The Use of Story-Telling Method to Improve Students' Social-Care Character in Learning Social Studies

Dia Widiana Pratama

Social Studies Teacher in SMP Alam, Bandung, West Java, Indonesia

Abstract. This research is motivated by the problems that researcher found at the time of preliminary observation in class VII G of SMP Negeri 3 Lembang. Based on the observation, researcher found problems such as lack of learners' social-care character in learning Social Studies. This is evidenced by several problem indicators including the attitude of students, this was shown by their indifference towards a sick friend; students' habit of choosing group members based on the proximity in a particular group, if the group was not formed based on the students' interests, the students can not cooperate well with each other; then the students' low tolerance, as shown by the frequent occurrence of noise in the classroom, due to the students' difficulty in accepting other students' different opinion, that ensued bullying between friends by mocking and laughing. The alternative solution to the problem chose by the researcher is to apply the story-telling method, in which the teacher tells a story to arise students' social-care character by emulating the good parts in the story

A. INTRODUCTION

The result of observation on pre-study that was on August 24th, 2015 in SMP Negeri 3 Lembang Class VII G, researcher found three main indications of weakness of social caring character. First, the behavior of students who are less empathetic to their friends was seen from the attitude of ignorance to the sick students. This lack of empathy indicates that the class has a low sense of togetherness, which gives rise to unconcerned attitudes.

Secondly, there is a habit of students who choose group members based on closeness in a particular group to work together. Meanwhile, if there are other members who suggested by the teacher, but who is not a close friend, the students are less willing to accept and cannot work together well. This resulted in class conditions consisting of several groups that did not support each other in learning.

The third, the class condition that is less harmonious seen from the frequent noise caused by the difficulty of students receiving another student dissent, frequent occurrence of bullying against his own friends, such as teasing and ridiculing a friend who makes mistake. It is also part of the lack of tolerance which creates a sense of lack of care.

Character education is an attempt to educate children to make them able to make wise decisions and apply them in everyday life so that they can contribute positively to their environment (Megawangi, 2004, pp. 95). Then According to Donie (in Supranoto, 2015, p.37) character education consists of several elements, including the planting of characters with an understanding on the participants about the value and model instructor provided by the teacher and the environment.

Furthermore, according to Novack (in Lickona, 2012, p. 81), character is a compatible mix of all the goodness that is identified by religious traditions, literary tales, wise-men, and a group of intelligent people in history. Meanwhile Lickona (2012, p. 82) pointed out that a good character consists of knowing good things, wanting good things, and doing good things-habits in the way of thinking, habits in the heart, and habits in action. The word concern comes from the word caring which means to understand what other people feel and say. Zubaedi (2012, p.79) stated that care is the ability to demonstrate the understanding of others by treating them well, compassionately, generously, and in the spirit of forgiveness.

Teachers have an important role in building character, they are not only required to be able to interpret learning, but the most important is how they make learning as a place of character building and the individual quality of the students themselves (Mulyasa, 2012 pp. 170). Therefore, teachers need to carefully choose appropriate methods and media in learning. Some of the education methods commonly practiced in the school environment, such as lectures, question and answer, discussion, exercises (drill), assignments (recitation), storytelling, demonstrations, socio-drama, and so on (Kurniawan, 2013, hlm.57). Those methods are suited to the ability of the teachers, materials, classroom situations, facilities and infrastructure in the school.

One of the methods that teachers can use is the storytelling method. According to Syarbini (2012, p. 96), the storytelling method is one that can be used in educating the children's characters. Storytelling is a learning activity by telling a story that provides learning experiences for students from the values of behavior played by the characters in a story. According to Nata (in Syarbini 2012, p. 96) the storytelling method is a method that has a charm that touches the child's feelings. Islam realizes that the human nature is to enjoy stories that have a profound effect on feelings. Therefore in Islam the method of

storytelling is used as a technique in education.

Through the storytelling method, the teacher can set an example of a character in a story. One of the stories that can be conveyed by a teacher is a story that comes from a literary story. The literature is simply a typical writing, with the use of distinctive words, a writing that operates in a certain way and demands a certain reading (Quinn in Sarumpaet 2010, pp. 1). When teachers get used to reading literary works, subconsciously, they already take part in the building of the personality of children. Therefore, a child who likes literature, is more sociable, sensitive to the environment, has high solidarity with friends, confidence, and love friendship (Noor, 2011, p. 39). Then, according to Dwiantari (in Rosari 2014, p.5) the storytelling activity is important, in order to make the story more interesting it is necessary to do it through certain stages; the first is sorting and selecting the story material, the second is understanding and memorizing the story, the third is living up the role characters, the fourth is exercise and introspection.

