

# THE EFFECT OF STORY METHODS WITH OBJECTS AROUND TO THE INDEPENDENCE OF CHILDREN

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## THE EFFECT OF STORY METHODS WITH OBJECTS AROUND TO THE INDEPENDENCE OF CHILDREN

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<b>ABSTRACT</b>	<b>Keywords</b>
<p>Children's independence can be seen from the ability of children to think and do for themselves so that children are not dependent on others. Building children's independence is easier to do early on and done in a fun way such as telling a story that is recognized by the child for example by using things around. The purpose of this research is to prove the effect of story methods with objects around to the independence of children. This research design uses pra eksperimen design with one group pre-post test design. The population of this research is all 80 children of RA Mu'awanah Al-Hasyimiyah Jombang. The sample of this study were all children of RA Mu'awanah Al-Hasyimiyah Jombang with 80 respondents taken by total sampling. The measuring instrument used was a questionnaire to assess the independence of children which consists of 5 negative statements and 5 positive statements with 100% valid and reliable test results with <math>\rho = 0.982</math>. Research time September 2019. Statistik test using the Wilcoxon Sign Rank test with <math>\alpha_{table} = 0.05</math>. The results showed that respondents who had positive independence from 38 (47.5%) respondents increased to 71 (88.75%) of respondents after being given a story on the topic of using things around such as shoes, sandals, clothes, toys, stationery. Wilcoxon Sign Test results Rank <math>\rho_{count} = 0,000</math> and <math>\alpha_{table} = 0.05</math>. This means that there is an influence of the story method with objects around to the independence of children. Stories with things around that are already known and are familiar with the child even every day used by the child can reflect independent behavior so that the child can do something without help from others, able to make choices and take responsibility for his choices.</p>	<p><b>Independence, Items Around, Story Method</b></p>

## INTRODUCTION

Independence in children is a factor that influences a child's development. Independent children are children who are able to think and do for themselves. Children will be more active, creative, competent, not dependent on others, and appear spontaneous (Familia, 2006). Montessori stressed the need to provide education and assistance to children to build optimal children's independence in accordance with all the potential of the child (Rakhma, 2017).

The formation of children's independence will be easier if done from an early age. Curiosity in early childhood increases and the language of the child develops, so that for early childhood letters and words are abstract. By making it real, the child will find it easier to get to know him. This introduction must be done in a fun way, one of which is by telling stories. Stories are activities that convey messages originating from real or unreal events to others using tools or not. According to Foster (1970: 35) in his book Nurgiyantoro, the story is a narrative expression about the events arranged according to the time sequence (Nurgiyantoro, 2018).

Storytelling techniques that are quite easy can be with the help of items around. For example using shoes, drinking bottles, hand washing taps, clothes, or other objects that are around

the child. Storytelling with the help of things around can teach local wisdom to children and also accustom children to live in an organized and loving environment (Jessica, 2017).

Research result (Sabaretnam, Bothra, & Warsi) about the technique of story-telling in thyroid diseases including surgery; useful or not showed Story telling is a useful tool in health communication. With the widespread availability of high-speed internet and affordable mobile computing devices, story telling can be a useful tool to patients and relatives in decision making and in addition, saves valuable time of the treating consultant.

Research result (Riyadi, 2016) in Kindergarten IT Mutiara Insani, Brosot, Galur, Kulon Progo showed that most children were in the criteria of Developing in Accordance with Expectations (BSH) of 14 children (52%) and Very Good Development (BSB) of 13 children (48%). There are no children who are in the criteria of Not yet Developing (BB) or Starting to develop MB. Research Results (Iswantiningtyas & Raharjo, 2016) in Tauladan Kindergarten, Pare Subdistrict, Kediri District Shows the ability to develop children's independence well.

Research result (Winarni, 2013) in Group A Kindergarten BA Aisyiyah Karangdowo, Karangdowo Subdistrict, Klaten District showed the development of independence in the pre-cycle of 35.71%, the first cycle of the Development of Independence reached 54.46%, the second cycle was 64.58% and the third cycle reached 83.47%. Thus based on the hypothesis the role-playing method can develop the ability of independence.

