Storying Movement For Communication Mental Training For Elementary Students, Kajar Village, Kudus Regency

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Abstract— Storytelling activities or commonly referred to as Storytelling or Narration which means conveying stories orally to listeners, but sometimes without reading or using story books.This storytelling activity was held to commemorate National Children's Day on July 23 in Kajar Village, Dawe District, Kudus Regency, which was attended by SD/MI students throughout Kajar Village. This storytelling activity also has many benefits, one of which is to train children's mental communication. Today, it is very important to train mentally to communicate from an early age because later when dealing with other people or the outside world, good and good communication is needed. By having good communication capital, the person will feel confident when speaking in public and expressing his opinion.
Keywords— Storytelling Movement; Train Mental Communication; Children

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I. INTRODUCTION

National Children's Day (HAN) is celebrated every July 23. This date is an important moment to raise awareness and participation of all Indonesian people in ensuring the fulfillment of children's rights, such as the right to life, grow and develop naturally in accordance with human dignity. Not only that, children also get protection from violence, discrimination, as well as negative impacts for children when they lose care, and the impact of verbal and no-verbal violence. In commemoration of National Children's Day, several events are usually held such as talk shows, webinars, competitions, HAN peak celebration parties, charity concerts and donations that can be held online or online. Apart from that, there are also some simple activities that can be done to commemorate the National Children's Day, such as holding a storytelling movement which is attended by children.

The storytelling movement is a movement or activity carried out by telling stories or storytelling for children. The stories that are usually given use children's stories, this is because children's stories use children as their point of view as well as storytellers (Permatasari et al., 2017). Besides that, storytelling also has various functions and various messages conveyed. Talking about storytelling or storytelling, nowadays most of the children really prefer watching YouTube videos compared to reading books which they think can be a boring activity. For this reason, in commemoration of National Children's Day in Kajar Village, Dawe District, Kudus Regency, where KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang served to hold Storytelling Movement activities which were attended by SD/MI students in the village.

Kajar Village is a village in Dawe District, Kudus Regency, Central Java Province, Indonesia, with an area of 467.03 ha consisting of 58.68 ha of rice fields and 445.32 ha of non-rice fields. In the north, the village is bordered by Colo Village (Kudus Regency), in the south by Lau Village (Kudus Regency), in the east by Kuwukan or Cranggang Village (Kudus Regency) and in the west by Piji or Ternadi Village. (Holy District). According to the Central Statistics Agency in 2020, Kajar Village itself has a population of 4589+ people. Kajar Village has also become a tourist village in Kudus Regency with its natural beauty. However, it is not only a tourist village, but Kajar village also has the potential as a culinary village with its local wisdom.

The Storytelling Movement held by KKN Mandiri Miri Khusus Group 45 UIN Walisongo Semarang which was attended by SD/MI students throughout Kajar Village on July 23, 2022 went smoothly even though in holding an activity it was undeniable that there would be deficiencies that could later be overcome evaluation by the activity implementer. The Storytelling Movement for students has many benefits, such as being able to increase knowledge, increase reading literacy, to be able to train mental communication for children.

Today, it is very important to do mental training in communicating from an early age. Because later when dealing with other people or the outside world, good and good communication is needed. By having good communication capital, the person will feel confident when speaking in public and expressing his opinion.

II. RESEARCH METHOD

Method is a way of teaching. In essence, the method is a procedure to achieve a predetermined goal (Solchan T. W, 2009: 3, 9). According to Kurniah (2012: 8) language is the ability to communicate with other people, where thoughts and feelings are expressed in the form of symbols or symbols to express something understanding, such as by using spoken, written, sign, number, painting, and facial expressions. There are four forms of language, namely: listening, speaking, reading, and writing. Language skills are different from speaking skills. So in this Storytelling Movement activity, we take listening and speaking methods.

The Storytelling Movement activity was attended by students from SD/MI throughout Kajar Village, including SDN 2 Kajar, SDN 3 Kajar, and MI NU Tarbiyatul Athfal Kajar. The methods used are introductions at the beginning, ice breaking, games, and storytelling movements which are divided into 3 groups to form a circle.

It started with an introduction from the team KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang, then continued with ice breaking. Ice breaking is a touch of activity that can be used to break the ice, confusion, boredom and saturation of the atmosphere so that it melts and the atmosphere can return to its original (more conducive) state. If the touch of this activity is applied to the learning process in the classroom, it is very likely that students will return to a better condition (spirit, motivation, passion for learning, boredom, etc.).

