

Wayang Kancil Fairy Tale Training for Teachers and Parents of KB 'Aisyiyah Surya Melati Students to Increase Knowledge of Tolerance in Early Childhood

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ABSTRACT

Tolerance is respecting and accepting differences in opinions, culture, religion and other values. In an increasingly diverse society, character education becomes very important to create individuals who can live side by side peacefully. Unfortunately, the value of tolerance in Indonesia is starting to fade, and many cases of intolerance occur in various circles. The government, through the Ministry of Education, Culture, Research and Technology, has intensified character education programs at all levels of education, including early childhood education (PAUD). This community service activity aims to increase the knowledge and skills of teachers and parents of KB 'Aisyiyah Surya Melati students in forming children's character through storytelling activities using the Wayang Kancil media to instill the values of tolerance in early childhood. Through this training, it is hoped that it can form a tolerant character in children from an early age. The method used in implementation was socialization and training with a total of 25 participants consisting of teachers and parents of KB 'Aisyiyah Surya Melati students. The results of the activity showed a significant increase in understanding and storytelling skills for teachers and parents. Through these training activities, we succeeded in increasing the knowledge and skills of teachers and parents in storytelling by using the Wayang Kancil media to instill the values of tolerance in young children. It is hoped that this activity can support the formation of children's tolerant, intelligent and ethical character.

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INTRODUCTION

Tolerance is a person's ability to be able to respect, and recognize various differences ranging from opinions, culture, religion and other values and be able to practice them in social life well. In the context of our current society, an attitude of tolerance is very necessary and is an important basis for peaceful coexistence in diverse societal conditions. Unfortunately, nowadays the tolerant character that the Indonesian people have long had is starting to fade. The challenges of technological development and the need for globalization values which are not always in line with Indonesian principles lead to how character education becomes important in developing Indonesia's human resources (Arlinda et al., 2022). The value of tolerance cannot just appear in a child, the value of tolerance is obtained by children through the process of education and socialization in the family, school, playmates and community environment. If the environment has a positive attitude towards all kinds of differences, then children will develop the values of tolerance towards the differences that children encounter in their lives (Widayanto, et al., 2019). There are many cases of intolerance which are shown through cases of bullying, brawls, demeaning and ridiculing culture, religion and even other people's opinions and so on. For this reason, cultivating a tolerant character is very necessary to shape the character of our human resources so that they have ethics and are able to behave well in social and other environments.

The government itself has realized that the character formation of the Indonesian nation is currently starting to fade along with the increasingly rapid development of technology and information. Therefore, through the Ministry of Education, Culture, Research and Technology, the Government has begun to intensify character education programs at all levels of education, one of which is early childhood education or (PAUD). Based on Law Number 20 article 1 point 14 of 2003 concerning Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that Children are ready to enter further education. Furthermore, article 9 paragraph 1 emphasizes that every child has the right to receive education and teaching in the context of personal development and their level of intelligence according to their interests and talents. The reasons why PAUD is important are:

- Early childhood is a sensitive period that has very rapid physical, motoric, intellectual and social development,
- The level of variability in adult intelligence, 50% occurs during early childhood (the first 4 years), 30% later at the age of 8 years, and 20% after reaching the age of 18 years,
- Early childhood is the period of forming the initial foundation for children's growth and development.

Early childhood education (PAUD) is very important to be implemented as a basis for the formation of a complete human personality, namely for the formation of character, noble character, intelligence, cheerfulness, skill, and devotion to God Almighty. Character education can be maximized to be implemented starting from the family environment as the closest environment for a child to grow and develop. Furthermore, character education is carried out at the school level as an institution responsible for character formation, so the role and contribution of teachers to understanding the concept of good character is very important.

Character building can be done through character education, which involves aspects of knowledge (cognitive), feelings and action. Character education will be more effective if it goes through these three activities. The effect of character education in early childhood will cause young children to become more mature in processing their emotions. Emotional intelligence is the most important provision in preparing for a future full of challenges both academically and in various other aspects of life.

One of the important character education things to build is a tolerant attitude. A tolerant attitude can be given in kindergarten schools which of course require methods that are suitable for early childhood. The concept of tolerance in early childhood has become the focus of several recent research and

educational literature. Tolerance at this stage is defined as the attitude and behavior of appreciating, respecting and accepting diversity in the context of living together in harmony *seek references). Various aspects that can be built from the value of tolerance include: aspects of religion, race, ethnicity, opinions, attitudes and actions that are different from oneself are the core of tolerance education itself.

