



## **The Implementation of Storytelling Method for History Education to Develop Nationalism Attitudes of Early Childhood in Handayani Brebes Kindergarten**

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### **Abstract**

The purposes of this study are to explain the difference in the nationalism attitudes of early childhood students at the time before and after given treatments and to know the improvement of nationalism attitudes of early childhood students after given the treatments in order to record the results. This study used quantitative research method with quasi experimental design. The data was taken using questionnaires of nationalism scale in the early childhood students which was filled by their classroom teachers. The population of this study is all students in Handayani Kindergarten, Brebes; while the sample is 22 children in class B2 which became experiment class provided with treatments by the researchers using storytelling method in history education. Analysis of validity using product moment where 3 out of 40 items of the instruments scale of nationalism attitudes are fall and the results of the calculation with cronbach's alpha reliability obtained score as much as  $0.754 > 0.06$  has proven that the instruments are reliable so that it can be used as a measurement tool in this study. The results of the study are significant in which pre-test average minimum value is 91 and average maximum value is 84.68. While the average minimum value of the post-test after the treatments is 99 and the average maximum value is 109.14. The normality of the test using a trust level 0.05% paired sample t-test so the hypothesis is accepted. There is a significant increase in early childhood students' nationalism attitudes implementation of storytelling method in history education to develop early childhood nationalism of 16.07%.

## INTRODUCTION

Education is a very important human needs to be a provision in the life of a good future for your self as well as for his people. Education can be organized through informal education, formal and non-formal, with getting a decent education from an early age, Nations strive to achieve progress in the various fields to realize ideals there used to be. In line with the opinion of the Akil and Syamsuardi (2017:6) education is a shared responsibility between families and communities. So parents do not assume that the education is just the responsibility of the school. Parents as the environment first and foremost in Indonesia which children interact as the oldest educational institution, which means that this is where the beginning of the process of education.

Orientation on the development of education, experience in order to foster and stimulate the curiosity of a child. As according to Slamet (2005:3) is an OLD and very large investment for families and also the nation's early childhood, who would later build the nation so as not to be left behind from other Nations. Early childhood is very appropriate if the initial establishment of the Community Foundation of the national character, the success at this time will determine the future of the child itself and this success will be linked to the future of the nation. Education is important to the history of a nation, as a fact that cannot be denied many of the countries in the world put the history education as an important element in national education. It is believed that the civic history of material capable of developing the nature and character of the nation's younger generation.

When the young generation holds the lead role and support in the conduct of life came from the then existing characters in themselves become strong grounding in performing the role. According to Hamid (2008:2) through the education of their history to understand how a nation is born and develops, problems faced in life permasalahan nation in the past, the present and the future in order to better suit giving him the nature and character of the nation. Examine each benefits in science history education if a serious study with deepened, studies that can be quoted in historical context is foresting nationalism through the hero's history education as the attitude of heroism, can be realized with everocative concern children toward the hero as well as the memory of services.

"A great nation is a nation that values the

merits of the heroes", saying this is in line with the proclaimers and President greeting first RI is I.r Soekarno wich gave that never never forget history. But in this current era of generation is getting a little character and has the value of nationalism, evidenced by at least the child memorized with the national anthem and memudarnaya values of pancasila. Can not be denied that history education has a very important function in shaping the personality of the nation through the attitude of nationalism.

According to Amin (in Marlina, 2016:34) the learning of history it should be is an understanding of the past relating to the now, the education and learning of the history of making students to be as close as possible to the public, because the history taught with the contained values from an event taken from acts that occur in the community. Whereas the narrow sense of nationalism is the attitude that tends to elevate his own people, and do not appreciate other peoples. Attitudes like this will have an impact on the nation's tercerainya one with another nation, while nationalism sbenarnya is the view of a reasonable sense of love against the nation and the State, and at the same time respect other Nations.