There are several benefits of doing ice breaking activities, including:
1. Train students to think creatively and broadly.
2. Develop and optimize students' brain creativity. Train students to interact in groups and work together in a team.
3. Train systematic and creative thinking to solve problems.
4. Increase self-confidence.

Before the Storytelling Movement begins, a game is held by making a big circle while singing. After becoming a big circle the students were given instructions to count from one to three. The goal is to form groups into small circles. Where students who get number 1 gather with students who get number 1, students who get number 2 gather with students who get number 2, and so on.

After forming a small circle, the students were instructed to sit down and listen to the person in charge of the group telling the story. For technical storytelling, namely telling stories without props. Where this technique relies heavily on voice quality, facial expressions, and body movements.

The themes told are legends, including Lake Toba, Klenting Kuning, Uwais Al Qorni, Deer Story, and others. The person in charge of storytelling aims to provide an incentive for students to be willing to come forward and tell stories in front of their friends. The responses of the students varied, some were paying close attention, some were nosy and didn't listen. This is natural for children who are still difficult to focus on paying attention to something. However, this must be handled seriously by educators whose goal is to train children's motor systems so that they can learn to focus on paying attention to everything.

After finishing the story, the person in charge or the team KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang, told the story, then instructed the students to come forward and tell stories like the person in charge with a free theme. There are those who tell about their vacation experiences, Deer Story, The Legend of Crying Rock, and others. After everything is finished, the students are gathered back into several banjars as before.

The Team KKN Mandiri Misi Khusus 45 UIN Walisongo Semarang also presented students who had won 1st place in the Storytelling Contest at the Kudus Regency level. The student named Desti class VI SDN 2 Kajar brought a story entitled "The Origin of the City of Kretek". The presence of Desti aims to make children his age motivated and inspired to be passionate about literacy and storytelling. This is very good for children's growth and development, especially to train their mental and self-confidence. Given that at this time the literacy level of the Indonesian people, especially students, tends to be low due to the erosion of globalization.

According to Musfiroh (2008:81) the benefits of storytelling for children in terms of several aspects, namely:

1. Helping the personal and moral formation of children.
2. Channel the needs of imagination and fantasy.
3. Stimulate children's interest in writing.
4. Stimulate children's interest in reading.
5. Opening the horizons of children's knowledge.

After the series of events was completed, students who were willing to come forward to tell stories were judged to be champions as a form of appreciation to them for having the courage to come forward to tell stories in front of their friends even though some were less than optimal. However, this activity is very important to train their mental base from an early age. The winners

were taken from the three groups, namely 1st place, 2nd place, and 3rd place. Don't forget to also give certificates to schools that have participated in Storytelling Movement activities as a form of appreciation from the Team KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang for schools that have participated.

Through storytelling methods and activities in the learning of elementary school age children, not only aspects of language skills can be developed, but character education can also be instilled. Characters that can be developed include honesty, courage, helping, defending the truth, sincerity, and other characters.

Learning to read and tell stories is included in literary activities. Studying literature can also be an effective tool for character education. Literary works as a source of learning are full of life values that inspire children to do positive morals. Through more intense exploration, literary works will make children richer, get to know many characters, love them, and encourage them to do good.

III. RESULT AND DISCUSSION

A. Meaning of Storytelling

Storytelling is telling something that tells about an action or an event that actually happened or is a mere fiction and is conveyed orally with the aim of sharing experiences and knowledge with others (Bachir: 2005: 10).

The importance of storytelling is so important that some of the previous scholars argued that stories are one of Allah's weapons that can strengthen the hearts of their guardians (Mursi: 2006: 116). This is in line with the explanation of Allah SWT in Surah Huud verse 120, "And all the stories from the Apostles we tell you, are stories with which we strengthen your heart". Imam Abu Hanifah as quoted by Mursi said that stories always have a great influence in attracting attention and increasing the intelligence of a child's thinking because stories have beauty and enjoyment (Mursi: 2006: 117).

