

## The Use of Storytelling Method in Early Childhood Religious and Moral Value Development

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### Article Info

#### *Article history:*

Received:

10 Maret 2023

Revised:

15 Maret 2023

Accepted:

11 April 2023

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#### *Keyword:*

Early Childhood,  
Religious, and Moral  
Value Development,  
Storytelling Method

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### ABSTRACT

In principle, developing religious and moral values is to instill the basics of spiritual and moral values and develop them so that later they become a habit. For this reason, PAUD teachers must have professional and comprehensive abilities, especially in choosing and determining effective and efficient learning methods. The storytelling method is one effective option to improve the development of religious and moral values in early childhood. Early childhood is still in the imagination stage, and fantasy will be interested in stories or fairy tales, making it easy to understand and capture the religious and moral values the teacher wants to convey through exciting stories. There are three methods that can be used in the implementation of the storytelling method, namely storytelling according to themes, free storytelling, and storytelling based on picture series. In addition, there are several storytelling techniques that can be used, namely storytelling techniques using illustrations from books, storytelling techniques, storytelling techniques using flannel cloth, and storytelling techniques using puppet media. The selection of learning media and techniques or storytelling methods will affect the successful implementation of storytelling methods in the development of religious and moral values.



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## INTRODUCTION

Education is an important thing that must be instilled in every individual, even starting from an early age. Because early childhood is the best opportunity that must be utilized for the survival of the individual in the future. Human development occurs rapidly at the age of 0-6, namely early childhood. Based on research, about 40% of human development appears at an early age. So this period is often referred to as the golden age. Early childhood is the most appropriate time to provide stimulation of individual development. To make development efforts, it is necessary to know about the developments that occur in early childhood.

There are several leading aspects in early childhood development, namely (1) Religious and Moral Value Development, (2) Physical-Motor Development, (3) Cognitive Development, (4) Language Development, (5) Social Emotional Development, and (6) Art Development. These six aspects need each other, so each child needs to balance the development of each aspect. Development that is carried out will be appropriate and balanced if it is carried out according to the age stages of the child.

One aspect of child development that needs to be adequately pursued is spiritual and moral development. Children far from moral and religious education will be easily carried away from anywhere and quickly grasp everything without first understanding whether it is good or bad. Adibah, (2019) said Whereas moral and religious values can be expressed to regulate an action in everyday life which is also related to social life. So this must be given more attention by adults, families, and school teachers.

Indonesia is a moral country and upholds religious teachings and values, so even though the words morals and religion are considered heavy to discuss in early childhood, they must still be introduced, familiarised, and developed from an early age. Morals and religion are abstract. Both will be visible to the sense of sight when shown through behavior in everyday life. A person will be said to

have obedience to his religion if he carries it out in various worship activities according to the teachings of his faith. Likewise, with morals, a person will be said to have good morals if they behave according to the rules or follow the rules that exist in their group (Khaironi, 2018).

The family is the main party in instilling good religious and moral values in early childhood. Then the school becomes another party that synergizes with parents in increasing efforts to develop religious and moral values in children. In principle, the development of spiritual and moral values in children is to instill the basics of religious and moral values and develop them so that later they become a habit. For this reason, PAUD teachers must have professional and comprehensive abilities, especially in choosing and determining effective and efficient methods. Thus the teaching and learning process takes place quickly without taking away the child's right to play. Activities are carried out in an open and pleasant atmosphere (R. Ananda, 2017).

Indonesian Law No. 20 of 2003 on the National Education system states that: "Early Childhood Education (PAUD) is a coaching effort aimed at providing educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education." This states that the role of PAUD teachers is also crucial in seeking appropriate early childhood development. This says that PAUD teachers' part is essential in seeking proper early childhood development. The teacher's learning method is one factor that can adequately influence the success of child development. In achieving educational goals, learning methods will be needed, namely how the teacher conducts or presents, describes, gives examples, and provides training on learning content to students to achieve the desired goals.

