



## Efforts to Manage Children's Emotional Intelligence Through the Implementation of Storytelling Methods

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### Article Information:

Received Oct 30, 2024

Revised Nov 17, 2024

Accepted Dec 31, 2024

**Keywords:** *children's emotional intelligence, learning, quantitative methods.*

### Abstract

In April 2025, it was found that children's emotional intelligence was still not well managed, because there were still many students who lacked focus, disturbed disruptive behavior, and other actions in the teaching and learning process. Children's emotional intelligence needs to be managed; therefore learning must be interesting and fun. One way to manage children's emotional intelligence is through the storytelling method. This study aims to (1) Identify factors that influence children's emotional intelligence at Ammatullah Kuranji Islamic Kindergarten Padang in the 2024-2025 Academic Year; and (2) Develop strategies for managing children's emotional intelligence through the storytelling method at Ammatullah Kuranji Islamic Kindergarten Padang in the 2024-2025 Academic Year. This study uses a quantitative research method, the subjects in this study were students of Ammatullah Kuranji Islamic Kindergarten Padang. The number of students who became subjects was 30 children. This research was collaborative between class teachers, the principal and the author. The results of the study showed that there was an increase in children's emotional intelligence management through storytelling, with a 34% increase in pre-test emotional intelligence and an 86.7% increase in post-test emotional intelligence. The conclusion of this study is that children's emotional intelligence can be managed through storytelling.

### INTRODUCTION

Kindergarten education is a crucial stage in child development, as it is the age when children experience rapid growth and development, both physically, cognitively, and emotionally (Kohlberg, 1968). It is crucial to manage and develop the emotional intelligence of kindergarten children, as it will influence their ability to interact with others, manage stress, and achieve future success. (Astuti et al., 2023).

#### How to cite:

Arifin, Z., Sarianto, D., Rahmi, A., Dewita, R. (2024). Efforts to Manage Children's Emotional Intelligence Through the Implementation of Storytelling Methods. *Journal of Islamic Early Childhood Education*, 2(2), 51-55.

#### E-ISSN:

3031-2159

#### Published by:

STAI Yayasan Tarbiyah Islamiyah (YASTIS) Lubuk Bagalung Padang

This aligns with Daniel Goleman's opinion that emotional and social intelligence play a crucial role in determining a person's success (Ray & Smith, 2010). According to Goleman, emotional intelligence is a person's ability to manage their emotional life with intelligence; to maintain emotional harmony and the appropriateness of emotion and its expression through self-awareness, self-control, self-motivation, empathy, and social skills. Goleman argues that mood coordination is the core of good social relationships (Chintya & Sit, 2024; Ochs & Izquierdo, 2009).

If someone is good at adapting to the moods of other individuals or can empathize, that person will have a good level of emotionality and will find it easier to adapt to social interactions and their environment (Nafhah & Hanafi, 2020).

The development of courage and independence is what distinguishes preschoolers, ages three to six, from other age groups. Young children in this age group face a psychological crisis of initiative versus guilt (Reeves, 2005). This includes learning how to navigate the complexities of planning and developing a sense of judgment. During this stage, children learn to take initiative and prepare for leadership roles and to achieve goals (Pareira & Atal, 2019). Activities a child seeks during this stage may include risk-taking behaviors, such as crossing the street alone or riding a bicycle without a helmet; both of these examples involve self-limitation. The child may also develop negative behaviors as they learn to take initiative. These negative behaviors, such as throwing objects, hitting, or yelling, can result from the child feeling frustrated after not achieving a goal as planned. (Aprilia et al., 2024; Giulia et al., 2019).

When children enter kindergarten or early childhood education, they begin to leave their family environment and enter a new world. This event represents a change in situation from a safe emotional atmosphere to a new life, one that children did not experience when they were in a family environment (Kusumawardhani et al., 2019). In this new world, children must be able to position themselves among their peers, teachers, and the adults around them (Wright, 2010). When children enter kindergarten or early childhood education, they begin to leave their family environment and enter a new world. This event represents a change in situation from a safe emotional atmosphere to a new life, one that children did not experience when they were in a family environment. In this new world, children must be able to position themselves among their peers, teachers, and the adults around them. (Elam & Taku, 2022; Mutmainnah, 2019).

The author's observations, conducted on Wednesday, May 7, 2025, at Ammatullah Kuranji Islamic Kindergarten in Padang, revealed that children's emotional intelligence still needs to be stimulated. This is evidenced by the fact that several children still have poorly managed emotional intelligence, such as exhibiting aggressive behavior, irritability, or difficulty sharing with their peers (Szagun, 1992).

