

Optimizing *Taman Pustaka 'Aisyiyah Dzakiya* through Storytelling Training for 'Aisyiyah Bustanul Athfal Kindergarten Teachers in Minggir

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ABSTRACT

Taman Pustaka 'Aisyiyah Dzakiya is a reading park under the auspices of the *Lembaga Budaya Pimpinan Cabang 'Aisyiyah Minggir* which is located in the Al-Umar Parakan Wetan Sendangsari Minggir Mosque complex, Sleman Yogyakarta. *Taman Pustaka 'Aisyiyah Dzakiya* was founded in 2019 after receiving the first grant from the National Library of Indonesia. The primary challenges experienced involve *Taman Pustaka 'Aisyiyah Dzakiya*'s lack of updates to its selection of reading materials and other supporting facilities, leading to limitations in available resources. The management carried out by volunteers is considered less than optimal, because there is no strong motivation to maximize the value of this reading park. In an effort to address this issue, the service team has initiated a program with the objective of enhancing the value of *Taman Pustaka 'Aisyiyah Dzakiya*, employing a learning-oriented approach through storytelling. The activity that will be carried out is storytelling training for kindergarten and PAUD teachers in Kapanewon Minggir. Apart from that, another activity that the proposing team offers as a solution to improve the functionality of *Taman Pustaka 'Aisyiyah Dzakiya* is improving the physical facilities of the library by repairing damaged cupboards and increasing the collection of reading books in the library. Methods for implementing activities include preparation and coordination, facility repair and upgrading, conducting storytelling training, as well as evaluation and monitoring.

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INTRODUCTION

Taman Pustaka 'Aisyiyah Dzakiya is a reading park located within the complex of Al-Umar Parakan Wetan Sendangsari Minggir Mosque, under the auspices of the Lembaga Budaya of the 'Aisyiyah Minggir Branch, in Sleman, Yogyakarta. Taman Pustaka 'Aisyiyah Dzakiya was founded in 2019 after receiving the first grant from the National Library of Indonesia. Utilizing an open space of 2 x 2.5 m in the Al-Umar Mosque complex, this reading park can be used by kindergarten students, mosque congregations, and the general public. Taman Pustaka 'Aisyiyah Dzakiya has 2 bookcases and several reading books. This reading park has the potential to become a means of *da'wah* for the younger generation, especially kindergarten children. Kindergarten students need to be introduced to the importance of reading from an early age so that later they get used to reading and are not anti-books (Andriyani et al., 2022). The future of the nation will be held by the younger generation (Handitya, 2019), Muhammadiyah and 'Aisyiyah realize this so that concern for the younger generation never disappears from their agenda.

At the beginning of its establishment, this reading park had a launch which was attended by ABA Kindergarten students in Minggir sub-district along with the teacher. Furthermore, the ABA Kindergarten in Minggir takes turns making regular visits to the reading park to promote the preaching of amar ma'ruf nahi munkar, especially to increase the literacy of ABA Kindergarten students. However, recently, this reading park has become increasingly empty of visitors, and the facilities are even less well maintained. It can be seen from dusty places and books, unkempt rooms, and broken cupboard locks. This is enough to illustrate the low interest of children in going to reading parks and reading books. However, this can also be caused by the attention of teachers in bringing their children closer to books (Aspar et al., 2020). An interest in reading needs to be instilled from the simplest thing, such as the desire to know and be close to books, for example through children's story books, fables, and other stories that can be told in a friendly manner through fairy tales (Aslindah & Lawing, 2022). Kindergarten teachers need to possess insight into the significance of literacy in early childhood, as well as storytelling skills. Storytelling, the art of narrating a tale from memory rather than reading it is one of the oldest of all art forms, reaching back to prehistoric times (Shavkatovna & Alibek Kizi, 2020). According to (Melzi et al., 2023), Teacher storytelling supports children's literacy skills. Beside that, according to research conducted by Mistry (2016), it was found that storytelling is an effective way to help students understand and obtain conceptual information.