One of the learning methods commonly used by teachers is the storytelling method. In the field of religious and moral values development in Permendiknas No. 58 of 2009, through the storytelling method. Teachers will tell stories to their students to provide habituation to behaviors often done at home, at school, and in the surrounding environment so that children can follow the expected religious and moral values behavior. The storytelling method is a means of developing religious and moral values in a fun way because children are invited to imagine the situation that is told, and indirectly, children are exposed to spiritual and moral values from the wisdom of the stories they listen to or read. Children will absorb lessons about religious and moral values more easily through exciting stories and delivery, so it is easy for them to make habits in their daily lives.

Even so, developing religious and moral values using the story method still has shortcomings. Some teachers apply the storytelling method in the field but with monotony or only with one-way delivery. So, in some practices, this storytelling method becomes ineffective for developing religious and moral values in early childhood. Therefore, it is essential to review the use of appropriate and effective storytelling methods in developing early childhood religious and moral values.

## **RESULTS AND DISCUSSION**

### **Early Childhood Religious and Moral Value Development**

Moral development in early childhood is a psychological change in children that allows them to know which good behavior to do and understand lousy behavior that needs to be avoided based on certain norms. Norms are rules, rules, or measures used as benchmarks to judge or compare something. These norms can come from society, so they are called social or moral norms, as well as from religion, so they are called religious norms. That is why when we talk about moral development, it is related to religion.

Regarding religion, it is a set of specific behavioral practices associated with beliefs expressed by a particular institution and embraced by its members. Religion provides information on what a person should do (behavior or action). Thus, spiritual development can be defined as the development associated with behaviors that individuals avoid based on their beliefs.

Based on the description above, moral and religious development in early childhood can be defined as psychological changes experienced by early childhood related to their ability to understand and perform good behavior and understand and avoid lousy behavior according to the teachings of the religion they believe in.

According to (Dewey, 1997), stages of a person's moral development will pass through three phases: premortal, conventional, and autonomous. Early childhood is theoretically in the first and second phases. Therefore, teachers are expected to pay attention to both characteristics of the stages of moral development. Meanwhile, according to Piaget, a human being in his moral development goes

through heteronomous and autonomous phases. A PAUD teacher must pay attention to the heteronomous stage because, at this stage, the child is still precarious, easily carried away, and easily influenced. They need guidance, a training process, and continuous habituation.

According to Darajat in Purba et al., 2013, spiritual growth appears when the child is unable to speak. Before the child can say, the child has been able to see and hear the words his parents often say. Which initially did not get the child's attention and had no meaning. If it were often spoken and heard by them, it would become the center of his attention. Likewise, the attitude, expression, and situation when parents say it will gradually be observed and imitated. At this time, the child does not yet understand religion or know about God. But the child has grown to enter religious life. Furthermore, the child's knowledge of God and belief will align with the growth and development of intelligence and experience.

Sulaiman et al., 2019 stated the level of developmental achievement in the aspect of religious and moral values could be seen from several indicators, among others:

1. Getting to know the religion
2. Imitate worship movements in the correct order
3. Saying greetings and returning greetings
4. Saying prayers before and after meals
5. Performing acts of worship
6. Behave honestly, helpfully, politely, respectfully, and with sportsmanship
7. Maintain personal hygiene in the environment
8. Knowing religious holidays and respecting/tolerating other people's religions

In (Ananda, 2017), methods and approaches to developing religious and moral values commonly used by educators include:

- a. Play method  
Play can be used, such as role-playing, to abstract the role of Prophet Ibrahim As. when teaching his polytheistic people to seek God by introducing celestial objects or other social games.
- b. Field Trip Method  
Field trips, commonly known as *tadabbur alam*, are a means to enjoy and contemplate the beauty of God's creation.
- c. Demonstration Method  
Teachers can use this method when explaining worship procedures, such as how to perform ablutions, prayers, and so on.
- d. Storytelling Method  
They were conveying religious messages through exciting stories and enjoyable delivery. The child can also be asked to retell the story and the spiritual message obtained.
- e. Uswah hasanah method (Exemplary)  
This method is attached to the teacher's daily life in teaching, where the teacher's nature, character, and gestures can be a lesson in the form of an excellent example for children.