The results of a preliminary study at Kindergarten RA Mu'awanah Al-Hasyimiyah Jombang in August 2019 with the observation of 6 children, found two children while eating lunch still asked to be fed by the teacher and four children were willing to eat alone.

Through storytelling, the child will listen well, reflect, absorb the messages conveyed, make the child more memorable and feel happy. Thus, the message conveyed through the story will be more readily accepted and remembered even though it has been years and also the message will be easier to practice. This encourages the formation of children's independence and optimizes all the potential of the child.

Children who are accustomed to independently since childhood will

continue to carry over into adulthood. While children who are late to learn independently, make children feel forced and do not have a strong foundation when taking action. And also the understanding of independence becomes inappropriate (Ds, 2009).

Providing opportunities and accompanying children while doing independence training is very important, for example when children do their own eating activities, take their drinks, tidy up toys and tidy up shoes when coming home from school.

The purpose of this research is to prove the effect of story methods with objects around to the independence of children.

## **MATERIAL AND METHODS**

This research used a pre-experimental design approach (one group pre-post test design). Data collection was carried out in one group by assessing the independence of children of RA Mu'awanah Al-Hasyimiyah Jombang on the first day. The second day the researcher gives a story which carried out 4 meetings in 15 minutes, at each meeting one story was given among others shoes-sandals, clothes, toys, and stationery. At week 4 assessing the independence of children RA Mu'awanah Al-Hasyimiyah

Jombang. This research was conducted at RA Mu'awanah Al-Hasyimiyah Jombang in September 2019. The independent variable is the story method with items around. While the dependent variable in this research is the independence of children of RA Mu'awanah Al-Hasyimiyah Jombang. The population in this research were all children of RA Mu'awanah Al-Hasyimiyah Jombang with 80 respondents. The sample of this research were all children of RA

Mu'awanah Al-Hasyimiyah Jombang with 80 respondents. The sampling technique used is total sampling. Measuring instrument used by the questionnaire to assess the independence of children which consists of 5 negative statements and 5 positive statements with 100% valid and reliable test results with  $\rho = 0.982$ . Analysis of data using the Wilcoxon Sign Rank test with  $\alpha_{table} = 0.05$ .

## RESULTS

Table 1: Effect of story method with objects around to the independence of children at RA Mu'awanah Al-Hasyimiyah Jombang in September 2019

Category		Frequency	% (Percentage)
<b>General data</b>			
Age	4	10	12.500
	5	38	47.500
	6	32	40
Gender	Male	44	55
	Female	36	45
Mother's Education	Primary school	22	27.500
	Junior high school	31	38.750
	High school	22	27.500
	Higher education	5	6.250
Mother's work	Work	12	15
	jobless	68	85
<b>Specific data</b>			
<b>Pre Test</b>			
Child independence	Positive	38	47.500
	Negative	42	52.500
<b>Post Test</b>			
Child independence	Positive	71	88.750
	Negative	9	11.250
$\rho_{count} 0.000 = \text{dan } \alpha_{table} = 0.05$			

Source: primary data

## DISCUSSION

Based on table 1 shows 38 respondents (47.5%) aged 5 years. The age range of 4 - 6 years is pre-school age. Preschoolers begin to feel the need to have playmates and have regular activities outside the home. So that at pre-school age, it needs a place of study or school to develop the potential that exists in him and develop independence (Izzaty & Si, 2017).

Pre-school children have started a lot of interactions, not only with fathers and mothers or close relatives but also interacting with others like new friends, school teachers. Thus the child is required to have the strength, desire, and willingness to achieve success in facing new things and new situations so that children do not rely on the help of others.

Based on table 1 shows 44 respondents (55%) are male. Factors of the role of sex, physically boys, and girls are visible differences in the development of independence. In the event of independence, boys are usually more active than girls (Sa'diyah, 2017).

Physically, the level of activity of boys is higher, brave, and aggressive, which triggers children to be more independent. Based on table 1 shows 31

respondents (38.75%) of the education of MSS graduates. Mothers who have higher education graduates have longer learning experiences. It makes mothers have a lot of information about children, trains children to be independent through learning, books, friends, and others. So that mothers with higher education will be more open to caring for children to be more independent with the information that has been obtained.

