

Fairy Tales As A Character Internalization Media In Early Children

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Abstract: *Fairy tales as a medium for internalizing characters in early childhood. The purpose of. This study is to determine whether or not the influence of fairy tales as medium for character planting in early childhood. The fairy tale itself is a story did not really happen or was an imaginary story, and development of characters was a gift an education that forms the character or character that distinguishes a person from another. The samples taken were group A-2 Kindergarten Permata Bunda in Bengkulu City, with a total of 15 children aged 2.5 - 3.5 years. Method used is a type of qualitative research, with observation and data sources Interview. The results of the research obtained are fairy tales as a medium for internalizing character is very effective to be applied to early childhood and the need for habituation as well a good example to develop character from children.*

Keywords: *Fairy Tales; Character Education; Early Childhood*

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INTRODUCTION

Early childhood education is a first stage of education, which focuses on the first base position towards physical growth and development (gross and fine motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude behavior and religion), language and communication, according to the stages that early childhood goes through.

Every aspect of a child's development need that encouragement or help can help the child in levels achievement of the development of his age (Yuliani, 2012: 6). Apart from that early childhood is a brilliant time for done and given education. Other is

the case according to Maria Montessori (Hurlock, 1978) that children aged 3-6 years are sensitive period or sensitive period towards children, namely a period in which a function certain needs to be stimulated, so it's not stunted development.

Nowadays it is very necessary education in early childhood for formation of children's character, because Indonesia is experiencing a character crisis within children of the nation. About the phenomenon of moral degradation that afflicts children frequently encountered at this time. Children today growing up without provisioning.

According to Law Number 20 2003 concerning the Education System National

Article 3, National Education function to develop abilities and shape the character and civilization of the nation with dignity in order to educate nation life. National Education too aims to develop potential students in order to become human beings believe and fear God, have a noble character, are healthy, knowledgeable, competent, creative, independent and a citizen a democratic and responsible country answer. Character, for that a character education need to be given to the child, remembering they hope in building nation.

Character education itself is the educational process aimed at develop values, attitudes, and behavior that radiates noble character or virtue noble character. So that character education in value is very important to instill in themselves children from an early age. Through character education is early childhood prepared to improve quality implementation and results of education in school that leads to achievement character building and noble character students as a whole, integrated, balanced, and in accordance with the competency standards of graduates.

Character education one of soft skills, namely the guidance process to students in order to become human wholly characterized in dimensions heart, mind, body and feeling and intention. Individual characters are interpreted as results integration between heart, if thought, though sport and a combination of taste and initiative. Character education based on moral values character that underlies behavior, behavior patterns, and the attitudes of students (Cahyani: 2012). On in essence, character education will shape the personality of the person in which it consists on three components, namely moral knowing, moral feeling, and moral action (Martono:

. This is necessary so that students are able to understand, feel, and carry out the values of kindness.

Character education is carried out through formal, informal and non-formal education. In the formal education pathway, the most basic education is kindergarten, so that formal character education also starts here. Strong and solid character education is important and must be instilled from an early age so that the nation's children become excellent individuals as expected in the objectives of National Education and can strengthen the nation from the negative effects of globalization.

Learning for early childhood is learn while playing. For children to play is a serious activity however fun, through playing all aspects child development can be improved. Through play also children can to express and explore reinforces things that are already known and discover new things, where the child will express his identity, not just his fantasy, but also liveliness.

Rogers & Sawyer's (Iswinarti, 2010: 6) argued that up to children aged play school for children has a meaning very important. As for the important values in playing for children, namely improving problem solving abilities in children, stimulates language development and verbal skills, develop social skills, a medium of expression emotions. In addition, in Best Play (Iswinarti, 2010: 8) mentions that role playing impact on a number of areas in children children's life, namely as follows: play has an important role in learning, playing can support physical development and mental health well, play gives a chance to test children in facing challenges and danger. Eliasa (2012: 5) too suggested that playing can also teach children to reduce egocentric for trying to compete honestly, sportsmanship, Building Child Character through Traditional Children's Games know their rights and care about the rights of others, means learn to communicate and organize.

In his book Yuliani (2012) which quoting a statement from Mayesty (1990)

say that a child is playing is an activity that is carried out all day long because for the child to play is their life and life is game. Early childhood makes no difference between play, study and work, so that play is one way children to learn.

Attempts to foster development personal and potential in early childhood instill character education, can through an oral media namely with media fairy tales or storytelling and accompanied with playing media for early childhood. According to several surveys by pediatricians said that in future the development of the most children learn through hearing and seeing later practice it.