Globalization is an era of changes slowly without limitation, time and territory. Globalization taking place in all fields of life as ideological, political, economic, social and cultural. All aspects of the life changes over time as the linkages among Nations, the dependence between Nations. Globalization has a very strong influence and bring up the new diversity. Globalization spawned new diversity to the people of Indonesia, will affect the nation Indonesia nationalism. Negative influences of globalization against nationalism, one of which is the community's young people especially Indonesia many have forgotten identity against Indonesia as a nation.

Efforts to maintain the value of nationalism needs to be raised by the successor nations of which through education. According to Satmoko & Nihaya (2014:7) character education through the historical value is the value of the planting effort and attitude, not just teaching, so it requires a functional learning so that the individual can grow in living up to his freedom in live together with other people. Kindergarten is a child who is currently in the pre-production stages of development operations concrete, while moral values nasionalism is the abstract konsep, so that in this case the child has not been able to immediately accept

what taught the teacher/person abstract nature old quickly. For that is the teacher/educator in kindergarten should be clever-clever in selecting and determining the methods to be used to instill the value of history to the children so that the message is delivered the teachers can really up to and understood by the students for the provision life in the future.

The use of media of instruction needed to support learning. Teaching and learning activities is primarily a systematic process and consists of a variety of components, such as activities, didactic procedure (use of methods), a grouping of students and teaching media in the form of medium or props used. Therefore, the kindergarten without any adequate means can not serve as a good educational institutions, for teaching and learning activities in kindergartens is done via the principle of learning while playing (Soraya, 2014:37). Selection and application of the method is adjusted to the level of development and the characteristics of the kindergarten.

Storytelling can be used as a method of conveying the values that prevail in society (Andani, 2008:21). Stories or fairy tales can be embedded a variety of historical values, moral values, religious values, social values, cultural values, etc. The story was used in order to instill an attitude of nationalism, for example through a story that contains stories of national hero. Same thing with Johan and Mayrena research (2013:54-55) in which that kontekstualisasi planting of nationalism to the child can be done by finding the right method and with moments of great national days of commemoration such as the oath youth or independence day.

On the reality of the facts on the ground, OLD institutions are indeed not yet optimize the application of history education to develop the attitude of nationalism, as well as children with TK Handayani Brebes. Implementation of existing history education in kindergarten Handayani Brebes nasionalisme attitude affect causes in children directly which resulted in an attitude of nationalism in kindergarten children is extremely minimal, Brebes Handayani including children not mengetahui the history of Indonesia, children are reluctant to perform a ceremonial flag, children still slacking time is told to perform future classes also lack a sense of tolerance and mutual on the fellow.

Based on observations made in kindergarten that one of Brebes Handayani vision reads "help society in instilling an attitude of nasionalisme, the sublime character behavior and

knowledge learners" but in fact the attitude nationalism in children have not yet emerged so much and the need for development efforts of sehiangga one of the vision can be achieved. When the researchers dig deeper information about the attitude of early childhood nasionalisme in kindergarten, educators realized that the obstacles faced in the implementation of delivery in order to dig up the attitude of nationalism is the method pembelajarannya. Educators would impart a moment of confusion the attitude of nationalism at the charge of the curriculum because TK Handayani embraced the national curriculum.

A variety of methods in the implementation of educational history, using the method of storytelling proved easily, and children can interpret. Storytelling is a method which has the appeal that touched the feelings of children, aimed so that the child can distinguish between good and bad deeds so that it can be applied in everyday life. By telling the teacher can instill the values of life on a protégé. Although using the method of poetic works, singing and sightseeing can be done but the constraints on the methods of storytelling can be minimized (Rizqillah dkk 2001:19). Therefore, researchers are interested in doing research in an effort to minimize the effects of globalization by developing an attitude of nationalism in early childhood by using method of telling stories in kindergarten Handayani Brebes.

## RESEARCH METHODS

In carrying out the research required a method, the method used is based on the background and purpose as well as the issues that will be examined. The type of research used in this study was the quantitative approach. According to Azwar (2009:05) research using quantitative approach emphasizing its analysis on numerical data are processed with statistical methods. This research included in this research eksperiment, in which researchers gave the treatment of research subjects.