Based on table 1 shows 68 respondents (85%) employment status of mothers not working. Research result (Buana, 2018) Aisyiah Bustanul Atfhal 1 Dau Kindergarten in Malang showed a difference between the independence of preschool children in terms of working and non-working mothers with a mean value of non-working mothers at 60.05 while the mean value at working mothers at 20.95.

Mothers are busy at work or have a career resulting in reduced attention to the family, including children, not even a few who ultimately do not pay attention to the child's condition. The increasing education of women raises awareness to develop themselves and in the form of pursuing a career in the field of work. Likewise, the growing economic needs

make women try to play a role in meeting financial needs (Gunarsa, 2004).

Research result (Opitz, Pavone, & Corsello, 2016) about the power of stories in Pediatrics and Genetics showed addressing mostly pediatricians, allow me to begin with storytelling. The difference between pre- and postnatal conditions is that a formerly muffled voice is now clear, and unless the infant is deaf it will be exposed immediately after birth to the emotional content of mother's vocalizations. This, and the need and ability of baby to nurse, creates the closeness necessary for the normal psychomotor development of the infant. And that includes speech development.

Research result (Heaton et al., 2018) about using storytelling to address oral health knowledge in American Indian and Alaska Native Communities showed AIAN communities value the need for oral health messaging for community members. However, the acceptability of storytelling as a method for the messaging raises concerns, because the influence of modern technology and digital communications may weaken the acceptability of the oral tradition. Careful attention must be made to the delivery mode, content, and targeting with continual iterative feedback from community members to

make these messages engaging, appropriate, relatable, and inclusive.

Based on table 1 shows there is an effect of the story method with items around the child's independence with the Wilcoxon Sign Rank test results  $p$ count 0,000 = and label table = 0.05. Respondents who have positive freedom from 38 (47.5%) respondents increased to 71 (88.75%) of respondents after being given a story on the topic of using things around such as shoes, sandals, clothes, toys, stationery.

Research result (Pg, Gama, Samarinda, Brantasari, & Paud, 2017) in Kindergarten Pelangi Tenggara Seberang 2016/2017 school year showed outstanding development due to an increase in children's independence from 58.86% to 85.41% or an increase of 36.55%.

Storytelling is an essential and inseparable activity in educational programs for pre-school children because storytelling can provide emotional benefits and help in various aspects such as development and independence. Children's freedom is the ability of children to help themselves in daily activities such as eating alone, bathing alone, wearing and removing their own clothes, opening and wearing their own

shoes. And the ability of children to solve problems such as taking the initiative, overcoming everyday challenges, persevering, and doing things without the help of others (Rakhma, 2017).

For pre-school children (under 6 years old), for example, according to Robert Whitehead, a straightforward and short story is needed that usually deals with objects that are familiar with the world of children such as animals, children, homes, humans, and toys (Daud, 2012).

Research result (Lin et al., 2016) about functional independence of Taiwanese children with Down syndrome showed for children with down syndrome, some support and supervision is required for cognition and self-care tasks. The WeeFIM questionnaire may be useful for identifying the strengths and limitations of children with developmental disabilities and their families.

Thus to make it easier for independent children to be given stories with items around that are already known and familiar with the child, even every day children are used. In this case, the items around him are shoes, sandals, clothes, toys, stationery. The culprit is

considered to have a soul like a human being can feel happy and sad, etc.

Independent children reflect independent behavior without help from others. Doing something does not have to be determined or directed by others, where children can make choices that are considered right and are responsible for the risks and consequences that result from those choices.

## CONCLUSION

There is an effect of the story method with items around the child's independence. Respondents who have positive freedom from 38 (47.5%) respondents increased to 71 (88.75%) of respondents after being given a story on the topic of using things around such as shoes, sandals, clothes, toys, stationery. Storytelling is an essential and inseparable activity in educational programs for pre-school children because storytelling can provide emotional benefits and help in various aspects such as development and independence. Independent children reflect independent behavior without help from others. Doing something does not have to be determined or directed by others, where children can make choices that are considered right and are responsible for



the risks and consequences that result from those choices.

Based on the results of the research put forward some suggestions include: 1) Educational facilitators, in this case, is the teacher is expected to instruct and facilitate learners to story method with objects around. 2) Parents should story on the topic of using things around such 3) Researchers then expected to analyze the effect other methods to increase children's independence.

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