



The Benefits and Purpose of Storytelling for Early Childhood Education

Dessy Farantika⁽¹⁾, Arif Muzayin Shofwan⁽²⁾, Devia Purwaningrum⁽³⁾

¹ Universitas Nahdlatul Ulama Blitar, Indonesia

² Universitas Nahdlatul Ulama Blitar, Indonesia

³ Universitas Nahdlatul Ulama Blitar, Indonesia

Email: [1farantika.dessy@gmail.com](mailto:farantika.dessy@gmail.com) [2arifshofwan2@gmail.com](mailto:arifshofwan2@gmail.com)
[3devianingrum9@gmail.com](mailto:devianingrum9@gmail.com)

Informasi artikel	ABSTRACT
<p>Sejarah artikel: Diterima 21 Juli 2022 Revisi 29 Juli 2022 Dipublikasikan 2 Agustus 2022 DOI</p> <p>Kata kunci: Storytelling Benefits and Purpose Early childhood education</p>	<p>Storytelling activities are usually carried out by a teacher to early childhood students. There are many benefits of storytelling activities for early childhood students. Therefore, storytelling activities must continue to be developed in early childhood education. This descriptive qualitative research with literature study will discuss the various benefits and objectives of storytelling for early childhood. The data analysis technique uses content analysis by sorting out data according to the objectives and benefits of the research. This study found the following points. First, storytelling is an activity to tell fictitious stories that don't really happen to instill the best values from the story and take lessons from the worst values from the story. Second, the purpose of storytelling for early childhood is to form good behavior and instill character values in children so that they have balance and cognitive, affective, and psychomotor development. Third, the benefits of storytelling for early childhood include: training concentration, sharpening memory sharpness, developing language skills, fostering interest in reading, improving critical thinking skills, and bringing closer emotional relationships between teachers and students.</p>
<p>Keyword: Mendongeng Manfaat Pendidikan anak usia dini</p>	<p>Kegiatan mendongeng biasa dilakukan seorang guru kepada anak didik usia dini. Ada banyak manfaat dari kegiatan mendongeng bagi anak didik usia dini. Oleh karena itu, kegiatan mendongeng harus terus dikembangkan dalam pendidikan anak usia dini. Penelitian deskriptif kualitatif dengan studi kepustakaan ini akan membahas tentang berbagai manfaat dan tujuan mendongeng bagi anak usia dini. Teknik analisa datanya menggunakan content analisis dengan memilah-milah data yang sesuai dengan tujuan dan manfaat penelitian. Penelitian ini menemukan beberapa hal berikut. Pertama, mendongeng merupakan kegiatan menceritakan kisah-kisah rekaan yang tidak benar-benar terjadi untuk menanamkan nilai-nilai terbaik dari cerita serta mengambil pelajaran dari nilai-nilai terburuk dari cerita. Kedua, tujuan mendongeng bagi anak usia dini adalah untuk membentuk perilaku yang baik dan menanamkan nilai budi pekerti kepada anak agar memiliki keseimbangan dan perkembangan kognitif, afektif, dan psikomotorik. Ketiga, manfaat mendongeng bagi anak usia dini, antara lain: melatih konsentrasi,</p>

mengasah ketajaman memori, mengembangkan kemampuan berbahasa, menumbuhkan minat baca, meningkatkan keterampilan berpikir kritis, dan mendekatkan hubungan emosional guru dan anak didik.

Introduction

Storytelling is a tradition that has been owned by the Indonesian people for centuries and needs to be preserved because there are many benefits to it. Storytelling seems like a trivial thing, but if done correctly through the right approach, it will encourage the opening of children's thinking horizons in line with the growth of their souls. From storytelling activities, children can sort and choose which ones are good and bad (Shofwan, 2020). With storytelling activities, there are many things that children will get.

Indeed, storytelling activities are usually associated with the world of early childhood. Early childhood education must involve storytelling activities. Early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help the physical and spiritual growth and development of children so that they have the readiness to enter further education (Shofwan, 2021).

In addition, storytelling activities in early childhood are very important. Because storytelling activities can be used as the basis for the formation of the personality of students as a whole, namely for character building, noble character, intelligence, cheerfulness, skill, and devotion to God Almighty. Especially if it is associated with early childhood which is the golden age category. Of course, storytelling activities are very beneficial for the growth and development of early childhood mindsets.

