E-ISSN: 2962-6110
P-ISSN: 2964-7843
JSRET
Journal of Scientific Research, Education, and Technology
jsret.knpub.com

Implementation of Storytelling Abilities of Early Childhood Teachers in Early Childhood Education Cluster IV, Kacang Panjang, Cempaka Putih, Central Jakarta

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ABSTRACT

This study describes the implementation of storytelling skills of PAUD teachers in Cluster PAUD IV Kacang Panjang, Cempaka Putih District, Central Jakarta. Storytelling is an important learning method in early childhood education to develop literacy, imagination, and children's social-emotional skills. This study used a survey method in a descriptive study involving 40 PAUD teachers from 8 educational institutions in the area. Data were obtained through a Yes-No choice test consisting of 22 statement items. The results of data analysis and discussion showed that the implementation of storytelling skills of PAUD teachers in Cluster PAUD IV Kacang Panjang, Cempaka Putih, Central Jakarta was in the "Low" category of 47.5% (19 teachers), "Medium" of 45% (18 teachers), and "High" of 7.5% (3 teachers). Based on the average value, which is 8.1%, the level of implementation of storytelling skills of PAUD teachers in Cluster PAUD IV Kacang Panjang, Cempaka Putih, Central Jakarta is in the "MEDIUM" category.

Keywords: *Storytelling Skills, PAUD Teachers*

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INTRODUCTION

Early childhood education plays a very important role in shaping the character and abilities of children from an early age. According to NAEYC (National Association for the Education of Young Children, 2009) Early Childhood is a child who is in the age range of 0-8 years who is in the process of growth and development. Experts call it the golden age which occurs only once in the development of a child's life. The growth and development of early childhood needs to be directed at physical, cognitive, social-emotional, language, and creativity that are balanced as the right foundation for the formation of a complete child's personality. In addition, according to Elizabeth Hurloc (Hurloc, 1989), is a child who is in the age range of 0-6 years. During this period, children experience very rapid growth and development in various aspects of their lives. Early childhood is a very important and valuable period because during this period children experience extraordinary developmental leaps.

According to Johann Heinrich, the goal of education is to make children good human beings by developing all of the child's potential (Dian Puspita Tanjung, Brigita

Puridawaty, 2024). Amidst the various learning methods, one aspect that stands out is the teacher's storytelling ability. Storytelling activities are considered not just ordinary activities, but as the basis for learning from the beginning of life, as taught in Early Childhood Education (PAUD). PAUD itself has a great responsibility in forming language and communication skills in children. Language is a vital communication tool for everyone. Language skills involve the use of linguistic knowledge in communication, including listening, speaking, reading, and writing. These skills are closely related and contribute to each other's improvement (Yunita, Brigita Puridawaty, 2017). As an initial stage in the formal education process, PAUD not only prepares children to learn at the next level of education, but also becomes an important foundation in developing their abilities. In this case, PAUD teachers play a key role in providing teaching, with one of the methods being through storytelling activities to children to develop their language skills holistically and creatively.

PAUD teachers are teachers who have 4 (four) main competencies, namely pedagogical competency, personality competency, professional competency, social competency (Departemen Pendidikan Nasional, 2010). One of the abilities possessed by PAUD teachers is the ability to tell stories. This ability is part of pedagogical competence, which includes the use of storytelling media as an effective learning tool to develop the character and skills of early childhood.

The storytelling ability of early childhood teachers is very important in the language learning process. Teachers who are good at storytelling can help young children develop their language skills, including the use of everyday language, understanding concepts, and communication skills. However, the quality of early childhood teachers' storytelling can vary, which affects the effectiveness of language learning.

The storytelling ability of early childhood teachers has a significant impact on the language skills of early childhood children. Teachers who are good at storytelling can help children understand and use language more effectively, so that they can develop their language skills optimally. However, this impact also depends on many other factors, including the learning environment, interactions with parents, and the conditions of the children themselves. According to (Tyas, Bakti Sutopo dan Riza Dwi, 2019) PAUD teachers need guidance to be able to tell stories well. PAUD teachers need to increase their vocabulary of fairy tales or stories, and improving storytelling competence in PAUD teachers can be done using the peer tutoring method, namely practicing with fellow PAUD teachers who are already able to tell stories. According to the research of (Wijayanti, 2019) that the storytelling skills of PAUD teachers in the South Semarang District are still relatively low, so these PAUD teachers need assistance, especially in terms of mastering storytelling techniques and class management when telling stories.

