

## Efforts to Improve Children's Memory through the Storytelling Method at RA 'Aisyiyah Kunti

Asfahani<sup>1</sup>, Fitri Wulandari<sup>2</sup>, Sri Wahyuni<sup>3</sup>

<sup>1,2</sup>IAI Sunan Giri Ponorogo

<sup>3</sup>RA 'Aisyiyah Kunti Ponorogo

\* Correspondence e-mail; wulandarifitri888@gmail.com

### Article history

Submitted: 2024/02/16; Revised: 2024/04/14; Received: 2024/07/12

### Abstract

The rapid development of technology today has made many people start to abandon storytelling activities, and this activity has many benefits that can be taken. This research aims to describe efforts to improve students' memory through storytelling. The method used in this research is qualitative, and data collection techniques are conducted through interviews, observation, and documentation. The study will be conducted at RA 'Aisyiyah Kunti during April and May 2024, providing a focused time frame to capture detailed and context-specific insights. The data analysis will follow a thematic approach, beginning with the transcription of interviews and field notes from observations. Based on the results of the data analysis, it was concluded that the memory ability of group B students at RA 'Aisyiyah Kunti had increased. This storytelling method has been proven to improve the memory of Group B RA 'Aisyiyah Kunti students.

### Keywords

Children; Memory; Storytelling Method



© 2024 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

## 1. INTRODUCTION

Physical motor development, cognitive development, language development, religious and moral values, and the development of art must be developed in early childhood (Artipah et al., 2024; Nolan & Molla, 2017). Early childhood cognitive ability develops children's thinking skills, and Simply Psychology reports this. These abilities include attention, thinking, children's memory, and problem-solving (Damayanti et al., 2024).

Storytelling is a form of oral tradition used to communicate and record life events, and it has existed for centuries. If studied more deeply, storytelling is a two-way communication (generally between children and parents) (Fitriani & bin Abdul Aziz, 2021). However, as the times developed and the rise of sophisticated technology,

storytelling began to be abandoned because technology such as cell phones and television became much more interesting (Rahiem, 2021).

The ability that is the basis for students to master science is the cognitive realm; the mastery that is required to be mastered by children in the cognitive realm includes remembering. Therefore, the author will focus on the elements of cognitive development (Kurniati et al., 2020; Malhi et al., 2018). Students will increase the storage of material in their memory when they have experienced the learning process so that they can relate the material they have obtained with the situation or stimulus they face (Asfahani, El-Farra, et al., 2023; Obloberdiyevna D S, 2022). In cognitive psychology and neuroscience, memory is widely studied because it is a form of reciprocity between the memorial's potential and the experience it has absorbed. Besides, memory is a function of cognition that involves the brain in retrieving information (Salami & Khan, 2019; Sweller et al., 2019).

Based on the results of observations in RA 'Aisyiyah Kunti group B, during the learning period, students were less active. When asked to recount today's learning activities, students did not respond. The children looked uninterested when the teacher delivered the lesson, and when the learning was finished, the children looked confused and could not accept what had been conveyed by the teacher. From the observation results, students' memory ability is relatively low. Storytelling activities will be delivered more effectively when gathering with family, when going to bed, or when the lesson is about to start or after the lesson. If the storytelling activity is carried out well, interestingly, and continuously, then gradually, children will have the desire to read the book; besides that, the reading of fairy tales must also be done with maximum and totality so that children are sucked into the story.

Early childhood education teachers must be able to apply the right learning strategies and methods. The selection and use of the right learning method can positively influence children's abilities and intelligence (Mustafa, 2022; Nursalim et al., 2022). This must be considered because it is very important; what must be achieved will determine how to achieve it. Several important points must be evaluated regarding the content of the fairy tale that will be conveyed to children, including the title, the characters in the fairy tale, the moral message (meaning/wisdom) of the fairy tale, the flow of the fairy tale, the understanding of the content of the fairy tale, and its application in daily life (Judijanto et al., 2022).

Family is the environment that dominates children the most. We, as parents, can listen to stories or fairy tales so that children can hone their imagination and fantasy. The relationship between parents and children also becomes closer and closer; we can

instill good characters in children, for example, through fairy tales that can later become the foundation of character for children (Abdurahman et al., 2023; Sigit Gesang Permana et al., 2022). Parents can also insert moral messages so children know what is good and bad.

The study aims to understand the specific techniques and strategies teachers employ in storytelling sessions and assess the perceived benefits from the perspectives of both educators and parents. Additionally, this research seeks to identify any challenges or limitations in implementing storytelling as a pedagogical tool for memory improvement in young children. The expected impact of this research is multifaceted. It aims to provide RA 'Aisyiyah Kunti educators with actionable insights and practical recommendations for effectively integrating storytelling into their teaching practices.

