



Implementation Of The Storytelling Method

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Abstract

This study aims to describe teachers' efforts to improve the self-confidence of early childhood through storytelling methods at TK IT Ar Rahmah Plus Al Qur'an. The background of this study is based on the continued discovery of children who lack self-confidence, have difficulty communicating and interacting socially, and limited teacher creativity in implementing interesting learning methods. This study used a qualitative approach with descriptive methods. Data were collected through observation, interviews, and documentation with informants consisting of one class teacher and the principal, as well as research subjects of 22 students. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. The learning process using the storytelling method includes three main stages: initial activities, core activities (pre-, during, and post-storytelling), and closing activities. The results of the study indicate that the storytelling method is effective in improving children's self-confidence. Improvements are seen when children begin to dare to speak in front of the class, answer teacher questions, and retell the story with increased expression and enthusiasm. Storytelling activities encourage children to express themselves, communicate verbally, and interact with peers more confidently. Thus, the storytelling method has proven to be an effective learning strategy in fostering self-confidence in early childhood.

INTRODUCTION

Early childhood education has the primary function of fostering and developing all of a child's potential optimally to develop behavior and basic skills appropriate to their developmental stage (Apriyansyah et al., 2024; Saripudin & Beni, 2025). This ensures that children are prepared to enter the next level of education. Children are unique individuals with varying innate potentials that need to be developed through appropriate educational stimulation (Cantor et al., 2021). Article 1, Paragraph 14 of Law Number 20 of 2003 concerning the National Education System states that "Early childhood education is a training effort aimed at children from birth to six years of age, carried out through the provision of stimulation to assist physical and spiritual growth and development so that children are ready to enter further education."

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In the Islamic perspective, children are a trust from Allah SWT who must be protected and educated with full responsibility (Al-Hawary et al., 2023; Khan et al., 2021). Educating children in an Islamic manner is not only for the child's own good, but also a source of reward for both parents (Ubaidillah et al., 2024; Zainudin & Al-Muqri, 2024). The Islamic education process can even begin while the child is still in the womb, for example by getting the mother used to reading or listening to the recitation of the holy verses of the Qur'an. Children who still have a pure and innocent heart will easily accept any stimulus given, both positive and negative. Therefore, the family and school environment need to provide good stimulation so that the child's potential develops optimally (Masnawati et al., 2022; Pangestu, 2025; Suardi & Samad, 2020).

Children are a gift from Allah SWT who have the right to be protected, cared for and given a proper education (Anggraini et al., 2022; Satriyadi et al., 2022). Every child is born with natural abilities and possesses the same potential, but differences in environment and educational patterns can lead to developmental differences between children (Cantor et al., 2021). Therefore, parents and teachers play a crucial role in providing stimulation and developing positive habits from an early age to ensure optimal child development.

Islamic teachings explain that children are born pure, like a blank sheet of paper, and it is their parents who determine the direction of their education and character (Al-Hawary et al., 2023; Nurhuda, 2023; Rahman et al., 2020). The Prophet Muhammad (peace be upon him) said, "*Every child is born in a state of fitrah. It is his parents who make him a Jew, a Christian, or a Magian.*" (HR. Bukhari). This hadith shows the importance of education based on religious values in shaping the character of children.

One important aspect that needs to be developed from an early age is self-confidence. Self-confidence plays a significant role in a child's social, emotional, and academic development (Della & Rukiyah, 2025; Lailin, 2024; Saban & Saban, 2022). Self-confident children tend to be more active, dare to express their opinions, and can interact with their surroundings. Self-confidence is a psychological state that indicates a person's belief in their ability to make efforts to achieve their desires. Self-confidence in early childhood is a positive attitude toward one's own abilities, a sense of calm, and the belief in adapting and self-actualizing in various situations (Asqia et al., 2024; Kumari et al., 2023).

However, in reality, many children still display a lack of self-confidence, especially in learning activities like answering questions, speaking in front of the class, or retelling stories they've heard. This phenomenon suggests that teachers and parents need to create learning strategies that can foster children's self-confidence in a fun way (Heryanti & Nurhayati, 2023; Rahmawati et al., 2025).

