



## Teachers and Students Benefits Bringing Oral Storytelling in Front of the Classroom

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### Abstract

Elementary school or Madrasah Ibtidaiyah teachers' competence in oral storytelling was needed as a form of role model for students to be able to develop their skills. It was caused to be able to develop speaking, students need exposure to listening material. Teachers need to create an atmosphere that allows students to practice using spoken language. Based on the results, in the context of learning at the basic education level for children, storytelling is able to increase the potential of their language skills by listening, then children are expected to be able to reflect back on the story in oral form. This article aimed to give an assistance of 5 teachers and 25 students of oral storytelling to get benefit of language skill. The researchers used Service Learning (SL) approach (Felten, & Clayton, 2011). It as a medium for integrating voluntary community service with active reflection which is expected to enrich and strengthen the material about bringing oral storytelling in developing students and teachers. Analyzing data used modeling, assignment, perform (Topi & Ramesh, 2002). Finally, the final results of all of our activities in the context of community service are: 1) There is a change in the behavior of teachers and students to develop activities based on oral storytelling skills, 2) The development of an oral storytelling culture, 3) An increase in oral storytelling skills, and 4 ) The emergence of awareness to find many oral stories in traditional societies that have not been widely written or spoken in a formal context.

**Keywords:** Oral Storytelling, Assistance Oral Storytelling, Benefits Oral Storytelling

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## INTRODUCTION

Elementary school or Madrasah Ibtidaiyah teachers' competence in oral storytelling is needed as a form of role model for students to be able to develop their skills. This is because to be able to develop speaking, students need exposure to listening material. Speaking is a language skill that develops in life which is preceded by listening skills and it is at that time that speaking skills begin to be learned since entering the world of school (Kozíńska, 2021; Hulme, et al., 2020). Teachers need to create an atmosphere that allows students to practice using spoken language. Speaking is the ability to pronounce articulation sounds or words

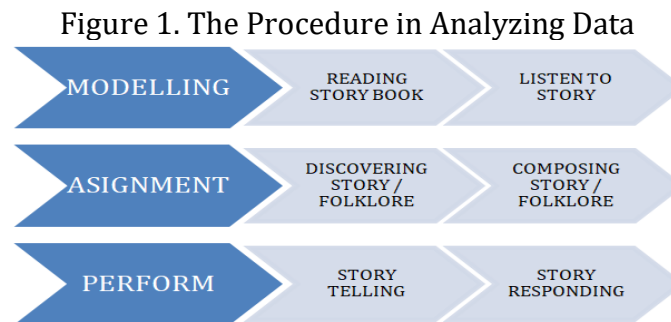
to express, state, and convey ideas and feelings. Speaking is the act of using language orally. Humans, as social beings, always use language in communicating with each other in social life. So it can be concluded that speaking is part of language skills, therefore speaking skills must be given to students so that students have the ability to speak. Aspects of speaking skills are not only speaking but listening skills, reading skills, and writing skills are also included in the aspects of language skills. To form students who are skilled in language, these four aspects must be given in an integrated manner in language learning and in addition, each aspect of these skills must also be given in a balanced proportion.

Oral storytelling activities in the learning process in the classroom will also bring several benefits including: instilling moral values that apply in society through storytelling (Thambu, 2017; Afiruddin, 2020; Rahiem, et al., 2020), inculcating religious values and practitioners (Atakav, Jarvis, & Marsden, 2020), improving language skills in terms of listening and speaking (Joffe, et al., 2019), increasing self-confidence and courage (Rizzi, et al., 2020), increasing self and social care (McLean & Tuite, 2016), and in the end instils a sense of pride in cultural products and pride in community leaders who are honored by their community. To get all these benefits, a set of oral storytelling activities based on local wisdom or folklore in local schools needs to be carried out so that they become habituation (even civilizing) in the learning process at school. This series of activities is implemented by the community service team through literacy development programs in elementary schools. The schools chosen to become the pilot project are MI Al Masyhur Pasuruan and Kebonsari Elementary School Pasuruan.