## **2. METHODS**

This qualitative study employs a case study approach to explore the efforts to enhance children's memory through the storytelling method at RA 'Aisyiyah Kunti. The data collection techniques include in-depth interviews, participant observation, and document analysis (Ardiansyah et al., (2022). In-depth interviews will be conducted with five key informants: three teachers and two parents selected through purposive sampling to provide comprehensive insights into the storytelling activities and their perceived impact on children's memory. Participant observation will involve the researcher spending time in the classroom to observe the storytelling sessions and interactions between teachers and students. Additionally, relevant documents such as lesson plans, storytelling materials, and student progress reports will be analyzed to supplement the findings from interviews and observations.

The data analysis will follow a thematic approach, beginning with the transcription of interviews and field notes from observations. These transcriptions will be coded to identify recurring themes and patterns related to the use of storytelling in memory enhancement. Thematic analysis will allow the researcher to draw connections between different data sources and develop a nuanced understanding of how storytelling methods are implemented and their effectiveness in improving children's memory. The study will be conducted at RA 'Aisyiyah Kunti during April and May 2024, providing a focused time frame to capture detailed and context-specific insights. This methodology aims to provide an in-depth understanding of the storytelling method's impact on children's memory within the educational setting of RA 'Aisyiyah Kunti.

### **3. FINDINGS AND DISCUSSION**

Cognitive abilities greatly affect the learning process and outcomes, including memory. According to Kartono, memory or memory is the ability to remember, store, and reproduce things that were once known. Al-Ghazali also describes the process of memory formation as starting with several pieces of information captured by the eyes, mouth, ears, and nose that are sorted by the brain. Therefore, Memory or memory is a cognitive function that involves the brain in retrieving information. Related to the period of information that stays in our brain, memory is divided into short-term memory (Short Term Memory), working memory (Working Memory), and long-term memory (Long Term Memory).

Many factors, including nature, environment, physical condition, spiritual state, and human age, influence the strengths and weaknesses of a person's memory. Age is one of the factors that most affect memory. The sharpest memory in humans is at an early age, and at this time, it is very good to develop mechanical memory, namely memory only for sensory impressions (Tumminio Hansen, 2021; Vujović et al., 2021).

Storytelling activities are necessary for children because, at an early age, child development needs good stimulation; at this stage of development, the senses of sight and hearing are active and dominant. Therefore, we must train these senses (Mundiri & Hamimah, 2022; Zuraidah et al., 2020). Some experts argue that storytelling can stimulate the quality and quantity of brain cells so that it can develop muscle coordination and optimize children's senses so that they work and function optimally (Qiao & Liu, 2020).

Storytelling is very useful for training children's cognitive development, cognitive development is the stage of a child's ability to acquire or understand meaning and knowledge from experiences and information from the surrounding environment. This includes remembering, using words in communication, problem-solving, the ability to focus on something, and the ability to reason or make decisions (Indah Sari et al., 2020; Simamora et al., 2017). When teachers read stories to children, they will be encouraged to focus on the story we are telling. From there, he will then learn to understand the story according to their interpretation, which will be useful in training his intelligence and cognitive development during the growth period (Ardiyanti et al., 2021; Asfahani, Sain, et al., 2023).

The Great Dictionary of Indonesian, compiled by the Ministry of National Education, states that fairy tales are stories that do not happen, especially about strange ancient events. The term "Storytelling" comes from the root word "Fairy Tale"

with the suffix "Me-" which means a storytelling activity (Wahyuningsih & Afandi, 2020). Storytelling is a productive oral language skill that is part of speaking skills.

Tjahjono mentions several types of fairy tales, including (1) Mite, a fairy tale that tells about spirit creatures, ghosts, or gods; (2) Legends, Fairy Tales created by the community about the natural state and the name of a region; (3) Sage, Fairy Tales that contain elements of History; (4) Fabel, a fairy tale that raises the life of animals as the material of the story; (5) Parabel, parable fairy tales in which they contain educational allusions; (6) Pandan's fairy tale, a type of witty story (Bacchilega et al., 2020).

Some of the techniques in the storytelling method that can be used as proposed by (Pavlou, 2020) include the following: (1) Reading directly from a storybook; (2) Using illustrations of a book while continuing to tell a story; (3) Telling fairy tales; (4) Tell stories using flannel boards; (5) Tell stories using puppets; (6) Storytelling through role-playing; (7) Tell stories from picture magazines; (8) Telling stories through filmstrips; (9) Stories through songs; (10) Stories through audio recordings. There are many benefits to storytelling activities for children and storytellers. Syaiful Hamdi mentioned many benefits of storytelling activities, including training children's memory by asking them to retell fairy tales that have been read in their own words (Hamdi et al., 2022).

