



Infusing Storytelling Activity to Foster Preschool Students' Creativity at Al-Chasanah Foundation

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ABSTRACT

Storytelling is an activity that channels talents and interests in the art of speech. This service aims to provide storytelling training to improve teachers' teaching creativity. The method used in this service is the lecture and discussion method with the author's active participation and simulation approach. Ten participants became the subject of this service, namely five kindergarten teachers, three family planning teachers, and two education staffs at Al-Chasanah kindergarten. Moreover, 60 kindergarten students participated in the storytelling simulation. The results of this training activity include; (1) The teacher's ability to deliver storytelling using puppet media, books, and recycled materials; (2) The teacher's ability to understand storytelling techniques. In this case, the teacher is able to distinguish between storytelling techniques with text and without text; (3) Knowledge of benefits in activities, among others. All in all, this service is found to enhance kindergarten teachers' creativity through storytelling.

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A. Introduction

The condition of passive pre-school students during learning is an important problem that must be solved (Kuswanty *et al.*, 2023). Solving every problem is not always done with a strict rule or punishment towards students. An alternative way that teacher can do is to teach them to tell stories and dialogue with them to get an overview of the problem. Therefore, the problem of passive students and unwilling to learn requires effective efforts to generate student's interest in learning and actively engage in learning.

Every student certainly has the will to move actively in learning process. This willingness can arise if there is a stimulus in influencing students' space in learning (Sulasmi, 2020). One of the stimuli is through storytelling activities. Storytelling activities are a process of telling stories or conveying advice packaged in a story (fairy tale). A fairy



tale is an imaginary story that does not really happen, either by the speaker or by the *audience*. Fairy tales are usually told in entertainment activities, and some even describe moral teachings, advice (Danandjaja, 1991). When viewed from several experts, the definition of fairy tales and how fairy tales can develop, of course, there are parties who preserve them. According to Nurgiyantoro (2010), states that fairy tales are stories that do not really happen and often do not make sense. Meanwhile, according to (Habsari, 2017), fairy tales are short stories about imaginary adventures with extraordinary situations and characters. Meanwhile, according to *Kamus Besar Bahasa Indonesia*, Fairy Tales are stories that did not really happen and are related to strange ancient events.

Storytelling is a productive oral language skill. The skill of storytelling develops speaking skills, which is not only a communication skill, but also an art (Asmawati, Suparno & Hidayat, 2020; Danny, 2013). Storytelling is a solace activity, a stress reliever and a place to channel talent and stimulate imagination to continue to grow and develop. Storytelling is an effective way to develop cognitive (knowledge), affective (feelings), social and conative aspects (appreciation) of students (Asfandiyar & Iskandar, 2007). Based on the definition of storytelling according to these experts, the author concludes that storytelling is an opportunity to convey information and advice in the form of interactive stories.

Before a storyteller carries out storytelling activities, he usually has prepared tools and media as well as the story to be told. According to Asfandiyar & Iskandar (2007), there are 5 types of fairy tales according to their contents, namely; traditional, futuristic (modern), educational, fable and historical fairy tales. The storytelling process is one of the alternatives to generate students' creativity. As stated by Juanda (2018) that storytelling activities can generate students' imagination and creativity.

A creative attitude is not one of the expectations for students to be willing and able to learn. However, creativity, which is defined as the process of finding something, ideas, ideas and coming up with a different form or attitude, is a step in seeing students' progress in learning. Creative is closely related to students' efforts to foster talent and interest in learning. One way is through storytelling activities. In addition to bringing out creativity, storytelling activities can also generate interest in reading, writing, expressing and actively moving and being involved in learning. This is because in storytelling activities, not only storytellers are involved, but also students are actively involved in the interaction between storytellers, students and also fairy tale media as a tool to attract students' attention in storytelling activities (Afriyelni, 2021).

The condition of students being able to move actively is the first step of students wanting to learn. Learning is not only seen from intellectual changes, but can be seen from changes in attitudes and behavior (Syahrudin *et al.*, 2019). Changes in attitudes and behavior can be seen from students' responses to storytelling activities. Based on observations and interviews with several teachers at Al-Chasanah pre-school, that storytelling activities can increase creativity and foster active participation in learning. For example, the storyteller



asks the *audience* or students about the name of the character in the story being told. Of course, this will train students to remember what has been conveyed through storytelling. Second, when students listen to stories from storybooks. Indirectly, students follow the storyline and are interested in reading the story. With these two considerations, the author wants to describe innovative experiences in storytelling activities that can foster students' creativity and foster interest in reading books and stories.