Research conducted by Nuraeni (2023) explains that implementing the value of tolerance from an early age is very important. This research focuses on how intercultural and religious tolerance education can be applied to children at the initial education level, such as Kindergarten (TK). Furthermore, based on research conducted by Pitaloka et al (2021), it is explained that the role of teachers in instilling the value of tolerance in young children can be done by providing examples and guiding children to understand and appreciate the differences that exist in the environment.

These various studies show that young children can develop the ability to coexist peacefully through religious experiences in their families and environments. In the Child Development Achievement Level Standards (STPPA), the concept of tolerance is introduced as part of the Religious and Moral Values (NAM) and Social-Emotional aspects. At the age of 3-4 years, children begin to show a tolerant attitude and can work in groups, while at the age of 5-6 years, they begin to recognize their religion and show behavior such as being honest, helpful, polite, and respectful.

Implementing the value of tolerance in early childhood education involves various methods, such as through games, stories, songs, and group activities that introduce them to cultural and religious diversity. Teachers have an important role in instilling the value of tolerance in young children, including through the use of appropriate media and the habituation of values such as mutual respect and respect for differences.

Storytelling is one concept of conveying messages that can be used to convey messages to children. Fairy tales are also useful for conveying complex messages that are easy to understand. Fairy tales not only involve emotions and attitudes, but also individual cognitive aspects. Fairy tales can stimulate awareness about oneself, values, and the vision and mission of an individual's life (Gupta & Jha, 2022). One medium that can help convey messages in fairy tales is Wayang because according to Sulardi (2013), Wayang is a legacy from ancestors that teaches many good values. Wayang provides exemplary examples through its characters. Wayang is also a medium for transferring education for Javanese culture because Javanese people instill values for the next generation through symbolic communication. Wayang is a symbolic language of life both physically and spiritually. If someone sees a Wayang, what they see is not the physical form of the Wayang and the storyline in the Wayang, but the individual will reflect the story of the Wayang in their own life (Moeljono in Mulyana, 2018). For this reason, the messages conveyed in Wayang will easily penetrate the heart and tend to be easily applied in the individual's daily life (Mulyana, 2018). In research conducted by Sugiri (2023), through Wayang Sukuraga, it has an impact on children in forming individuals to stay away from evil and do good. Therefore, this Sukuraga Wayang, especially in elementary schools, can improve students' character by planning learning using stories during learning, so that students can take the messages conveyed in the stories and apply them in everyday life. Similar research was also conducted by Nurul Amalia et al (2023) where the results of the analysis concluded that the use of puppets can increase children's learning values. In future community service activities, researchers want to develop learning through Wayang Kancil characters.

One of the treasures of the Indonesian nation is Wayang Kancil, a Wayang story whose characters consist of several forest animals with the main character Kancil. Based on the author's previous research, the results also showed that storytelling had an influence on student behavior (Tri Winarsih, 2014).

Based on this background, this community service activity will focus on increasing knowledge and skills for teachers and parents of students at KB 'Aisyiyah Surya Melati. The selection of activity locations is based on partner identification and analysis as table 1.

TABLE 1. Pre-test teacher and parent ability related to storytelling ability

Assessment Aspects	Pretest
Get to know the characters in the story	2,2
Delivering the main problem	2,4
Insert vocabulary	2
Create dramatic movement for the story	2
Invite students to comment	2,2
Ask questions	2
Provide follow-up questions	2
Demonstrate answers to questions	2,4

The table assessment data is measured on a scale of 1-5 with the best score being 5. Based on this data, the average ability of family planning teachers is still low. This can be seen from almost all aspects of the read-aloud technique which are not yet good.

Based on the problem identification above, it is hoped that this community service activity will be able to provide an understanding of knowledge and increase skills for both teachers and parents to be able to develop character education through the fairy tale method using media in the form of Wayang Kancil. Furthermore, through the knowledge and skills possessed by teachers and parents, students can improve the knowledge and skills of early childhood so that this is reflected in an attitude of tolerance.

METHODS

This community service activity training was carried out for teachers and parents of KB 'Aisyiyah Surya Melati with an allocation of 25 participants. The methods used in this community service activity are socialization and training in storytelling skills as well as creating learning media. Socialization is carried out by conveying information to participants about knowledge related to development and character formation for early childhood. Skills training in the form of storytelling skills is carried out using the read-aloud technique which is carried out to convey material on vocal, gesture and facial techniques. The skill of making learning media in the form of Wayang Kancil is done through the practice of making puppets directly. The steps for implementing this PKM can be seen in the following table 2.

