

The Influence of Storytelling Methods on Early Childhood Character Knowledge in the Dimension of Belief

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ARTICLE INFO

Keywords:

keyword 1; storytelling
method

keyword 2; character
knowledge

keyword3; divine dimension

Article history:

Received 2024-12-02

Revised 2025-02-12

Accepted 2025-04-13

ABSTRACT

The problem in this study is the low character knowledge of children aged 5-6 years in Tadika Institution. This study aims to determine the effect of storytelling methods on the character knowledge of children aged 5-6 years in the dimension of divinity in Tadika Institution. This study uses a quantitative research type with an experimental method. The sampling technique uses purposive sampling with a sample size of 42 children in Tadika Institution. The data collection technique uses observation techniques with non-test instruments in the form of checklists. The hypothesis test analysis technique uses the paired sample T test on SPSS. Based on the results of the study, it shows a positive influence with a significant value of 0.843. So it can be concluded that the storytelling method has a positive effect on the character knowledge of children aged 5-6 years in the dimension of divinity in Tadika Institution.

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1. INTRODUCTION

Education character is a system naming values character Which covering component knowledge, awareness or will, and action for carry out values the, Good to Lord Which Almighty, self Alone, fellow, environment, and nationality. Character education is an education that emphasizes moral, ethical and personality that is manifested in the form of attitudes in interacting with the surrounding community. Character education is education that is carried out with a direct approach to students to instill moral values and teach students about moral knowledge in an effort to prevent prohibited behavior (Santrock, 2007). Character education This is an effort to prevent inappropriate behavior, because by character education so that children are accustomed to how The method behave, given knowledge moral, morals And good personality Which should implanted within the child.

Education character related with connection God Almighty (divinity) is very important in human life especially the young generation who are the successors of the Malaysian nation now This taken with decadence moral in various institution, including in the world of education (Sahlan, 2018). In line with understanding the that character knowledge a

participant educate need taught And implanted direct through process activity learning by educators and students is said to have good character, closely related to student relationships to Lord The Almighty, if participant educate already believe Lord The Almighty so all his behavior under control \with good. But before having such noble character, children must first know what noble character they must have.

Children must develop their character knowledge so that they truly believe, act, speak and behave according to the teachings of their religion (Azzet, 2011) . So children must know that the character of believing, acting and speaking and behaving according to religious teachings needs to be learned, starting from *knowing to know* so that in the end children can apply it. The beliefs they have will lead children to have good character, so that a good self-concept is formed, love for God and all his creations which are part of the pillars of character (Wuandari et al., 2019) . This is related to the religion they adhere to, meaning that if students are taught religious knowledge about how to respect their religion, carry out all religious commands, strengthen their faith, then what happens is that students have good character according to religious teachings. In the explanation above, children do need to know what good characters are like and then apply them in everyday life.

Character values in relation to divinity such as order and discipline in continuous worship should have been applied since early age. Accustoming children to worship will instill a strong belief system in them. Strong and clean belief (aqidah) in a person will have a strong bond with God Almighty, so that all their actions or deeds will not deviate from the path and provisions that have been set (Majid & Andayani, 2013) . It is very clear that early childhood is the " *golden age* ", meaning that if good habits are applied since early age, then this will be truly absorbed by the child's brain, imitated by their environment and then practiced in the child's daily life.

National education functions to develop abilities and to form character and civilization a nation with dignified in frame to make smart life nation, aiming for develop potential participant educate become humans who believe and obey god almighty, have noble morals, healthy, knowledgeable, capable, creative, independent and become inhabitant country Which democratic and responsible. This shows how important it is a education for child nation in develop ability child and specifically in forming character knowledge for child. Education character very required in process growth and development child. Learn character very much important in life daily especially moment interact with Friend same ageor even in the community environment. With the planting character education for children is expected to form and produce superior and characterful human resources noble. Character education makes children have knowledge about what characters they must have in order to live in society and form their knowledge of godly character.