RA 'Aisyiyah Kunti is one of the RAs located in Kunti Village, Sampung District, Ponorogo Regency, with a total of 30 students who are divided into two classes, 1 group A and 1 group B. According to the teacher of group B, Mrs. Uswatun Koiriah, the children in this group depend on children who are passive during learning; when children are invited to ask questions and answers, the children do not seem to respond, and the classroom atmosphere is not conducive. Most children in group B are workers, so they rarely have free time. According to him, this also greatly influences children's development.

The children's ability to remember what has been conveyed by the teacher of group B is still very low because when asked to come forward to repeat the material that the teacher's mother has delivered, they are still very confused; out of 13 children, there are only two children who remember a little what the teacher said during the learning that day. From the observations made by the researcher about the ability to remember students of group B RA 'Aisyiyah Kunti, it is still very low because there are still many children who could be more enthusiastic and respond when asked by their class teachers. They have not been able to recount what they have learned that day, and they still have difficulty remembering what material has been delivered.

In this case, the researcher tries to stimulate children with storytelling activities that are packaged interestingly. The stories or fairy tales conveyed are also diverse; they are quite attractive to children, and children become enthusiastic when learning. Children who originally played alone became more focused on paying attention to the teacher's mother when delivering fairy tales. This is also in line with Asfandiyar's opinion, which states that fairy tales are one of the effective ways to develop the cognitive aspects (knowledge), affective (feelings), social, and conative aspects (appreciation) of children (Agustina et al., 2023; Ibna, 2018).

Storytelling activities are part of good parenting that stimulates children's brains. Fairy tales are a soothing and soothing soul, as well as a trigger and stimulator of students' creativity, both at school and home. Fairy tales effectively stimulate students' imagination and fantasy skills (Lis & Szyszka, 2020; Mohamed et al., 2020). By listening to fairy tales frequently, the student's right brain will be more pronounced, the imagination will be honed, and the student's thinking ability will increase.

Based on observations and interviews with teachers and also the principal of RA 'Aisyiyah Kunti, teachers often see children who look passive and unfocused when participating in learning; children's ability to remember is also relatively low because when told to tell or recall the lessons that have been delivered, children look confused and also do not remember what they have learned today. If this is left unchecked, teachers will not try to find alternatives or solutions to overcome this, then children's abilities will not develop properly. Therefore, the solution used for the ability to remember the children of Group B RA 'Aisyiyah Kunti is storytelling.

Based on the results of observations in April 2024, the following data were obtained: the achievement rate of children aged 5-6 years, their memory ability still needs to improve because the teacher's strategy is not attractive during the material delivery. Data from the field show that out of 12 children, 20% of children can retell the lessons that their teachers have delivered, and 80% of children need clarification to retell what material has been conveyed by their teachers.

The research supported by documentation of learning activities while playing showed that the children were very enthusiastic when the teacher delivered a fairy tale that caught their attention; this is because when delivering the fairy tale, the teacher looked expressive and mastered and prepared a colorful storybook and also full of pictures so that the children were so interested and looked focused on listening when the teacher's mother told a story (Agustin & Ayu, 2021; Waham et al., 2023). This thing, which they think is relatively new, is very attractive and attention-grabbing so the

children look active and respond when the teacher's mother throws a simple question and answer.

With the storytelling method, it is easier for teachers to attract children's attention so that children can be active and respond when asked by their teachers. Teachers can use storytelling to provoke memory by triggering questions given to students about fairy tales that are conveyed so that learning is not monotonous and children are not bored because the learning method is just like that (Abdurahman et al., 2024). The child is more excited and tries to string words together to be able to retell what he has heard.

It can be seen above that the students of group B, RA 'Aisyiyah Kunti, are able to remember and retell what they have learned today. The increase in success can also be seen from the fact that initially, two children who were able to retell the material that had been delivered were now 13 children who can tell stories and re-express what they have learned today. After conducting initial reflection with teachers at RA 'Aisyiyah Kunti, it was agreed that storytelling could improve the memory of group B students.

Based on the above problems, activities that can attract students' interest are needed so that children are active, interested, and excited when learning. The storytelling activity can be developed and adjusted to the needs of children. The storytelling method has been proven effective in improving the memory of Group B students of RA 'Aisyiyah Kunti.