B. Method

The method used in this community service activity is in the form of limited training to PAUD Al-Chasanah teachers with predetermined materials and media. The service activity was carried out one day September 17-November 5, 2022. Participants who took part in the training were 25 people consisting of 3 kindergarten teachers, 4 SDI teachers, 5 junior high school teachers, 4 vocational school teachers, 5 high school teachers and 4 teachers from the Foundation. The service training activities began with remarks from the Chairman of the Al-Chasanah Education Foundation. The next activity is a theoretical material session with details of the activity agenda as follows:

Table 1. Detailed Training Agenda at Al-Chasanah Foundation

No.	Day/Date	Training Materials	Trainee Activity
1.	September 17, 2022	Big Data from Education Report Card Identification Education Report Card (Aspects that need special intervention) Reflect on the Problem and Fix the Variety of the Problem to conduct follow-up Solutions to problems and obstacles in the work program	The 21 Principal Candidates were divided into 4 groups. Each group compiles the IRB Matrix from the Education Report Card. The result is program analysis and program proposals in the RKAS. Each group presents the IRB matrix Each group gets feedback and assessment of the IRB matrix Each Group presents a reflection on the IRB Matrix
2.	Saturday, 05 October 2022	Dissection of the 2013 Curriculum and Merdeka Curriculum with reference to 8 National Education Standards Standards	Each group analyzes the 2013 curriculum with Permendikbud Number 36 and 37 of 2018 and analyzes the Merdeka Curriculum at BSKAP No.33 of 2022 and BSKAP No.9 of 2022. Each group identifies the SKL from the 2013 Curriculum and Merdeka Curriculum. Each group creates a School Work Program according to the SKL Each group determines the program as per CP and P5
3.	October 15, 2022	Discuss Competencies Principal and Leadership Style	Conduct Test Interest and Talent. The Principal Candidate's personality Identifies, Reflects and Fixes the condition of the value of the aspects of the education report card assessment in this case



				through ANBK obtained several aspects and indicators from the work program Dissecting 4 Principal Competencies, namely Education and Education Personnel Competencies, Entrepreneurship, Education Administration and Education Unit Learning Competencies. From the four competencies, each group compiled a matrix of one of the principal's competencies which was derived into indicators of competency achievement, presented the results of the review and other groups provided responses and questions.
4.	October 22, 2022	Principal Assessment		Each participant conducted a principal assessment which consisted of several materials tested, including;
5.	November 5, 2022	Evaluation of Training and Branding	Principal and Personal	Each participant provided feedback and evaluation of the training activities and gained the same understanding about personal branding

C. Results and Discussion

The training began with a pre-test of the principal candidate training as an effort to map the competence and potential of the participants. In this activity, participants gained an initial understanding of the principal competency test. Furthermore, all 25 participants will be divided into 6 groups where each group consists of 4-5 people. The activity continued with the introduction of participants, strengthening the potential of Big Data material containing the analysis of education report cards. The result of this activity is that there are teachers who have done storytelling, but are hesitant in utilizing existing media. There are also teachers who express their opinion that storytelling requires courage and must have preparation. Based on the results of the speaker's questions and answers with the audience or participants as a basis for the speaker to continue the material about storytelling training. Implementation of Training includes activities- activities between others. First, **Socialization Materials Fairy tales**. The socialized material is closely related to several things about storytelling. First, the Concept of Fairy Tales and Storytelling. Second, Storytelling Methods and Media in Storytelling. Third, Learning to Make Story Scenarios. Fourth, Important Things in Storytelling. Fifth, Benefits of Storytelling Activities. Sixth, sharing about storytelling experiences from storytellers. Seventh, the Relationship between Storytelling and Student Creativity.

In the socialization of fairy tale material, it was conveyed that when storytelling, storytellers must wait for conditions until the audience is ready to listen to the story being told. This can be done by giving a momentary brainstorm when about to deliver fairy tale material. It was also conveyed that there are several things that must be considered in storytelling, namely eye contact between the storyteller and the audience, facial expressions in telling the story, gestures, voice intonation, speaking speed and supporting media for the delivery of fairy tales.



At the socialization stage, it was conveyed that the media used in storytelling activities had an important role. Khotijah, S., Widiatsih, A., & Kustiyowati (2020) state that storytelling media consists of two kinds, namely visual and audio-visual media. In this community service, the author delivered storytelling training using visual media based on objects that pre-school students often encounter in everyday life. This is in line with Shoimah, Syafi'aturrosyidah & Hadya (2021) statement that learning media that are often found in students' daily lives are the most effective learning media that can improve understanding and learning outcomes.