In this modern era, the moral level of the Indonesian nation has experienced a significant decline, both in matters of truth, honesty and justice. So it is very important for us to instil moral values for the Indonesian people. If not addressed immediately, this moral decline will have a major impact on future generations. Moral education is the main step which is able to instil and grow moral values so that children can have good personalities and behaviour. This is in line with the opinion of W.J.S. Poerdaminta who stated that "morals are teachings about the good and bad deeds and behaviour." (W.J.S. Poerdaminta in Darmadi 2007). One of the efforts to instil moral and social values in children is through storytelling activities. This storytelling activity is very important because it can have a positive impact on children. By telling stories, children are able to share and create experiences together, as well as train their potential in translating events that are outside their experience without having to go through dangerous events to understand the danger. Instilling religious values can be through the storytelling method, because at the basic education level children still like to listen to stories rather than having to do assignments directly. Although this storytelling method will only focus on educators and students as listeners, if the educators are able to provide interesting story material and good content, then this method will be very effective in building good religious values for children. The aim of this research gave an assistance of 5 teachers and 25 students of oral storytelling to get benefit language skill.

## METHOD

The researchers used Service Learning (SL) approach as a medium for integrating voluntary community service with active reflection which is expected to enrich and strengthen the material about bringing oral storytelling in developing students and teachers who are capitalized on the utilization of existing assets and potential. Service Learning is a learning method that connects material and theory in the classroom to implement real actions in the form of community service. The participants were 25 students and 5 teachers at Tembokrejo Village, Pasuaruan City East Java. In collecting data, the researchers used observation, interview and documentation. The implementation service learning activities based on the development of oral literacy activities with oral storytelling mode by teachers and students based on local wisdom or folklore around the school. Basically this is a form to shape certain behaviours or cultures. The culture in question is the habit of telling oral stories in classroom by teachers and students, by utilizing oral sources of the people or folklore around them. The whole process of the activities in analyzing data can be seen in the following Figure:



*Source : Topi, H., & Ramesh, V. (2002)*

Figure 2. Some Books that Can be Used as Literacy Material



for this activity, the story book used as a model is a book entitled Do'a & Teladan Para Ulama : Kumpulan Kisah Didaktis dari Kehidupan Ulama Kota Pasuruan (Rokhmawan, 2020).

**1) Modeling** is done to provide examples of exposure and basic knowledge of the content of literacy for students. Modelling is the process of creating a model of the system. The model is a representation of a real form, while the system is the interconnection between elements that build a unity, usually built to achieve certain goals. The modelling carried out in this activity is modelling by reading story books to get examples of the form of stories made based on local wisdom or folklore, can be in the form of legends or fairy tales.

Next is modelling through listening to stories, where a teacher will read the story in front of the class. This activity will also serve as an example of practicing oral storytelling skills for students. As

**2) Assignments** are carried out to provide practical activities for teachers and students to find their own oral stories around them. First students will be asked to conduct simple interviews with parents around their homes and find a number of local folk tales. Stories can be fairy tales, legends, or myths and people's beliefs. After collecting a number of interview notes, the teacher will develop alliteration materials in the form of narrative prose based on the orality that has been collected by students. In the end, it is the teacher's creations that will be displayed.

Figure 3. Assignment and Performance of Teachers and Students



**3) The performance** is done by displaying narrative prose stories that have been developed by the teacher based on story material collected by students. The teacher initially reads the story in front of the class. The rest of the students were asked to take turns reading stories that had been developed by the teacher. Gradually every time teachers and students will get used to developing a culture of oral storytelling in the classroom.

## **RESULT AND DISCUSSION**

"What are the benefits of a series of methods for implementing social engineering (social engineering) above?" This is the basis for the discussion that will be discussed later. After teachers and students are familiar with oral storytelling activities in the classroom, at least the following benefits can be obtained: 1) instilling moral values that apply in society through story telling, 2) inculcating religious values and practices, 3) improving language skills. in terms of listening and speaking, 4) increasing self-confidence and courage, 5) increasing self and social awareness, and in the end 6) instilling a sense of pride in cultural products and pride in community leaders who are honored by their community.

### **1) Cultivation of Moral Values**

What needs to be given to children is to practice and get used to commendable behavior, and advise children. Moral value is a measure of whether a person is good or bad, either as a person, as a member of society, and as a citizen". This opinion explains that moral inculcation in children is very important to make children's morals better than previous morals, from being irresponsible to being more responsible. It Efforts to inculcate moral values by applying existing learning methods. The learning method used is storytelling, the storytelling method is an effort made to instill morals in children. If the content of the story always relates to the child's life, the child will easily understand and capture the content of the story which can later be taken up (Darmadi, 2007; Hidayat, 2005).

