

STORY METHOD IN ISLAMIC EDUCATION IN EARLY CHILDREN'S EDUCATION

Syahrir, Elihami

Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Bulukumba

Corresponding Author *Elihami Elihami

Email:elihamid72@gmail.com.

Abstract -The activities and lessons both carried out in the classroom and outside the classroom, and with a variety of methods, such as methods of playing, telling stories, singing and others. Considering the many methods used in the educational process, in this study, the author will limit the problem or focus on the story method in Islamic education the application and influence of story methods in Islamic education implemented and developed in kindergartens in order to form qualified, healthy and skilled children. So what is meant by the title of the story method in Islamic education here is to instill the values of Islamic teachings in the child by using the story method implemented / applied in kindergarten.

Keywords: Activities, Islamic Education

INTRODUCTION

Children are a mandate from Allah SWT. thus all parents are obliged to educate their children so that they can become pious, knowledgeable, faithful and pious people. This is an expression of responsibility from every parent to his khaliq. To realize the Islamic generation, it requires guidance and education of children from an early age, children's education is very important in Islamic teachings, because children are an important part of Islamic teachings, because children are the next generation. The prophet's hadith teaches that the purpose of children's education in Islam is to make children to have pious behavior who are ungrateful to their parents, and the hadith also gives good news to parents that the success of children's education is a charity whose reward continues to flow even though concerned have been died. After knowing the importance of education to children, especially printing Islamic children is not as easy as theory, because an educator is demanded to be able to play his role and function in carrying out his teacher's tasks. This is to avoid a conflict of functions and roles, so that educators can put their interests as individuals, community members, citizens and educators themselves between teacher assignments and other tasks must be placed through their axis.

An educator must know the condition of the child's development environment and his preferences, to make it easier to instill Islamic values in children, as is known in human development when children are very fond of stories, stories, fables and the like.

The story or the story is indeed very interesting to study, because the story itself is able to win the hearts of

listeners / readers both adults and children alike. From the foregoing, there are many story books that are published and intended for children and adults. Not all of these kinds of stories are suitable for children to read (read). Parents and educators must be able to select, filter out story books that are appropriate for their children. Not all parents and educators know for sure about books that are good for their children, therefore it is necessary to have guidelines for them to know how to choose a good story. Therefore, the writer is interested in discussing this matter, with the assumption that the discussion about the technique of choosing a good story can also be used as one of the materials to complete this study.

Islamic education is guidance for students to direct so that the physical and spiritual growth of children does not contradict, deviate from Islamic teachings, so that children's education is given covers all aspects and seeks to bring humans to achieve personal balance.

DISCUSSION

The method in education is an important issue in achieving goals, because the method is one of the important factors in determining success and also a means of achieving that goal. Stories or stories are one way of educating children in the past and modern, every educational shop does not deny the effect of the story on the soul of the listener. Stories / stories develop along with the birth of humans and follow their development, although different times.

The story or story is one of the successful methods, it succeeds where the other methods fail. In Islam this story or story method has been used since the

advent of Islam itself. This is evident, al-Qur'an in its efforts to educate humanity many use the way to reveal stories that contain good role models. Of the total verses of the Koran, totaling approximately 6,342 verses, there are more than 1600 verses about stories.

Islam recognizes the nature of human beings to love ceita, and realizes its great influence on feelings. Therefore Islam exploits the story to become one of the methods or techniques in education. Islamic education, namely physical and spiritual guidance based on Islamic religious laws towards the formation of the main personality according to Islamic measures. With another understanding, he often states the main personality with the term Muslim personality, that is personality that has Islamic religious values, chooses and decides and acts based on Islamic values and is responsible in accordance with Islamic values.

The story is very closely related to the abominable world, consequently, every educator especially parents to always get used to educate children by telling a lot of stories, as God instructed the Messenger of Allah. The important thing that parents can do in educating their children is an effort to help develop a realistic mindset, namely being honest and open. Through stories besides developing these emotions children also need to be trained to appreciate, contemplate and feel various acts of human life. Before someone tells a story, it must first understand what kind of story is to be told, because there are so many kinds of stories. Each story has different characteristics, so in order to be able to tell the story correctly, it must first determine the type of story. The choice of story type is determined by the age level of the listener, the number of listeners to

the level of heterogeneity (diversity of listeners), the purpose of delivering the material, the atmosphere of the event, the atmosphere.

