
IMPLEMENTATION OF STORYTELLING METHOD IN LEARNING TO READ AND WRITE THE QUR'AN FOR THE FORMATION OF STUDENTS' CHARACTER AT TPQ AISYIYAH KEPATIHAN

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Abstract

The aim of this research is to obtain an overview of the implementation of the storytelling method in learning to read and write the Qur'an for the character formation of students at TPQ Aisyiyah Kepatihan. This is qualitative research that focuses on a phenomenological approach. This research was carried out carefully, in a structured manner, and continuously. The data obtained in this research is descriptive, consisting of words and observable behavior. The aim of this research is to explain various subjects or subject situations clearly and concisely. To obtain accurate data for this research, researchers came to TPQ Aisyiyah Kepatihan, Menganti-Gresik, to obtain the data. Researchers use the following data sources: 1) Data sources are primary data, data directly from the research location, or the first source of research subjects. Like a TPQ ustadzah 2) Secondary data sources are data that researchers have personally collected to support primary sources. It can be said that the data is organized in the form of documents. The research results show that there are three stages: planning, implementation, and evaluation. The ustadzah or teacher must prepare the following steps in the planning process: choosing the material to present, comprehending the material's main points, selecting material that meets the needs of the students, choosing props, and determining seating arrangements. Second, in its implementation, there are several stages: Opening for 5 minutes, reading Iqro' for 25 minutes, listening to the story for 45 minutes, reflection for 10 minutes, closing for 5 minutes. The last one is evaluation. There are two stages of reflection and observation. For reflection, it is carried out directly after the ustadzah has finished telling the story, and for observation of the results of the learning process, it is notified to the student's guardian once a month. The students are very enthusiastic to hear the story from the ustadzah.

Keywords : Implementation, storytelling method, character formation of students

Abstrak

Tujuan penelitian ini adalah untuk memperoleh gambaran implementasi metode bercerita dalam pembelajaran baca tulis al-qur'an untuk pembentukan karakter santri di TPQ Aisyiyah Kepatihan. Penelitian ini merupakan penelitian kualitatif yang berfokus pada pendekatan fenomenologi. Penelitian ini dilakukan secara hati-hati, terstruktur, serta berkelanjutan. Data yang diperoleh pada penelitian ini merupakan data deskriptif yang terdiri kata-kata dan perilaku yang bisa diamati. Tujuan

dari penelitian ini adalah untuk menjelaskan berbagai situasi subjek atau subjek secara jelas dan ringkas. Untuk mendapatkan data yang akurat untuk penelitian ini, peneliti datang ke TPQ Aisyiyah Kepatihan, Menganti-Gresik guna memperoleh datanya. Peneliti menggunakan sumber data: 1) Sumber data dari data primer, data langsung dari lokasi penelitian atau sumber pertama subjek penelitian . Seperti seorang ustadzah TPQ 2) Sumber data sekunder data yang dikumpulkan langsung oleh peneliti sebagai penunjang dari sumber primer. Dapat dikatakan bahwa data tersebut tersusun dalam bentuk dokumen-dokumen. Hasil penelitian menunjukkan ada 3 tahapan : Perencanaan, Pelaksanaan dan Evaluasi. Dalam perencanaan ada langkah-langkah yang harus disiapkan oleh ustadzah atau pengajar yaitu : menentukan materi yang akan disampaikan, memahami pokok-pokok materi, memilih materi yang sesuai dengan kebutuhan santri, penentuan Alat peraga, dan pengaturan tempat duduk. Yang kedua, dalam pelaksanaannya ada beberapa tahapan: Pembukaan selama 5 menit, membaca Iqro' selama 25 menit, mendengar cerita selama 45 menit, refleksi 10 menit, penutupan 5 menit. Yang terakhir yaitu Evaluasi, ada 2 tahapan refleksi dan juga pengamatan. Untuk refleksi dilakukan secara langsung setelah ustadzah selesai bercerita dan untuk pengamatan hasil dari proses pembelajaran diberitahukan kepada wali santri setiap sebulan sekali Santri sangat antusias untuk mendengar cerita dari ustadzah.

Keywords: Implementasi, metode bercerita, pembentukan karakter siswa

INTRODUCTION

In a modern era like today, it could be said that human life has undergone many more advanced changes compared to previous years. Especially in the field of knowledge and technology, which is experiencing very rapid development every year, of course, with many changes there are also impacts. Because every change definitely has both positive and negative impacts.

According to Kartika et al. (2022), the most positive impact of modern developments is that they make it easier for us to carry out our daily lives. The negative impact is damage to morals. It is a very worrying phenomenon that we often encounter in everyday life in our current generation, such as young people who do not know good manners when meeting and talking to older people. Bad words are often spoken to their friends. Of course, this is homework and a serious challenge for us as educators to think about a change, and this is where the important role of education is that we must also initiate a change to be able to offset the negative impacts of current developments. Education is the foundation of a country, because a successful country is one that has good-quality education and produces human resources who are superior, smart, intelligent, and have character. It could be said that education is the most important basic foundation for a country.