#### **4. CONCLUSION**

The memory of group B students of RA 'Aisyiyah Kunti is still very low; the children have yet to remember and re-convey what material they have learned; when asked, they do not seem to respond and are very passive during learning. The memory storytelling method of Group B students RA 'Aisyiyah Kunti is successful because there were still many children who could not retell what material had been delivered the day. One of the main weaknesses of this research is the limited sample size, with only five key informants and observations confined to a single educational setting. This small sample may not fully capture the diversity of experiences and practices in different contexts, limiting the generalizability of the findings. Additionally, more than the study's time frame of two months may be required to observe the long-term impacts of the storytelling method on children's memory. Future research should consider expanding the sample size to include more teachers, parents, and students from various settings and extending the observation period to assess long-term effects.

## REFERENCES

- Abdurahman, A., Marzuki, K., Yahya, M. D., Asfahani, A., Pratiwi, E. A., & Adam, K. A. (2023). The Effect of Smartphone Use and Parenting Style on the Honest Character and Responsibility of Elementary School Students. *Jurnal Prima Edukasia*, 11(2).
- Abdurahman, A., Saro'i, M., Asfahani, A., Pranajaya, S. A., & Djollong, A. F. (2024). The Role of Family in Building Religious Awareness in Elementary School Children. *BASICA Journal of Arts and Science in Primary Education*, 4(1), 1–10.
- Agustin, R. W., & Ayu, M. (2021). The impact of using Instagram for increasing vocabulary and listening skill. *Journal of English Language Teaching and Learning*, 2(1), 1–7.
- Agustina, I., Siregar, L. A., Husain, D. L., Asfahani, A., & Pahmi, P. (2023). Utilization of Digital Technology in Children's Education to Enhance Creative and Interactive Learning. *At-Tarbawi: Jurnal Pendidikan, Sosial Dan Kebudayaan*, 10(2), 276–283.
- Ardiansyah, S. S., Nur, D. S. A., Febrianti, J. S., & Fitriana, N. (2022). Accounting Student Academic Fraud Behavior: Dimensions of Diamond Fraud. *Bilancia: Jurnal Ilmiah Akuntansi*, 6(1), 531–539.
- Ardiyanti, S., Qurbaniah, M., & Muldayanti, N. D. (2021). *Joyful Learning Model: Improving Higher Order Thinking Skill and Students' Learning Motivation at Senior High School*. 1, 33–40. <https://doi.org/10.29007/8n5b>
- Artipah, A., Sain, Z. H., & Asfahani, A. (2024). Early Childhood Education Reform in Pakistan: Challenges, Innovations, and Future Prospects. *Absorbent Mind: Journal of Psychology and Child Development*, 4(1), 57–64.
- Asfahani, A., El-Farra, S. A., & Iqbal, K. (2023). International Benchmarking of Teacher Training Programs: Lessons Learned from Diverse Education Systems. *EDUJAVARE: International Journal of Educational Research*, 1(2), 141–152.
- Asfahani, A., Sain, Z. H., & Mariana, M. (2023). Comparative Analysis of Educational Policies: A Cross-Country Study on Access and Equity in Primary Education. *EDUJAVARE: International Journal of Educational Research*, 1(1), 19–28.
- Bacchilega, C., Barzilai, S., Brodski, M., Fraser, L., Hughes, R., Ikoma, N., Joosen, V., Kato, D., Nakawaki, H., & Monden, M. (2020). *Re-orienting the Fairy Tale: Contemporary Adaptations Across Cultures*. Wayne State University Press.
- Damayanti, E., Djollong, A. F., Asfahani, A., & Yadav, U. S. (2024). Dynamics of Early Childhood Education in Taiwan: A Comparative Study of Traditional and Innovative Approaches. *Absorbent Mind: Journal of Psychology and Child Development*, 4(1), 65–75.
- Fitriani, D., & bin Abdul Aziz, U. (2021). The use of storytelling techniques in