Based on the description above, in general, this research will try to explore the benefits and objectives of storytelling for early childhood. Specifically, this study would like to question the following issues, including the definition of storytelling, the types of

storytelling, the elements of storytelling, and the purpose and benefits of storytelling. This is interesting to do because now the tradition of storytelling has begun to fade and is replaced with stories that are directly obtained from social media.

Method

This qualitative descriptive research uses a literature study in conducting its research. A literature study is a data collection technique by conducting a review study of books, kinds of literature notes, and reports that have to do with the problem being solved (Nazir, 2003). A literature study is a type of research that is used to collect in-depth information and data through various kinds of literature, books, notes, magazines, other references, as well as the results of previous research to get answers and theoretical foundations regarding the problems studied (Yaniawati, 2020).

The data collection technique uses documentation, namely data collection by collecting, reviewing, and analyzing data through important documents in the form of newspapers, reports, personal documents, and the like (Creswell, 2014). While the data analysis technique uses content analysis to obtain valid inferences and can be re-examined based on the context (Krippendoff, 1993). Thus, the method used is to sort out data that is relevant to the objectives and problems studied (Bungin, 2005).

Findings and Discussion

Storytelling Tradition

In the Big Indonesian Dictionary (*Kamus Besar Bahasa Indonesia*) compiled by the Ministry of National Education/*Kemendiknas* (2008), it is stated that fairy tales are stories that do not happen, especially about strange ancient events. According to Hana

(2011) that fairy tales are fictitious stories, not real or fictional, such as fables (stories of animals and inanimate objects), sage (adventure stories), saga (folklore), legends (origin stories), myths (story gods, fairies, and spirits), epics (big stories like Mahabharata and Ramayana). Thus, according to Rukiyah (2018), basically, everything around us can be turned into a fairy tale.

Danandjaja (1991) and Rukiyah (2018) state that fairy tales are folk prose stories that are not considered to have actually happened. Fairy tales are told primarily for entertainment, despite the fact that many fairy tales depict the truth, contain moral lessons, or are satire. According to Intani (2018) that fairy tales are folk tales that are orally passed down from one generation to the next, the author is anonymous (unknown), exists in an imaginary world, or does not really happen, and it is not clear where and when it happened.

In German, Asis (2015) explains the definition of fairy tales are folk tales that have been passed down orally to us from generation to generation, the author is unknown, is in an imaginary world, is not clear about the place and time, then written by a cultured writer or author for cultured circles. Putra, as quoted by Rahmawati (2015), states that fairy tales are stories or stories born from human imagination, from human imagination, even though the fantasy element comes from what is in everyday human life.

Aarne and Thompson in Danandjaja (1991) classify fairy tales into four types, including:

1. Animal fairy tales

Animal fairy tales are stories about the lives of animals that are described and can talk like humans. In Indonesia, a popular animal tale is "Si Kancil" which is described as a clever animal and can always defeat stronger enemies, such as tigers, snakes, crocodiles, and elephants (Rukiyah, 2018)

2. Ordinary fairy tales

Ordinary fairy tales are fairy tales that are characterized by humans and usually tell the story of someone's ups and downs. For example: Joko Kendhil, Baru Klinting, Joko Tarub, Pasir Kujang, and others (Rukiyah, 2018).

3. Fairy tales of jokes and anecdotes

Jokes and anecdotes are fairy tales that can make people laugh and laugh, but the collective or certain characters who are the targets of the fairy tales will feel hurt (Rukiyah, 2018). Maybe the story about Abu Nawas can be categorized as this kind of fairy tale.

4. Formulated fairy tales

Formulated tales are tales whose structure consists of repetition. Danandjaja, as quoted by Rukiyah (2018), classifies fairy tales with the following formulas, including (1) a tale of many piles or chain tales, namely fairy tales that are formed by adding more detailed information to each repetition of the core of the story; (2) fairy tales to play tricks on people, namely fictitious stories that are told specifically to deceive people because it will cause the listeners to give stupid opinions; (3) fairy tales that have no end, i.e. fairy tales which, if continued, will not reach the end.

Currently, in an era that has become completely globalized, many fairy tale materials are available, either through virtual media or print media, or other media, or are still in the memory of parents who were passed down from their parents in their childhood. However, if the existing tales are not told to children, of course, the value contained in them will not be conveyed (Intani, 2018). Thus, a story or fairy tale still needs to be told by the storyteller so that the values in it can be conveyed.