### Implementation of Storytelling Method in NAM Development

Appropriate methods are needed to make the educational process run effectively in the learning process. Storytelling is one of the correct methods for early childhood because early childhood prefers exciting stories that have never been heard before. Children are in the stage of understanding religious values limited to the imagination and fantasy of children so that when a story is read, children will listen while trying to imagine the contents of the story. Children imagine stories not with concrete thought patterns but only to the extent of imagining that God or angels are something big and can see humans anywhere. Purba et al., 2013 stated that according to the Department of Education, there are three forms of storytelling methods:

- a. Storytelling according to the theme  
Storytelling by theme is a storytelling activity between children and teachers with a theme that has been determined by the teacher beforehand. The theme discussed is adjusted to the learning theme of the day. The goal is to provide an understanding of a theme so that children can express their opinions based on their sensory observations and experiences.

b. Free storytelling

Free storytelling is a conversation activity carried out by a teacher with a child or a group of PAUD children. In this free storytelling activity, usually, every child wants to express everything he feels and thinks. The teacher can tell stories with children without being tied to a theme.

c. Storytelling based on a series of pictures

Storytelling using picture series is a storytelling activity carried out by the teacher with the help of picture books whose stories are in series, usually consisting of 4 series. Picture series are used to attract and stimulate children to express their thoughts.

In addition to the above story method, Hamdanah & A. K. Baharan (2018) stated that there are several techniques for implementing the storytelling method, namely:

Storytelling techniques by reading directly from the book; (2) Storytelling techniques by using illustrations from the book; (3) Fairy tale telling techniques; (4) Storytelling techniques using flannel boards; (5) Storytelling techniques using puppet media.

The implementation of the storytelling method needs to be done by paying attention to the main things that can affect the effectiveness of this storytelling method. Among other things, teachers need to choose the right fairy tales or stories that contain good religious and moral values. Such as telling inspirational stories about previous Prophets and other stories that have many benefits for developing spiritual and moral values in early childhood. In addition, teachers also need to choose the right teaching aids and methods or techniques tailored to the conditions and characteristics of students. Choosing the right props and techniques will make it easier for children to enjoy the story so that they are not bored and enthusiastic about learning moral and religious values in the story.

In research results Hamdanah & A. K. Baharan (2018) It is said that the implementation of the storytelling method in its research location, namely Al-Huda Nganjuk Kindergarten. In addition to preparing suitable media and story methods, teachers can also relate stories to children's lives so that children can more easily habituate to the religious and moral values obtained. In Hamdanah's research, it is also said that several factors inhibit the effectiveness of the storytelling method. Including not all teachers mastering the storytelling method to instill religious and moral values, different abilities of educators in delivering stories, and different abilities of children in receiving lessons from stories. So, in its implementation, it is necessary to pay close attention to the obstacles that occur and strive to be appropriately resolved. It is also said that the storytelling method cannot be implemented too often so that children are not always passive, just receiving and listening.

In research (Adibah, 2019), It is said that the use of Islamic stories can develop noble morals in early childhood. In Khairiyah's research, the technique chosen is to reward children with star creations that can be pasted. According to the child's achievement in understanding the story, children can get a maximum of four-star stickers. This technique can also support the storytelling method's effectiveness in developing religious and moral values.

Researchers have proved the storytelling method effective in developing religious and moral values. Through storytelling, educators and students can interestingly communicate religious and moral values. The results also confirm that the storytelling method can help improve the development of spiritual and moral values in early childhood.

## CONCLUSION

The development of religious and moral values in early childhood is carried out to prepare children as early as possible to develop attitudes and behavior based on religious and moral values so that they can live following the norms adopted by society and the beliefs they profess. The storytelling method can effectively improve the development of religious and moral values in early childhood. The effectiveness of using the storytelling method in developing religious and moral values can be influenced by the selection of learning media, appropriate storytelling techniques, and adequate teacher competence.

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