

UTILIZATION OF ENVIRONMENTAL MEDIA TO IMPROVE CHILDREN'S STORYLING ABILITY IN STUDENTS GROUP A AL FURQON MAESAN BONDOWOSO

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ABSTRACT

This study aims to improve the storytelling ability of children in group A of Al Furqon Maesan Bondowoso Kindergarten students in the odd semester of the 2020/2021 academic year. Before the action was given, the children's storytelling ability in group A and the teacher had sought alternative solutions by using several methods and media in learning. The application of the media has not been able to improve the storytelling ability of children in group A. The solution offered in this study is to use environmental media in storytelling learning. The research subjects included all 33 students in group A, and teachers in group A. Data collection techniques used observation and interview methods. Interview sheets and observation sheets aim to find out how teachers use environmental media to improve children's storytelling skills in Al Furqon Maesan Bondowoso Kindergarten students, and are expected to be used as guidelines or provisions for me as a teacher in the teaching and learning process, as well as improve and direct students to always speak fluently. The procedure in this study has four stages, namely planning, implementation, observation and reflection. The performance indicators in this classroom action research are, it is hoped that using environmental media to improve children's storytelling skills in group A of AL Furqon Maesan Bondowoso Kindergarten students in the odd semester of the 2020/2021 academic year can improve children's storytelling skills which are shown to increase children's storytelling abilities above the Minimum Mastery Criteria (KKM), minimum 80% of 33 students.

The results of this study indicate that before the action using environmental media in storytelling learning as many as 8 children (36.4%). After the agreed action was taken, namely by using environmental media in the first cycle, the children's storytelling ability increased to 18 children (54.5%) and in the second cycle increased to 29 children (87%). Based on the results of data analysis in this action research, the hypothesis which states It is suspected that using environmental media can improve the storytelling ability of children in group A of Al Furqon Maesan Bondowoso Kindergarten students in the odd semester of the 2020/2021 academic year, which is proven and acceptable

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Introduction

indergarten (TK) has a very important and strategic role in the process of laying the foundation for the education of the nation's future generations. Kindergarten is the initial stage of the educational process which is organized in a structured manner in an effort to form Indonesian human resources so that later they will be able to become a reliable generation and able to build the nation.

so that in the future they can become a reliable and capable generation build their nation and have dignity that is able to compete with other nations in the face of globalization. Kindergarten education as stated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System article 28 paragraph 3, Kindergarten is an early childhood education in the formal education pathway which aims to help students develop various potentials, both psychological and

physical which include morals and values, religion, social, emotional, independent, cognitive, language, physical / motor and artistic to be ready to enter elementary school.

Children aged 4 to 6 years are terminology referred to as preschoolers. Children's brain development at this time has increased from 50% to 80%. This shows the importance of efforts to develop all the potential of preschool-aged children, for that the role of educators (parents, teachers, and other adults) is indispensable in efforts to develop the potential of children 4 - 6 years old. At this age children experience sensitive periods, where Children begin to be sensitive to accept various efforts to develop the full potential of children. The sensitive period is the period of maturation of physical and psychological functions that are ready to respond to the stimulation provided by the environment. Therefore, conditions and stimulations are needed that are in accordance with the needs of the child so that the child's growth and development is achieved optimally

The ability to tell stories is closely related to children's cognitive abilities. The systematics of children's speech describes their systematics in thinking. The development of early childhood language is still far from perfect, however, its potential can be stimulated through active communication using good and correct language. The quality of the language used by people who are close to children will affect the storytelling skills of children. In PAUD the teacher is the one who can influence the development of storytelling in children. PAUD teachers must be able to seek various learning strategies that can develop storytelling skills in children

In learning to tell stories, the process of using environmental media is basically done by exposing students to the actual environment to be studied and observed in relation to the teaching and learning process. Sudjana and Rivaic (Nugraha, 2014: 39) state that in the technique of using environmental media, students are required to appreciate certain object by recording what is experienced, seen, heard, and felt during the activity. Environmental media also plays a role in finding storytelling ideas.