Sugiyono (2012:72) in experimental research suggests that it's called preferential treatment or treatment. So it can be said that the research experiment is a research method that is used to find the specific treatment against the influence of the object examined in particular the conditions completely. The intent of the other variables remain unanswered from the outside as much as possible should be controlled so that the research results are accurate.

This research uses Quasi Experimental design research, which is not done randomisasi. Selected a group that will be given preferential treatment (treatment) which had previously been done pretest to measure the attitude that has developed within the child. After given treatment as much as 12 times, then do posttest to measure the extent to which the development of an attitude of nationalism after the child's treatment. The sample of this research is a class B2 of 22 children in kindergarten Handayani Brebes. Implementation research on 22 August to 20 September 2017. The giving of the treatment lasted for 30 minutes. Method of data collection used instrument as a tool to measure the scale of nationalist attitudes of early childhood, formerly a researcher doing the observations (observation).

Researchers have been conducting trials on an instrument scale nasionalisme in children and the results by using the calculation of SPSS 16 for a windows then the validity of the items that fall is 3 rounds of 40 items instrument and as many as 37 item is valid. Reliabilitasnya retrieved on column Cronbach's Alpha after eliminating the 3 items that fall earned many as 37 statement amounts with 0.754 items valid Word to 20 respondents. From the results of a test of the validity of the reliability that has been done then the instrument can be used as a measuring tool in research. Data analysis techniques that will be used in this research is to use the techniques and procedures of statistics parametris inferensial Paired Sample t-Test.

## RESULTS AND DISCUSSION

TK Handayani Brebes is one of the OLD formal trails located on Jalan Jendral Sudirman number 171 subdistrict Brebes, Brebes Regency. Handayani kindergarten founded in 1979 was by the Dharmawanita Union of Brebes with school accreditation b. School Parent Number 022032916007. TK Handayani Brebes headed by Puji Hastuti, S.Pd. Prior to treatment in advance researchers conduct observation, then conducted a pretest was given further treatment later seen developments with posttest.

After heavy research and descriptive statistics analysis done was obtained to know the distribution of the values of the variables of the

study. Things – things that will be examined in discussing the descriptive analysis is the maximum value, minimum value, range and average value of each variable.

**Tabel 1.** Statistik Deskriptif

STATISTIK	Kelas eksperimen	
	Pretest	Posttest
Maksimum	91	117
Minimum	72	99
Range	19	18
Rata-Rata	84.68	109.14

Unknown statistical data from the experimental group showed that the value of the average (mean) pretest of the 22 respondents was 84.68, value the minimum is 72 and the value of maksimumnya is rangenya, the value of 91 is 19. Next, the data group experiments indicate that the average value of posttestnya is 109.14. While the minimum value is the maximum value of 99 and is 117, the value rangenya is 18. The following are the categories of experimental group pretest Values are divided into three categories: high, medium and low.

**Tabel 2.** Kategori Nilai Pretest

Pedoman	Nilai	Rentang Nilai	Kategori
$X \geq (\mu + 1\sigma)$	$X \geq 113$	114 - 136	Tinggi
$(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$	$91 \leq X < 113$	92 - 113	Sedang
$X < (\mu - 1\sigma)$	$X \leq 91$	68 - 90	Rendah

**Tabel 3.** Hasil Pengumpulan Data Nilai Pretest

Kategori Nilai Skala Sikap Nasionalisme Anak Usia Dini	Skor	Jumlah Responden	Persentase
Tinggi	114 – 136	0	0 %
Sedang	92 – 113	8	36,36 %
Rendah	68 – 90	14	63,64 %
Jumlah		22	100%

Based on a table that has been presented, it can be noted that 8 of the respondents have a pretest values between 92 – 113 by category and 14 respondents have a value between 64 – 90 pretest with a low category.

**Tabel 4.** Hasil Pengumpulan Data Nilai Posttest

Kategori Nilai Skala Sikap Nasionalisme Anak Usia Dini	Skor	Jumlah Responden	Persentase
Tinggi	114 – 136	13	59,10 %
Sedang	92 – 113	9	40,90 %
Rendah	68 – 90	0	0
Jumlah		22	100%

Based on a table that has been presented, it can be noted that 9 of the respondents has posttest between 92 – 113 with categories and 13 respondents have a value of between 114 – 136 posttest with a high category. There were no respondents who are on low-value category. After it's done test normality of data in advance to know data is Gaussian or not and continued with its homogeneity test.