- extratextual activities for the development of children's expressive language skills. *Gender Equality: International Journal of Child and Gender Studies*, 7(2), 212–227.
- Hamdi, S., Nurjannah, S., Nasrullah, A., & Zuarnum, L. S. (2022). Madhhab Negotiation, Education Transformation and Conflict Resolution in Conveying the Sermon of Tablighi Jamaat in Southeast Asia. *Religious: Jurnal Studi Agama-Agama Dan Lintas Budaya*, 6(1), 95–110. <https://doi.org/10.15575/rjsalb.v6i1.13802>
- Ibna, F. (2018). Factors That Influence Writing in English Language Classrooms: A Case Study of a Secondary School in the Maldives. *International Journal of Social Research and Innovation*, 2(1), 19–36. <https://doi.org/10.55712/ijrsri.v2i1.25>
- Indah Sari, Anni Holila Pulungan, & Rahmad Husein. (2020). Students' Cognition and Attitude in Writing Descriptive Text. *Britain International of Linguistics Arts and Education (BioLAE) Journal*, 2(1), 395–404. <https://doi.org/10.33258/biolae.v2i1.210>
- Judijanto, L., Asfahani, A., Muqorrobin, S., & Krisnawati, N. (2022). Optimization of Organizational Performance by Utilization of AI for Strategic Management Insights. *Journal of Artificial Intelligence and Development*, 1(2), 107–116.
- Kurniati, K., Nurdin, N., & Nurasmawati, N. (2020). Improving Students' Cognitive and Affective Domains Students through Fostering Teacher Development. *International Journal of Contemporary Islamic Education*, 2(2), 56–70.
- Lis, M., & Szyszka, M. (2020). *Innovation and Entrepreneurship: Theory and Practice*. Logos Verlag Berlin.
- Malhi, P., Menon, J., Bharti, B., & Sidhu, M. (2018). Cognitive development of toddlers: Does parental stimulation matter? *The Indian Journal of Pediatrics*, 85, 498–503.
- Mohamed, N., Taheri, B., Farmaki, A., Olya, H., & Gannon, M. J. (2020). Stimulating satisfaction and loyalty: transformative behaviour and Muslim consumers. *International Journal of Contemporary Hospitality Management*, 32(9), 2903–2923.
- Mundiri, A., & Hamimah, S. (2022). Early Childhood Behavior Management Strategy based on Fun Learning Environment. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2583–2595.
- Mustafa, P. S. (2022). Characteristics of Learners and Their Implications in Learning. *AL-ISHLAH: Jurnal Pendidikan*, 14(4), 7043–7056. <https://doi.org/10.35445/alishlah.v14i4.2751>
- Nolan, A., & Molla, T. (2017). Teacher confidence and professional capital. *Teaching and Teacher Education*. <https://doi.org/10.1016/j.tate.2016.11.004>
- Nursalim, A., Judijanto, L., & Asfahani, A. (2022). Educational Revolution through the Application of AI in the Digital Era. *Journal of Artificial Intelligence and Development*, 1(1), 31–40.
- Obloberdiyevna D S, O. K. U. (2022). Teaching languages using modern educational

- methods. *International Journal of Intellectual and Cultural Heritage*, 2(3), 105–109.
- Pavlou, V. (2020). Art technology integration: digital storytelling as a transformative pedagogy in primary education. *International Journal of Art & Design Education*, 39(1), 195–210.
- Qiao, L., & Liu, Q. (2020). The effect of technoferece in parent-child relationships on adolescent smartphone addiction: The role of cognitive factors. *Children and Youth Services Review*, 118, 105340.
- Rahiem, M. D. H. (2021). Storytelling in early childhood education: Time to go digital. *International Journal of Child Care and Education Policy*, 15(1), 1–20.
- Salami, M., & Khan, R. (2019). Islam and Cognitive Behaviour Psychology: An Introduction. *10th International Symposium On Islam, Civilization And Science (Isicas 2019)*, 17.
- Sigit Gesang Permana, R., Roni, M., Rahmawati, W., & Fatihatul, A. H. (2022). Building Joyful Learning to Enhance Students Motivation in Studying English. *Attractive : Innovative Education Journal*, 4(2).
- Simamora, R. E., Sidabutar, D. R., & Surya, E. (2017). Improving learning activity and students' problem solving skill through problem based learning (PBL) in junior high school. *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 33(2), 321–331.
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31, 261–292.
- Tumminio Hansen, D. (2021). Remembering Rape in Heaven: A Constructive Proposal for Memory and the Eschatological Self. *Modern Theology*, 37(3). <https://doi.org/10.1111/moth.12651>
- Vujović, M., Ramscar, M., & Wonnacott, E. (2021). Language learning as uncertainty reduction: The role of prediction error in linguistic generalization and item-learning. *Journal of Memory and Language*, 119, 104231.
- Waham, J. J., Asfahani, A., & Ulfa, R. A. (2023). International Collaboration in Higher Education: Challenges and Opportunities in a Globalized World. *EDUJAVARE: International Journal of Educational Research*, 1(1), 49–60.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977.
- Zuraidah, S., Syamsi, K., & Ashadi, A. (2020). Improving the story-telling skill of grade 1 students through the use of hand puppet media. *Jurnal Prima Edukasia*, 8(2), 166–176.