Therefore, it needs to be developed positive local culture based education. One way is by introduce and accustom children to listen, read folk tales in the area. According to the view Sulistyorini (2009: 2) who said that awareness of children's moral values is very appropriate if done through a story or fairy tale cause stories or fairy tales are an effective medium to impart value and aesthetics to child. The purpose of this is through fairy tales too, children are taught to take lessons, conclusions and messages virtuous morals without feeling patronized, because a story is more memorable rather than pure advice or words which is directly delivered.

A beautiful story will enter soul and form a beautiful character too, Storytelling is very important given to children both at home and at school, because through the fairy tales of teachers or parents can convey learning to children fun at once keep children entertained.

Apart from that it also benefits from storytelling is can improve intelligence of the child because every child can imagine, increase intelligence, strengthen relationships, instill love, there are moral messages and new knowledge as a means to instill character in children.

Storytelling or storytelling activities is a natural and cultural practice very well given since the children's ages early. Storytelling or telling about "Something", can be done with a lot a way to make fairy tales more interesting and alive, for example by sound animation through information technology applications or assistance traditional props.

Steps to apply the method telling stories according to Moeslichatoen, among others (1) Communicating the goals and themes within story telling activities to children, (2) Organizing seat the child and arrange the materials and tools used as tools telling stories, (3) Opening storytelling activities, teachers explore children's experiences with a story or fairy tale to be told (4) Development of the story spoken by the teacher, (5) To determine design narratives that can thrill the child's feelings, (6) Close story telling activity by submitting questions related to the contents of the story.

With regard to the problem already described, then as Fairy Tales medium for character planting in early childhood, can be done by giving a stories that contain moral messages, and the conclusion of the fairy tale that can be applied in early childhood his daily life and capable imparting also grows character in a child. in connection with statement above, the researcher wants examines in depth about the character which needs to be implanted in early childhood, especially about the character please help and responsibilities that must be owned by every child.

Based on the researchers' observations do it at Kindergarten Permata Bunda, regarding characters that are less applied by children during learning and school activities takes place every day, indeed shows a lack of character and morals which makes them forget their obligations as a virtuous human being.

RESEARCH METHOD

This research uses data analysis qualitative with a descriptive approach as well describes the data that has been collected during the study and sourced from field researchers do.

Research procedure

1. Determining the Topic. Researcher in determine the topic or foundation reference later will be used as a guide in observation activities, researchers too take the essence or principal from discussion on how to nurture the character of the child, through fairy tales as a medium for inculcation character in early childhood.
2. Specifying Materials. Next, namely determine the material, which is used for research about what's going on discuss.
3. Determining Research Subjects. After topics and materials already exist, next is to determine which subject will be researched, here that will be researched namely about fairy tales as a medium planting character for early childhood in Kindergarten Permata Bunda Bengkulu City.
4. Formulating Problems. Researcher formulate a problem to be researched, regularly in more detail and in more detail later will be described clearly in discussion.
5. Carry out observations and interviews. The next process is to do observation, to find out the child's behavior through the process of observing several days at school about the character to be researchers test during the research process. Apart from observations, interviews were also conducted in collecting data, by process ask the answer with the source.
6. Recording Research Results. Finally, researchers record the research results has been obtained in the field which will later be described and described in discussion

points.

The population in this research is children group A Kindergarten Permata Bunda Kota Bengkulu, totaling 40 children consists of 19 men and 21 people girls. The sample in this study is group A-2 Kindergarten Permata Bunda Bengkulu City which is included in age category 2.5 years - 3.5 years totaled 15 children, 6 boys and 9 girls.

Data collection techniques conducted in this research is Interview, observation and documentation.

RESULT AND DISCUSSIONS

During the research, researchers focused on lack of character please help and the responsibility that lies with early childhood. This can be seen in two days first, when researchers did direct observation of behavior child.

The first day to be exact on 03 August 2019, after a break, researchers asked the children for help tidying up messy toys in the classroom, and there were only five children soul please help him emerge another just looking at it.

Not only that, on the second day of the researcher also tests for characters responsible that is in the child on Permata Bunda Kindergarten, namely with told him to enter equipment write write it after the lesson independently without parents help him. It turned out that only seven children who is able to do it alone, without parents must enter the class to help him.

After seeing some behavior very lacking character in children, then the third day, namely August 5 2019 the researchers went directly to the tell a fairy tale contains moral values and character child. fairy tale about "kitten and fur sheep "which tells of" sheep who is willing to cut his own fur for given to kittens who are cold, finally the lamb was like that known as the good sheep heart, and have many friends because of goodness it ".