According to Dr. Jane Smith (Smith, 2012), an early childhood education expert, "The storytelling skills of early childhood teachers play a key role in forming a solid language foundation for children. Teachers who are good at storytelling can help children develop language skills holistically." According to recent research conducted by Professor David Johnson (Johnson, 2018), an educational psychology expert, "The quality of storytelling by early childhood education teachers is directly related to children's ability to understand and use language. Teachers who are able to construct interesting and relevant narratives can make a significant contribution to the

language development of early childhood children."

To improve the quality of storytelling for PAUD teachers, quality training is needed. This training can cover various aspects, including storytelling techniques, effective use of language, and understanding of children's communication needs. This training is expected to improve teachers' abilities in storytelling for early childhood children, so that they can provide more effective language learning.

Cluster PAUD IV Kacang Panjang is one of the containers that accommodates several educational units, such as Kindergarten (TK) and Early Childhood Education Units (SPS) operating in the Cempaka Putih District. This cluster can improve teacher competence through programs that have been structured. One of them is that teachers in Cluster PAUD IV Kacang Panjang are expected to be able to implement storytelling for effective learning for children, so that they can develop children's language skills optimally.

METHOD

This type of research is quantitative descriptive research. The method used in this study is the survey method and data collection techniques using Yes-No choice tests. A test can be defined as a set of questions or tasks planned to obtain information about the trait or nature or attribute of Education where each question item has an answer or provision that is considered correct. In the Education evaluation book (Supriadi, 2016) and this study aims to How high is the level of implementation of storytelling skills of PAUD teachers in Gugus PAUD IV Kacang Panjang Cempaka Putih, Central Jakarta. Where the population in this study was 40 teachers, with a sample of 22 teachers who were studied to produce data analysis obtained during the study.

The instrument used is a structured survey using an instrument in the form of a storytelling ability implementation survey sheet. The test instrument in this study was evaluated by giving a score of 1 if the answer is Yes and a score of 0 if the answer is No. Respondents were also asked to provide reasons/comments for each answer choice chosen. All questions are carefully arranged into a comprehensive test.

After the type of research instrument is determined, the next step is to test the validity and reliability of the instrument, a good instrument must meet the requirements of valid and reliable. The Data Analysis Technique carried out is obtained from the results of the instrument provided by the Respondent. The validity test is to determine the level of validity of the instrument value (questionnaire) used in data collection. This validity test is carried out to determine whether the items presented in the questionnaire are truly able to express with certainty what will be studied. While the reliability test is intended to determine the consistency of the measuring instrument in its use or in other words the measuring instrument has consistent results when used repeatedly at different times. An instrument is said to be consistent if it has a high reliability value, if the test made has consistent results in measuring what is to be measured (Paul M. Muchinsky, 2016).

Data Analysis Techniques carried out are obtained from the results of the instruments provided by the Respondents. Quantitative data analysis obtained from questionnaires by respondents also observes the reasons/comments on the answers from the Respondents. The data obtained is ratio data designed to be analyzed using the Rasch Model. The Rasch Model uses the principle of probability in each available choice which in classical test theory is more prioritized on the total score of the results of the exam or questionnaire (Sumintono, B., & Widhiarso, W, 2015).

Through this ratio data, Rasch developed a measurement model that determines the relationship between a person's ability level and the item difficulty level by using a logarithmic function to produce measurements at equal intervals (Sumintono, 2018). Analysis with the Rasch Model produces a fit statistics analysis that provides information to researchers whether the data obtained ideally describes that people with high abilities provide answer patterns to items according to their level of difficulty. The parameters used are infit and outfit of the mean square and standardized values.