The development of storytelling skills in children at Al Furqon Maesan Bondowoso Kindergarten is a priority and is the goal of the school. However, in reality there are still many problems that arise and are identified in the implementation of the program.

Problems that can be identified include:

(1) result of learning that is less satisfactory on activity of storytelling; (2) teacher has not yet implemented use of media environment as media of learning; (3) teacher uses lectures in teaching storytelling; (4) passive child in conversing activities; (5) lack of interest in children

Of the six problems identified, the problem to be solved is the lack of children's ability to tell stories. It can be seen from the data that out of 33 students only 12 people can be active in activities while 21 others have problems. The cause of this problem is the possibility that the method used by the teacher in storytelling learning activities is less interesting.

Solutions that can be given include changing learning activities to be more interesting, so that children become enthusiastic in participating in learning and the teacher's goal to improve children's storytelling skills can be successful and run optimally. One of the activities that can develop and stimulate children's storytelling skills is through utilizing environmental media in schools. The environment is assumed to have learning effectiveness in improving storytelling skills from the description above, so the authors raise the problems that occurred in AL FURQON Kindergarten, especially Group A by taking the title Utilization of Environmental Media to Improve Children's Storytelling Ability in Group A Students of Al Furqon Kindergarten Maesan Bondowoso .

METODE PENELITIAN

The approach method used in this research is a Classroom Action Research approach, where the researcher as a classroom teacher provides treatment/action and makes observations in student learning activities in the classroom and outside the classroom. According to Arikunto, et al, (2008:83), that classroom action research is an observation of learning activities in the form of an action

that are deliberately raised and occur in a class together. The action is given by the teacher or by direction from the teacher carried out by students.

In this research activity the design of classroom action research is one of the stages through 2 cycles that are needed in planning and carrying out research, so that the steps taken can be accounted for. The research model in this study refers to the research implementation process proposed by Kemmis & Taggart (Arikunto, 2007:16-19), which includes preparing an action plan (plan), implementing action (acting), observing (observing), and reflecting (reflecting).

The subjects of this study were group A students of Al Furqon Kindergarten which amounted to 33 students, consisting of 18 male students and 15 female students. This research was conducted at Al Furqon Maesan Bondowoso Kindergarten which is located on Jalan Raya Maesan Jember Bondowoso. Data collection techniques through direct observation and interviews and data collection through documentation of data sources resulting from research taken from research subjects, namely group A students, totaling 33 children.

Data analysis was carried out through three stages, which included data reduction, data presentation and conclusion drawing/verification. Data analysis in qualitative research is a process of simplifying data into a form that is easy to read and interpret. Qualitative research views data as a product of the process of providing the researcher's interpretation in which it already contains meaning that has references to values.

DISCUSSION

The results of data collection indicate that the use of environmental media is more effectively used to improve children's storytelling abilities in group A at Al Furqon Maesan Bondowoso Kindergarten. Here's the explanation:

1. The difference in the results of increasing children's storytelling skills through the use of environmental media at the stage of the siklus I and siklus

Siklus

The results of the research at the cycle stage increased compared to the pre-cycle stage. In the cycle of 33 children, there are 18 students who have mastery learning with an average score of 54.4%. Even though it has increased, the score obtained is still below the minimum value. The problem found in the cycle stage is that there are still students who still need guidance for students who have difficulty expressing words when telling their experiences in front of the classb)

Siklus II

The cycle stage is an improvement from the cycle stage. In the cycle of 33 children there are students who have increased learning mastery, namely 29 children with a percentage value of 87% At the cycle stage the teacher carries out the learning activity process well and active children show an increase in telling their experiences in front of the class

c) Comparison of the results of the study, namely by comparing the observations of educators in improving children's storytelling abilities. Here is a comparison at the cycle and cycle stages

