational resources.

Keywords: Character, Pinocchio, Strengthening

Abstrak

Penelitian ini mempunyai tujuan yakni guna melakukan pengkajian proses peningkatan pengembangan karakter pada anak usia dini dengan menggunakan pendekatan bercerita. Penelitian ini memakai metodologi deskriptif kualitatif. Penelitian dilakukan di TK PGRI Tegalsari dengan melibatkan anak usia 4 hingga 5 tahun serta guru. Metode pengumpulan data yang dipakai pada penelitian ini diantaranya observasi, wawancara, serta dokumentasi. Temuan penelitian ini menampilkan yakni kebajikan moral yang berasal dari narasi "Pinokio si Boneka Kayu" adalah keharusan etis untuk menahan diri dari kebohongan terhadap orang lain. Tantangan yang dihadapi guru dalam pembinaan karakter siswa antara lain adanya orang tua yang apatis dan kurang memberikan perhatian terhadap anaknya, baik dalam lingkungan pendidikan maupun dalam pemberian pekerjaan rumah, serta tidak adanya sumber daya pendidikan yang memadai.

Kata kunci: Karakter, Pinokio, Penguatan

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INTRODUCTION

Based on observation findings at PGRI Tegalsari Kindergarten, student character development is not only limited to classroom learning but also includes habituation. The classroom provides an environment that is very supportive of planned school activities. Improving character development in children requires the application of various age-appropriate methodologies to improve character education.

Santika (2018) emphasized that early childhood is a critical period marked by extraordinary cognitive development. This phase of life is different and is marked by significant physical and

spiritual growth, maturity, and refinement throughout a person's life. There is a way that develops steadily and without interruption. Early childhood education is an educational service that aims to facilitate the physical and spiritual growth and development of children. The focus is on fostering positive attitudes, conveying knowledge, and teaching basic skills, while emphasizing character education that is in line with the child's environment (Tussubha & Hadiyanto, 2020). Character refers to the values, traits, and different behaviors of an individual that are developed through the internalization of different principles and applied in a person's perception, cognition, behavior, speech, and actions in everyday life. Character can be expressed as someone's when their actions in everyday life are in line with moral principles. Character is also characterized by spontaneity, which indicates that individuals do not carry out prolonged deliberation before taking action; instead, their actions occur unexpectedly and without much prior thought.

Early childhood character education can be included in daily activities that emphasize children's individuality, independence, self-control, and accountability. Early childhood character education can be developed from Western educational ideology and modified to suit educational practices in developing countries (Nurunnisa, 2022).

Character education today is often considered as an effort to educate the younger generation in the habit of noble behavior and cognitive processes. Character instillation is a collective task carried out together by families, schools, and communities. Therefore, PAUD educators must have knowledge of these character values. Furthermore, this approach is implemented in educational exercises. Success depends not only on our cognitive intelligence, but also on our character. This is because success is primarily determined by a person's ability to build emotional relationships with themselves, their surroundings, others, and God. A child's character will be formed through an understanding of the three basic interactions that each individual must face, namely: correlation with oneself (Intrapersonal), with the surrounding environment (Social), and with a higher power (Spiritual). Each result of this association will produce an understanding that ultimately forms the child's values and views. The child's understanding of the structure of the relationship will shape his or her behavior towards his or her environment. Bad understanding will result in bad behavior, while good understanding will result in positive behavior towards the world.

Based on observations conducted at PGRI Tegalsari Kindergarten, character development in children is not limited to classroom learning. Teachers can also foster character development through various habits, such as greeting when entering or meeting outside or inside the classroom, praying before and after learning, walking orderly, shaking hands with the teacher, and shaking the teacher's hand. The classroom fosters a pleasant learning environment through structured activities carried out by the school. For example, children obey the teacher's instructions, do not play alone, and avoid disturbing their friends who are studying. During the learning process, a child's dishonest character is found, the child tends to manipulate the reality that occurs with behavior or words to justify his dishonesty. For example, during the learning process, one of the tools is broken, after that the teacher asks who damaged the tool, but no child dares to admit it. Another case example is one of the children who feels that they have lost an item and is asked in the class, no one admits it.

