

# The Efforts to Strengthen Nationalist Character Values Through the Methods of Story Telling and Dancing

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## ABSTRACT

The purpose of this study is to describe the nationalist character on early the childhood education and the application of story tell and dance methods to improve the nationalist character of early childhood in group B Laboratorium Kindergarten UM that consist of 18 children. This research carried out using classroom action research with 2 cycles that consist of 3 meetings. The results showed that there is an increasing of nationalist character of children with average increase since it was done the cycle I dan II about 17.8%. The story telling and dance methods that applied systematically according to the purpose and theme of story-telling dan dancing can improve the children's character especially of the nationalist character of early childhood.

**Keywords:** Nationalist Character, Story Telling, Dancing

## 1. INTRODUCTION

Physical-motor skills, cognitive, social and emotional language and arts in early childhood are important aspects to be developed properly through a learning process that is fun and meaningful for children. Optimal development in early childhood will determine the child's life in the future. Therefore, various learning innovations for young children are important to continue to be done in order to achieve quality learning and achieve learning goals (Westwood, J., 2013) Childhood and Globalisation in (Maynard, T., and Powell S.,eds) An Introduction to Early Childhood Studies. Sage," n.d.). Learning for young children is carried out not only to create a generation that has the skills and knowledge, but also has a character that reflects the values prevailing in the community, especially in the life of the nation and state (Nur Aisyah, 2017).

Recently, concerns have arisen from the majority of Indonesian people with cases of deviant behavior, especially from the younger generation. Various news emerged about various teen deviations such as drugs, brawl, and indifference toward other people. The role of education is certainly very important in order to instill the character of the young generation to become a dignified successor. Another concern arises with the many international schools that are emerging today with various facilities that attract parents to send their children

to the institution. As a result, many parents are now more proud when their children are more familiar with the culture outside than the culture in their own country. Unwittingly parents and teachers only seem to stutter about development and forget one other side that is as extinct as the character of nationalism in students.

Amid the rapid development of technology, children's behavior and ability to understand character values is an absolute thing that children must have in order to live in society (Hardika, 2018). Education about the implementation of national values for the nation's successors from an early ages such as willingness to sacrifice, love the motherland, preserve the environment, discipline to follow the rules, and respect for ethnic and cultural diversity are part of the nationalist character values that should have existed in children since they began the preschool education (Akbar, Samawi, Arafik, & Hidayah, 2015). The use of appropriate learning methods from teachers will be able to instill character values for early childhood. One of the basic methods that has developed in Early Childhood Education is BCM Activity, namely Story Telling and Singing. In addition, dancing is also one of the activities commonly done in early childhood learning activities (Nur Aisyah, Tri Wulandari, Mastutik, Wahyuni, & Harjati, 2018).

Through story-telling, children will be taught to receive messages and also express their expressions

based on the storyline that they understand from storytellers in an activity that builds their expressive language skills (Law, Garrett, & Nye, 2004). Dance as an activation of physical locomotor motion, also becomes a complement in expressing the movements of every story telling played by them while delivering a message (Pramono & Nur Aisyah, 2018). A story telling packaged in a role play accompanied by a dance movement into a real learning process and experience-based, can enhance the nationalist character of children when the process of inculcating positive values early on, as well as the content of messages in stories that contain meaningfulness. The willingness to become a person who loves the motherland with full awareness became the main starting point in the implementation of the learning process under the theme of My Sea My Indonesia in kindergarten of UM Laboratory (TK LAB UM).

## 2. METHOD

The study used a qualitative approach with a classroom action research design. The Action Class research is carried out in stages and cycles, each cycle consisting of 3 meetings, to find out the increase in the ability of all students in 1 class B Owl Kindergarten Laboratory of State University of Malang which has 18 students. CAR is carried out collaboratively, namely the teacher as the executor of learning and the researcher as the observer. classroom action research is used in accordance with the Kemmis & MC Taggart model (1990: 278) which is essentially a set of devices or strands with one device consisting of four components, namely; planning, action, observation and reflection. The four components in the form of the string are seen as one cycle. Therefore, the meaning of the cycle on this occasion is a round of activities consisting of planning, action, observation and reflection.

In this study the researcher is the party who has the role of solving problems in the classroom, the perpetrators of the activities are acting directly in research from the activities of making, designing, to collecting and analyzing data, reflecting to reporting research results. The researcher is assisted by the class teacher whose role is to carry out the research, helping to provide an assessment of the increasing value of the child's nationalist character, while the researcher is acting as an observer and documenting ongoing learning activities. Then, the data collection techniques used in this study are observation, field notes, and performance. Data obtained from the data collection until the process of preparing the report is then analyzed to find out the success of the method carried out.