Apart from education, another important thing that must be paid attention to and formed from an early age for all humans is character. Character is not something you are born with and cannot be inherited; it is something that is formed consciously from day to day. We make it an identity that can determine a person's quality. A person's character will be better if they get the right education every day. (Sartica & Ismanto, 2016).

According to Dewi & Sukma (2020), *The Function and Goals of Education* emphasize the aspect of character formation of a person or student, as stated in UU SISDIKNAS No. 20 of 2003, that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society. Character education is also still related to the values of Islamic religious education. From an Islamic perspective, character education has existed since the time when Rasulullah Muhammad SAW was sent. To perfect human morality.

Islamic religion not only focuses on aspects of faith, worship, and muamalah but also emphasizes aspects of moral education or Islamic character formation. With the development of the times, there should be efforts to upgrade individuals to be even better by utilizing adequate learning resources, methods, and media according to their individual needs. (Paulus & Erlina, 2023) And you need to know that education can be obtained anywhere. Either through formal or non-formal education. The existence of non-formal education is, of course, to supplement or complement what is lacking in formal education. One of the non-formal education parks that is often found is the Al-Qur'an Education Park (TPQ) (Albab, 2017).

In learning, of course, there are several important elements. One thing that must be prioritized in learning is related to learning methods. Because methods are a very important element in learning, the value of learning can be conveyed and well received by students. There are lots of people who still think that TPQ only teaches how to read the Koran properly and correctly using classical methods. Of course, if this is linked to national education goals, the results will be felt to be very inadequate.

So it is necessary to add new methods so that students can not only read the Al-Qur'an well and correctly but also gain an understanding of knowledge and religion. In this way, TPQ Aisyiyah applies the storytelling method to learning to read and write the Al-Qur'an (BTQ) for the formation of the Islamic character of Santri. This storytelling method is, of course, adapted to the daily lives of the students so that they can more easily understand the contents of the story and put it into practice.

METHOD

The author conducted this research using qualitative research that focuses on a phenomenological approach. This research was carried out carefully, in a structured manner, and continuously. The data obtained in this research is descriptive, consisting of words and observable behavior (Iswadi et al., 2023). The aim of this research is to explain various subjects or subject situations clearly and concisely. To obtain accurate data for this research, researchers came to TPQ Aisyiyah Kepatihan, Menganti-Gresik, to obtain the data. Researchers use the following data sources: 1) Data sources from primary data, data directly from the research location, or the first source of research subjects (A. Muri, 2016) Like a TPQ ustadzah 2) Secondary data sources are data that

researchers have personally collected to support primary sources. It can be said that the data is arranged in the form of documents (Hadi et al., 2021). Researchers have analyzed the data obtained. Data analysis is a systematic activity in obtaining and compiling data originating from interviews, observations, and documentation. This process involves organizing data into categories, breaking it down into parts, synthesizing, forming patterns, selecting data that is important and will be researched, and drawing conclusions so that it can be easily understood by the researcher himself and others. (Hadi et al., 2021).

In this case, the data is collected from various types and sources. After the data was collected, the author processed the data using a qualitative analysis approach. Researchers used the triangulation method in analyzing data. Triangulation is a method for checking the correctness of data using sources or techniques other than the data itself (A. Muri, 2016).

RESULTS AND DISCUSSION

Results of research on the implementation of the storytelling method in learning to read and write the Qur'an for the character formation of TPQ Aisyiyah Kepatihan, Menganti-Gresik students. There were 3 stages, namely planning, implementation, and evaluation.

1. Planning the implementation of the storytelling method

Method is an important element in carrying out learning; the use of a method in the learning process will help achieve learning objectives. In this regard, TPQ Aisyiyah Kepatihan uses the storytelling method in BTQ learning to build the character of students. The steps in planning Ustadzah's storytelling method and teaching TPQ Aisyiyah are:

a) Determine the material to be presented

Determine the material that will be applied in the storytelling method so that the story material that the teacher wants to convey is not out of the context of the learning objectives. In determining the material to be presented, it must be in accordance with the predetermined vision and mission (Zahara dan Jamal 1995). The things that need to be considered when determining learning materials include :

- a. The story material must be in accordance with the learning objectives.
- b. The material written in learning planning is limited to the concept/outline of the material, it does not need to be too detailed.
- c. Making story material in learning must be done in accordance with the objectives.
- d. The material is arranged from the simplest to the most complex, from easy to difficult, from concrete to abstract so that children can easily understand it.

b) Understand the main points of the material

Understand the main points of the material, which will later become a benchmark for telling stories. The aim is for teachers to be able to explain the material in detail so that it is easier for students to understand it. The meaning of understanding is a person's ability to understand and be able to understand something after that something is known and remembered. (Agustin, 2016).

c) Determine the story according to the material that has been planned

In choosing a story to tell, teachers must pay close attention to the learning objectives they will achieve. Which, of course, is adjusted to the learning needs of the students. This aims to remain in line with learning objectives.

d) Determine props

In the storytelling method, determining props is an important thing. The use of props in implementing the story method can influence the achievement of the learning objectives being carried out. Storytelling activities assisted by props or media will help children restore their level of concentration. Apart from that, when children listen to stories using original, interesting, and unique media, this will be one of the strategies to focus children's attention on listening to stories. (Andry B., 2023).