Figure 4. Mbah Dacin Shares the Sustenance after Every Trade (examples of good behavior and morality in stories)



religious values, social values, cultural values, and so on." (Hidayat, 2005; Syamsudin, 1990)

In storytelling activities, there are three aspects in instilling moral values in children, the first is respecting friends. The word appreciate does sound simple but there are still many people who neglect to apply it. Educators can begin to instil an attitude of mutual respect in students, this attitude can be assessed if the child has been able to be fair or just say thank you for giving fellow friends. Furthermore, courtesy, from a story read by educators, the values contained in the story are also

Figure 5. "Kiai Sepuh" advised the Jackfruit skipper who used to be stingy and is now having a hard time because the fruit is rotten (examples of good behavior and morality in stories)



able to teach students how to be polite according to good manners. Courtesy can start from behaviour, speech, and how to be calm and patient. The last is the aspect of responsibility, the importance of children having responsibility must start early so that children are trained on how to overcome their own problems. The small thing that children can apply from the lesson about responsibility is that children are able to do homework independently, wear shoes and dress themselves without the help of their parents.

Based on this explanation, it proves that the storytelling method is very effective in growing moral and social values in students. The selection of themes and methods of delivery that are correct and not boring will make students focus while listening to the entire story that is told and as a result students will be able to take lessons from the story. In addition, educators can also use boards, props or video shows with Android to describe the characters being told. In the sample stories that we bring to class, some of the stories contain teaching of moral values. In Mbah Dacin's story, for example, Mbah Dacin is a figure of a scholar as well as a trader who always does charity. In the story of Kiai Sepuh and Juragan Nangka, students are taught not to be stingy and willing to share with others the sustenance they get (Rokhmawan, 2020).

## **2) Instilling Religious Values and Practices**

Storytelling skills at the basic education level are part of the way Indonesian language is learned. Stories or fairy tales are a form of entertainment and lessons that can be enjoyed by anyone, even though the stories or fairy tales conveyed are imaginary, but what is conveyed is able to provide more benefits for students, especially at the basic education level. In addition to teaching various existing morals, storytelling is also able to help children develop new vocabulary. Storytelling is able to train children in enriching language and also understand how to structure more complex sentences.

The storytelling method is a very good method and is very liked by children's souls because humans have an amazing influence to be able to attract the attention of listeners and make someone can quickly remember all the events in a story. Learning by applying the storytelling method is able to inspire children's enthusiasm by giving a fun effect, especially if the story material contains funny elements. Storytelling is also able to develop children's intelligence in terms of cognitive, affective and spiritual(Belet & Dala, 2010; Makhmudah, 2020; Wardiah, 2017). Cognitively, children will more easily absorb the values contained in the story by paying attention to the nature and character of the characters being told. Affectively, it will foster feelings of sympathy and empathy in children in a positive way. For example, if the main character who has been told has an accident, it will affect the child's mood. Lastly, spiritually, stories are able to grow children's spiritual side, train them on the importance of having faith in God Almighty. So how can storytelling activities in the classroom be able to instill religious traits in children?

Basically, storytelling is able to touch various aspects, one of which is religious values. One of the basic attitudes that must be possessed by children is the values of truth and religion that are good and right. These values will later be useful for children as creatures of God Almighty. Educating early childhood with good moral and religious education is not an easy job to do, therefore early childhood educators must always improve their insight, understanding and skills related to children's moral and religious development. The Prophet also once said about the importance of the role of parents in the religious development of children, namely "A child is born in a state of fitrah, his parents make his child a Jew, Christian and Magian." Based on the words of the Prophet, explaining that parents are like a child's initial bridge in obtaining religious knowledge. How parents instill religious values from an early age will be a guide for children in studying further religious knowledge. Now, to deepen religious values in children, it can also be through learning media. One of them is by using the storytelling method at the elementary education level(Belet & Dala, 2010; Gonçalves et al., 2019; Wardiah, 2017).