Table 2. Storytelling Scenario

Scenario	Content	Description
Theme selection	Theme: Animals, or Folklore	Animals and fruits have human-like behavior
Determine the number of characters	Number of characters depending on the age of the audience	Ages 5-12: 2 figures, Age >12 years old: 3 figures
Creating a storyline	Forward or backward flow	The course of the story is determined by the timing of the story
Creating a round for each story theme	Story episode that tells a fragment of the story	Minimum 3 rounds
Characterization	Protagonist and Antagonist	The number of character traits depends on the storyteller

At this stage, the author also said that after the presentation of the fairy tale, the storyteller should conduct discussion activities, ask questions and answer and ask questions to the *audience*, this aims to measure the *audience's* understanding of the material presented. Evaluation activities and final discussions are a series of processes that are inseparable from storytelling activities. This is in line with the opinion of Faradillah, Hadi & Soro (2020) that evaluation and question and answer are very important to do as a measure of understanding, discipline and as a benchmark for the success of the learning process. *Second*, Learning to Make Story Scenarios. The next activity after understanding the concept of fairy tales and storytelling as well as storytelling methods and techniques, namely learning making scenario stories. This activity begins with the first step, namely determining the theme. In the selection of themes, a teacher who will tell stories needs to determine the theme as a topic and a prefix to organize storyline and characterization. The second step is to determine the number of characters. In this section, the characterization consists of at least 2 characters in order to distinguish between the roles of character A and character B. The third step is to create a storyline. This storyline is intended to find out the plot and storyline of the characters and themes presented. The fourth step is to create a chapter for each story theme. The acts of each story theme contain story episodes that tell fragments of the story. Step five, characterization or characterization of each character in the story.

Storytelling activities seem to be just storytelling activities, but it turns out that these

activities have extraordinary benefits such as instilling moral values, building literacy skills, triggering students' critical thinking, designing students' imagination and creativity, training concentration, opening students' knowledge horizons, encouraging students to love books and stimulating students' interest in reading (Rukiyah, 2018). **Third, Storytelling Experience Sharing.** The simulation activity began with conditioning the students in the open hall. Then, the storyteller started the storytelling activity by introducing herself to the students of PAUD Al-Chasanah. The storytelling activity began by conveying the theme of the fairy tale, namely "My Environment".



Gambar 1. Storytelling Simulation at PAUD Al-Chasanah

Discussion

Creativity can be defined as something shown by someone that is unique, new and different from the norm. While in general, creativity is a person's ability to produce any composition, product, or idea that is basically new and previously unknown to the creator. Creativity is the ability to create something new. Meanwhile, Rachmawati (2012) states that creativity is a person's ability to produce compositions, products or ideas obtained through the formation of new patterns and combinations of information obtained from previous experiences. According to Gallagher in Rachmawati (2012) said that "*Creativity is a mental process by which an individual creates new ideas or products, or recombines existing ideas and products.*" The relationship with storytelling activities can be seen from the training results, which the author describes as follows:

Initially, the storyteller was worried that the story was not interesting enough. But after an approach and effort to invite them that storytelling is a dialog between characters and their involvement in storytelling, Alhamdulillah, there are several achievements in storytelling activities (Impact and Results), among others; First, Students approach the storyteller and want to tell a story.

listening to the story. Second, the student holds the book and looks at the pictures character in the story. Third, the student answers questions from the storyteller. Fourth, the student participates in playing the doll that becomes the character in the storytelling activity.

Based on this impact, the expected results include; First, students have creativity in activities. Second, students are encouraged to be critical and creative. Third, students get the cultivation of moral values. Fourth, students are encouraged to think critically.



Fifth, students are trained in power concentration. *Sixth*, students open their horizons knowledge. *Seventh*, students are encouraged to love books and stimulate students' interest in reading.

D. Conclusion

Students' problems in learning and motivation and fostering interest in reading are not easy. Seeing the style of parenting and learning experience as well as the surrounding environment contributes to influencing students' learning motivation. One of the efforts made is to provide stories as well as independent experiences to students about the importance of learning in the packaging of fairy tales. As a storyteller, it is not enough to teach the story material, but also to see the situation and conditions of the *audience*.

The results of this training activity; (1) In the form of teachers' ability in storytelling, namely in the form of storytelling with puppets, books and used materials such as; mineral water bottles and cans; (2) Teachers' ability to understand storytelling techniques. In this case, teachers are able to distinguish between storytelling techniques with text and without text; (3) Knowledge of the benefits in activities including; (1) Instilling moral values; (2) Building literacy skills; (3) Triggering students' critical thinking; (4) Stimulating students' imagination and creativity; (5) Opening students' knowledge horizons; (6) Encouraging students to love books and stimulating students' interest in reading. Thus, storytelling activities are able to foster students' creativity, especially in fostering interest in reading and active movement and participation in learning.

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