Results of Observation of Students and Educators

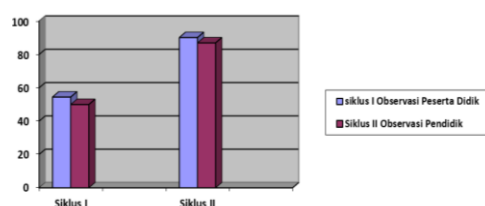


Diagram 4.1. Result of Student and Educator Observation Assessment

The results of the assessment of student activity observations on

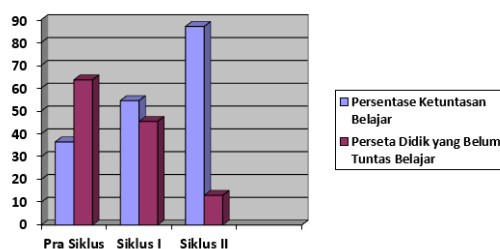
the cycle stage obtained a final score of 54.5% and the cycle stage obtained a final score of 87%. While the results of the assessment

Observation of educator activities at the cycle stage obtained a final score of 50% and the cycle stage obtained a final score of c90.2%.

Improving children's storytelling skills through the use of environmental media

At AL QURQON TK, Maesan Bondowoso, experienced a low level of storytelling ability. Researchers conducted prectes (practices) to students with the aim of knowing children's storytelling abilities. In the prectes of the 33 children, there were only 12 students who had completed the storytelling activity. After the cycle there was an increase in storytelling ability from the number of 33 children to 18 children who completed and increasingly experienced an increase in the cycle of 29 children who completed.

For a comparison of improving children's storytelling skills using Environmental Media Utilization, it can be explained in the diagram below: i:



Diagramc4.2 Comparison of Children's Storytelling Ability Improvement

At the pre-cycle stage, of the 33 children, there were 12 students who had completed the score with a percentage of 36.4% and 21 students who had not finished with a percentage of 63.6%. The cycle stage of the number of 33 children there are 18 students who have completed get a score with a percentage of 54.5% and students who have not completed there are 15 children with a percentage of 45.4%. While at the cycle stage, of the 33 children there are 29 students who have completed the percentage score of 87% and the students who have not completed are 4 students with a percentage of 13%.

CONCLUSIONS AND SUGGESTIONS

CONCLUSION

From the results of research on improving children's storytelling skills through storytelling methods using environmental media in group A students of Al Furqon Maesan Bondowoso Kindergarten, it can be concluded as follows:

- (1) Learning using environmental media in the cycle, where the teacher explains learning activities using school environmental media, which is about plants while practicing how to plant flowers from the beginning to the end, after that the teacher asks the children to practice how to plant flowers while talking starting from beginning to end alternately with other students. Then the teacher concludes the learning outcomes and conducts questions and answers to the children about the material that has just been conveyed by the teacher in the core activity by providing opportunities for children to tell their experiences in front of the class telling the activities of planting flowers.

- (2) In the cycle, the results of the student activity observation assessment obtained a final score of 54.5% because some students still had difficulty expressing words when telling their experiences in front of the class. In the cycle, the teacher carried out the process of learning activities well and the active children showed an increase in telling their experiences in front of the class so that the results of the assessment of student observations increased from the results of the cycle, namely obtaining

a final score of 87%. While the results of the assessment of teacher activity observations at the cycle stage obtained a final score of 50% because the teacher did not provide apperception activities and did not show mastery of the material in learning. So that in the teacher cycle, the teacher must give more apperception before learning activities and the teacher has more mastery of the learning material that will be taught to students. From the cycle, the results of the teacher's activity observation assessment obtained a final c value of 90.2%.

- (2) The improvement of children's storytelling skills through the storytelling method using environmental media in a cycle carried out during the day of the meeting obtained a percentage result of 54.5%. good results with a percentage of 87%. Thus, the cycle experienced an increase in children's storytelling skills and it was said that children's storytelling skills were good.

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