Instilling Islamic Values Through Storytelling Methods in the IT AL-Washliyah Study Group

Sisi Rosida, Nina Fadilah, Doni Efrizah, Randi Rian Putra

Abstract
The main cause of the damage to the character of education in the modern era is the excessive use of technology. Children have difficulty in social interaction, low morals and ethics, and the potential for deviant behavior. One method to instill Islamic values in children is through stories. The storytelling method in moral stories is one alternative in instilling Islamic values that are characterful. This research was conducted at the Alwashliyah IT Study Group. This type of research is field research and the approach used is a qualitative approach. This research was conducted at the Alwashliyah IT Study Group. Data collection in this study was carried out using interview techniques (interviews), and documentation techniques (document review). The results of the study found the process of implementing the storytelling method, where children can get to know Islamic character values through the storytelling method that contains positive traits such as patience, humility, self-confidence, consistency, diligence, honesty, and helping others. In addition, participants can exemplify and apply it directly in their daily lives.

Keywords: Character, Fable, Islamic Values, Moral Story, Storytelling

Sisi Rosida
Electrical Engineering Study Program, Universitas Pembangunan Panca Budi, Indonesia
e-mail: sisi@dosen.pancabudi.ac.id

Nina Fadilah, Doni Efrizah, Randi Rian Putra
e-mail: ninafadilah@dosen.pancabudi.ac.id, doniefrizah@dosen.pancabudi.ac.id, randirian@dosen.pancabudi.ac.id

Introduction

Globalization currently has a huge impact on Indonesian society, one of the impacts is forgetting the nation's character education. The phenomenon of the decline of the nation's character in this country [1]. This can be caused by the weakness of character education in continuing national values when changing generations.[2] So it can be said that character is a strong and very important foundation that must be instilled from an early age [3].

The use of gadgets and television as entertainment also occurs in children at the Alwashliyah IT Study Group, Kelambir Lima. As a result of being too busy playing with gadgets, children become lazy to study and are late for Quran study because they are busy playing with gadgets. Even when a friend brings a gadget to the Quran study place, they become unfocused. [4] In addition, the influence of children's story programs on television which show more stories of fights and negative behavior, thus influencing their behavior.

Based on these problems, it is necessary to carry out storytelling activities which are a fun learning method for children. Children gain new understanding about themselves and their environment through storytelling inspired by predecessors and fictional characters. [5]. The ability to imagine and think critically in children can also be improved through storytelling methods [4]. Affective elements such as empathy, motivation and respect for others can be honed when children are exposed to interesting stories that are close to their daily lives [6].

Storytelling can be one method of instilling moral values in early childhood. According to social learning theory, early childhood is at the imitative or modeling stage, which tends to imitate what is seen or heard [7]. Teachers and parents can demonstrate or model certain behaviors so that they become ingrained in the child [8]. Moreover, if adults provide reinforcement in the form of rewards or praise when children demonstrate the expected behavior, this behavior will be repeated in the future [9]. Stories that contain positive moral values can be a model for children to imitate. Children will think that they are also capable of doing good like the characters and messages in the story [10].

The instillation of moral values should ideally receive special attention from all parties who play a role in the growth and development of early childhood, such as the family, environment, school and community system [1]. It is necessary to pay attention to several aspects of the child as a determinant of the success of instilling moral values. According to the theory of moral development [11] Children aged 0-5 years are in the premoral period stage. At this premoral period stage, children tend not to obey the rules that have been set but rather follow their own rules which they find more enjoyable. Based on this theory, as educators or caregivers of early childhood, it is better to convey moral values in a way that children like so that children have a greater opportunity to apply these values [12].

Moral values are generally closely related to religious teachings. The characteristics of religious development in early childhood must also be understood when delivering teachings that contain moral values [13]. [14] revealed that the beliefs of children aged 3-6 years are still influenced by fantasy and emotions obtained from unreal fairy tales. At this level, teaching morals and religion to children through fairy tales is the right method [15].

Literature Review

In line with the theory of early childhood moral development, early childhood spiritual practices are also still related to obeying rules and fear of punishment [16]. The majority of children carry out religious practices to avoid punishment from parents or punishment from the religion they embrace. [16] For example, children worship because they are afraid of getting angry from their parents if they do not do it, besides being afraid of hell as the ultimate punishment if they violate religious teachings. At this stage, children aged 3-6 years are still fascinated by imaginative fairy tales that make children easily believe in the stories they hear. This spiritual characteristic is one of the gaps to insert positive moral values through stories. Children will better understand right and wrong actions and then imitate them. [17] Revealed that the storytelling method can increase children's creativity and critical thinking [3]. The

characters who play a role in a story have certain characters that can stimulate imagination, empathy, understanding others as well as absorbing the messages of values and morals contained in the story [3]. Children will also get an understanding that people who do good will get happiness while people who do bad will end up in misery as is generally told in stories and fairy tales [18].