Building character needs to be improved with various methods that are in line with child development. Because, strengthening children's character requires stages in its formation, one method to strengthen character is by telling stories. Storytelling is an effective language skills exercise that requires critical thinking, mindset, courage, and language articulation to ensure

children's understanding. The storytelling method involves verbal communication with children to present and offer knowledge about new concepts or ideas (Zahra, et al., 2022; Yusra & Yunisari, 2019; Ramdhani, et al., 2019). In addition, it is stated that teachers can use storytelling as a means to apply and develop character qualities through purposeful exercises. Character values that are seen from involvement in storytelling activities include accountability, honesty, religiosity, cooperation, and independence. After the storytelling process is complete, all of these character values are included in the learning process. Storytelling can be done in various ways, such as utilizing interesting materials that are interesting to children.

Teachers should capture children's attention by telling interesting stories, thus ensuring that they stay focused on achieving their goals. Storybooks offer young children the opportunity to improve their language, imitate their surroundings, and develop the ability to identify emotions in a fun way (Fitri & Waluyo, 2020; Masrurroh & Ramiati, 2022; Sumual, 2022). Folk tales are one of the story genres that can be used to develop character in children. According to Pratiwi, et al. (2020), traditional fairy tales are commonly used to instill moral values in children. In addition, character development in early childhood is fostered through habituation activities, namely through routines, spontaneous actions, and providing role models (Wira & Trisdiani, 2020). The benefits of using a storytelling approach in early childhood education include fostering interpersonal relationships between children and parents or teachers, as a means of conveying messages to children, fostering children's imagination, fostering children's emotional and affective development, facilitating the process of self-awareness, and improving children's cognitive abilities.

Based on the related background, this study aims to conduct an analysis of character strengthening in early childhood through storytelling methods, especially to overcome the character of students who like to lie, a storytelling method is used about "Pinocchio the Wooden Doll".

METHODS

This research is a qualitative and field research conducted at TK PGRI Tegalsari. This involves direct observation in the field to determine the impact of the storytelling approach on improving the character development of early childhood. The subjects of this study were children in the TK PGRI Tegalsari group and the teachers who guided them. The research was conducted at TK PGRI Tegalsari. This study used many data collection methodologies, especially: observation, interviews, and documentation. This study was conducted with the specific aim of collecting data related to improving character development in early childhood at TK PGRI Tegalsari. Data for this study were obtained through interviews with class teachers at TK PGRI Tegalsari. In addition, documentation was carried out as a data complement. This study aims to explore methods of improving the moral development of early childhood by utilizing storytelling techniques. In addition, carrying out documentation to complement data in this study means providing a comprehensive picture of the school, including its vision, goals, and other relevant information.

Bogdan and Tailor as quoted by Lexy J. Moleong (2000) emphasized that the qualitative approach can function as a research method by providing descriptive data results. This study examines strategies for improving the moral development of early childhood using storytelling techniques. The proof will be carried out at PGRI Tegalsari Kindergarten by means of observation, direct interviews, and documentation. The storytelling method in early childhood education offers several advantages. It fosters a strong emotional connection between children

and their parents or teachers, serves as a means of communicating messages effectively to children, stimulates their imagination, helps develop emotional intelligence, facilitates self-discovery, and improves cognitive development. The purpose of this study is to examine the improvement of character development in early childhood using a storytelling approach, based on the background information provided.