FINDING AND DISCUSSION

RESULT

In this study, it was analyzed using descriptive statistics with descriptive percentage analysis techniques, in the form of categorization and divided into three categories, namely: high, medium, and low. The description of the research results can be seen in the table below.

Frequency Distribution of Teacher Ability

No	Interval	Category	Frequency	Percentage (%)
1	$x \leq 7$	Low	19	47,5
2	$7 < x \leq 14$	Medium	18	45
3	$x > 14$	High	3	7,5
Total			40	100

Based on table 4.3 above, it can be seen that as many as 3 teachers or 7.5% of PAUD teachers in PAUD cluster IV Kacang Panjang throughout Cempaka Putih District have a high level of storytelling implementation ability for PAUD teachers entering, as many as 18 PAUD teachers or 45% of teachers have a moderate level of storytelling implementation ability for PAUD teachers entering, and 19 PAUD teachers or 47.5% of teachers in PAUD cluster IV Kacang Panjang throughout Cempaka Putih District have a low level of storytelling implementation ability for PAUD teachers entering. The average (mean) score of respondents from the results of the study on the storytelling implementation ability of PAUD teachers in PAUD cluster IV Kacang Panjang throughout Cempaka Putih District, which is 8.1%, is in the moderate category.

Complete table of validity test results:

Validity Test Results 1

No	Aspects measured	r count	r table	Validity
1	Mastery of fairy tale material	0,4583653	0,3783	Valid
2	Mastery of fairy tale material	0,4583653	0,3783	Valid
3	Mastery of fairy tale material	0,3883	0,3783	Valid
4	Mastery of fairy tale material	0,4583653	0,3783	Valid
5	Mastery of fairy tale material	0,0951443	0,3783	invalid
6	Mastery of fairy tale material	0,2415202	0,3783	invalid
7	Use of media and props	0,4523	0,3783	Valid
8	Use of media and props	0,461084	0,3783	Valid
9	Use of media and props	0,3791	0,3783	Valid
10	Use of media and props	0,4583653	0,3783	Valid
11	Use of media and props	0,6037006	0,3783	Valid
12	Use of media and props	0,4267	0,3783	Valid
13	Storytelling techniques	0,436006	0,3783	Valid
14	Storytelling techniques	0,5198533	0,3783	Valid
15	Storytelling techniques	0,562	0,3783	Valid
16	Storytelling techniques	0,2464597	0,3783	invalid
17	Storytelling techniques	0,4729	0,3783	Valid
18	Storytelling techniques	0,3788	0,3783	Valid
19	Interaction with students	0,4182	0,3783	Valid
20	Interaction with students	0,4014	0,3783	Valid
21	Interaction with students	0,6819581	0,3783	Valid
22	Interaction with students	0,6819581	0,3783	Valid

Interpretation of results:

1. All 22 items have a calculated r value greater than the r table (0.3783). This means that all items in the Yes-No test are declared valid.
2. The highest calculated r value is 0.6819 (items 21 and 22, aspects of interaction with students), indicating that these items have very strong validity.
3. The lowest calculated r value is 0.0951 (item 6, aspect of material mastery), below the r table, indicating that this item is not valid.
4. The aspects of "Use of media tools" and "Interaction with students" have a higher average calculated r compared to other aspects, indicating that the items in these two aspects have very good validity.

Reliability Test Results 1

No	Aspects Measured	Number of Items	Cronbach's Alpha
1	Mastery of fairy tale material	6	0,802
2	Use of media and teaching aids	6	0,831
3	Storytelling techniques	6	0,817
4	Interaction with students	4	0,829
	Total	22	0,874

Interpretation of results:

1. The overall Cronbach's Alpha value is 0.874, which is much greater than the minimum limit of 0.6. This indicates that the Yes-No choice test has very good reliability.
2. According to George and Mallery (2003), the interpretation of the Cronbach's Alpha value is as follows:
   - α > 0,9: Perfect Reliability
   - α > 0,8: Very Good Reliability
   - α > 0,7: Good Reliability
   - α > 0,6: Acceptable Reliability
   - α > 0,5: Poor Reliability
   - α < 0,5: Reliability Unacceptable
1. With a value of α = 0.874, this research instrument has very good reliability. This means that the Yes-No choice test provides very consistent results when used repeatedly under the same conditions.
2. Reliability analysis per aspect:
   - All aspects have a Cronbach's Alpha value above 0.8, indicating very good reliability.
   - The aspect "Use of media tools" has the highest reliability (α = 0.831), followed by "Interaction with students" (α = 0.829), "Storytelling techniques" (α = 0.817), and "Mastery of material" (α = 0.802).
   - High consistency in all aspects indicates that this test measures the storytelling ability of PAUD teachers accurately and stably.

The Person Measure table (individual ability level) is data on teacher ability/ability with logit information from each individual. A high logit value indicates a high level of PAUD teacher storytelling implementation ability. This is in accordance with the total score column, which states the number of correct answers.

In the entry number column is the teacher's serial number, the teacher code can be seen in the rightmost column (person), starting from the highest ability, namely PAUD Unit serial number 11 with code 1P

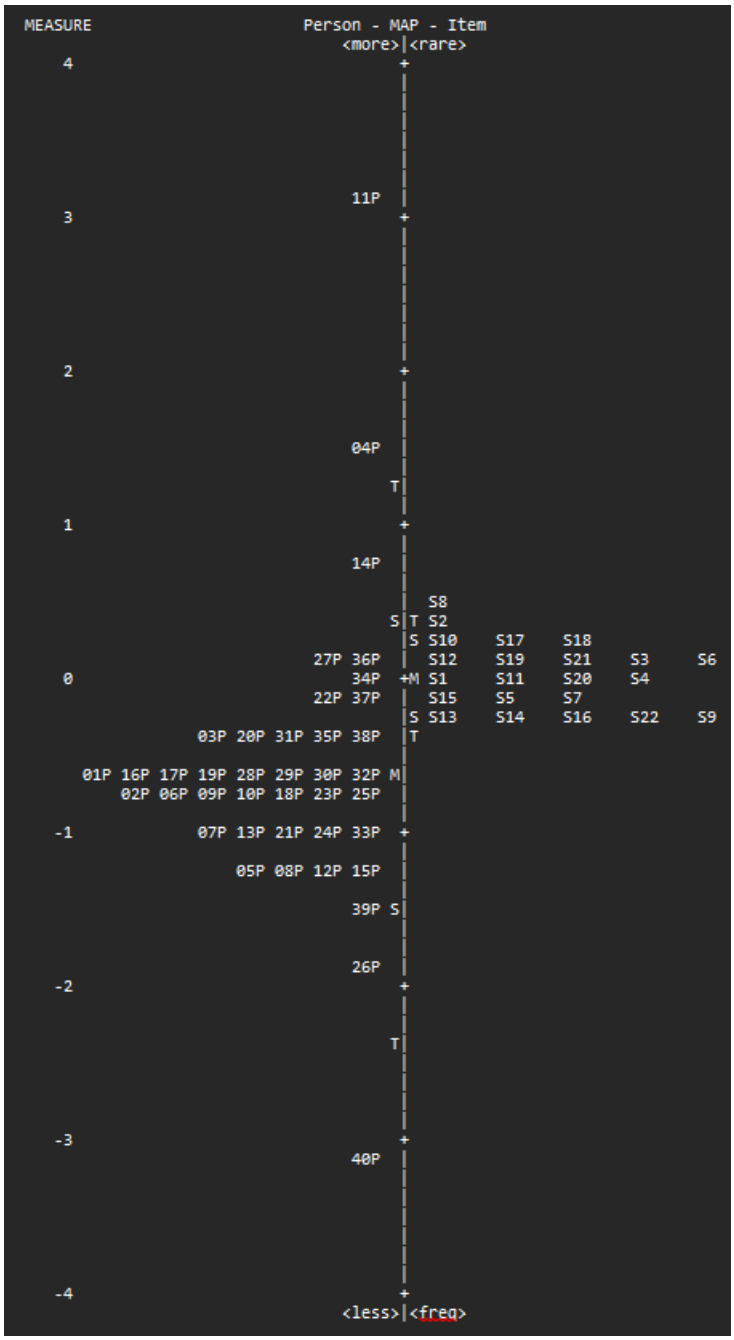
The highest logit value indicates the highest level of PAUD teacher storytelling implementation ability. Respondent (PAUD Unit) with serial number 11 has a logit value of 3.07 logit. This is also indicated by the similarity in the number of correct answers (in the total score column), which is 21 out of 22 questions given. PAUD Unit with serial number 40 has a logit value of -3.06 logit, meaning a low logit value so that it can be said that the level of PAUD teacher storytelling implementation ability is low. This is indicated by the total score, namely 1 correct answer out of 22 questions given.