TABLE 2. Steps for implementing PKM

No	Problem Priority	Preparation	Implementation	Monitoring and Evaluation of Activities	Achievements and Activity Targets
1	Activity program to increase knowledge of child development and character formation for teachers and parents of KB 'Aisyiyah Surya Melati students	<ul style="list-style-type: none"> - Identify partner needs - Coordinate with partners regarding the targets of activity participants - Preparation of activity infrastructure - Pretest Post test activities 	<ul style="list-style-type: none"> - Meeting with target partners - Meeting with parents and target teachers - Implementation of activities 	<ul style="list-style-type: none"> - Number of participant attendance - Understanding of teachers and parents in participating in socialization through questions and answers and discussions 	Increase the ability of teachers and parents to understand children's development and be able to identify children's characters.

No	Problem Priority	Preparation	Implementation	Monitoring and Evaluation of Activities	Achievements and Activity Targets
2	Program to improve storytelling skills for teachers and parents of KB 'Aisyiyah Surya Melati students.	<ul style="list-style-type: none"> - Identify partner needs - Coordinate with partners regarding the targets of activity participants - Preparation of activity infrastructure - Pretest Post test activities - Preparation of storytelling concepts for targets 	<ul style="list-style-type: none"> - Meeting with target partners - Meeting with parents and target teachers - Implementation of outreach activities and storytelling training 	<ul style="list-style-type: none"> - Number of participant attendance - Teachers' and parents' understanding of participating in storytelling training is measured by measurement indicators and practice activities 	Increasing the storytelling abilities of teachers and parents of early age students so that they are able to shape children's strong character.
3	Skills Program in Creating Learning Media in this case (Kancil Characters) Making character learning media in the form of a mouse deer reflects an astute and intelligent character. Kancil is also an animal that is familiar to children. By improving skills in making learning media, it is hoped that teachers and parents will be able to have skills in making other learning media for children.	<ul style="list-style-type: none"> - Identify partner needs - Coordinate with partners regarding the targets of activity participants - Preparation of activity infrastructure - Preparation of materials and tools for puppet skills - Implementation of activities 	<ul style="list-style-type: none"> - Meeting with target partners - Meeting with parents and target teachers - Implementation of fairy tale puppet making activities 	<ul style="list-style-type: none"> - Number of participant attendance - Understanding of teachers and parents in following the stages of making puppets - The results of making puppets can be seen from the stages carried out and the results of the puppet. 	Improving the skills of teachers and parents of students in making storytelling learning media in the form of Wayang kancil

RESULT AND DISCUSSION

PKM implemented by KB 'Aisyiyah Surya Melati is an effort to apply science and technology (IPTEK) directly to the community which can be used to provide knowledge for teachers and parents of students so that they are able to know children's development, are able to communicate well, and are able to prepare appropriate learning media. appropriate in identifying children's potential to strengthen character education, especially related to tolerance. The stages that have been carried out to provide understanding and increase skills in strengthening children's character education are carried out through the following stages:

Planning

To provide knowledge and information for teachers and parents regarding the level of development of early childhood education (PAUD), as well as what needs to be done to encourage the strengthening of children's character education. Knowledge-increasing activities are carried out through planning where the implementing team observes needs at partner institutions regarding what problems are being faced and the need to resolve existing problems. From the identification carried out, it was concluded that the problem

of lack of knowledge was an important issue that needed to be addressed immediately. Parenting activities for teachers and parents of students in partner environments are carried out by providing socialization and knowledge of early childhood development as well as stages in providing lessons and children's learning. Based on the results of the pretest and posttest, the following results were obtained.

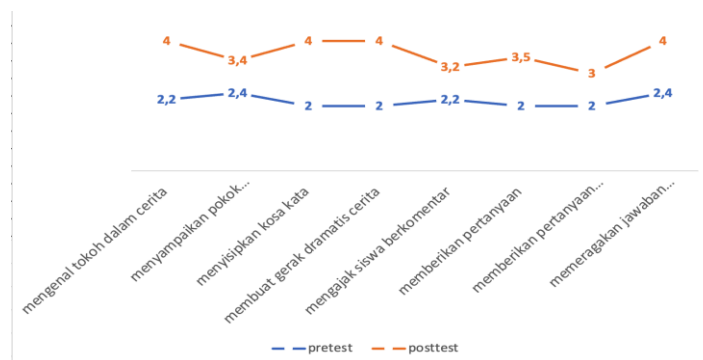


FIGURE 1. Pre-test and Pos-ttest ability of teachers and parents in storytelling

The activities measured are related to the ability of teachers and parents to tell stories using indicators including: Getting to know the characters in the story; Convey the main points of the story; Insert vocabulary; Create dramatic movement for the story; Inviting students to comment; Ask questions; Ask follow-up questions and demonstrate answers. Based on the pretest and posttest results shown in Figure 1, the results showed that the training activities showed a significant increase in teacher and parent understanding. Overall, the posttest results showed a significant improvement compared to the pretest on all activities measured. This shows an increase in the ability or understanding of teachers and parents after the training.