FIGURE 1. Photo of the Taman Pustaka 'Aisyiyah Dzakiya room

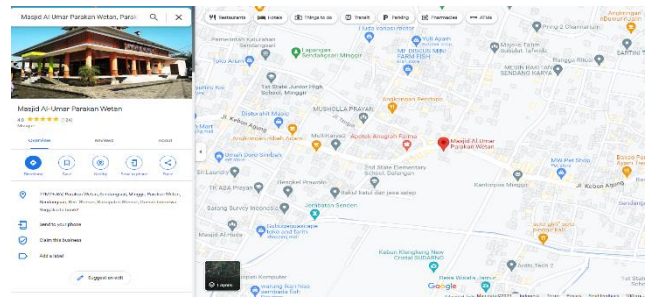


FIGURE 2. Location overview via Google Maps

Taman Pustaka 'Aisyiyah Dzakiya is managed by volunteer administrators who are also members of the *Pimpinan Cabang 'Aisyiyah Minggir* and *Pimpinan Cabang Naswiatul 'Aisyiyah Minggir*. Since it was first established and received a book grant from the National Library, *Taman Pustaka 'Aisyiyah Dzakiya* has not upgraded its reading books or other supporting facilities, so its resources is still limited and outdated. The management carried out by volunteers is considered less than optimal, because there is no strong motivation from the management to maximize the value of this reading park. This non-profit reading park faces challenges in providing special incentives for the administrators on duty, making it difficult to empower existing human resources to actively participate in the management.

Based on the description above, to maintain sustainability and increase the value of the *Taman Pustaka 'Aisyiyah Dzakiya*, the service team intends to carry out community service activities with the title "OPTIMIZING TAMAN PUSTAKA 'AISYIYAH DZAKIYA THROUGH STORYTELLING TRAINING FOR 'AISYIYAH BUSTANUL ATHFAL KINDERGARTEN TEACHERS IN MINGGIR".

METHOD

The following is a flowchart illustrating the stages of PKM activities:

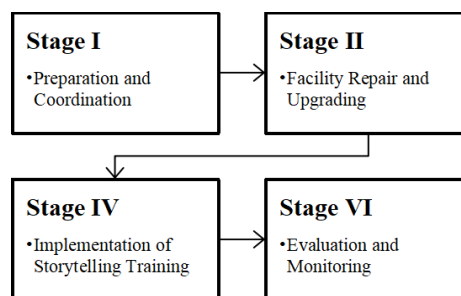


FIGURE 3. Method

The various stages carried out in this service activities can be explained as follows:

- Stage I: Preparation and Coordination
At this stage, the implementation team visits partners to coordinate the service activities that will be carried out. The implementing team discusses with partners the details of the implementation of the service which includes a discussion of the implementation schedule for each activity, the personnel who will be involved, and an analysis of the partners' needs regarding the condition of Taman Pustaka 'Aisyiyah Dzakiya.
- Stage II: Facility Repair and Upgrading
This second stage is a stage to meet the needs of existing facilities at the *Taman Pustaka 'Aisyiyah Dzakiya*. In connection with improving Taman Pustaka 'Aisyiyah Dzakiya's facilities, the service team adds various reading books and other supporting facilities, such as bookshelves, activity books,

coloring and drawing tools, carpets, pillows, educational posters, etc. as well as repaints the library. Apart from that, to give it a fresh ambiance, the team rearranged the space and arrangement of books to make it more accessible and facilitate various parties. The team classifies books based on categories, including Islamic books, health, general knowledge, and children's books. Several facilities are still being completed in the future.



FIGURE 3. Photo of how the library was rearranged

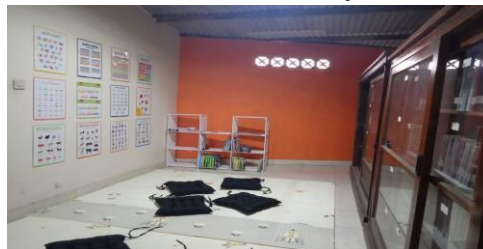


FIGURE 4. Photo of how the library was rearranged



FIGURE 5. Photo of how the library was rearranged

- **Stage IV: Implementation of Storytelling Training**
This stage will be divided into several meetings. The first meeting coincides with the re-opening of Taman Pustaka 'Aisyiyah Dzakiya by inviting two teachers from each of the 12 'Aisyiyah Bustanul Athfal Kindergartens and five Aisyiyah PAUDs in the Minggu Sleman Yogyakarta area. During this activity, an introduction to the library will be held, and the first storytelling training session will take place for the teachers. This training employs the lecture method and will be conducted by Mrs. Dewi Widyastuti. Teachers will receive modules covering storytelling techniques and methods. In the subsequent meeting, teachers will be empowered with storytelling skills using various creative

media, such as hand puppets. According to research by Ismawati et al., (2023), storytelling using straw dolls can help improve children's language skills. In the third meeting, each teacher will practice storytelling using this creative media.