Person STATISTICS: MEASURE ORDER

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	JMLE MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-AL CORR.	PTMEASUR-AL EXP.	EXACT MATCH OBS%	EXACT MATCH EXP%	Person
11	21	22	3.07	1.02	1.03	.34	1.32	.62	-.28	.05	95.5	95.5	11P
4	18	22	1.52	.55	1.01	.16	1.03	.19	.00	.08	81.8	81.8	04P
14	15	22	.77	.46	1.08	.54	1.11	.65	-.32	.10	68.2	68.2	14P
27	12	22	.18	.43	.96	-.74	.96	-.73	.31	.10	59.1	55.8	27P
36	12	22	.18	.43	1.02	.43	1.02	.43	-.01	.10	50.0	55.8	36P
34	11	22	.00	.43	.97	-.65	.97	-.66	.24	.10	59.1	54.4	34P
22	10	22	-.18	.43	1.04	.72	1.04	.75	-.10	.10	50.0	55.5	22P
37	10	22	-.18	.43	.92	-1.44	.91	-1.45	.50	.10	68.2	55.5	37P
3	9	22	-.37	.44	1.08	.87	1.08	.86	-.26	.10	59.1	59.1	03P
20	9	22	-.37	.44	.95	-.51	.95	-.54	.33	.10	59.1	59.1	20P
31	9	22	-.37	.44	1.01	.13	1.01	.09	.07	.10	59.1	59.1	31P
35	9	22	-.37	.44	.99	-.12	.98	-.18	.17	.10	59.1	59.1	35P
38	9	22	-.37	.44	1.11	1.23	1.13	1.33	-.44	.10	59.1	59.1	38P
1	8	22	-.57	.45	.98	-.14	.97	-.18	.21	.10	63.6	63.6	01P
16	8	22	-.57	.45	1.06	.47	1.07	.60	-.18	.10	63.6	63.6	16P
17	8	22	-.57	.45	1.06	.47	1.06	.52	-.17	.10	63.6	63.6	17P
19	8	22	-.57	.45	.97	-.23	.96	-.25	.26	.10	63.6	63.6	19P
28	8	22	-.57	.45	.98	-.14	.97	-.20	.22	.10	63.6	63.6	28P
29	8	22	-.57	.45	1.00	.04	1.00	.01	.11	.10	63.6	63.6	29P
30	8	22	-.57	.45	.92	-.60	.91	-.68	.48	.10	63.6	63.6	30P
32	8	22	-.57	.45	.98	-.14	.98	-.12	.20	.10	63.6	63.6	32P
2	7	22	-.77	.46	1.02	.19	1.03	.24	-.02	.10	68.2	68.2	02P
6	7	22	-.77	.46	.98	-.07	.97	-.10	.20	.10	68.2	68.2	06P
9	7	22	-.77	.46	.99	.00	.98	-.05	.15	.10	68.2	68.2	09P
10	7	22	-.77	.46	.97	-.14	.95	-.21	.26	.10	68.2	68.2	10P
18	7	22	-.77	.46	1.03	.26	1.05	.31	-.08	.10	68.2	68.2	18P
23	7	22	-.77	.46	1.04	.32	1.07	.45	-.14	.10	68.2	68.2	23P
25	7	22	-.77	.46	.97	-.15	.97	-.12	.25	.10	68.2	68.2	25P
7	6	22	-.99	.48	.99	.02	1.00	.09	.13	.09	72.7	72.7	07P
13	6	22	-.99	.48	.97	-.07	.94	-.19	.27	.09	72.7	72.7	13P
21	6	22	-.99	.48	.96	-.13	.93	-.23	.32	.09	72.7	72.7	21P
24	6	22	-.99	.48	1.08	.42	1.14	.68	-.35	.09	72.7	72.7	24P
33	6	22	-.99	.48	.99	.03	.98	-.02	.15	.09	72.7	72.7	33P
5	5	22	-1.23	.51	.99	.07	.97	-.02	.15	.09	77.3	77.3	05P
8	5	22	-1.23	.51	.99	.06	.98	.03	.14	.09	77.3	77.3	08P
12	5	22	-1.23	.51	.92	-.19	.86	-.42	.51	.09	77.3	77.3	12P
15	5	22	-1.23	.51	1.01	.14	1.02	.16	.01	.09	77.3	77.3	15P
39	4	22	-1.52	.55	.99	.09	.97	.04	.14	.08	81.8	81.8	39P
26	3	22	-1.86	.62	.98	.10	.93	.00	.21	.07	86.4	86.4	26P
40	1	22	-3.06	1.02	1.01	.32	1.11	.43	-.09	.04	95.5	95.5	40P
MEAN	8.1	22.0	-.57	.49	1.00	.05	1.01	.05			68.7	68.5	
P.SD	3.6	.0	.91	.13	.04	.45	.08	.50			10.0	10.0	