## 3. RESULT

Exposure data of the results of this study include the results of observations on the nationalist character values

of children in group B Owl in the Kindergarten Laboratory of UM, Malang City which is done by observing the learning process that is taking place. Before implementing the fairy tale and dance methods, researchers had conducted pre-action observations. Based on the results of the initial observation it was known that the appearance of the nationalist character values of children in group B Owl Kindergarten Laboratory UM was still considered lacking.

Viewed from the percentage of class success, the 5 indicators given class B Owl are still in the category that has not been achieved in all indicators, all of which still have a percentage below 40%, which means that most children still have not reached the completeness of the nationalist value indicator. This incompleteness is due to the teacher's tendency to use classical learning methods that make children passive and the learning that is implemented is less meaningful for children. Even when the teacher asks something to the child regarding the learning material provided, the child is still unable to answer questions correctly. obtained from the observations of the pre-action researchers then followed up on cycle I. Before taking action in the first cycle, the researcher first made some plans, namely making learning plans in the form of daily activity plans, preparing learning resources, developing fairy tale and dance methods for inculcating character values, preparing assessment instruments and documenting activities that would take place during the research implementation.

The design of learning activities consists of 3 parts namely the initial activities, core activities and final activities. The fairy tale and dance methods used are carried out in learning activities with the first step, the teacher prepares a place / class setting, second, the teacher tells stories, the children listen to the teacher's story, third, the child is invited to retell the story's contents, fourth, the teacher divides the cast figures for children, fifth, the teacher invites children to play according to the characters in the contents of the story and sixth, the teacher invites children to dance to the rhythm and song lyrics. As in the previous plan, cycle I was held with 3 meetings.

The results of the observation data were then analyzed qualitatively and quantitatively. Based on observational data obtained in the first cycle, it is known there is an increase in the emergence of nationalist character values in children. There are several indicators that have reached the category achieved even though in some other indicators the percentage of class success has still not been achieved. Then the researchers reflect on the learning activities carried out. The reflection results show that children sometimes still look busy themselves and lack focus on each activity, the material has not been conveyed clearly, and the child still needs teacher's assistance when conducting sociodrama activities.

Factors causing the weaknesses -The weaknesses above are the conditioning of the class and time that is not good. When, the implementation of the activity is done when used to make works about water animals too much so that the delivery of fairy tales and sociodrama activities also does not run optimally. Besides, the teacher also does not emphasize the character in the story as clearly as possible so that children do not really understand. The results of the data in cycle I are used by researchers to improve the implementation of learning which is then carried out in second cycle.

Second cycle is carried out by strengthening and applying RKH and learning indicators that are designed referring to deficiencies in cycle I so that they can be corrected. After obtaining observational data, it is known that the emergence of children's nationalist character values using the fairytale and dance (Dori) method has increased significantly. The results of reflection in cycle II found that (1) Children's activities in play and song are already above the minimum standard set; (2) The implementation of learning to improve the ability of children's creativity through play games and songs can be done better than cycle I. All indicators and learning objectives have been achieved in cycle II; (3) Children's creativity is increasing (4) There are children who have not yet completed the learning activities because of their lack of self-confidence; (5) The percentage of completeness of children has met the minimum standards even exceeded, therefore this study is considered to have been successful. The results of observational data conducted from cycle I to cycle II are quantitatively presented through the following table 1.

The table 1 shows the percentage increase in the level of development of the complete nationalist character value of children in the first cycle in the first indicator of 44.44%, the second indicator of 72.22%, the third indicator of 66.67%, the 4th indicator of 77.78%, and the 5th indicator is 61%. Then for the second cycle the increase in the development of children's nationalist character values in the first indicator is 72.22%, the second indicator is 77.77%, the third indicator is 83.33%, the fourth indicator is 94.44%, and the 5th indicator is 83.33%. After calculating the increase in each cycle, an increase is obtained between the first and second cycles, namely the first indicator 27.78%, the second indicator 5.55%, the third indicator 16.66%, the 4th indicator 16.66%, and the 5th indicator is 22.33%. Whereas if calculated the average increase in the percentage of class completeness in each indicator of the nationalist character value of children is 17.8%.

**4. DISCUSSION**

The use of fairy tale and dance methods in learning activities for early childhood based on the results of the data that has been described has a great influence on the development of children's behavior that reflects

nationalist attitudes. Dance movements adjusted to the content of stories in fairy tales are able to develop children's imagination and motivate children to express their feelings as if they were experiencing their own stories in accordance with the roles that have been shared (Nur Aisyah et al., 2018). The method of story telling and dance (Dori) in learning activities includes a demonstration process that has the purpose of entertaining through ideas and imagination, increasing children's knowledge, educating children in morals, and honing their inner feelings. To achieve maximum learning objectives, the implementation of the Dori method must consider the implementation steps systematically compiled by the educator. Dancing activities should also be done routinely because through this activity children will tend to be more comfortable hanging out with other people, more respect for opinions, easy to cooperate and able to be patient when listening to other people talking (Aisyah, 2019). In addition, the content of the story in a fairy tale is also able to give an implied moral message to children so that children can easily understand the value of the characters that they want to instill through the story.