RESULTS AND DISCUSSION

Data collection was carried out through observation, interviews, and documentation for the research entitled "Improving Early Childhood Character Development Through the 'Pinocchio Wooden Doll' Storytelling Method at PGRI Tegalsari Kindergarten." The discussion revolves around two specific topics, namely: 1) Improving character development during infancy through the utilization of the Pinocchio the Wooden Doll storytelling technique at PGRI Tegalsari Kindergarten. 2) Challenges faced by teachers in improving character development with the Wooden Doll storytelling technique in early childhood education at PGRI Tegalsari Kindergarten. Improving character development during early infancy through the utilization of the "Pinocchio the Wooden Doll" storytelling technique at PGRI Tegalsari Kindergarten. "Strengthening Character Through the Pinocchio Wooden Doll Storytelling Method for Early Childhood at PGRI Tegalsari Kindergarten" consists of three steps, namely preparation, implementation, and assessment. These stages are determined based on the findings of the results of observations, interviews, and documentation. At the planning stage, the teacher formulates a learning design with the aim of guiding the learning process and successfully achieving the goals that have been set (Nasution, 2017). Planning can be defined as a systematic stage in setting a goal and finding optimal conditions in the most efficient and effective way (Salhah, 2017). There are various characters that will be strengthened in TK PGRI Tegalsari, namely: behaving honestly, not liking to lie, and behaving according to the mandate. Furthermore, the learning design also contains learning methods that will be implemented by the teacher during the learning process. At TK PGRI Tegalsari, the learning design is carried out by forming characters through the storytelling method "Pinokio the Wooden Doll".

Table 1. Results of Interviews with Teachers

No.	Question	Interviewer	Interview Results
1	How do teachers try to strengthen the character of not liking to lie at PGRI Tegalsari Kindergarten?	Teacher A	Developing character through the use of fairy tales in early childhood requires a planned approach so that the educational goals that have been set can be achieved effectively. PGRI Tegalsari teachers will utilize various genres of fairy tale books to strengthen positive character in early childhood, such as honesty, integrity, and trustworthiness.
2	What are the obstacles for teachers in strengthening the character of not liking to lie in PGRI Tegalsari Kindergarten?	Teacher B	Negligent attitude of parents towards their children's welfare and academic progress at home. Certain children are unable to fulfill their developmental tasks to the fullest due to various problems.

At the stage of implementing the “Pinocchio the Wooden Doll” storytelling method, the goal is to increase children's learning engagement by including creative and imaginative elements. This approach is very suitable for young children because it helps prevent the learning process from becoming monotonous (Nurjanah & Anggraini, 2020). The application of habituation tactics can improve character development in early childhood through the use of the “Pinocchio the Wooden Doll” storytelling approach. According to Wiyani (2017), habituation techniques allow children to learn and immediately engage in positive behavioral practices. The habituation process carried out to improve character development at PGRI Tegalsari Kindergarten includes integrating character strengthening with a series of activities that have been planned at school. These activities include starting with praying before starting a task, singing, telling stories, and then discussing various themes or sub-themes for learning purposes. The main tasks include observing, coloring, cutting, and sticking materials according to the learning concept or sub-theme, while working collaboratively in groups.

The closing event consisted of a question and answer session to reflect on the activities carried out throughout the day, conveying a moral message to students, singing together, and ending with a prayer before leaving. The media used to improve character development varies, depending on the specific theme or sub-theme that will be included in the student's learning experience. For example, picture story books, sketch paper, colored pencils, scissors, adhesive, and high-quality printing paper. This activity can also be used in everyday life. In order to assess students' progress in improving character through the use of the "Pinocchio Wooden Doll" storytelling technique, an evaluation activity needs to be carried out. The goal is for educators to assess the degree of efficacy in improving the moral development of early childhood through the use of the "Pinocchio the Wooden Doll" narrative technique. Based on the results of the study, the use of the "Pinocchio the Wooden Doll" storytelling approach to improve character development has a good influence on early childhood students at PGRI Tegalsari Kindergarten. This method helps shape their character. 1) The early years of childhood play an important role in developing a person's honest character. Stories are used as a means to educate children about the importance of listening and understanding attentively in everyday life. Similar to the narrative of “Pinocchio the Wooden Doll”. 2) Early childhood has an important role in character development, especially in instilling honesty in the younger generation.