The term "*mendongeng*" (storytelling) comes from the basic word "*dongeng*" with the

affix "me-" which means storytelling activity (Nuryanto, 2020). Storytelling is a productive spoken language skill that is part of speaking skills. Storytelling is telling a fairy tale that is a story that doesn't really happen, especially about ancient stories. Bachri (2005) and Rukiyah (2018) state that storytelling is telling something that tells about an action or an event and is delivered orally with the aim of sharing experiences and knowledge with others.

Priyono (2001) and Rukiyah (2018) mention that in the past storytelling was an activity that received attention, even the life of storytellers was guaranteed by the king. The storyteller is in charge of storytelling, entertaining the king when he experiences grief or sadness in the royal palace environment. Meanwhile, our ancestors outside the palace were also great at storytelling. Adventures in the jungle or the vast ocean they tell with great pride.

In storytelling or story telling, of course, there are elements that must be considered by storytellers and fairy tale listeners or story listeners. A fairy tale or story is built from two elements, namely:

1. Intrinsic elements, namely the elements contained in a fairy tale or story.
2. Extrinsic elements, namely elements that are outside a fairy tale or story.

The elements contained in a fairy tale or story (intrinsic) can be explained by Wiyanto (t.t) and Shofwan (2020) as follows, among others:

1. Theme, is an idea, idea, or thought that exists in a fairy tale or story. Themes have the following characteristics, namely: (1) the most prominent issues; (2) the issues that cause the most conflicts; (3) issues that require the most time for reporting.

2. Characters are individuals who experience events in fairy tales or stories. This individual can be a human, animal, or something else. Based on the character and nature, the characters are divided into three, namely: (1) the protagonist, the character with good character; (2) the antagonist, i.e. a character with an evil character; and (3) the tritagonist, namely the character who mediates between the protagonist and the antagonist.
3. Setting, is all instructions, information, or things related to the time, place, and atmosphere in a fairy tale or story.
4. Mandate, which is a moral message or invitation that is conveyed in a fairy tale or story. The message contains good messages.
5. Plot, which is a series of events that occur from the beginning to the end of a fairy tale or story. The plot can also be interpreted as a relationship between one event and another based on a causal relationship. There are three types of grooves, namely: forward grooves, backward grooves, and mixed grooves.
6. Point of view, which is the way the author tells a story or story. There are two points of view, namely the first and third person point of view. From the first person point of view, the author is my character. In the third person point of view, the author does not play the role of me or other characters in the story. The author takes a position outside the story.

While the elements that are outside a fairy tale or story (extrinsic) are factors that influence the writing of a fairy tale or story. Viewed from the community background,

these elements can be exemplified as: state ideology, political conditions, social conditions, economic conditions, values and norms prevailing in society, and others. Meanwhile, judging from the background of the author, these elements can be exemplified, such as the author's life history, psychological condition, genre or genre of the author's literature, and so on.

The Purpose and Benefits of Storytelling

Storytelling aims to form good behavior and instill character values in children so that they have balance and cognitive, affective, and psychomotor development. Asfandiyar (2007) states that fairy tales are an effective way to develop children's cognitive (knowledge), affective (feeling), and conative (appreciation) aspects. Triyanto (2007) stated that fairy tales have the purpose of entertainment and character education. Meanwhile, the objectives of storytelling according to Priyono (2001) are as follows, among others:

1. Stimulate and grow children's imagination and fantasy power naturally
2. Develop reasoning power of critical and creative attitude
3. Have a caring attitude towards the noble values of the nation's culture
4. Distinguishing good and bad deeds, which can be imitated or abandoned
5. Respect and encourage the creation of self-confidence and a commendable attitude in children

The benefits of storytelling include: (1) giving a sense of pleasure; (2) developing imagination; (3) helping with language learning; (4) providing motivation in behavior; and (5) fostering courage and self-confidence. The six benefits of storytelling are summarized by Indozone, including:

1. Train concentration

Usually, children's attention will focus when listening to fairy tales conveyed by teachers and parents. After completing the storytelling, the teacher or parent then asks the child again, from the beginning of the story, the name of the character, and the interesting plot in the story. The child then tries to think hard and recall the fairy tales that have been heard. Starting from this simple thing, the child's concentration will be trained and his brain is able to work more actively.

2. Sharpen memory sharpness

Often children listen to fairy tales, then children will practice remembering characters, plots, stories, places, and the like. Thus, without realizing storytelling activities will sharpen the sharpness of children's memory.