Instilling religious values can be through the storytelling method, because at the basic education level children still like to listen to stories rather than having to do assignments directly. Although this storytelling method will only focus on educators and students as listeners, if the educators are able to provide interesting story material and good content, then this method will be very effective in building good religious values for children. For example, when educators read stories about the prophets and their obedience to God Almighty in an attractive style, children

will also focus on listening and understanding about the good behavior of the prophets that should be emulated and what should be avoided so as not to receive sin or punishment from God. In addition, children will also understand how great and great God is so that he is able to watch over us wherever we are and will give punishment to His sinful servants(Handoyo, 2020; Humaeni, 2018).

The opinion of Mansur which states that there are three stages that mark the development of children including: 1) The emergence of a religious spirit in children, 2) The development of religion in children, and 3) Religious traits in children. The emergence of a religious spirit in children is caused by the stimuli given. Children will learn religious knowledge first from their parents, that's why parents have an important role in instilling religious knowledge from an early age. In addition, the school's educational environment and the environment in which children live also play a role in shaping their religious understanding. The next stage that marks the development of children is the development of religion in children. This aspect has three levels of age development in children(Hildayani, 2006; Mansur, 2019).

First, the fairy tale stage that occurs in children aged 0-6 years. In this phase, the efforts of educators in introducing religion are by telling stories or storytelling by inviting children to play with their imaginations. Second, the realistic stage that occurs in children at the primary education level. In this phase, educators can introduce religious values through storytelling or storytelling by inviting children to be able to think a little from what has been told, such as giving reflections in the form of questions on the stories that have been given. Third, the individual stage that occurs in children aged 12 years and over, where children can be invited to think deeply and also discuss. The last stage of child development is religious traits in children. The absolute nature of children cannot be denied from dependence on the surrounding environment, because children are excellent imitators. Children will imitate whatever they see, hear and feel. So some of the forms and characteristics of religion that exist in children are mentioned as not deep, egocentric, and verbal or ritualistic. First, the immature nature possessed by

Figure 6. KH Thoyyib explained regarding the timing of the arrival of the Ramadan period (internalisasi konten ajaran Islam dalam cerita)



children is the ability of their thought patterns that are still not perfect, making any explanation they receive will be absorbed without extracting in-depth information even though it is considered unreasonable to them. Second, the egocentric nature of the child's age will also affect their mindset. Egocentric here means that children will digest an understanding of a science only from their own point of view. Third, the verbal or ritualistic nature of children's religious understanding develops when they begin to recognize language, such as when they memorize verses of the Qur'an or recite prayers.

With regard to instilling religious values in children at the basic education level, it certainly cannot be separated from the methods or methods used by educators. The learning method is a set of components that have been optimally combined for the learning process. Method is the process and result of teaching

and learning in Islamic teachings to be more efficient and to raise wholehearted awareness in order to practice the provisions of the Islamic religion that has been taught. After understanding the benefits of the storytelling method for the religious development of children, educators must also be able to apply the method directly in the right way (Goelman, 1995; Hidayat, 2005; Makhmudah, 2020; Riyanto, 2002).

Figure 7. Thoyyib explained about the function of the "kentongan" to call the congregational prayer Time (internalisasi konten ajaran Islam dalam cerita)



Through a story entitled "KH Thoyyib: Where People Find Questions and Find Answers", for example. Students will find an overview of religious activities such as decision making in a religion. The Islamic community entrusts decision-making to a cleric, either a teacher or a kiai. The kiai will help them solve problems and determine the best way to worship according to the true Shari'a and teachings of Islam. KH Thoyyib is told as an intelligent Islamic religious figure. He is the mother of precisely determining the time of the coming period of the month of Ramadan. In addition, in a debate about the function of the "kentongan" percussion instrument, he allowed that the instrument could be used as a tool to summon the public during congregational worship times. Considering that at that time there was no equipment such as electronic loudspeakers.

### 3) Improve Language Skills

Language skills through the storytelling method are able to develop the potential of students in communicating both verbally and nonverbally. There are three general goals in storytelling activities, namely to inform and report (to inform), entertain and entertain (to entertain), persuade, urge, invite, and convince (to persuade). Furthermore, The benefits of storytelling in terms of several aspects, are: 1) helping the personal and moral formation of children, 2) channeling the needs of imagination and fantasy, 3) stimulating children's verbal abilities, 4) stimulating interest in writing. children, and 5) open the horizons of children's knowledge. The benefit of storytelling is that it can broaden children's horizons and ways of thinking because in storytelling children get additional experiences which could be something new for them (Bachri, 2005; Belet & Dala, 2010; Gonçalves et al., 2019; Musfiroh, 2005b, 2005a, 2008; Tarigan, 2004; Wardiah, 2017).