Forming knowledge character godly on child own benefits for children both now and in the future future. The benefits of forming godly character knowledge for the future now it is as a fortress for students in fighting and avoid various behavior Which No commendable, practice moral Andmental, disciplined, and responsible. While the benefits in term long that is create generation nation Which have integrity and have a strong, tough and solid character in living his life so that it is useful for life nation and state (Yusra & Yunisari, 2019) . Like the concept of thinking Which delivered by figure national that is father Ki Hadjar The Council about element character Which aiming to form noble personalities and morals in accordance with the provisions mark And moral Which There is in a public (Dewantara, 2011) . This means to accustom, train and make humans who believe And pious required involvement various party starting from the government as office holders, teachers as parents at school, parents at home and the community in the surrounding residential environment.

Teacher as educator on duty For educate with full not quite enough answer accompanied by sincerity in educating, and teachers too is figure important in forming character knowledge somebody in time front (Badawi, 2019) . Then from That role Teacher For print source Power man Which superior And characterful hold role important in development character child as figure Which in nervous And in imitate Which to plant commendable values for students and correcting bad behavior in themselves child become behavior Which commendable.

In the process, education character Alone need continuation which never ends (*never ending process*), as the part that integrated to prepare for the future, rooted in philosophy and *cultural religious* values of the Malaysian nation. Education character is a way to form student habits with the aim of becoming good citizens in the future. Character education as efforts to help the development of children's souls from birth and inner self, from its natural nature towards a civilization that human and better and forming children's character knowledge.

There is a number of step For to form character knowledge T h e *first* child with give example Which Good so that can provide influence positive, *second* live it with This habituation aims to ensure that these values can be conceptualized because character building in individuals cannot be done in a way instant but need existence habituation, *third* with give teaching How behavior in demand the can developed not just can Study Alone, *fourth* that is with do planting element character through order in a way firm And Then through punishment when individual make a mistake so that action the leading to give experience Which got it in a way born and also the mind of the individual That themselves so that their character knowledge will form by itself (Afrida, 2018) .

Character Which Good of course it starts with knowing good things, and doing them matter Good Which on furthermore become habit in thought, habits in feelings and habits in actions. Character education includes three main elements, namely, knowing the good , loving *the good* , and doing *the good* (Lickona, 2013) . However, at the early childhood stage, character education that is very important to develop is the element of *knowing the good*. So the role of teachers very needed in prepare grow flower child becomes personal Which Good And develop through method delivery and advice Which good. Teachers can be companions for students by providing moral advice through explanations, storytelling, and providing good responses when students are doing something deviant.

In previous research conducted by Nugraheni discusses about implementation education character through load curriculum, habituation-cultivation And learning (Nugraheni, 2011) . Then research Which done by Atika discuss about how to instill character education in early childhood through method exemplary behavior (Dewi et al., 2019) . Difference study This with a number of study previously located on objective his research. In the research the only discuss about character education with a different method to that which researchers will use careful, namely to find out the influence of storytelling methods on formation character on dimensions godly to Lord.

The events in the field are sufficient to illustrate the gap between expectations with reality. The hope is that children already know what good characters they should have, but in reality some children do not know yet. good character towards teachers and friends. One of the factor is the use of learning methods that are less interesting Enthusiasm of students. Teachers' efforts in improving character knowledge This just by giving advice And reprimand him on moment That also so that it has the potential to be repeated in the future by the child educate. This shows that knowledge of character, morals, behavior that No Good to Teacher And Friend Which happen on not yet well formed. So that, one way to form knowledge of moral character among fellow human beings in children is by using the method tell a story.