In connection with organizing storytelling training for kindergarten and PAUD teachers, the team has coordinated with library kindergarten and PAUD managers. The activity will be facilitated by Mrs. Dewi Widyastuti. During this activity, participants will also receive supporting facilities for storytelling in the form of storytelling hand puppets prepared by the team. To evaluate and assess the achievements of this activity, a pretest and posttest will be conducted. The components emphasized in this test are important concepts in storytelling, namely (1) voice intonation, (2) story continuity, (3) simple language, (4) narrative speed, (5) use of open questions, (6) diverse characters in stories, (7) use of technology, (8) understanding moral values, (9) integration of multisensory principles, (10) story mapping.

- Stage V: Literacy Festival

At this stage, the team will invite children from Aisyiyah Bustanul Athfal Kindergarten and Aisyiyah PAUD in the Minggir Sleman Yogyakarta area to visit the library. In this stage, teacher representatives who have received storytelling training will practice their storytelling skills with Aisyiyah PAUD children in the Minggir Sleman Yogyakarta area.

- Stage VI: Evaluation and Monitoring

Evaluation and monitoring will be carried out to determine the achievements of the activities that have been implemented. This evaluation and monitoring process will be carried out for approximately a month. In this stage, feedback will be given on the implementation of the library SOP and also on the implementation of storytelling practices carried out by Aisyiyah Bustanul Athfal Kindergarten and Aisyiyah PAUD teachers in the Minggir Sleman Yogyakarta area. In the process of implementing this service activity, the service team also made adjustments between the plans that had been prepared compared to the execution.

RESULTS AND DISCUSSION

The service team held storytelling training for PAUD and Kindergarten Teachers 'Aisyiyah Bustanul Athfal Kapanewon Minggir, Sleman, Yogyakarta at Taman Pustaka 'Aisyiyah Dzakiya. This activity took place at the Al-Umar Mosque Complex, Parakan Wetan, Sendangsari, Minggir, Sleman, Yogyakarta. This activity focuses on improving teachers' skills in telling stories and increasing student literacy to maximize the use of Taman Pustaka 'Aisyiyah Dzakiya. To facilitate PAUD and Kindergarten teachers and children, the service team has rejuvenated the Taman Pustaka 'Aisyiyah Dzakiya facilities, such as adding several children's reading books, educational games, and other facilities that support children's learning and playing activities in interacting with books. The Head of the 'Aisyiyah Minggir Branch, Dra. Hj. Istariyah, S.Pd., hopes that this activity will be beneficial and sustainable, including the utilization of the Taman Pustaka Dzakiya facilities, which can be visited at any time.

The speaker in this storytelling training is Mrs. Dewi Widiyastuti, an outstanding teacher whose storytelling competence has been recognized on many occasions both locally and nationally. She explained that the age of 0-6 years is a very important period for children's physical and spiritual growth and development. According to her, storytelling has an important role in educating children's morals and ethics and can increase children's IQ, EQ, and SQ. This Community Service was attended by 19 teachers consisting of representatives of institutions in Kapanewon Minggir and managers of Taman Pustaka 'Aisyiyah Dzakiya. The community service team consists of lecturers and students, including Hilma Tsani Amanati S.Ak., M.Sc., Nandya Octanti Pusparini S.Ak., M.Sc., Bella Ananda Chairunnisa S.M., M.Sc., Fajar Kholillulloh S.E., M.Acc., and Santi Putriani S.Ak., M.Sc. and several students from the Faculty of Economics and Business, Muhammadiyah University of Surakarta.