The character of lying to parents or friends is very dangerous for oneself and others, in the story "Pinocchio the Wooden Doll", every time Pinocchio lies, his nose gets longer. If this is done by Pinocchio continuously, his nose will become very long, besides looking ugly, it is also troublesome for him. This character will disappear if he starts to be honest and does not like to lie. 3) Behave in a trustworthy manner. This is very important and also good for himself and others. If this trustworthy nature is not carried out, it will trigger the emergence of other bad traits. As in the story of Pinocchio, initially he went to school according to his parents' mandate, but instead he played which ended up making him lie, so from the untrustworthy nature, the nature of liking to lie will arise. Children must adjust to this behavior so that it can be included in their daily routine. Based on the previous explanation, it can be concluded that there are three steps in improving character development through the storytelling method "Pinocchio the Wooden Doll" in early childhood at PGRI Tegalsari Kindergarten. These steps include the planning stage, namely making a learning plan to determine the focus of learning that is in line with the development of the child's character. In the implementation stage of improving the character of early childhood in TK PGRI Tegalsari, storytelling techniques are used. This method uses a habituation strategy, namely a series of consistent activities are given to build children's character effectively. In the evaluation stage, the application of the "Pinokio the

Wooden Doll" storytelling method in TK PGRI Tegalsari has a positive impact on character development. Children show traits such as honesty, reluctance to lie, and trustworthy behavior.

Researchers identified several obstacles faced by teachers in efforts to improve character development using the "Pinokio the Wooden Doll" storytelling method in early childhood at PGRI Tegalsari Kindergarten. One of the obstacles is the lack of parental involvement and concern for the welfare of children. Education and cognitive development of children in the school environment. Certain students cannot fully complete their developmental responsibilities for various reasons. The main factors that have the greatest influence are the absence of consistent parenting practices that acknowledge the presence of children because of the perception that they lack understanding, parents' busyness with other responsibilities that leave them with insufficient time to engage in conversation with children, and the tendency of some parents, especially fathers, who consider children's verbal expressions to be merely fussiness, thus considering interactions with children unproductive and time-consuming. Children will miss important opportunities to develop and improve their skills in physical movement, cognitive thinking, play, social interaction, and independence.

Lack of parental involvement in the learning process at home is an obstacle to character development through the storytelling method "Pinokio the Wooden Doll" in early childhood at PGRI Tegalsari Kindergarten. When children go to school, parents are required to fully entrust their children's education to teachers. In addition, parents must also pay attention to their children's growth and development while at home. 2) Giving homework that is not in accordance with the school curriculum. The priority of comparing time between parents and children is emphasized. During the transition from childhood to adolescence, the importance of parent-child interaction becomes very important. Children really need a strong bond with their parents. 3) Some parents, because of their busy schedules, give their children the wrong explanation when they want to be accompanied, even though the reason is not in accordance with reality. In other words, parents often deceive their children. Teachers face challenges when trying to strengthen character characteristics in early childhood using the "Pinokio the Wooden Doll" narrative technique. Lack of parental supervision during study time results in reduced advice and supervision of children in completing schoolwork. The resulting impact is a decrease in children's honesty at school, a tendency to cheat, and a lack of trustworthy behavior. 3) Insufficient media and infrastructure resources.

Educational media facilitates teachers in delivering content, emphasizing focus, and increasing children's involvement in early childhood learning through fun learning, thus preventing boredom. Facilities and infrastructure often referred to as learning media are important components in education, including teachers and students. They provide important support for teaching and learning activities. The presence of learning media facilitates teaching and learning activities. Teachers of PGRI Tegalsari Kindergarten face obstacles in implementing student character development using narrative techniques due to limited learning resources, such as the unavailability of LCDs and learning materials. To achieve teacher success in improving character development at an early age, it is necessary to improve the preparation of learning media.

CONCLUSION

Strengthening character through the storytelling method "Pinokio the Wooden Doll" in children at PGRI Tegalsari Kindergarten shows good character, namely children behave honestly, do not lie, and are trustworthy. The challenges faced by teachers in improving children's character at PGRI Tegalsari Kindergarten include: 1) parental neglect of children's welfare and academic

progress, 2) inconsistent homework assignments between home and school, and 3) insufficient learning resources. The use of storytelling techniques at PGRI Tegalsari Kindergarten is very useful in fostering children's character development. Storytelling is very popular with children and is easy to understand and apply in everyday life.

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