Figure 8. Cultivating students telling stories in front of the classroom to practice language skills



Before applying the storytelling method, educators are required to understand the content of the story to be conveyed, of course, it is adjusted to the age level of children in elementary school. The first thing that educators must do is choose the right theme. At elementary school age, children tend to like stories with the theme of adventure,

superhero characters, witch stories and so on. Second, when presenting an oral story, educators must consider language skills, thinking power, comprehension ability, and the level of concentration in children. For elementary school-aged children, storytelling time can be between 25-30 minutes depending on the creativity of the educator in telling stories. And third, when telling stories, it would be nice if the educators were also able to adjust to the atmosphere/conditions that were taking place at that time, for example, there were religious events, birthday celebrations, national days, and so on. The existence of this will make the story more varied with different material. So, the selection of story themes chosen by educators must adjust to the existing atmosphere.

The amount of new vocabulary presented in storytelling activities will improve children's language skills. At the basic education level, educators are expected to be able to use this storytelling method to hone children's abilities. In this modern era, there are many technologies that can make it easier for children to understand good language. Reflecting on the current pandemic conditions, where many educators switch to using media in the network, this does not close the opportunity for children to hone their language skills from the storytelling method. story or storytelling. Educators not only have to give long lectures but also the stories that are delivered must be interesting, expressive, fun and require varying intonation when delivering them. In this method, after the educators explain through stories, they must also provide opportunities for students to respond in the form of giving questions or conclusions. This method is expected to be able to increase the skills or abilities of students in speaking both orally and in writing.

In the activities that we carried out in elementary school classes, there was an increase in children's language skills. First, students have the experience to explore oral stories from their surroundings. Second, students have the experience to write oral stories from what they have heard or obtained through a simple interview process with the parents around them. Third, after students submit their simple script to the teacher, the teacher will start developing the script; Here the teacher's skills are tested and developed to be able to create alliteration materials for students with oral stories that have been found by students through the discovery process. Fourth, teachers and students take turns developing language skills in a performative manner, namely oral storytelling in front of the class; at this time they also develop the ability to listen and speak at the same time.

#### **4) Increase Confidence and Courage**

A child's self-confidence is seen as positive if the child has good self-ability, is calm, and is good at adapting to the surrounding environment. So that children look free to express themselves in front of many people. According to Bandura's social cognitive theory, self-confidence is very important to motivate children in learning. This relates to understanding the child's self-confidence in determining the pattern of thinking, using feelings, and determining the behavioral capacity to gain confidence in learning. Internal factors that affect a child's self-confidence are the individual child himself, the norms learned, and the experience gained. While the external factors are the family environment, the traditions that children usually follow, habits in the social environment where the child is raised, the child's self-

acceptance by his peers at school, motivation, and rewards such as praise or small gifts given to children for good things that have been done. Children's self-confidence can help complete tasks according to the stages of development, have the courage to improve self-achievement, become healthy and independent individuals. Contrary to this opinion, excessive self-confidence is not a positive trait because it will lead to a lack of caution and arbitrariness (Bandura, 1989;

Figure 9. The teacher attracts students to show their skills and work, making them have courage



Lauster, 2012; Tanjung & Amelia, 2017)

It's important to increase children's confidence by getting used to respecting children's work and giving children the opportunity to show off independently and bravely. In the early stages, the characteristics of a child's self-confidence are marked by the child's courage in asking and answering questions, daring to show himself in front of friends or other people, daring to express his thoughts and feelings, daring to communicate with others, to daring to show his favorite items with pride. While efforts to increase children's courage are to train children to eliminate sudden doubts, provide motivation that can encourage children not to be afraid to express

their interest in something, parents can also minimize the bad impact when children make mistakes after daring to say things. that is felt, by indirectly scolding and reprimanding the child or even laughing at the child's mistakes even though the reason is just joking, moreover these things are done to children in front of other people. According to Crosby, one of the strategies to increase children's confidence and courage is to use a morning jurnal(Boyes et al., 2018; Dhieni et al., 2017; Melero et al., 2020).