Based on these issues, teachers should develop creative and innovative teaching methods to manage children's emotional intelligence and character. As an alternative to addressing these issues, appropriate activities are needed to ensure the development of children's emotional intelligence and character (Kochanska et al., 2010). One such activity is storytelling. Storytelling is a message that is easily understood by both children and adults. Stories are a technique or way to advise people, providing examples or illustrations of the positive things the storyteller (storyteller) wants to convey to those being told the story (Gibbs et al., 1986). This method is not only easy to understand but also very popular with children because the stories contain interesting characters, especially when the story is told using props, which naturally becomes even more engaging. Through storytelling, messages or teachings about emotional morals and other values are exposed and easily grasped and understood by children. (Mahmudinata, 2024; Wink et al., 2021).

## METHOD

This study uses a quantitative descriptive method. In this study, we observe, review, and describe with numbers the objects studied as they are and draw conclusions about them according to the phenomena that appear when the research is conducted through experiments on early childhood at Ammatullah Kuranji Islamic Kindergarten, Padang, as well as determining respondents, populations, and samples, creating instruments, testing research instruments, research procedures, data collection techniques, and data analysis techniques (Engkizar et al., 2025). The subjects in this study were all 5-6 year old students distributed in one class at Ammatullah Kuranji Islamic Kindergarten, Padang, for the 2024/2025 academic year, totaling 30 children consisting of 16 male students and 14 female students. In this research object, children take actions to manage emotional abilities through storytelling methods. This research was carried out in several stages if it still has not reached the assessment indicators (Engkizar et al., 2021).

## RESULTS AND DISCUSSION

Sebelum melaksanakan tindakan, dalam penelitian ini terlebih dahulu melakukan observasi awal sebagai refleksi untuk pelaksanaan tindakan tes. Hasil observasi mengelola kecerdasan emosional peserta didik di TK Islam Ammatullah Kelurahan Kuranji, sebagai subjek penelitian yang berjumlah 30 orang anak dilakukan pada tanggal 07 Mei 2025 dengan menggunakan rumus  $Pi = \frac{f}{n} \times 100\%$  yaitu :

Based on the research results, it can be concluded that the emotional intelligence of students at Ammatullah Kuranji Islamic Kindergarten, Padang, can be managed through storytelling. The management of children's emotional intelligence can be seen from the results of observations before the action/pre-test. The average score obtained by the children was 34%, while the post-test progress was 86.7%. Therefore, from the pre-test to the post-test, there was an increase of 52.7%.

In the post-test, research was conducted to address the difficulties faced by children to achieve maximum improvement by further stimulating them, providing motivation and rewards for those who enthusiastically engaged in storytelling (Eder, 1990). The research, conducted from the pre-test to the post-test, showed that the average child experienced improvement. This improvement in children's emotional intelligence demonstrates that storytelling is a more effective method for managing children's emotional intelligence (Liu-Thompkins et al., 2022; Szagun, 1992).

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## CONCLUSION

During the pre-test, 12 (70%) of 30 children met the MB (Starting to Develop) criteria, and 18 (30%) met the BB (Not Yet Developing) category, with an average score of 34%. The post-test showed an increase in children's emotional intelligence, with 15 (50%) achieving the Developing According to Expectations (BSH) criteria and

15 (50%) achieving Very Good Development (BSB) criteria, with an average score of 86.7%. Therefore, from the pre-test to the post-test, there was a 52.7% increase. The media used by teachers to tell stories to students at Ammatullah Islamic Kindergarten were storybooks and puppets.

The implementation of the storytelling method in managing students' emotional intelligence at Ammatullah Islamic Kindergarten went smoothly. Each child paid attention to the teacher's explanation of Natural Phenomena in front of the class. The teacher explained various natural phenomena such as rain, rainbows, day and night, and natural disasters such as floods and earthquakes. The goal is for children to understand that nature has cycles and certain events, some of which can impact their lives.

The post-test showed improvements in storytelling. Children understood the story they had read, retelled the story they had heard, or recounted the story's content, identified the characters and their personalities, understood the story's content, and evaluated its content. The skills developed through storytelling in students at Ialam Ammatullah Kindergarten include language skills, moral skills, cognitive skills, gross motor skills, socio-emotional skills, imagination, fostering a sense of achievement, and concentration.

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Journal of Islamic Early Childhood Education

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