One way that educators can do so that students more interested For Study is use method Which popular by participant educate, Wrong One method For developing character values for early childhood is through use of storytelling methods (Limarga, 2017) . Storytelling is an activity that is carried out by someone verbally to another person others with props or without props. By telling stories expected can give information or knowledge new for listeners (Tableessy, 2021) . The intellectual development of children aged 2-6 years is at the preoperational stage. In this preoperational stage, children begin to describe the world with words and pictures, children can describe an object that is not physically present (Kurniawati, et, al., 2022). It means that tell a story rely on clear communication and provide the right meaning to the listener accompanied by visual aids so that the meaning of story can imagine with clear.

Telling stories is a way to carry on cultural heritage from one generation to the next (Gordon & Browne, 2011) . The method storytelling can provide lessons and advice contained in it in the story that is read, because in a story there are examples behavior Good as well as values sublime Which will influence the listener's soul (Aulia & Rochmat, 2018) . Learning with method tell a story can used as means For develop personality and character values which can instilled through the appreciation of the meaning of a story Which read meaningfully and convey the meaning clearly And its purpose.

In the storytelling method, with the addition of gestures and facial expressions face when telling a story, it is hoped that the child will be able to understand the story even better. In early childhood education, stories very popular and necessary to attract students' enthusiasm Because the method Lots help child educate in understand the material. Matter This due to part big children like story, story or fairytale. Story is Wrong One method For interesting attention child. If child can listen to story with full attention so "message Which delivered" from story can be easily captured. By using the method tell a story in learning, expected capable to form children's character in the dimension of divinity, sub-element of morals towards fellow human beings.

The environment as a spontaneous stimulus has an influence that strong in the formation of children's character, especially in the environment school. The environment will gradually shape awareness morals for students to get used to thinking, having feelings, And act in accordance with mark moral. In matter This, Teacher as educator play a role important in to form character godly child Because be a teacher Which can manage And create a classroom or school environment that can provide positive stimuli For internalized values character student Also as role models for students. Therefore, teachers are role models for students must create a character-based classroom environment accompanied by an example that will definitely be imitated by students, which is in it contains character values, so that students will accustomed to behaving in accordance with character values developed in a classroom atmosphere by teachers (Ramdhani, 2014) So in this case the storytelling method is expected to be one of the methods that can be used in classroom learning to form the character of students.

2. METHOD

This study uses a quantitative research type, the research method used is an experiment with a *Pre-experimental One-Group Pretest-posttest design* . The population in this study were all children aged 5-6 years from group B at Al-Huda Kindergarten, totaling 63 children. The sampling technique used was the *purposive sampling technique*. *Purposive sampling* is sampling using certain considerations according to the desired criteria to determine the number of samples to be studied (Sugiyono, 2018) , so that the sample used was 42 children. The data collection technique in this study used observation techniques. The data collection tool used was an observation sheet filled in using a *checklist*. The research instrument grid is as follows:

Table 1. Research instrument grid

Aspect	Indicator	Statement Items
Prioritize similarities with others and respect differences	Recognizing the similarities and differences between yourself and your friends in various ways	7
	Respect your friends' opinions	7
Empathize with others	Children are able to recognize the emotions, interests, and needs of those closest to them.	7
	Children are able to respond positively to the emotions, interests and needs of those closest to them.	7

The data analysis technique in this study used the *T test* on the SPSS computer program. The basis for decision making using *paired sample T-test*.

3. RESULTS AND DISCUSSION

The Pre-Treatment and Post-Treatment values to see the influence of the storytelling method on the knowledge of the divinity dimension of early childhood, the results of the recapitulation of the observations that have been carried out can be presented as follows.

Table 1. *Pre-Treatment* Score of Early Childhood Children's Knowledge of the Dimension of Belief

Mark	Frequency	Percentage %
64	4	9.5
66	3	7.1
67	3	7.1
68	5	11.9
69	2	4.7
70	8	19
71	4	9.5
72	3	7.1
73	4	9.5
74	2	4.7
75	1	2.3
76	2	4.7
77	1	2.3
TOTAL	42	100

Based on the data obtained In the table above, the data if presented in a graph will be as shown below.