Journaling activities (morning journals) are a means for children to express their thoughts and feelings through talking, reading, creating, and telling what they have experienced without any coercion and orders from educators or parents when doing it. Journaling can be an activity for children to start activities in the morning in the process of mental conditioning of children before participating in learning activities. The process of developing children's expressive language skills when journaling is considered effective for expressing children's ideas, ideas, thoughts, feelings, and unique things to others to be more meaningful and directed. According to Cress, the benefit of a morning journal is to prepare the child for learning activities with the aim of forming a fun, comfortable, and meaningful activity atmosphere so that it will guide the child's brain waves to be active in subsequent activities, so that it will help children absorb learning. Journaling activities using image media, they revealed that morning journals in preparing for learning can have a positive impact on children in the form of an interest in learning, children are able to survive until the completion of learning activities, and improve aspects of child development.

So what if the children's morning journal is done through storytelling activities? The most visible language skills in everyday life are speaking and telling

stories. If they cannot speak, parents do not understand the child's wishes, so the child is always helped like a baby, as a result the child is not independent (Dhieni et al., 2017; Rumini & Sundari, 2004). Mastery of spelling, vocabulary, grammar, as part of language skills supports the ability to communicate effectively. In other words, the storytelling ability that grows in children is the ability to authentically express independently, confidently, and bravely about things that are absorbed through their various learning activities at the elementary education level.

In the oral storytelling activities that we carry out in elementary school classes, teachers and students share direct communication spaces, interaction spaces to listen and be heard. The teacher and students take turns reading stories, and in turn the teacher and students listen to what is said by the person who tells the story in front of the class. This will obviously build a sense of community that they each feel the courage to speak in public. The teacher does not mean that he has mastered the courage to speak in front of the class. Many teachers these days feel tremendous pressure to speak in front of the class. So this of course also happens, even more, for the students. Those who do not practice enough to speak in front of the classroom will feel stiff and afraid to speak word for word. This oral storytelling activity changes the situation of speaking in front of the classroom to be more fun. In the end, confidence and courage are formed through oral storytelling activities.

Figure 10. Time to listen to increase self and social awareness



Figure 11. An illustration of caring through the story of Mbah Salim. Always advise children not to swim in the river.



children who have carried out these character activities.

## 5) Increase Self and Social Awareness

Primary education is a form of education that prioritizes the development of children according to their potential which grows with age. Regulation of the Minister of National Education Number 58 of 2009 on the level of achievement of the development of the socio-emotional sphere includes being cooperative towards friends, showing tolerance, expressing emotions, showing empathy and wanting to help friends. Self-care and social character education is one of the forms of education to develop children's social and emotional aspects through curricular and non-curricular character education activities. Self-care and social character learning can be improved by educators by accustoming children to socio-drama activities, role playing and through storytelling methods that are carried out continuously with patience, then educators can give praise or gifts to

The character of children's self-care and social care can be seen when they are and after they carry out the character activities that have been given, later it will be seen a comparison of the level of the child's self-care and social character between the time before doing the activity and after doing the activity (Robert D. Needlman, 2018). The influence of emotional development with the growth of the child's age makes educators at the basic education level have high creativity so that children do not get bored easily with the given character activities. The suitability of activities with the child's age level must be considered, this aims to make it easier for children to understand the intent and purpose of the activity being carried out, and so that children are more enthusiastic in expressing themselves emotionally to achieve sensitivity. Children who don't like, don't like, and don't want to work with other friends are a challenge for educators. That's why it's important to start storytelling character activities for children at every age level in elementary education before they move on to more complex character activities, such as poetry musicals in the first grade. Class and non-class actions for character storytelling activities can increase intra-curricular activities at the basic education level.

Telling stories about simple things to telling important events that can describe children's emotions can increase their self and social care. For example, by asking children about how they studied last night? Is there anything funny or strange that happened to them while studying with their parents or siblings. The level of children's age can affect the level of their interest in learning. This is where the task of educators is to refresh children's minds and emotions before they carry out learning at school. According to Retno Listiarti, education is a process of changing the identity of a student to be more advanced (Listyarti, 2012). That is, education is a learning process to change the behavior or character of children for the better, more advanced, and make children more experienced to deal with problems. Character education is actually not just about how to educate children right or wrong, but includes broader things and must be done continuously without getting bored and bored, this includes the process of habituation of children's behavior that is sensitive to themselves and their social environment. So that children can understand, feel and act in accordance with applicable norms and based on what children see, hear and feel (Singh, 2019).