Storytelling or narration means conveying stories orally to listeners, but sometimes without reading or using story books. On the other hand, storyreading or reading stories using books, sometimes without considering extra textual interactions during reading. In Indonesian, the term storytelling is also known, namely the delivery of stories to listeners or reading them to listeners (Majid: 2008:9). Meanwhile (Risaldy: 2014: 74) explains that storytelling is an activity that is carried out by someone verbally to others with tools or without tools about what must be conveyed in the form of messages, information or just a fairy tale to be listened to with interest and pleasure. . Triantafillia Natsiopoulou, Mimis Souliotis & Argyris G. Kyridis (2006) said that,

"Storytelling is a child-centered activity that meets the entertainment needs of the child". According to them, storytelling is a child-centred activity to fulfill children's needs for entertainment and fun.

B. Storytelling Function

Storytelling has functions and benefits for children's development, especially the development of language skills. Moeslicatoen (2004:45) explains that storytelling has several functions, namely:

1) Train children's concentration power,
2) Train to express the power of thought,
3) Increase children's knowledge and skills in communicating the contents of pictures or stories,
4) Train to connect the contents of the picture according to the child'simagination,
5) Train to express children's imagination,
6) Train children to communicate verbally, and
7) Increase vocabulary in the language.

A similar opinion was expressed by Idris (2014: 172) that storytelling activities have many functions or benefits, including:

1) Improve children's speaking skills,
2) Improve children's language skills by listening to sentence structures,
3) Help calm the child's soul,
4) Increase reading interest,
5) Develop thinking skills,
6) Improve problem solving skills,
7) Stimulate imagination and creativity,
8) Develop children's emotional intelligence,
9) Introducing moral values,
10) Introducing new ideas,
11) Experiencing another culture,
12) Increase relaxation of body and soul, and
13) Increase emotional bonding with parents, teachers, or speakers.

From the two opinions above, it can be observed that storytelling provides enormous benefits for the listeners, who in this case are children. This means that children get a positive influence from storytelling activities on language, emotional, social, moral and cultural development.

C. Different Approaches in Storytelling

There are usually two approaches used in storytelling activities. The first is telling the story orally without using a story book, and the second using a story book. In the application of these two approaches there are several differences, namely:

1) Material Origin: Reading is based on written text, while narrative uses oral text sources (speech) and anonymous writing.

2) Memory : For the narrator, prior knowledge of the story is very important, but not for the story reader.

3) Visual Contact with the Audience : Eye contact occurs continuously in the narrative, but very little occurs in the story reading activity.

4) Story Dramatization : For the narrator, dramatization of the story is easier than for the reader because the narrator conveys the story like his own experience with his own judgment and interpretation, while the reader is bound by the written text. (Giannikopoulou, 1996).

From the explanation above, it can be concluded that there are two tendencies in storytelling, namely:

1) Stories are delivered without interruption; storytellers tend to avoid questions, do not establish communication with children and if someone asks a question, they only answer briefly and continue the story.

2) Children tend to be involved in the story; suddenly ask, comment or add part of the story or be challenged through questions, directing attention to pictures, asking children to remember their own experiences, asking children's opinions about stories, and so on.

Thus, it can be said that the second tendency that involves children in the storytelling process prioritizes the use of extra textual interactions in storytelling activities.

D. Activity Results

The role of the media is so important in helping the learning process. This is in accordance with Mursid's (2015:41) explanation, Media in the learning process can enhance student learning outcomes. Various studies conducted on the use of media in learning came to the conclusion that

the process and learning outcomes of students showed significant differences between learning without media and learning using media. Therefore, the use of learning media is highly recommended to enhance the quality of learning.

The media used is expected to be used as a visualization or a real picture of real events experienced by children so that the media is able to make changes in children's behavior and mindset. Sadiman et al (2011:29) revealed, Image media is one type of graphic media. Like other media, graphic media serves to channel messages from the source to the recipient of the message. The channel used concerns the sense of sight. The message to be conveyed is poured into visual communication symbols. These symbols need to be understood correctly so that the message delivery process can be successful and efficient.

Based on the results of Storytelling Activities conducted by KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang to SD/MI students throughout Kajar Village, some children's language development has not developed well and some other children have not been able to repeat the stories the teacher told them because lack of children's understanding of the story. This fact is due to the fact that teachers rarely use picture media in storytelling activities to develop children's language. At school, children realize that language is an important communication tool to convey their intentions, desires, and needs to others. Likewise, children realize that through communication they will understand other people. In addition, speaking as a form of language is an important means of gaining a place in the group. Vocabulary increases and can already master almost all types of sentence structures. The content of the conversation is social and no longer egocentric.