3. Develop language skills

When the teacher or parent tells a story, the child will hear a lot of new vocabulary. Thus, if it is done repeatedly, it will be able to improve children's language skills. Research from Harvard University shows that storytelling benefits both language skills and intelligence in children. The same thing is stated by research from the National Institute of Child and Human Development in the United States which shows that storytelling before bed can increase children's intelligence.

4. Cultivate reading interest

Storytelling is the first step to fostering children's interest in reading. Starting from fairy tales, slowly children will be interested in other books, such as science, religion, technology, society, culture, economics, and others.

5. Improve critical thinking skills

Identical children have a high curiosity. They will ask a lot of things about

the storyline they are listening to. If teachers or parents apply the habit of storytelling, it will indirectly train children to think critically.

6. Establish closeness

Storytelling is useful for establishing closeness and emotional connection between the storyteller and the child. Thus, storytelling is very necessary for teachers and parents so that closeness and emotional relationships are increasingly intimate.

There are so many benefits that can be learned from storytelling activities, both for children and storytellers themselves. Storytelling has many benefits, one of which is developing children's socialization power and means of communication between children and storytellers. Rukiyah (2018) mentions nine benefits of storytelling as follows, including:

1. Cultivate a proactive attitude

Children will be trained to be proactive which will continue to be developed in their lives. This will help the development and growth of the child's soul and creativity.

2. Strengthening relationships with parents

When storytelling there is a close relationship between the storyteller (parents and teachers) and the child. This will strengthen the relationship between the storyteller and the child. Children will feel cared for and loved, so he feels closer. Closeness will make children more comfortable, safe, and happy, thus creating a situation for their physical and psychological development.

3. Increase knowledge

Stories in fairy tales provide new knowledge for children. The legend of a place, for example, will provide knowledge about the names of places and characters. Stories about animals will introduce the names of animals.

4. Train the power of concentration

Fairy tales as a means of information and communication favored by children train children to focus their attention for a while on certain objects. When we tell stories, children listen to the sentences we produce, the pictures, or the dolls in our hands. At that time children usually do not want to be disturbed. This shows that the child is concentrating on listening to fairy tales. Especially if we ask questions related to the fairy tales we convey. From here, the child's ability to concentrate will stimulate other abilities.

5. Adding vocabulary

When storytelling many words are used, which may be new words for children. Thus, the vocabulary of children will increase. The more fairy tales that are heard, the more new words are introduced to children.

6. Cultivate reading interest

If we tell stories using story books, it means we have introduced objects called books to children. If children are interested, it means we have instilled a love for books. A love for books will foster interest in reading in children.

7. Trigger critical thinking

A child usually always asks about new things that they have never encountered. When they hear a tale they have never heard before, they will ask. This will train children to express what is in their minds and stimulate children to think critically.

8. Stimulate imagination, fantasy, and creativity

Children have a great curiosity about something interesting. This curiosity can foster children's imagination, fantasy, and creativity. Fairy tales presented in the context of logic will be able to awaken these three things.

9. Giving lessons without being patronizing

When listening to fairy tales, children will be able to directly receive the values contained in them. Thus, storytellers (both teachers and parents) do not seem to be patronizing when transferring these values to children.

Apart from the above, Febian Pratomo as quoted by Tesar (2013) mentions that there are many benefits to be gained from storytelling activities, including:

1. Improving children's speaking skills, especially for children under three years old (toddlers) because children don't know much vocabulary yet.
2. Improve children's language by listening to sentences read through fairy tales.
3. Sharpen the mindset and imagination of children by imagining the characters and animals that are told.
4. Improving the power of reasoning by understanding the core of the story, the storyline, and drawing conclusions from the story that is told.
5. Train children's memory by asking children to retell the fairy tales that have been read in their own words.
6. Sharpen language skills, both receptively and expressively. You do this by asking children to actively express their opinions or take turns telling stories.
7. Knowing the feelings and emotions of children such as sad, anger, afraid, disappointment, happiness, and others.
8. Stimulating cognitive development, by stimulating curiosity and critical thinking skills, developing language

skills, stimulating imagination, fantasy, and creativity.

9. Train children's concentration skills and increase reading interest.
10. Teach moral values, stimulate children's adventurous spirit and hone children's abilities so that they have problem-solving abilities on the problems they face through the stories they hear.