According to Thomas Lickona, complete character education can process three aspects at once, including knowledge or moral intelligence (moral knowing), moral feelings (moral feeling) which include conscience, self-confidence, empathy, love of kindness, self-control and humility, and moral action includes skills, will and habits (Lickona, 1991). Based on this opinion, it indicates that storytelling activities can be used as a medium in complete character education. Why is that? This is because in storytelling activities, children will cultivate self-confidence in the right or wrong of an event and are able to act strongly in expressing their opinions when telling stories with a sense of self-care for their social environment. Starting from this storytelling activity, children can practice their skills in communicating socially and get used to having the will to care about examples of situations around them. So character education can be developed by educators by providing knowledge direction to children through storytelling that can arouse children's emotions, as well as providing an example for children so that they can

be imitated according to the good examples given by educators either directly or through stories told based on what is exemplified. by the people around the child, so that the child is more characterized and sensitive.

Learning at the basic education level seeks to instill good characters including self-care and social characters such as being willing to share both with peers and with those around the child, willing to help with pleasure and not forcing yourself to do it. This will serve as the basis for interacting and behaving with fellow friends, so that their existence can be accepted by their peers and even in society. This concern is the child's actions or actions about his interest in friends or other people in certain situations. The action in question is that the child has a desire to share affection, attention, empathy in self-sensitivity and social sensitivity.

According to Davis (1983), empathy is a person's reaction to observing the experiences of others. Meanwhile, according to Darley and Latene that there are four factors that can affect social sensitivity including the people around, the assumption of the victim's misfortune, there are people who give examples, and forgiving nature who tends to be easy to help (Cuff et al., 2016; Sarwono & Meinarno, 2009).

By using stories, teacher also activate empathy in their student as individuals begin to see themselves in multiple stories. Not only does a story show that a teacher has had a shared experience, but it opens up the idea that when we put ourselves in other people's narratives, and listen carefully with the intent to understand, it triggers their own emotions, and we'll be better able to identify with them. When stories transport us, they can generate empathy. Empathy can foster prosocial action, or action focused on helping others. Stories can be used to break down bias, and foster inclusiveness. Storytelling plays a huge role in User Experience design and in the Design Thinking process. Storytelling creates a compelling narrative around the people we're designing for so that we as designers can develop a deep and emotional understanding of their motivations and needs (Dam & Siang, 2020; Perry Firth, 2015; Stoll, 2020).

Based on these two opinions, it indicates that the storytelling method at the basic education level can represent the efforts of educators in increasing children's self and social awareness, because in storytelling activities children must experience a process of observing events experienced by others and themselves, then children will react of the events he told others. Let's say a child sees someone else helping a neighbor's kitten that is stuck in a tree on its way to school. Then the incident became a model for the child to help the cat because the child considered the cat's misfortune and when at school, the child was asked to tell something by the educators before the learning activities in class started. Then the child tells about the incident to his friends, this is where the achievement of self and social sensitivity can be imitated by other students at the elementary education level.

In presenting oral storytelling activities in class, we lead children to be caring for others. They are taught to be willing to listen, respond, and appreciate the appearance of others. What other people display in front of us is an endeavor that deserves to be lauded and appreciated. In this situation children are taught to respect the appearance of others. Also in some of the legends that we present, the

characters in the story, call one Mbah Salim, are people who really care about the safety of Pasuruan residents, especially when children play or swim in the river.

### 6) Instilling a sense of pride in culture and society

Introducing children to stories that present culture, customs, community habits, and stories on the background of the occurrence of various cultural and historical buildings is one way to arouse children's love for their own culture and society. The content of knowledge of local wisdom in legends, fairy tales and myths makes children closer to their social identity.

Figure 12. Mbah Slagah's story is able to give the Pasuruan people a sense of pride in the figure of the ulama who also fought against the invaders



the story, the child will demand to be retold. Traditional literature is a form of human expression in the past and is conveyed orally. Throughout human life need other people to communicate and express. Oral expression is one of the most effective means. This is because in the past humans could not read.