Wright Map Analysis (Person-Item Map)

Variable maps or commonly called Wright Maps are able to describe the distribution of respondents' (teachers') understanding and the distribution of the level of difficulty of questionnaire statement items on the same scale.



Teachers in PAUD Unit with serial number 11P have the highest logit value among other teachers, which is 3.07 logit. Based on the map, because teachers in PAUD Unit with serial numbers 01P, 16P, 17P, 19P, 28P, 29P, 30P and 32P have the same logit value, it can be identified that these teachers have almost the same ability in working on the test questions given. 1 teacher can be said to not have the understanding to answer almost every question given correctly with serial number 40P who was only able to work on 1 question out of 22 questions given correctly.

DISCUSSION

This study aims to analyze the level of implementation of storytelling skills of PAUD teachers in Cempaka Putih District, which is expressed by a Yes-No choice test totaling 22 items. Based on the results of the study, it shows that the level of storytelling implementation skills of PAUD teachers in Cempaka Putih District is in the "Low" category. The highest percentage is having a "low" understanding of 19 teachers or 47.5%, then the "moderate" understanding is 45% or 18 teachers, and the "high" understanding is only 3 teachers or 7.5%. The data shows that the implementation of storytelling skills of PAUD teachers in Cempaka Putih District is not yet optimal, meaning that the level of storytelling implementation skills of PAUD teachers in Cempaka Putih District still needs to be improved.

The results of this study indicate that the level of implementation of storytelling skills of PAUD teachers in Cempaka Putih District is still relatively low. This is indicated by the results of a survey that describes that most PAUD teachers in Cempaka Putih District still do not understand and know well how to implement storytelling skills of PAUD teachers in Cempaka Putih District. Therefore, based on the findings of this study, efforts need to be made to improve the understanding of PAUD teachers so that teachers have a better understanding and knowledge in optimizing the development of early childhood in a complete and comprehensive manner. Thus, the implementation of storytelling skills in PAUD Units in Cempaka Putih District can be further improved.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the implementation of storytelling skills of PAUD teachers in Cluster PAUD IV Kacang Panjang, Cempaka Putih, Central Jakarta is in the category of "Low" at 47.5% (19 teachers), "Medium" at 45% (18 teachers), and "High" at 7.5% (3 teachers). Based on the average value, which is 8.1%, the level of implementation of storytelling skills of PAUD teachers in Cluster PAUD IV Kacang Panjang, Cempaka Putih, Central Jakarta is in the category of "MEDIUM"

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