Skill improvement

Storytelling skills are carried out through understanding communication skills, making plans and stages in preparing story telling for children. Good communication skills will improve the language and communication skills of young children so that teachers and parents can be good examples for children's development.



FIGURE 2. Communication and story telling skills in children

Figure 1 is an activity that provides a basis for teachers and parents to be able to use good language and communication styles in composing fairy tales for children. Communication and storytelling skills have an important role in education and upbringing, including:

- Effective communication helps teachers and parents convey information clearly and easily understood by children. This is important to ensure that the message conveyed is well received.

- **Building Relationships.** Good communication strengthens the relationship between teachers/parents and children, which will make children feel more appreciated and heard, which can increase their self-confidence in carrying out various activities.
- **Increase Engagement.** Children are more likely to be involved in the learning process or family activities if they feel understood and can communicate well with teachers and parents.
- **Develop Imagination and Creativity.** Storytelling stimulates children's imagination and creativity. They can imagine new worlds and develop creative thinking skills.
- **Improve Language Skills.** Storytelling helps children enrich vocabulary, understand story structure, and develop speaking and listening skills.
- **Forming Character and Morals.** Through storylines, teachers and parents can teach moral values, ethics and life lessons to children in an interesting and easy to remember way.
- **Building Empathy.** Storytelling activities allow children to see the world from another person's perspective, helping them develop empathy and understanding of other people's feelings.

Communication and storytelling skills are very important for teachers and parents in supporting children's development. Through effective communication and the use of stories, they can build better relationships, convey important lessons, and help children develop skills that are useful for their future.

Skills in Creating Learning Media (Deer Characters)

The ability to prepare learning media well for children has many significant benefits in supporting the learning process. The use of appropriate learning media has a visual appeal that can increase children's interest and motivation to learn. Good media will be able to create stories or characters that create emotional involvement, making children more interested and enthusiastic about learning. Apart from that, learning media can help simplify complex concepts so that they are easier for children to understand and are able to absorb the information presented.



FIGURE 3. Skills in making Wayang kancil.

Kancil character is a term used in creating storytelling media. Kancil has a very important role in folklore traditions in Indonesia, which, among other things, reflects the character of Intelligence and Wisdom, mouse deer are often depicted as small animals that are clever and wise, able to overcome challenges and enemies that are bigger and stronger with their intelligence; Moral and Ethics Learning, through Kancil stories, children are taught values such as honesty, courage, justice, and wisdom. Apart from that, Kancil stories also often teach about the consequences of bad actions, such as deception or dishonesty, helping children understand the importance of morality. and ethics. Kancil stories stimulate children's imagination. The Kancil character is an important part of local cultural heritage, through storytelling it is hoped to help maintain and pass on cultural traditions to the younger generation. In addition, the Kancil Story can be integrated into various interactive activities such as role play, drama, and group discussions, which makes learning more dynamic and participatory for children. The Kancil character in storytelling media provides a powerful tool for teachers and parents to teach important

values, entertain children, and preserve cultural heritage. The clever and wise mouse deer is an inspiring symbol for children, helping them learn through interesting and meaningful stories.

Utilizing learning media for children is very important because it can increase interest and motivation to learn, make it easier to understand the material, support various learning styles, and develop creativity and technology skills. Learning media also provides access to various learning resources and makes the learning process more effective and enjoyable. Thus, learning media plays an important role in supporting children's holistic educational development. Character building. With a series of existing activities, it is hoped that it will be able to increase the knowledge and skills of teachers and parents regarding children's character development and education so that the immediate environment can become a good example for children's development, especially character development.

CONCLUSION

Based on an analysis of the situation and needs of PKM activity partners, in this case KB 'Aisyiyah Surya Melati, it was found that the aspect of strengthening character education is an important thing to do. Therefore, the pkm activities carried out are focused on efforts to increase knowledge and skills for teachers and parents of KB 'Aisyiyah Surya Melati. The activity process runs smoothly through socialization and training techniques. Teaching material is provided related to the importance of building character education and understanding early childhood development. Training is carried out on skills in creating teaching media which helps teachers and parents in preparing appropriate visual media to be able to instill story values in a fun, interesting, interactive and effective way.

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