As for the props, according to Fajriyah (2023), which become a reference in planning this story method, they are divided into two, namely:

- a. Tell a story without using props. When telling a story without using props, of course there is nothing that needs to be prepared regarding props; the only thing that needs to be prepared is a good voice and intonation that suits the storyline.
- b. Tell a story using props. Adapt the props to the story that will be told. In general, the props that can be used by teachers are story books, flannel boards, dolls, series of pictures, videos, and others.

e) Student seating arrangements

So that children can focus on receiving material using the storytelling method, the teacher should be able to convey the story well. Apart from that, the seating arrangements for students can encourage them to focus more on listening wholeheartedly to each story that is told. It is highly recommended to sit closer to the teacher when the teacher tells the story (Albab, 2017). A good sitting position that will support students in focusing on listening is sitting around the *ustadzah* or sitting in a semicircle in front of the *ustadzah*.

2. Implementation Implementation of the storytelling method

Implementation is an activity to improve the situation directly and can direct the impulses within a person towards activities to achieve specified goals (Sudjana 2004). In implementing the storytelling method in BTQ learning to build the character of TPQ Aisyiyah Kepatihan, Menganti-Gresik students, namely:

TPQ Aisyiyah students come in from 15:30–17:00. The implementation of the storytelling method in BTQ learning to build the character of TPQ Aisyiyah Kepatihan students is carried out three times a week. The stages are:

- a. Opening, opening with greetings followed by a prayer to start studying for 5 minutes
- b. Starting to read and write the Koran, here students aged 8–9 years are still reading the book *Iqro'* for 25 minutes.
- c. Then continued by telling stories about the prophet and also good behaviour towards parents, as well as stories in the Koran such as the story of Luqman al-Hakim for 45 minutes. The students sat in a half circle to listen to the story. delivered by Ustadzah. Every story the ustadzah told, the students enthusiastically listened. Ustadzah conveyed the story method very well, with the right intonation, determining the story according to what the students needed, and also conveying the story clearly and completely. Don't forget, the ustadzah also provides a conclusion at the end of the story about the lessons that can be taken from the story told by the ustadzah.
- d. Evaluation (reflection) for 10 minutes
- e. 5-minute closing.

3. Evaluation

At the evaluation stage, an evaluation of the learning outcomes obtained by the students will be carried out. This evaluation stage is very important in the learning process. According to Percival, quoted by Oemar Hamalik, evaluation is a series of activities designed to measure the effectiveness of the teaching and learning system as a whole. (Ahdar et al., 2022) So, evaluations are carried out to find out the extent of development that children have achieved while participating in learning activities (Sartica & Ismanto, 2016). In implementing evaluation at TPQ Aisyiyah, several stages are used, including the following:

- a. Reflection
Reflection is feedback after the learning process has been carried out or followed within a certain time. At this reflection stage, questions and answers are carried out by the teacher to the students in the form of questions that are appropriate to the story that has been told, with the aim of seeing how well the children understand the material in the story. (Tambak 2016)
- b. Observation
Only finally will a gradual observation be made of the results of the changes that occur in children after implementing the Islamic nuanced story method (Tambak 2016). These observations will later be reported to the santri guardians regularly, once a month, with the aim of the santri guardians knowing developments in the child, especially the development of their Islamic character.

CONCLUSION

The conclusion of the research entitled "Implementation of storytelling methods in BTQ learning for character formation of TPQ Aisyiyah students" is that there are 3 stages: planning, implementation, and evaluation. In planning, there are steps that must be prepared by the ustadzah or teacher, namely: determining the material to be presented, understanding the main points of the material, choosing material that suits the students' needs, determining props, and seating arrangements.

Secondly, in its implementation, there are several stages: opening for 5 minutes, reading Iqro' for 25 minutes, listening to the story for 45 minutes, reflection for 10 minutes, and closing for 5 minutes. The last one is evaluation. There are two stages of reflection and observation. Reflection is carried out directly after the ustadzah has finished telling the story, and to observe the results of the learning process, it is notified to the student's guardian once a month. The students were very enthusiastic to hear the story from the ustadzah. This is marked by changes in daily attitudes and behaviors that are getting better in any environment.

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