**Table 1.** The Observation result of Nationalist Observation Value Increasing Shown in Cycle I and Cycle II

| No                     | Indicator   | Cycle I | Cycle II | Enhancement |
|------------------------|---|---------|----------|-------------|
| 1                      | Having behavior that reflects an attitude of self-sacrifice for the benefit of others                   | 44.44%  | 72.22%   | 27.78%      |
| 2                      | Having behaviors that reflect caring and willing to help if asked for help                              | 72.22%  | 77.77%   | 5.55 %      |
| 3                      | Having a behavior that reflects an attitude of obedience to the rules of the day to practice discipline | 66.67%  | 83.33%   | 16.66%      |
| 4                      | Recognize the manners in accordance with local socio-cultural values                                    | 77.78%  | 94.44%   | 16.66%      |
| 5                      | Maintain personal and environmental hygiene   | 61%     | 83.33%   | 22.33%      |
| The Increasing Average |   |         |          | 17.8%       |

The teacher can apply the method of story tell and dance by first conveying the contents of the story then the child is invited to portray the characters in the story by dividing each role in each child first. Then, if the child is perceived to have understood the contents of the story, then the teacher can invite children to dance in groups according to the role played. However, the teacher needs to know that when giving dance movement material to

children it is better not to directly provide examples of motion for children to imitate, but children motivated in advance to express ideas of motion based on their individual creativity. Thus, the creativity of children will be trained to further develop (Wulandari, n.d.)

Classroom action research activities carried out on early childhood in Kindergarten group B Owl level of Play Group – Kindergarten of UM Laboratory resulted in increased behavior that reflects nationalist values in children. This is certainly a satisfying result for researchers and teachers because the research objective of increasing the value of nationalist character in early childhood through learning methods of fairy tales and dance (Dori) can be achieved in accordance with expectations. Musfiroh revealed that storytelling became something which is important for children for several reasons, which are the tools of character education that are most easily digested by children in addition to the examples seen by children every day, giving free scope to children to develop the ability to sympathize and empathize with events that befall others, give examples to children how to respond to a problem well, how to have a good conversation, as well as giving lessons to children how to control desires that are considered negative by the community and by storytelling the teacher can provide space for children to apply the character values Ami from the contents of story-telling then be applied in everyday life (Mulyani, 2016).

As has been known beforehand that this study uses 2 methods of learning at once, namely story-telling and dance. In addition to the inculcation of character values that are instilled through messages in the content of fairy tales, other benefits are also obtained through dance methods conducted as expressed by Wulandari that dance in the context of early childhood education, is a tool or media used to develop attitudes, mindset, and motor children to reach maturity. Dance education functions to refine human character, so that as citizens in the future, in addition to intelligence and knowledge gained in the school bench, they are also forged with their personalities and attitudes to be able to feel and appreciate the values of beauty of their entire lives (Mulyani, 2016).

Increasing the value of a child's nationalist character can be seen from several indicators that have been compiled regarding nationalist characters in the learning process of fairy tales and dance (Dori) which consists of having behaviors that reflect an attitude of self-sacrifice for the benefit of others, having behavior that reflects caring and willing to help if asked for help, has behavior that reflects obedience to daily rules to train discipline, and know manners and manners in accordance with local socio-cultural values, maintain personal hygiene and the environment efforts to increase the value of nationalist character of children in learning through fairy tales and dance of young children early success was elaborated and known to increase. The level of ability of students in the

initial conditions before using the method of story-telling and dance (Dori) not all indicators achieved by children. This can be seen in the results of the data obtained in the pre-action observation which is known that most of the children still have not reached completeness regarding the appearance of behavior that reflects nationalist values. In the initial conditions all indicators have not been stimulated properly. Cycle I increased behavior that reflected the value of the child's nationalist character through the introduction of the fairy tale and dance method (Dori) seen in indicators 1,2,3,4 and 5 which had an increase in the number of scores.

## 5. CONCLUSION

The results of the research and discussion in this study were able to provide the following conclusions. Learning motion and song through the method of fairy tales and dance (Dori) which is applied with a systematic plan by preparing all the completeness of learning will be able to achieve learning objectives optimally, especially in the context of increasing the value of the child's nationalist character. The teacher can apply this method by telling the story content then dividing the roles according to the story content for each child to demonstrate. Furthermore, the teacher can invite children to dance in groups according to their respective roles. Implementation of the method of story-telling and dancing (Dori) in motion and song learning can improve nationalist character in early childhood. This is evidenced by an increase in the percentage of class achievement with an average of each increase in each indicator in cycle I dan II is 17.8%.

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