However, after the Storytelling Movement activity conducted by KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang, the children had an increase in the ability to analyze words, helping children understand words that were not directly related to their personal experiences. This allows children to add more abstract words to their vocabulary. Children's analytical skills allow them to distinguish between similar words. By the end of this period, children are generally able to apply many grammatical rules correctly.

The discussion of the function of language for children can be seen from several points of view. This is mainly aimed at the function directly in the child itself. There are several sources that have tried to provide a description of the function of language for early childhood including according to the Depdiknas, namely:

1) As a tool to communicate with the environment.
2) As a tool to develop children's intellectual abilities.
3) As a tool to develop children's expression.

4)   As a tool to express feelings and thoughts to others.

Meanwhile, according to Gardner (Susanto, 2012: 81) the function of language for children is as a tool to develop children's intellectual abilities and basic abilities. In particular, the function for kindergarten students is to develop the expression of feelings, imagination, and thoughts.

From the above opinion, it can be concluded that the function of language for children is not only a communication tool but also can develop various kinds of abilities, including intellectual abilities and basic abilities of children. Language development is an increase in the ability of communication tools orally, in writing or using signs. As revealed by Skinner (in Soetjiningsih, 2012: 204) says that language development is a change in children's language from children starting to learn to speak until children tend to repeat words or are interested in trying other words which are responded to by people around them. So according to the opinion above, language development is a change in language in children's speech by giving a positive response, then the child will tend to repeat the word and be interested in trying other words.

Storytelling is one way to develop thinking patterns and inculcate cultural and moral values. The target of storytelling activities is language development in children, namely increasing vocabulary, learning to connect words with actions, remembering sequences of ideas or events, developing reading interest and growing children's confidence. Storytelling activities have a number of aspects that are needed in children's psychological development, such as helping the development of children's imagination, encouraging children to love language, providing a place for children to learn various emotions and feelings such as sadness, joy, sympathy, anger, joy, anxiety. , as well as other emotions.

Activities that can be done to develop children's language is by doing storytelling activities. Storytelling activities can be done with a variety of props/media, such as finger puppet media, picture storybook media, plannel board media, freelance picture media and so on. All props/media require their own skills that enable the use of the props/media to function optimally. Plannel board media can help teachers introduce new words to children in storytelling activities and can lead children's imaginations. Even so, the accompaniment of imagination actually hinders children's freedom in imagining because children are required to follow the storyline that has been determined by the teacher.

According to Madyawati (2016: 201) freelance image media are media in the form of images without being accompanied by sound. Freelance picture media are usually used for activities in all aspects of speaking skills. The function of freelancing media in various processes of language skill activities is to develop children's imaginations, display events that cannot be presented and develop children's creativity.

In conclusion, freelance image media is media without sound and is abstract. Therefore, teachers must be able to explain better, so that children can understand and increase imagination and develop children's creativity.

E. Activity Evaluation

According to the Big Indonesian Dictionary (KBBI), evaluation is an assessment where the assessment is aimed at people who are higher or who know better to people who are lower, be it from their structural position or people with lower expertise. Evaluation is a positive and negative research process or a combination of both (Ministry of Education and Culture).

Understanding evaluation in general can be interpreted as a systematic process to determine the value of something (provisions, activities, decisions, performance, processes, people, objects and others) based on certain criteria through assessment. To determine the value of something by comparing it with criteria, the evaluator can directly compare it with general criteria, can also take measurements of something being evaluated and then compare it with certain criteria.

In general, evaluation is an examination of the implementation of a program that has been carried out and which will be used to predict, calculate, and control the implementation of the program in the future so that it will be much better. Evaluation is more forward-looking than past mistakes, and is aimed at increasing opportunities for program success. Thus, the mission of the evaluation is to improve or refine a program in the future.

Evaluation is a deliberate and purposeful activity. Evaluation activities are carried out consciously and aim to obtain certainty about student learning success and provide input to teachers regarding what is being done in teaching activities. In other words, the evaluation carried out aims to find out whether the learning materials delivered have been mastered by students or not. In addition, whether the teaching activities he did were in accordance with what was expected or not.

According to Sudirman N et al, that the objectives of the assessment in the learning process are:

1) Make decisions about learning outcomes,
2) Understand students,
3) Improve and develop teaching programs.