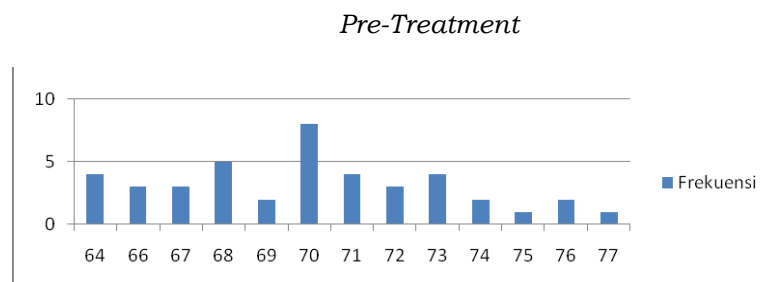


Figure 1. *Pre-Treatment* Score of Early Childhood Children's Knowledge of the Dimension of Belief

Based on the table and graph above, it can be seen that from a total of 42 samples, 13 variations of values emerged. The child who got the highest score, namely 77, was one person, the lowest score was 64, four people, and the most frequently appearing score was 70, eight people with an overall average of 69.92 in the category of starting to develop (MB).

After all activities are carried out, the *Pre-Treatment* assessment of the influence of the storytelling method on character knowledge in the divinity dimension of children aged 5-6 years is intended to see character knowledge in the divinity dimension after being given treatment. Data collection of *Post-Treatment* values was taken through observation assessments carried out by researchers assisted by class teachers. The following is the frequency distribution of *Post-Treatment* characteristic value acquisition in the divinity dimension of children aged 5-6 years .

Table 3. *Post-Treatment* Scores of Early Childhood Children's Knowledge of the Dimensions of Divinity

Mark	Frequency	Percentage %
69	2	4.7
70	4	9.5
71	12	28.5
72	11	26.2
73	9	21.4
74	3	7.1
75	1	4.7
TOTAL	42	100

Based on the data obtained In the table above, the data if presented in a graph would be as shown below.

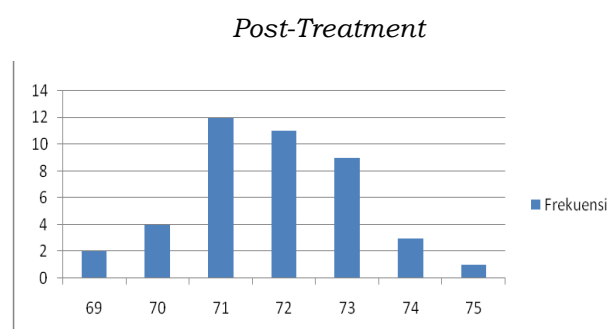


Figure 2. *Post-Treatment* Score Knowledge of the Godly Dimension of Early Childhood

Based on the table and graph above, it can be seen that one child received the highest score of 75, two received the lowest score of 69, and the score that appeared most often was 71, eight received an overall average of 71.80, which is included in the category of developing according to expectations (BSH).

The following will present a comparison of *Pre-Treatment* and *Post-Treatment* data on character knowledge in the divinity dimension of children aged 5-6 years.

Table 4. Comparison of *Pre-Treatment* and *Post-Treatment* Values

Data	<i>Pre-Treatment</i>	<i>Post-Treatment</i>
N	42	42
Maximum Score	77	75
Minimum Score	64	69
Mean	69.92	71.80
Median	70	72
Mode	70	71
Standard Deviation	3.38	1.35