One effective method for boosting children's self-confidence and developing their speaking skills is storytelling (Fadlyka, 2025; Siavichay-Márquez & Guamán-Luna, 2022; Tifani et al., 2020). Storytelling has many benefits because it can create an engaging and interactive learning environment between children and teachers (Rahiem, 2021; Rizvic et al., 2019; Rokhmawan et al., 2022). Through storytelling, children not only gain listening experience but also develop self-expression, speaking courage, and imagination (Chadijah, 2024). Furthermore, stories with Islamic nuances can also serve as a medium for moral and spiritual education for children (Engkizar et al., 2025).

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METHOD

One important aspect that needs to be developed from an early age is self-confidence. Self-confidence plays a significant role in a child's social, emotional, and academic development. Children who are self-confident tend to be more active, have the courage to express their opinions, and are able to interact with their surroundings. Self-confidence is a psychological state that indicates a person's belief in their ability to make efforts to achieve their desires. Self-confidence in early childhood is a positive attitude toward one's own abilities, a sense of calm, and the belief in adapting and self-actualizing in various situations (Asqia et al., 2024; Engkizar et al., 2025; Kumari et al., 2023).

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RESULTS AND DISCUSSION

Implementation of Storytelling Techniques at TK IT Ar Rahmah Plus Al-Qur'an

Based on observations and interviews conducted at the Ar Rahmah Plus Al-Qur'an Kindergarten, storytelling has become one of the methods implemented by teachers in the learning process. The principal stated that the success of the learning process is measured not only by the knowledge acquired by children, but also by their attitudes, understanding, skills, and overall personality development. Teachers play a

crucial role in guiding learning to achieve these goals.

Initially, observations indicated that children's self-confidence was still low. This was reinforced by the homeroom teacher's (YN) statement, which stated that the main obstacle to storytelling was the children's lack of attention and focus, as well as their lack of courage to retell the story. Therefore, although the storytelling method had been implemented, its implementation was not optimal.

To improve this situation, teachers began implementing various storytelling techniques, including facial expressions, intonation, body movements, and visual aids like puppets and picture books. These techniques help capture children's attention, bring stories to life, and facilitate comprehension. According to teacher YN, implementing appropriate storytelling techniques can help build children's self-confidence, improve speaking skills, and develop reasoning and imagination.

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After intensively implementing storytelling techniques for one month, the observation results showed a significant increase in the child's self-confidence aspect, which can be seen in the following table: (Mujahidah et al., 2021)

Table 1 Development Category

Development Category	Before the Activity	After Activity
Not Yet Developed	41%	4%
Starting to Grow	27%	27%
Developing as Expected	18%	40%
Very Well Developed	14%	27%

The improvements demonstrated that the storytelling techniques implemented by the teacher were effective in fostering children's self-confidence. Children who were previously shy and passive began to demonstrate the courage to speak up and tell stories in front of the class. They also demonstrated positive developments in several indicators of self-confidence, such as daring to ask and answer teacher questions, being able to make decisions about speaking up, appearing optimistic and

enthusiastic in group activities, and being able to collaborate with friends. These findings were reinforced by an interview with teacher YN, who stated that after several storytelling activities using a variety of techniques, the children became more active and confident in speaking. They appeared more expressive, and the classroom atmosphere also improved positively (Ferreira, 2022; Rokhmawan et al., 2022).

CONCLUSION

The implementation of storytelling methods at the Ar Rahmah Plus Al-Quran IT Kindergarten has proven effective in boosting self-confidence in young children. Through engaging and interactive storytelling activities, children become more confident in speaking, actively participating, and able to express themselves effectively. The storytelling techniques employed by teachers play a crucial role in creating a fun learning environment while also optimally fostering children's self-confidence.

Observations showed a significant increase in children's self-confidence after the storytelling technique was implemented. Children who previously tended to be passive and shy began to appear, interact, and express themselves with confidence. The most effective storytelling technique for increasing self-confidence is creative simulation, as it directly involves children in the roles of story characters and encourages them to speak boldly and use their imagination.

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