Research Methodology

This study is to obtain data or events that occur, especially those used in the application of the Islamic story method in forming religious characters [19]. This study uses a descriptive qualitative approach to describe what is happening [8]. In it, there are efforts to describe, record, analyze and interpret the conditions that are currently occurring or existing. The place of this research was conducted at the IT Alwashliyah Study Group. Data collection in this study was carried out using interview techniques and documentation techniques (document review) [20].

Results
Storytelling Method in Alwashliyah IT Study Group

This study focuses on children's insight into instilling Islamic values through moral stories that can be emulated and instilled in everyday life. These values are expected to shape their true character. Data were taken from the application of the Islamic story method in developing religious character in the IT Alwashliyah Study Group. The steps in implementing the Islamic story method in developing religious character begin with the preparation stage. Where in the learning process includes personal preparation, namely preparing the overall body condition and voice as well as deepening the material to be delivered and technical preparation, namely media, stationery, story books. To open the story, the educator displays an animated video containing examples for students. Then the children will retell the religious character of the characters in the animated video that has been shown. Children are also given the opportunity to make conclusions about the story that is conveyed and provide motivation so that children carry out the messages from the story that is conveyed.

Second, the stage of implementing the Islamic story method, retelling about religious characters that can be emulated in everyday life. The implementation of learning in the IT Alwashliyah Study Group which discusses the exemplary stories of the Prophets and Apostles which contain their exemplary behavior. One of the stories of the Prophet taught in learning is the Prophet Idris who has a diligent attitude, is very grateful to Allah and a spreader of Islam, from the story above students can apply exemplary attitudes in everyday life. Third, the Islamic story method to form children's religious character, the teacher uses methods that are adjusted to the learning themes with the aim of making it easier to record in their memories and being able to practice in everyday life. The method applied is the story method. The story method is a practical way to form and prepare students, so this method is very effective to apply with the hope that a strong character can be formed in each student through the material taught at school. However, this story method will not find results without being supported by other methods, because basically all methods have their own advantages and disadvantages. One of the methods used besides storytelling is the question and answer method. This method is a supporter in the application of the Islamic story method, because after telling the story to find out whether the students understand the story.

Third, the Islamic story method to form the religious character of children, then the teacher uses methods that are in accordance with the learning themes aimed at making it easier to record in their memory and be able to practice in everyday life. The method applied is the story method. The story method is a practical way in the formation and preparation of students, so this method is very effective to apply with the hope that a strong character can be formed in each student through the material taught in school. However, this story method will not find results without being supported by other methods, because basically all methods have their own advantages and disadvantages. One method used besides storytelling is the question and answer

method. This method is a supporter in the application of the Islamic story method, because after telling the story to find out whether the students understand the story.

Fourth, pay attention to the media used in the application of the story method, including cherry books, audio visuals, and whiteboards. These media are used as a complement to the story method and the use of media is very effective and sufficient to make students interested and enthusiastic about hearing the story. In learning media, media is one of the important things in the learning process. With media, the messages contained in the story can be well absorbed by students. In this case, the use of media in the application of the story method is quite good, but educators more often use audio visuals in telling stories and educators should be more varied in using the available media, not just one media used. When telling the story of the Prophet as audio visuals, in addition to watching films, students are also shown supporting properties so that students can also enter into contemplating the contents of the story. From there, students will find it easier to understand the contents of the story and be able to capture the moral message in the story and be able to imitate good things in the story.

Instilling Islamic Values through Storytelling Methods

The values instilled in students are the first, these values of faith are introduced to children by introducing the names of Allah and His Messenger. Providing an overview of who the creator of the universe is through exemplary stories.

Then through the values of worship, real evidence for a Muslim in believing and adhering to Islamic aqidah, educators introduce the values of worship by telling stories to children about people who believe and always carry out worship according to the instructions and provisions of Allah. The educational value of worship for children will accustom them to carrying out obligations, for example at the time of Dhuhur to pray in congregation.

In addition, the moral values instilled in students form humans who have awareness in carrying out religious commands. The teacher explains which characters are worthy of being imitated and which characters are not good and do not need to be imitated in everyday life.

Conclusion

The steps in implementing the Islamic story method in developing religious character begin with the preparation stage. Where in the learning process includes personal preparation, namely preparing the overall body condition and voice as well as deepening the material to be delivered and technical preparation, namely media, stationery, and books. Telling exemplary stories of the Prophets and Apostles that contain their exemplary behavior. One of them is the story of the Prophet Idris who has a diligent attitude, is grateful to Allah, and is a spreader of Islam, from the story above students can apply exemplary attitudes in everyday life. The Islamic story method to form children's religious character, then the teacher uses methods that are adjusted to the learning themes with the aim of making it easier to record in their memory. Paying attention to the media used in implementing the story method. The last stage is the evaluation where after the application of the story method, the educator conducts an evaluation. The values instilled in students are the values of faith, the value of worship, and, the moral values instilled in students form humans who have awareness in carrying out religious commands.

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