Based on the table above, the results of the *Pre-Treatment* and *Post-Treatment* data assessment in children aged 5-6 years can be seen. The results of the *Pre-Treatment* and *Post-Treatment* data with the same number of samples, namely 42 samples, have a *mean value* in *Pre-Treatment* of 69.92 with the category of starting to develop (MB) while the *mean value* in *Post-Treatment* is 71.80 with the category of developing according to expectations (BSH). The maximum score in *Pre-Treatment* is 77 while in *Post-Treatment* it is 75, then the minimum score in *Pre-Treatment* is 64 while in *Post-Treatment* it is 69. The mode value or the value that has the most frequency in *Pre-Treatment* is 70 while the mode value in *Post-Treatment* is 71. The median value or middle value in *Pre-Treatment* is 70 while the median value in *Post-Treatment* is 72, then the standard deviation or standard deviation between values in *Pre-Treatment* is 3.38 while the standard deviation in *Post-Treatment* is 1.35. Based on the results of the comparison of the average values in *Pre-Treatment* and *Post-Treatment*, it can be concluded that there is an influence of the storytelling method on character knowledge in the divinity dimension of children aged 5-6 years.

To determine the effect of using the storytelling method on children's character knowledge in the dimension of divinity aged 5-6 years at Tadika Institution using *paired sample T-test*. Calculations are carried out to compare the average results of *Pre-Treatment* and *Post-Treatment*. by looking at the t-value. The following are the calculation results using SPSS 25:

Paired Samples Statistics Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TREATMENT	69.9286	42	3.38860	.52287
	POST TREATMENT	71.7857	42	1.35315	.20880

The conclusion in the table above can be seen from the average *Pre-Treatment* and *Post-Treatment*. Because the mean *Pre-Treatment* 69.92 < *Post-Treatment* 71.78, so descriptively there is a difference in the average learning outcomes between *Pre-Treatment* and *Post-Treatment*, so it can be interpreted that the use of storytelling methods can influence character formation in the divinity dimension of early childhood.

Based on the results of the hypothesis test, it can be seen that there is an influence of the use of storytelling methods on character formation in the divinity dimension of children of age. This is because some children already have character knowledge to see similarities and differences between themselves and others, besides that children also already have a sense of empathy, care, and tolerance for others. Character education referred to in early childhood is expected to grow divinity and moral values in children. One effort that can be made to foster children's divinity character knowledge can be done in various ways, namely by storytelling methods. The intended storytelling method can be through reading stories by their teachers or children reading picture stories independently.

Regarding the same and different things that self and friends have in various things. The same and different things in a child include the development of his/her character knowledge. Different children's character knowledge makes a comparison between one child and another. The child's character knowledge referred to in this study is character knowledge that leads to the concept of divinity. Based on the results of the study, children experienced an increase in the concept of understanding themselves and others with various differences found between themselves and others through the storytelling method. Children also began to be able to listen to the teacher and their friends' conversations without interrupting, which shows that children have a patient attitude and respect others, in addition, children began to be able to retell the contents of the story and draw messages or conclusions in the story even though they still need help from the teacher.

Then, children begin to be able to distinguish between good and bad behaviors in the story, then children are able to relate these behaviors to everyday life. Children begin to be able to explain the impacts of bad and good behaviors in everyday life. During the story reading activity, some children were able to restrain themselves from asking questions and not interrupting the researcher when she was telling the story. Then when the researcher gave a provocative question related to the story being read, the children were able to answer it correctly. Children were able to imagine and relate the characters in the story to the characters of their classmates or to themselves because the story book being read brought up a problem topic that was close to the child's life.

Preschool children are interested in short stories that tell about events that are often

experienced or close to the child's daily life (Afrida, 2018) . The storytelling method is an effective way to develop children's character because children are still at the stage of imitating or copying things that they get around them. The use of the storytelling method has proven to be an effective method for developing the godly character of early childhood children.

Stories or fairy tales can be instilled with various moral values, religious values, social values, cultural values and other values that apply in society in order to gain knowledge of these values (Hidayat, 2006) . Therefore, the stories that are read must also be oriented to the goals to be achieved. As done by researchers, namely to achieve children's characters with a godly dimension so that the story books that are read bring up topics about behavior and social manners that are in line with the environment and everyday life. children.