Some people, expertly, are able to tell a certain form of story well compared to other types of stories. Such as mastery of stories of humor, animals, mysteries, and so on. Indeed, the storyteller should choose the type he is very good at. But it is different for a teacher, it seems he is rather difficult if confining himself to one form of story. Because the story he will tell, especially if taken from this book, contains various stories in various forms. Meanwhile, if you take material from other than this book, the teacher should use only one form of story. However, a teacher is still required to master the telling of various types of fairy tales, of course, by doing continuous.

Storytelling Method

After the teacher finishes preparing the story he gets ready to deliver when the time comes. At that time he must prepare the following:

1) Storytelling place

Storytelling does not always have to be done in the classroom, but it can also be done outside the classroom which is considered good by the teacher so that students can sit and listen to the story. It can be on the school yard, under the tree terrace, and so on.

2) Sitting position

Before the teacher starts the story he should position the students in a good position to listen to the story. Then the teacher sits in the appropriate place and starts telling stories. The

teacher should not sit immediately at the beginning of the story but start by standing then sitting, moving to change the position of the movement and trying not to sit on.

3) Language of the story

The language of stories is good and easy to understand. Language in storytelling should use a style of language that is higher than the language style of everyday students, but lighter than the language of the storybook.

4) Teacher intonation

The story includes an introduction, a series of events, conflicts that arise in the story and the climax. At the beginning of the story the teacher should start with a calm voice. Then harden it little by little. Changes in the ups and downs of the sound are adjusted to the events in the story.

5) The appearance of figures

It has been mentioned that when preparing a story, a teacher must first study the characters in order to be able to come alive in front of the students.

6) Emotional appearance

When telling a teacher must be able to show the mental and emotional state of the characters by giving the listener to the listener that as if it was the teacher's own emotions. If the situation shows pity, protest, anger and ridicule, then the intonation and facial wrinkles must show this.

7) Impersonation

Some people are able to imitate the sounds of animals and certain objects, such as the sound of lions, cats, dogs, gurgling water, thunder and a swift river. As a teacher, don't be shy to do that so the story will be more interesting to watch.

8) Mastery of students who are not serious

Student attention in the middle of the story must be raised so that they can listen to the story with pleasure and memorable. The students usually quietly listen to the story, if the delivery is good. If the teacher sees students getting bored, fed up and joking a lot, then he has to find the cause, maybe he himself is the cause, because he tells in a monotonous style.

9) Avoid spontaneous speech

The teacher often utters spontaneous expressions every time he tells an event. This habit is not good because it can decide the sequence of events in the story.

CONCLUSION

The purpose of Islamic education, is to achieve balanced growth in total human personality through the exercise of enthusiasm, rational intellect and feelings and body sensitivity. The ultimate goal of Muslim education lies in the realization of its perfect submission to God, both in person, community and all humanity. In every educational process, it is necessary to have a method used to achieve the desired goals in education itself. In the process of Islamic education