The participants participated enthusiastically in the implementation of this training, both in theory and concept sessions, and practical sessions using hand puppets. The service team and participants hope that this activity can continue with additional knowledge that is useful for PAUD and Kindergarten teachers, as well as increasing the optimization of Taman Pustaka. Before the activity and after the activity, training participants underwent a pre-test and post-test. The results of the pretest and posttest carried out on the training participants showed an improvement in a better direction, related to concepts in storytelling skills. The first point is about the importance of paying attention to voice intonation when telling a story. Before the training, participants thought that voice intonation was important to attract children's attention when listening to the story. After the training, the participants assessed that intonation was not only to attract attention but also to enliven the story and strengthen the characters in the story being told. That way, the moral message in the story is easier to communicate. The second point is about creating continuity between stories and PAUD children's learning activities. Initially, participants used stories as a distraction in learning activities so that children did not get bored and were useful for gathering students' focus. After that, participants increasingly understood that stories are also an effective and child-friendly learning medium. Integration between learning material and storytelling can be maximized to achieve the expected understanding in class. The third point is about the use of simple language in telling stories. Participants have understood that simple language is a language that is simple and easy for children to understand, not a foreign language or the use of certain terms that are not at the level used by PAUD children. The fourth point is about how to adjust the narrative speed for various age groups in telling stories. Participants have understood the importance of knowing the audience so that age group is a concern in learning to tell stories Sriutami et al. (2021). However, more than that, the participants understood another point that the speed of the storytelling narrative must be adjusted to several things, namely the age group of the students, the message to be conveyed, the narrative of the story, and the sequence in which it is delivered, including the opening, main body, closing and conclusion. The fifth point is related to the use of open questions. Previous participants have realized the added value of open questions to encourage children's courage to express opinions and see their understanding of the story (Putri et al., 2022). Storytelling can improve speaking skills and self-confidence in young children (Nurjanah, Ayu Putri., Anggraini, 2013). Furthermore, the participants received a new point that using open questions would open up further storytelling space for children and teachers, not limited to story narratives but exploring children's imaginations (Kurnia et al., 2023). Not only that, the storytelling method is also very effective for teachers in conveying stories related to moral education (Rahiem & Rahim, 2021). Even according to research by Brockington et al. (2021) Storytelling increases oxytocin and positive emotions and decreases cortisol and pain in hospitalized children.

Point six is about building character diversity in stories for PAUD children. During the pretest, participants thought that character diversity was used to attract students' attention to focus on the story being told. During the posttest, participants assessed that character diversity is important in a story so that there is interaction created in the story. Apart from that, the presence of various characters can be used to illustrate moral values more easily for children. The seventh point is about the aspect of using technology to support storytelling activities for PAUD children. All participants agreed that technology can support learning by providing interesting images. Then in the posttest, participants understood that technology helps learning activities by making storytelling more effective, such as adding sound effects and supporting visual illustrations. The stories become more colorful and enjoyed by children. The eighth point is about increasing the ability of PAUD children to understand the moral messages in stories. According to the participants, the way to do this is by asking questions that are relevant to the storyline presented previously. During the posttest, participants emphasized that the way to help children understand the moral values in the story is to guide the child to follow the plot of the story, as well as provide a review or conclusion so that the child does not lose the intended point of the story (Siregar, 2023). The ninth point is about how to integrate

multisensory principles in storytelling to improve children's experiences. Before the training, participants did not have a clear picture regarding this matter. However, after the training, participants were able to understand that the multisensory principle is telling stories by triggering the functions of various senses, such as touch, visual, feeling, kinesthetic, and hearing. Storytelling is done by utilizing supporting media such as props, textbooks, audio, and visual effects, thereby increasing children's experience in capturing the value of the story. The tenth point is about story mapping in telling stories. Participants did not have a sufficient understanding of story mapping, but after the training, participants gained the insight that story mapping is a storytelling strategy in the form of maps or certain patterns, which combines storylines in the form of text and images. That way, the storyline is clearer and visually planned.

CONCLUSION

This service activity aims to increase the utilization of Taman Pustaka 'Aisyiyah Dzakiya through storytelling training for 'Aisyiyah PAUD and Kindergarten teachers in Kapanewon Minggir. The service team also rejuvenated reading books and Taman Pustaka 'Aisyiyah Dzakiya's facilities to increase comfort and benefits for visitors, especially PAUD and Kindergarten 'Aisyiyah students in Kapanewon Minggir. To bring children closer to books, the service team invited Mrs. Dewi Widyastuti to provide training for teachers on storytelling techniques that are popular and child-friendly. Before and after the activity, participants underwent a pre-test and post-test. The results show a better understanding of the concept of storytelling in children. Through this activity, teachers are encouraged to take advantage of the various facilities and reading books available at Taman Pustaka so that their grades are maximized and can continue to be improved. The service team also hopes that the insights gained by participants from the training can be applied by teachers to their students as well as to their families and surrounding communities.

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APPENDIX



Source: Personal Documentation

FIGURE 1. Group photo between the PKM team and the speakers



Source: Personal Documentation

FIGURE 2. Group photo between the PKM team and participants



Source: Personal Documentation

FIGURE 3. Photos of how the speakers present the material



Source: Personal Documentation

FIGURE 4. Photos of participants listening and attending the seminar