When listening to stories the fairy tale, the children look bored then after the researcher used the media story support with pictures animals, all the children finally noticed and listen to it. The storytelling contains moral values and character about please help, that matter later delivered as the conclusion of the story fairy tales are benefited. Researcher in conveying conclusions using emphasis sentences affect like "so who likes help others, he will get many friends because of their kindness.

Observations continued on 06 August 2019, at the meeting early hours the first researcher again to repeat about fairy tales that have been told today yesterday, then the researcher asked a little children about the contents of the fairy tale. Good response from children, they are still remember the contents of the fairy tale "child cat and fleece ". Then after recess, before starting lessons Researchers retest by asking help the children to clean up a messy toy in class.

It turned out to be a good response from the children they fight each other to help in clean up the messy toy. Exit can be concluded with it stimulus to the child about growing soul please help and has succeeded grown in them, as long as the child accustomed to do and emulate good things.

Observations made on 10 August 2019, researchers want to test about responsibility. Researchers fill the class by retelling the fairy tale "The Elephant and the Buffalo" in a fairy tale The researcher tells the story, -

"An elephant who is friendly with a buffalo plowman belongs to village farmer. Every time a buffalo plowing the fields, elephants always accompany him. One day the farmer pack advised the buffalo to guard let the belongings not be taken by wild monkeys from the forest. Since a long time ago buffalo eager to walk in the forest while the farmer left then he invite elephants, said

the elephant "better You loaded the cart first because a lot of Pak farmer's stuff inside, if it was stolen by a monkey The farmer might get angry ". But Buffalo don't listen to it buffalo still go to the forest without put the cart into the warehouse. As a result, it turned out that the buffalo returned Mr. Farmer's goods were stolen monkey....."

The researcher then conveyed to children about the conclusions of the fairy tale "That who doesn't willing to listen and keep the message already given will get a reply like the buffalo earlier ". That day was also the direct researcher retest the nature of responsibility, does an impact on children's behavior. When going home the researcher asked the children to put their items myself and say "kids before going home the items please enter individually, if waiting for his mother later your books and pencils can be stolen by monkeys, hi ,! who wants a pencil and a book lost.! " immediately they hurried put books and pencils into the bag.

Little value the responsibility for not depend on parents and look after the stuff itself is very good taught to children, to get used to them from an early age inside grow it.

The last day of research was the 10th August 2019 researchers repeated character testing please help and responsibilities to children, such as the beginning of the meeting. It turns out after being observed and be repeated what they want to do ordered by the researcher, like help tidy up toys, wait class benches, take out the trash as well keep books on shelves and in bags each of them.

Researchers also survey directly by asking one of the mothers parents who usually wait for their child school, namely about the change done by their child to impact or not when at home, the mother said that "His son began to help him like the

time cook get a spoon or fork, give money to vegetable vendors”.

Through this fairy tale media the researcher can feel the benefits that are obtained in development character as well as instill noble character in children. other than that also the child is taught to take grades positive or wisdom that has been contained in the contents of a fairy tale. Through storytelling is also a child not only gets pleasure, but the child also gets more meaningful and more education broad, can even touch aspects of formation of a child's personality when in its infancy.

They are given knowledge about characters through storytelling in the atmosphere which is fun and full of peace. The material given is "fairy tales" in their environment and belong to them or their daily habits.

CONCLUSIONS

Based on the results of research already conducted by researchers about fairy tales as a medium for character planting in children early age, at Kindergarten Permata Bunda, Bengkulu City, after making observations and research with this the researcher can be interesting a conclusion, that character value it is very important to form personality that is virtuous in itself child.

The impact will be felt affect every child's everyday behavior in its development towards maturity, if a child gets an education enough character from both the teacher and the person parents, then the children will grow into generations the nation's successor, young and personal builders that is noble. Apart from that the character of the child developed starting from development potential child first, then future improvements and refinements along with the culture screening process that matches and matches the inner character child self.

Early Childhood Education (Kindergarten) is one of the main factors in the process character building in addition to the role of parents. The environment plays a role large enough in making patterns attitude of children. The environment here is where children do activities and interact with someone other than family. In school environment, children are taught to be able to be kind and respectful fellow.

Good technique when telling stories fairy tales for teachers are (1) good in vocals, movement and communication must be full expression. (2) condition the child so that orderly. (3) in the opening of the story, make an impression first to tease so make the child feels curious. (4) closing the story with evaluation or simple ask and answer to the child. (5) tell what you can taken the value and meaning of the story in children, in order can be implanted in his daily life.

Thus, it can be said that the storytelling method or fairy tales can said to be one of the children's learning media early age which can provide benefits positive for child development, especially moral, language and socio development emotional.

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