BIBLIOGRAPHY

- [1] Alfassi, M. (2004). Reading to learn: Effects of combined strategy instruction on high school students. *Journal of Educational research*, 97 (4), 171-184.
- [2] BAHARUDDIN, B., ELIHAMI, E., ARIFIN, I., & WIYONO, B. B. (2017). KEPEMIMPINAN MORAL SPIRITUAL KEPALA PAUD DALAM MENINGKATKAN PEMBELAJARAN KARAKTER ANAK USIA DINI. *Jurnal Pendidikan Islam*, 8(2), 103-122.
- [3] Baker, W., & Boonkit, K. (2004). *Learning strategies in reading and writing: EAP contexts*; Heinle & Heinle.
- [4] Baker, L., & Brown, A.L. (1984). *Metacognitive Skills in Reading*. In P.D. Pearson (Ed.), *Handbook of reading research* (pp. 353-394). New York: Longman.
- [5] Bungin, B. (2003). *Analisis Data Penelitian Kualitatif*. Jakarta: PT Raja grafindo Persada.
- [6] Carrell, P.L. (1989). *Metacognitive Awareness and Second Language Reading*. The modern language journal, 73 (2), 121-134.
- [7] Cultura, L. (2017). INCREASING STUDENTS'READING COMPREHENSION THROUGH COGNITIVE STRATEGIES OF SENIOR HIGH SCHOOL OF SIDENRENG RAPPANG REGENCY. *Lingua*, 11(2), 103-107.
- [8] Caverly, D. (1997). Teaching reading in a learning assistance center. (ERIC Document Reproduction Services No. ED 478 373).
- [9] Caverly, D.C. & Orlando, V. P. (1991). Textbook study strategy. In R.F. Flippo & D. C. Caverly (Eds). *Teaching reading and study strategies at the college level*. (pp.86-165). Newark, DE: International Reading Association.
- [10] Elihami.(2016).The Challenge of Religious Education in Indonesia Multiculturalism. Vol. 5, No. 4, American Research Institute for Policy Development.
- [11] Elihami, E., & Saharuddin, A. (2017). PERAN TEKNOLOGI PEMBELAJARAN ISLAM DALAM ORGANISASI BELAJAR. *Edumaspul-Jurnal Pendidikan*, 1(1), 1-8.
- [12] Elihami, E., & Syarif, I. (2017, November). *LEADERSHIP MANAGEMENT AND EDUCATION PLANNING: DEVELOPING THE ENTREPRENEURSHIP TRAINING OF ISLAMIC EDUCATION*. In *INTERNATIONAL CONFERENCE ON EDUCATION* (Vol. 1, No. 01).
- [13] Elihami, E., & Syahid, A. (2018). PENERAPAN PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DALAM MEMBENTUK KARAKTER PRIBADI YANG ISLAMI. *Edumaspul-Jurnal Pendidikan*, 2(1), 79-96.
- [14] Elihami, E., Mulyadi, M., & Busa, Y. *CHILDREN'S TALKING BY USING FLANNEL PAPER MEDIA IN PLAY GROUPS*.
- [15] Elihami, E., Suparman, S., Busa, Y., & Saharuddin, A. (2019). PEMBELAJARAN KOOPERATIF

MODEL THINK-PAIR-SHARE DALAM DUNIA IPTEK. *Prosiding*, 4(1).

- [16] Elihami, E. (2016). *Meningkatkan Hasil Belajar Al-Islam Dan Kemuhmadiyahannya Melalui Kuis Dengan Umpan Balik Pada Mahasiswa Kelas. SAFINA: Jurnal Pendidikan Agama Islam*, 1(2), 27-37.
- [17] Firawati, F. (2017). Transformasi Sosial dalam Nilai-Nilai Pendidikan Islam di Kabupaten Sidenreng Rappang. *Edumaspul-Jurnal Pendidikan*, 1(1), 25-35.
- [18] Kai-Fat, Lee and Paula Flaming. (1979). *Better Reading Skills*. Oxford: Oxford University Press.
- [19] Oxford, R. L. (1990). *Language learning strategies; what every teacher should know*, Toronto, Canada: Heinle & Heinle.
- [20] Philips, D (1996). *Longman preparation course for the TOEFL test*. N.Y. Addison-Wesley.
- [21] Pintrich. P.R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *International Journal of Educational Research*, 31. 459-470.
- [22] Pintrich, P.R., & Garcia, T. (1991) Student goal orientation and self-regulation in the college classroom. In M. Maehr & P. R. Pintrich (Eds.), *Advances in motivation and achievement: Goals and self-regulatory processes*. Greenwich, CT: JAI Press.
- [23] Pintrich, P.R., Smith, D.F., Garcia, T., & McKeachie, W. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)* (Tech. Rep. No. 91-B-004). Ann Arbor, Michigan: The Regents of the University of Michigan.
- [24] Shang, H. F. (2007, May). Reading strategy training for the development of EFL reading comprehension. *Proceedings of the 24th International Conference on English for Bugis's Falsafah Teaching and Learning in the Republic of China (ROC-TEFL)* 424-442, National Chengchi University, Taipei, Taiwan.
- [25] Sweet, A.P., & Anderson, J.I. 1993. *Reading Research in to 2000*. London: Lawrence Erlbaum Associate.
- [26] Wakkang, Hamzah. 2004. *Teaching Reading Comprehension through Comparative Learning to Third Year Students of SLTP 1 Suppa Pinrang. Unpublished Thesis*. Makassar: PPs UNM.
- [27] Weinstein, C. E., & Mayer, R.E (1986). *The teaching of Learning Strategies*. In M. Wittrock (Ed.), *Handbook of Research on teaching* (pp. 315-327). New York: Macmillan.
- [28] Winstead, L. (2004). Increasing academic motivation and cognition in reading, writing, and mathematics: Meaning-Making strategies. *Educational Research Quarterly*, 28 (2), 30-49.