As a part of the ancestral heritage, literary stories which contain noble values, in the present, have begun to be forgotten. Therefore, the class as a place where student learn, can be utilized to preserve this almost extinct tradition, by the way teachers bring stories associated with learning materials. Thus, the story tradition which contains noble values can be maintained and the values in it can be followed by the students.

The research questions of this research are; first, how do teachers design the Social Studies learning to improve the social caring character of students in class VII G of SMP Negeri 3 Lembang through the use of storytelling method? Second, how do teachers implement Social Studies learning to improve the social caring character of students in class VII G of SMP Negeri 3 Lembang through the use of storytelling method? Third, what is the solution to overcome the obstacles faced by teacher in applying storytelling method to improve student social character in Social Studies learning? Fourth, how is the improvement of social caring character of the students after the application of storytelling method in Social Studies learning in class VII G of SMP Negeri 3 Lembang?

B. METHOD

This research was conducted at SMP Negeri 3 Lembang. The subject of this research is the students of class VII-G. In this study, researcher did a research on the subject related to the learning process; therefore the research method used by researcher is a classroom action research as a method used to solve problems. Hoppkins (in Wiriaatmajda 2012, p. 11) defined classroom action research as a study that combines research procedures with substantive action, an action performed in the discipline of inquiry, or an attempt to understand what is going on, while engaging in the process of improvement and change.

In Classroom Action Research (CAR) there are models that can be used as a reference to make CAR design. The research that will be conducted at SMP N 3 Lembang based on to the spiral model developed by Kemmis and Taggart. This class action research model is essentially a workflow that has 3 steps: planning, action and observation, and reflection. Basically these three steps proposed by Kemmis and Taggart are the same as the Lewin's model. But the difference is the action and observation made into a unity. This is due to the reality that between the implementation of the action and the observation are two activities that are not separated or done together, once the action takes place so must also be observation. The research instruments used are: 1) Field Records, 2) Teacher's Activity Observation Sheet, 3) Interview Guidelines, and 4) Documentation.

Data management techniques undertaken by researchers were by collecting data used in accordance with predetermined instruments. After the data wass collected then the data was analysed so that the conclusion can be made. Since the initial data that researcher got in the field is still raw data, the data processing here was useful to facilitate researcher and readers in understanding the results of research that has been implemented. Below are the techniques of data processing and data analysis that had been done by researcher: (1) **Data validation**. Data validation were obtained from; (a) *Member check, (b)* Triangulation (c) *Audit Trail, (d) Expert opinion,* (2) **Data Analysis Technique**. Given that basically classroom action research is included in qualitative approach research, hence data analysis in this research used qualitative analysis technique that is model of interactive analysis technique developed by Miles and Huberman. The following are three main steps in analyzing the qualitative data developed by Miles and Huberman (in Hopkins, 2011, p. 237) those are; (A) Data Reduction, (b) Data Presentation (c) Withdrawal of Conclusions. (3) **Data Interpretation**. This stage aims to give meaning to the data that have been obtained by the researcher, so that the research questions can be solved or answered. This stage is also done to interpret the overall findings in the study. In this data interpretation, there are several things that will be done by researcher, namely: Describe the action implementation plan, Describe the implementation of each cycle action and Describe the observation results of teacher activity. Analyze the observation result of student social character

C. RESULTS AND DISCUSSION

Based on the observations with focus on the social caring character of the students seen during the 1st cycle, the 2nd cycle, the 3rd cycle and the 4th cycle, showed a satisfactory improvement as the research fell into the "Good" category. This can be seen from the following table:

Table of Comparison of Students' Social Care Character in Every Cycle

No	Social Care Indicators	Cycle I			Cycle II			Cycle III			Cycle IV		
		K	C	B	K	C	B	K	C	B	K	C	B
1	Concern for Teachers	√				√			√				√
2	Accepting the value of mutual cooperation, wisdom, help, responsibility, generous, helping others, that contained in the story		√			√			√			√	
3	Reflecting the value of help that is contained in the story into the attitude of being able to accept others as a friend of their group	√				√			√			√	
4	Reflecting the wisdom and generosity embodied in the story into the attitude of respecting the opinions of friends	√				√			√			√	
5	Reflecting the value of mutual cooperation and the responsibility that is contained in the story into the attitude of being able to do group work together	√				√		√				√	
6	Creating a social care-themed slogan		√			√			√			√	

Processed By Researcher Year 2015

Based on the table above, it can be illustrated that overall the social care character of the students has improved in each cycle. To better understand the development of social care character that occurred, the researcher will describe the description of each cycle as follows:

In the first cycle, students were still unfamiliar with the use of the storytelling method which loaded of noble values that were seen from the lack of enthusiasm of students towards the method, and some students seemed confused to follow the lesson by the storytelling method. In addition, the relationship between students and teachers was not still familiar. This condition caused the teacher to not be able to improve the character of social care students optimally. In the first cycle, there were still many students who did not pay attention to the teacher when the teacher was explaining the material and when telling the story. When the teacher had questions and answers session with students related to the story content, there were still few students who were able to express their opinions about the values in the story. In the formation of groups, there were still many students who complained because the division of the group was done randomly, the students also had not been able to accept the different opinion from their friends, when there are different opinion students tend to laugh at and tease on that student. In addition, in the group work, students still did not able to work together on the assignments, and tend to be not conducive because the group members who were not working disturbed the other members. Therefore, the first cycle was included into the category of less, thus the researcher continued to the next action in cycle II.

Social care character of students in the second cycle increased compared to the first cycle. This was shown from the more conducive class during the lesson, because the students had become accustomed to learning through the storytelling method, the number of students who expressed their opinion about the story content increased.

However, in group division and the cooperation in the groups, there were students who still complained in dividing the groups and during group work assignments. As well as the students' attitudes in appreciating their friends' opinions had increased, despite there was still a debate over differences of opinion that caused the class to row apart for shouting at each other. Therefore, the assessment of social care character in cycle two fell into the 'enough' category.

In this third cycle, the problems experienced in previous cycles could be overcome and even increased from various aspects. Students were more enthusiastic about listening to stories so that there were no longer any students who talked with their chair-mate when teacher was explaining the material and telling stories. Students who expressed their opinions increased, compared to the previous cycle, and then at the time of group division, the students no longer complained to the division of random groups, students also did not *bully* their friends anymore by ridiculing and teasing students who have a different opinion. However, in the group work session, there were still groups that imposed tasks on only a few members. The increase of social care character in this third cycle has been included in the good category; it could be seen from the improvement of all significant aspects compared to the previous cycle.

In the fourth cycle, the students' social care characters were increasing again but not significant. The students' social care character assessment remained in the good category. There was an increase in the indicator of working on group tasks together; on this indicator all the group had been able to divide the tasks on each member of the group so that no members of the group was silent or even interfered with the group work process. In the indicator that also increased compared to the previous cycle.

Looking at the data generated from each cycle, it shown the optimal point. Research was done until the 4th cycle because there

are some things that become the consideration of researcher with partner teacher, such as students had experienced improvement in social care character until the result was still in good criteria, and also because the data obtained had experienced saturated data or data obtained had tendency to only slightly increase from previous cycle.

The results of this study answered the theory of some experts; the first is the Suryono's theory about the benefits of storytelling (in Suwangsih, 2011, p. 49) which mentions the benefits of storytelling are as follows:

a. Building inner contact
b. Media of delivering messages/religious values
c. Imagination/fantasy education
d. Emotional education
e. Helping the process of self-identification/deed
f. Enriching the inner experience
g. Entertainment and attention
h. Designing the character

In line with that opinion, Majid (in Syarbini 2012, p.99) mentioned the purposes of educating by the storytelling method are:

a. Entertaining their feelings and souls and delighting them with good storytelling
b. Helping the knowledge generally
c. Developing imagination
d. Educating morals.

Thus, a red thread can be drawn that storytelling method is very valuable for the development of children, besides with a pleasant situation, it turned out that there were many other benefits that might not be realized yet, even did not rule out from an imagination into a reality that will be experienced by students. Storytelling method is an effective method in the student characters building, including social care characters, through stories brought by teachers. Students can imitate every character that is in the story. In this research, the story chosen was a folklore containing social care values. From the results obtained, it can be said that the results of research is in accordance with the existing theories, that the storytelling method, with all its advantages and disadvantages, can improve the social care character of students in class VII-G of SMP Negeri 3 Lembang.

D. CONCLUSION

Based on the analysis results, the findings and interpretation, then the data was processed and analyzed which then reflected as an improvement on the next action performed. Thus, the following conclusions were obtained:

1. Research planning with storytelling method was done by researcher through following steps; the first step, researcher mapped the material that refers to the syllabus. The second step, researcher designed the Lesson Plan (RPP) with the format of indicators and learning objectives to improve the character of social care. Furthermore, the researcher made the design of teaching and learning activities and the format of the assessment in the form of field notes, teacher activity observation sheets, and interview sheets for teachers and students. The fourth step, researcher designed the learning methods used, namely the storytelling method used in the learning process and the non-test evaluation and reflection.