Figure 13. The pride of the Pasuruan community towards Kiai Hamid is shown through their respect for the figure of Kiai / Ulama



Stories and various forms that are now known as literature by the public are conveyed orally. These traditional stories can be in the form of legends, mottoes, fables, or other folk tales. Traditional literature learning in schools is directed primarily at the process of experience in literature. Students are invited to recognize the form and content of a literary work. Through this activity of knowing and familiarizing with literary creativity, it can foster understanding and respect for literary creativity as a beautiful and meaningful work. Learning traditional literature that will be able to develop a love for national culture. Nowadays, various traditional stories have been developed and recorded. Various stories come from regions in Indonesia and even from all over the world. This further adds to the love of students for Indonesian culture.

In the folk tales that we present in elementary school classes, several scripts that tell the story of honorary figures of the Islamic community in Pasuruan show that there are forms of respect for them. Respect can be in the form of pride that

they are part of historical figures who helped defend society and national independence by fighting against the invaders. In addition, they are religious leaders who must be respected, all their words are true because they are people who are blessed by Allah SWT as a carrier of Muslims to the right path. The characterization of the ulama makes the public show a distinct impression, "tremendum and fascinosum". Creates a sense of dread (tremendum) and at the same time admirable (fascinosum). The final results of all of our activities in the context of community service are There is a change in the behavior of teachers and students to develop activities based on oral storytelling skills, 2) The development of an oral storytelling culture, 3) An increase in oral storytelling skills, and 4) The emergence of awareness to find many oral stories in traditional societies that have not been widely written or spoken in a formal context

To show that this community service activity has novel values, practical and theoretical acceptance, as well as its relevance to various research activities and other academic studies, we try to look at some references to previous written reports from academics. Our six conclusions on the benefits of implementing oral storytelling in elementary school classrooms are in line with the results of several research and scientific studies from various academics around the world.

Julia Harriet Anderson in her thesis written at The Evergreen State College, a public liberal arts college in Olympia, Washington, with the title *The Role of Storytelling and Personal Narrative in Cognitive, Moral, and Oral Language Development*, emphasized that oral storytelling is a classic activity. which has long been proven to simultaneously have an impact on language development, hone children's intelligence and cognitive competence, and teach moral values that apply in society (Anderson, 2007).

This study is in line with the findings of several other academics who state that there are advantages to the implementation of oral storytelling in classrooms, including: Boeriswati (2013) which states that there is an element of character education; Brownlee (2012) which states that there is an element of moral education in the personal epistemology of teachers and students in schools; Hidayati (2019) which states that there are opportunities for implanting self-concepts, moral values, and religious values in oral storytelling activities with the theme of heroes and Islamic leadership; Rahiem (2016) which explains the role of teachers' belief that the narrative in the speech they convey to children is an attempt to instill noble values and morality created by society (Boeriswati, 2013; Brownlee et al., 2012; Hidayati, 2019; Rahiem, 2016).

The contribution of this research was either the teachers or students instill moral values that apply in society through story telling. They can inculcating religious values and practices and improving language skills in terms of listening and speaking. It can increase self-confidence and courage and also instill a sense of pride in cultural products and pride in community leaders who are honored by their community.

## **CONCLUSION**

The process of cultivating oral storytelling can be carried out through a series of social engineering activities in the classroom with the stages of modeling, assignment, and performance. Modeling by reading story book activities and

listening to oral stories. Assignment includes activities to explore oral stories or folklore and composing oral stories or folklore in teacher and student versions. And finally carry out a performance to present oral story readings and respond to storytelling activities in front of the class. The results of thinking in this paper are certainly not perfect. There is still much to be added. There are still a lot of theoretical references and studies on research reports that have been done by academics. It is also possible that there are other good benefits from oral storytelling activities based on local folklore around students; some of which can be mapped in the function of developing students' affective, cognitive, and psychomotor aspects. There may also be other functions in the realm of psychological development such as courage, self-acceptance, self-image, and student self-confidence; This still needs to be discussed more in the next article. The final results of all of our activities in the context of community service are: There is a change in the behavior of teachers and students to develop activities based on oral storytelling skills. The development of an oral storytelling culture, 3) An increase in oral storytelling skills, and the emergence of awareness to find many oral stories in traditional societies that have not been widely written or spoken in a formal context.

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