Furthermore, he said that making decisions about learning outcomes is a must for a teacher in order to know whether or not students are successful in the learning process. The failure of the learning process was caused, among others, as follows:

1) Low student ability.

2) The quality of the subject matter that is not in accordance with the age level of the students.

3) The amount of lesson material is too much so that it is not in accordance with the time allotted.

4) Components of the learning and teaching process that are not in accordance with the goals set by the teacher himself.

In addition, decision making is also very necessary to understand students and know to what extent they can provide assistance to students' deficiencies. Evaluation also intends to improve and develop the teaching program. Thus, the purpose of evaluation is to improve learning methods, make improvements and enrichment for students, and place students in more appropriate learning situations according to their level of ability.

To evaluate the Storytelling Movement activities carried out by Team KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang in the implementation for SD/MI students throughout the Kajar Village, Kudus Regency, including after completing the story, the educator then gave the messages contained in the story, namely we must be devoted to a mother. After that, the teacher opened the question. After the child asks and is answered by the educator, then the educator takes turns asking the child about "what was the title of the story?", then the child answers but with the help of the educator by mentioning Uwais' name. After evaluating the storytelling activity, the teacher carries out activities by inviting students to come forward and tell stories.

This technique is good, at least the child is invited to direct the core of the story material presented so that it can make an impression on his memory and imagination. However, educators and the Team KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang also need to try several scenarios to close the story and other evaluations, including:

1) Question and answers about the names of the characters and their actions that must be imitated or abandoned.

2) Praying specifically asking to avoid having bad habits like bad characters, and to be given the ability to be able to imitate the goodness of good characters.

3) Promise to change; expressed a vow to change for the better, such as "from today on i will not be lazy anymore, i am a diligent child and obedient to the teacher!".

4) Singing that is in harmony with the theme, whether it comes from national, popular, or traditional songs.

5) Draw one of the scenes in the story after hearing the story. This technique is very

good for measuring children's grasping power and imagination.

While the evaluation of the series of storytelling processes is realized by recording the process records of each learning implementation with the story method, which contains: implementation time, the material provided, the number of students who follow, the stages of implementation (story apperception, story material) and the condition of students when listening. the story is pretty good too. With this, educators can find out the level of effectiveness of the story method they have provided in learning in Kajar Village, Dawe District, Kudus Regency.

This good step needs to be developed by educators. And what is even more encouraging is that there is a discussion with each educator on the implementation of learning using the story method in the class he has been in. Each of them exchange experiences and find solutions if there are problems in the implementation of learning with the story method in their respective classes. This pattern of exchanging experiences is very good for knowing and producing the right technique in telling stories to students who have the heterogeneity of each individual student.

F. Closing

Building character through education in children can be done through formal, non- formal, and informal education. In relation to learning in elementary school age children, character development can be done through the use of appropriate learning methods. One of these learning methods is the storytelling method. The storytelling method allows children to gain additional vocabulary, pronounce words, practice stringing sentences. In addition, children can be active in learning because with the storytelling method, learning will be more fun and not boring. In addition, through the storytelling method, children will be more easily stimulated to express their opinions so that they are able to develop children's speaking skills.

Through storytelling methods and activities in learning, not only aspects of language skills can be developed, but also can instill character education. Characters that can be instilled include honesty, courage, mutual help, defending the truth, sincerity, and other characters. The process of Storytelling Movement activities carried out by the Team KKN Mandiri Misi Khusus Group 45 UIN Walisongo Semarang can improve children's storytelling skills, because after telling stories, educators conduct a question and answer session about the story that has just been told. Next, the child is asked to retell the story that has just been told.

The progress and success of the implementation of the teaching process in order to improve the quality of education, so that children are expected to be able to have better character in every life.

a. For Students

The results of this activity can be used to improve speaking skills with the method preferred by children, so that children are more involved in speaking activities.

b. For Teachers or Educators

Teachers should play an active and creative role in using fun learning methods for children to develop children's speaking skills, including by applying storytelling methods in learning.

c. For Parents

It is hoped that parents will be more active in involving children in storytelling activities in order to improve speaking skills as a reference and knowledge that can be applied in everyday life.

d. For Schools

It is hoped that the school will apply the storytelling method more often to develop children's speaking skills. By providing a special time to apply the storytelling method.

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