Respecting opinions is a character that children must have from an early age. In addition to respecting opinions, children must also be able to accept opinions from others that can be used as a reference and opinions that cannot be used as a reference. Children who begin to be able to respect opinions are marked by behavior that begins to be able to accept differences between friends or not choose friends. Some children begin to be able to mention what to do when there is a debate between friends, such as reprimanding their friends when someone makes fun of another friend. The impact of the story that is read is that children are able to mention the cause and effect of not respecting opinions and not wanting to accept other people's opinions, such as children who are ostracized by their friends. In addition, the knowledge gained from the story that is read is that some children who are arrogant and indifferent begin to want to share with friends and appreciate their friends.

Children are able to understand and apply the moral values contained in the story well after being given treatment (Masnan, 2020) . This is in accordance with the results of the study which showed changes or differences in the results of *the Pre-Treatment* and *Post-Treatment* which can be interpreted as meaning that the storytelling method helps children to grow knowledge of godly character within themselves.

Storytelling activities also provide social knowledge, moral values, and religion (Sumual, 2022) . And can find several things in students , such as building emotional closeness between educators and students, effective media for conveying religious moral messages/values, imagination/fantasy education, channeling and developing emotions, helping the process of imitating the good deeds of characters in the story, providing and enriching inner experiences, means of entertainment and attracting attention, arousing interest in reading and a means of building noble character.

Children are able to recognize the emotions, interests, and needs of those closest to them . The character that children need to have, in addition to accepting differences and respecting opinions, is that children must also be able to recognize the emotions and needs of others. Recognizing the emotions and needs of others will make children have a sense of caring and empathy for others voluntarily. To recognize the emotions, interests, and needs of others can be done by asking the person directly, but another way is to foster a sense of sensitivity in children and foster a sense of sympathy and empathy. In addition, to foster a sense of empathy and sympathy, this can be done by increasing knowledge, for example by telling stories. Based on the results of the study, children were able to draw messages or conclusions from the story that helping each other is a good attitude and is liked by many people, and helping each other is one way to meet the needs of others.

Then, children begin to have a caring attitude towards their friends and try to comfort their friends when they are sad which is a way to recognize other people's emotions and know what actions to take when others are feeling negative emotions. In addition, in the results of the study, on average children have begun to be able to give words of praise

and support to their friends such as "cool", "you are really great", and other words of praise. The knowledge gained in the story can help children to recognize the emotions, interests, and needs of others.

Storytelling method can improve the character of students (Sumual, 2022) . From the stories given by the teacher, children will form an attitude of responsibility, discipline, independence, honesty, respect and politeness, helpfulness, self-confidence, humility, and caring. Storytelling is a process of introducing forms of emotions and expressions to children, such as anger, sadness, joy, annoyance and humor (Muskibin, 2010) . This will enrich their emotional experience which will affect the formation and development of their emotional intelligence.

Children are able to behave politely and courteously to those closest to them . Being polite and courteous is part of the character that children must have. Children who have a polite and courteous attitude will be able to behave within reasonable boundaries so that they can be accepted by others. Being polite and courteous is a child's character that can be learned by modeling behavior or by increasing knowledge about how to be polite and courteous. Based on the story told by the researcher, children can take the message from the story that is presented that being polite and friendly is good behavior and must be done. Another impact of knowledge gained from storytelling is that children begin to greet teachers first when they come to school because greeting is a form of being polite and courteous to others.

This is in line with the opinion explaining that the application of storytelling methods in early childhood can be used to develop values of respecting friends, politeness, and responsibility (Hadisa, 2018) . Based on the results of the study, on average children are able to find similarities and differences between stories and real life so that children have begun to be able to analogize the moral messages obtained in the story to be carried out in daily godly activities. This is in line with the results of the study which found that with the storytelling method children are able to re-explain the contents of the story and are able to mention and compare the contents of the story with everyday life behavior around them.