2. Implementation of classroom action research to improve student social care character in class VII G of SMP Negeri 3 Lembang was done in 4 cycles in accordance with the achievement of research purposes in the field. In the first cycle, students still looked unfamiliar with learning using storytelling method; this resulted in the attitude of students indifferent to the teacher, so that the values in the story were still not

acceptable to the students well. The teachers had also not been able to make the story look attractive to students. In the second cycle, students had been able to pay attention to the teacher well, so that the values existed in the story could be accepted by the students, the teacher had also been able to attract the attention of students by bringing the story with full of expression. In the third cycle, the social care character significantly increased as could be seen from the attitude of the students who were able to accept whoever becomes their group members, they were able to accept the others' opinions and able to work together well. Furthermore, in the fourth cycle, the teachers told a story entitled "*Asal Mula Kota Cianjur* (The Origin of the Town Cianjur)". In this cycle, the students' social care character was almost equal to three previous cycles' but there was still improvement.

3. The efforts to overcome obstacles that arise in learning are; (1) Teachers had introduced the storytelling method to the students so that students were more familiar with the methods used by the teachers, it was intended that the learning process in accordance with what was expected. (2) The teachers had approached the students outside the classroom; the approach was aimed as for there would be no more awkwardness between students and teachers. Teachers also made some chants and games in learning to increase student motivation in learning so that learning would be more fun. (3) The storytelling method by the teacher was more concerned with things such as expression, voice intonation, and motion that attracted students' attention, in this way, the students were more engaged to enter the world in the story, and then the students' emotions were invited to see the good and bad sides of every character in the story, which lead to the students to understand the values contained in the story. (4) Teachers

mobilized more in the classroom either during storytelling or during group discussions. It was aimed for when storytelling session, students at the back would not have a chance to chat, also when group work session, teachers needed to walk around in order to facilitate the students for sharing their opinions and working with each other.

4. When story-telling method was applied, students' social care character experienced changes and improvements in each cycle. The increase could be seen based on the research results. In the first cycle, the average acquisition of students' social care character results was categorized in 'less' category. Then, in the second cycle, the social care characters experienced an increase that was entered in the 'enough' category. The increase that occurred in the first and second cycle seemed quite significant. In the third cycle, the students' social care character experienced a significant increase again that entered the 'good' category. Furthermore, in the fourth cycle, the students' social care character increased but not significantly, and was still belonged to the 'good' category. The improvement of students' social care character could also be seen based on the results of interviews that showed a positive response to the application of the storytelling method that had noble values in learning Social Studies. Based on the data collection results that was conducted during the learning process took place, it could be concluded that the application of storytelling method proved to be able to improve the students' social care character in learning Social Studies.

REFERENCES

Hopkins, D. (2011). *Panduan Guru PENELITIAN TINDAKAN KELAS*. Yogyakarta: Pustaka Pelajar.

Kurniawan, S. (2013) *Pendidikan Karakter – Konsep & Implementasi*

Secara Terpadu di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, dan Masyarakat . Yogyakarta : Ar- Ruz z Media

Lickona,T. (2012) *Mendidik Untuk Membentuk Karakter.* Jakarta: Bumi Aksara

Megawangi, R. (2004). *Pendidikan Karater – solusi yang tepat membangun bangsa.* Jakarta : Star Enegrgy

Mulyasa,E. (2012) *Manajemen Pendidikan Karakter.* Jakarta: Bumi Aksara

Noor,M. (2011) *Pendidikan Karakter Berbasis Sastra.* Jogjakarta: Ar-Ruzz Media

Sarumpaet. R (2010) *Pedoman penelitian sastra anak.* Jakarta : Pusat bahasa kementrian pendidikan nasional.

Syarbini, A. (2012) *Buku Pintar Pendidikan Karakter.* Jakarta : Prima Pusaka.

Wiriaatmadja, Rochiati. (2012). *Metode penelitian tindakan kelas.* Bandung: PT Remaja Rosdakarya.

Zubaedi.(2012) *Desain Pendidikan Karakter* . Jakarta: Kencana

Journal

Jumini, dkk. (2015). "Peningkatan Karakter Kepedulian Sosial melalui Metode Bercerita pada anak usia 5 – 6 tahun." *Jurnal Pendidikan dan Pembelajaran.* 4 (4), hlm. 1-18

Rosari, dkk.(2014). "Penerapan Metode Bercerita Berbantuan Media Buku Cerita Bergambar Untuk Meningkatkan Perilaku Moral". *E-Journal PG PAUD Universitas Pendidikan Ganesha Jurusan Pendidikan Guru Pendidikan Anak Usia Dini.* 2 (1), hlm. 1-10

Supranoto, H. (2015) " Implementasi Pendidikan Karakter Bangsa dalam Pembelajaran SMA" *Jurnal Pendidikan Ekonomi FKIP Universitas Muhammadiyah Metro.* 3 (1), hlm. 36-48