Conclusion

Based on the discussion above, the end of this research can be concluded as follows. First, storytelling is an activity to tell fictitious stories that don't happen to instill the best values from the story and take lessons from the worst values from the story.

Second, there are four types of fairy tales that must be known, including animal fairy tales, ordinary fairy tales, joke tales, and funny fairy tales.

Third, there are two elements in fairy tales, namely intrinsic elements, namely the elements contained in a fairy tale or story (including theme, character, setting, mandate, and your point of view); and extrinsic elements, namely elements that are outside a fairy tale or story (such as political conditions, state ideology, and others).

Fourth, the purpose of storytelling for early childhood is to form good behavior and instill character values in children so that they have balance and cognitive, affective, and psychomotor development.

Fifth, the benefits of storytelling for early childhood include training concentration, sharpening memory sharpness, developing language skills, fostering interest in reading, improving critical thinking skills, and bringing closer emotional relationships between teachers and students.

REFERENCES

- Asfandiyar, Andi Yudha. (2007). *Cara Pintar Mendongeng*. Bandung: Mizan Media Utama.
- Asis, Abdul, (2015). Eksistensi Tula-Tuli bagi Masyarakat Wakatobi: Salah Satu Sumber Pendidikan Karakter. *Jantra*, Vol. 10 No. 2. Desember 2015.
- Bachri, S Bachtiar. (2005). *Pengembangan Kegiatan Bercerita, Teknik dan Prosedurnya*. Jakarta: Depdikbud.
- Bungin, Burhan. (2001). *Metodologi Penelitian Sosial Format-format Kuantitatif dan Kualitatif*. Surabaya: Airlangga University Press.
- Creswell, J. W., (2014). *Penelitian Kualitatif & Desain Riset*. terj. Ahmad Lintang Lazuardi, Yogyakarta: Pustaka Pelajar.
- , (2014). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*, terj. Achmad Fawaid, Yogyakarta: Pustaka Pelajar.
- Danandjaja, James. (1991). *Folklor Indonesia: Ilmu Gosip, Dongeng, dan Lain-lain*. Jakarta: Pustaka Utama Grafiti.
- Hana. (2011). *Terapi Kecerdasan Anak dengan Dongeng*. Yogyakarta: Berlian Media.
- Intani T., Ria. (2018). Tradisi Mendongeng sebagai Upaya Pembudayaan Nilai-nilai dalam Keluarga di Kelurahan Cisaranten Wetan Kecamatan Cinambo Kota Bandung. *Patanjala*, Vol. 10 No. 1 Maret 2018.
- Kemendiknas. (2008). *Kamus Besar Bahasa Indonesia*. Jakarta: Pusat Bahasa Depertemen Pendidikan Nasional.
- Krippendoff, Klaus. (1993). *Analisis Isi: Pengantar Teori dan Metodologi*. Jakarta: Citra Niaga Rajawali Press.
- Nazir, Moh. (2003). *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Priyono, Kusumo. (2001). *Terampil Mendongeng*. Jakarta: PT Grasindo.
- Rahmawati. (2015). Cerita Rakyat Makassar sebagai Media Pembentukan Karakter. *Jantra*, Vol. 10. No. 2. Desember 2015.
- Rukiyah. (2018). Dongeng, Mendongeng, dan Manfaatnya. *Anuva*, Vol. 2, No. 1. Semarang: Universitas Diponegoro, 2018.
- Shofwan, Arif Muzayin. (2020). *Teknik Mendongeng untuk Anak Usia Dini*. Sukabumi: Farha Pustaka.
- , (2021). *Character Building Optimalisasi Pendidikan Karakter pada Anak Usia Dini*. Sukabumi: Farha Pustaka.
- Tesar. (2013). Dongeng Tingkatkan Minat Baca, Kreativitas dan Imajinasi Anak. *MOM & KIDS Femina*, Edisi 19. Th IV, 05-18 April 2013.
- Triyanto. (2007). *Pembahasan Tuntas Kompetensi Bahasa Indonesia untuk SMP dan MTs Kelas VII*. Jakarta: Esis.
- Wiyanto, Eko. (t.t). *Bahasa Indonesia untuk SD/MI Kelas V Semester 2*. Sukoharjo: CV Sindunata.
- Yaniawati, R. Poppy. (2020). Penelitian Studi Kepustakaan. *Makalah*, delivered at the event "Penyamaan Persepsi Penelitian Studi Kepustakaan" in the lecturer environment FKIP UNPAS, 14 April 2020.