Storytelling method is one of the ways to provide learning experiences for children by presenting stories to children orally (Moeslichaton, 2004) . The stories presented by the teacher must be interesting, and attract the attention of children and must not be separated from the educational goals for children. Thus, storytelling is a form of learning method that provides experiences to children orally, in a story there must be a message that is intended to be conveyed to children. In order for the message to be conveyed to children, a method is needed that is interesting for children, does not make them bored and stressed so that learning goals can be achieved.

One of the goals to be achieved in using the storytelling method in developing godly character in early childhood is that it is hoped that children will be able to prioritize equality and respect differences and have empathy for others. From the results of the study, both aspects are in the good category, which means that children have been able to uphold equality and respect differences and respect opinions. The attitudes in question are that children have empathy, tolerance, care, politeness, can distinguish between good and bad and tell the truth.

The purpose of using other storytelling methods is to develop the ability to think and fantasize about the storyline, instill moral values contained in the story and develop social emotional sensitivity (Depdiknas, 2005) . This is in accordance with the objectives to be achieved by the researcher, namely by using the storytelling method, children are expected to gain knowledge about how to accept differences and similarities with friends, respect opinions, recognize emotions, interests, and needs of others, and how to behave politely towards people who apply in community life. The application of the storytelling method

that is carried out continuously or routinely will make it a habit for children to learn about their character, especially the concept of divinity.

This was also conveyed by stating that the implementation of the storytelling method must be well planned and the storybooks that will be read must be in accordance with the character that is to be developed (Yusra & Yunisari, 2019) . Using the storytelling method as a way to build children's knowledge of godly character must be adjusted to the child's developmental stages and use language that children understand and choose storybooks or storylines that are close to children's daily lives. Because the character to be developed is a godly character, the story that is conveyed must contain religious and moral values that will later create children with noble character.

The selection of stories to develop godly characters must be adjusted to the child's development, so that it can stimulate the child's imagination and thinking and the friends used must contain religious, educational, and psychological aspects (Muttaqin & Kencana, 2018) . In addition, the use of storytelling methods will be more effective if assisted by picture illustrations, puppet media, dramatization of a story, and telling stories while playing with fingers, as well as facial expressions and intonations that can attract children's attention to listen to the story being told. The application of storytelling methods can be more effective and varied if using several media. The storytelling method will be more effective if using several media, including reading directly from story books, telling stories using picture illustrations from books, telling fairy tales, telling stories using flannel boards, telling stories using puppet media, dramatization of a story, and telling stories while playing with fingers (Muttaqin & Kencana, 2018) .

Based on the results of the research that has been conducted, it is known that the average value of *Pre-Treatment* children is in the category of starting to develop. After being given treatment using the storytelling method, the children experienced an increase and entered the category of developing according to expectations. This study used three storytelling methods, namely using the book "Andai Saja" increased by 85.71% , "Friends True" increased by 88.09%, and storytelling using hand puppets increased by 90.47%. Of the three storytelling methods above, the storytelling method using hand puppets has the largest percentage. Therefore, the history of storytelling using hand puppets for character knowledge of children aged 5-6 years in the dimension of divinity is the most effective method in this study.

The storytelling method using hand puppet media has a greater influence on character knowledge. This is because puppets are the model media that are most similar to the original object. Dolls are props that are considered to resemble the original form in the story , so hand puppet media can be used by educators in storytelling in order to attract children's attention (Rahmah et al., 2023) . The characters played in the story are easier for children to understand so that the moral message contained in the story is conveyed properly. The storytelling method using hand puppet media can help children understand the moral messages conveyed by the teacher so that children can carry out these messages and develop children's noble morals (Sukma, 2020) . In addition, the storytelling method carried out every day will gradually form children's noble morals and lead to positive things.

4. CONCLUSION

Based on the results of the study, it can be concluded that there is a positive influence of the use of storytelling methods on character knowledge in the divinity dimension of children aged 5-6 years at Tadika Institution. The results of the study showed a positive influence with a significant value of 0.843. So it can be concluded that the storytelling method has a positive effect on the character knowledge of children aged 5-6 years in the divinity dimension at Tadika Institution

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