**Tabel 5.** Hasil Uji Normalitas

	Statistic	Shapiro-Wilk Df	Sig.
Pretest	.927	22	.106
Posttest	.977	22	.870

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on table data normality hypothesis test results has been done and of the Shapiro-Wilk table data that has been presented then second sample Gaussian ascertained because the data adequate for the experimental class significance on the value of the pretest is 0106 and the significance of adequate data on the value of the posttest is 0870 > 0.05. Conclusions on the results of the above obtained degrees of significance are both Gaussian as more than adequate raw i.e. 0.05 significance. Use table Shapiro-Wilk because the subject is ≤ 50.

The discussion will be presented over the results of the research that's been done is to know the difference in the attitude of nationalism of early childhood before and after being given the treatment method of telling about the history of education. Based on the results of the calculations are already done using Paired Samples t-test-a Test that is retrieved the value t count is larger than the table i.e. 32.370 > 2.079 and the value of the sig (2-tailed) 0.000 < 0.05. So it could be explained that there is a difference in the attitude of early childhood nationalism after the applied-method of telling about history education in experimental groups in kindergarten Handayani Brebes.

The difference in the attitudes of early childhood nationalism based on the application of the method of telling about history education before and after applied treatment are described through calculation has been done through the analysis and descriptive.

Of values that have been obtained respondents totalling 22 children value the minimum required pretest is 72, the maximum value is the value of the range 91 19 and its average was 84.68. Then the posttest value obtained after being given 12 times the minimum required value of 99 is treatment, the maximum value is the value of the 117 range 18 and the average rating is 109.14. It can be concluded that the attitudes of early childhood nationalism after the applied method of telling about history education results are higher than before the applied method of telling about pendidikan history.

In the activities of children's storytelling guided to develop the ability to listen to the stories of researchers, with clear storytelling method is presented to students so that they understand the aims, living up to the values of nationalism embodied in the history of education so that children can apply in everyday life. In accordance with the opinion of the Gordon & Browne (in Moeschlihtoer 1985:26), that with storytelling as a medium for conveying the values that apply dimasyarakat. The story can also be packaged as attractive as possible in it can contain values of life. The involvement of the child against the fabled yang reportedly will give a fresh, attractive and becomes a unique experience for the child.

The results obtained from existing data then it will be explained the purpose of the research is already done which is about the enhancement of early childhood nasionalisme attitude after the application of the method tells the story of history education. The result is the value of the pretest moment yet treatment prosentase is 44,56 %, while the implementation method tells result percentage 60,63% posttest is value. So does that mean the attitude of early childhood nationalism based on the application of the method of telling about history education increased significantly i.e. of 16.07% if compared to before the given treatment method of storytelling.

The increase shown by the children after treatment given one example of attitude in fact is when there is an event commemorating the independence day of the Republic of Indonesia to the 72 year old kindergarten calss B2 in particular Brebes Handayani dance typical of central Java. Children without direct disuruhpun wil-

ling to follow such activities with pleasure is not always just pop songs and dances the West alone but by dancing and dressing customs typical Javanese children seem happy to follow it. With the support of parents who also participated in the activities to accompany their child feel proud of what the child has done because ortua feels that today's children are antisocial and modernization so there's not much children are fond of cultural activities.

## CONCLUSION

Based of the result of the research that's been done as well as the discussion which has been exposed then the first summary is there is a difference in the attitude of nationalism of early childhood before and after being given treatment method of telling about education history, and the second is the attitude of early childhood nationalism with the application of the method of telling about history education is experiencing a significant rise in prosentasenya i.e. an increase of 16.07% although in this study there were some limitations. Suggestions in this study is for educators should study supporting facilities and infrastructure needs to be improved in order for the results to be achieved are more optimal.

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