

The Effect Of Fairytale Interactive Method For Improving The Honest Character On Children Ages 7-8 Years Of Elementary Students At Mis Mutiara Aulia Deli Serdang District Of North Sumatera

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Abstract: *Children at a young age are very potential to be educated. education are done either at home or at school must instill the values of good character. one of the characters that must be inculcated in children of primary school is honest behavior. one of the methods that are considered to form the honest behavior is by applying the method of fairy storytelling. This study aims to reveal the benefits of fairy storytelling interactive method to embed honest behavior in children of primary school age 7-8 years old.*

Keywords: *Fairytale interactive method, Honest Character.*

I. Introduction

Criticism of education that emerged lately is our education in general in Indonesia has not managed to build human character. In fact, many people say that our education failed because many school graduates start from basics such as elementary to university, from the undergraduate to the title of professor and who has a sharp mind but mentally weak and immoral and dishonest behavior. For example, the honest character is still far from our expectations. This can happen due to values implementation of honesty characters did not apply well at primary school level.

Thus talking character is the most important and fundamental. Because with these characters we can distinguish humans from other creatures. People of character, both individually and socially are those who actually have morals, and good manners. This can be done through the cultivation of character values imparted to students early with a variety of learning methods.

Therefore, cultivation of honest character value must be instilled early start from primary school (SD/MI). Because, it can be used as the initial and primary foundation for children to continue their education further. Besides that students of SD/MI is more malleable personality that will have an impact on the improvement of character. If it is formed his personality at a basic level it will be more character in the next age.

Children are in need of the experience of the knowledge of what is called right and wrong deeds. The decision to make judgments about right and wrong is one part of the increase in character. According Sarbaini (2012) improved the character is a manifestation for making conclusions or decisions about something, whether in relation to the various dilemmas / moral conflict between things that must be true, and that is associated also with others, such as God, another human and his/her self.

Fairytale method is a powerful tool to improve the character of an honest between God, yourself and others. Honest character can be improved through examples of actions. This is consistent with what is described by Fitro (in Ahyani, 2012) that one of the effective ways to help our children become positive change their character is teaching character with an example.

One simple example that can be done is with a fairy tale. Ironically in the present activities of storytelling rarely can be done by most parents, and teachers. Today, the role and function of story telling is already widely replaced by television and other modern games. Although a lot of benefits can be drawn from storytelling activities. Setiadi (2010) said that the construction can be carried out with the character through storytelling activities, which at this point is rarely done. In fact, storytelling is one of the effective ways to shape a child's personality into a reliable generation in the future.

II. Purpose Of The Study

The purpose of this action research in general is to determine the effect of interactive fairytale method in improving honest character in primary students, and in particular to reveal: 1). How interactive fairytale methods are effective in improving honest character in children aged 7-8 years, 2. How teachers can implement interactive fairytale method in improving honest character in children aged 7-8 years, 3. How does interactive fairytale method can improve the character of an honest in children aged 7-8 years.

III. Review Of Literature

1. Definition of Honest Character Value

According to the Ministry of National Education Language Centre stated that the character is innate, heart, soul, personality, character, behavior, personality, nature, temperament. (Zubaedi, 2011: 8). Therefore character has a sense of personality, character, behavior, temper, character. Coon in Zubaedi 2011: 8 says that the character as a subjective assessment of the person's personality associated with personality attributes that may or may not be accepted by the public.

Therefore, cultivation of the character value is an active effort attempts to form good habits, so that the nature of the child is etched since childhood. In the terminology, the character is defined as human nature in general, which relies on his/her own life factors. The character is a spiritual quality, morals or manners that characterizes a person or group of people. Characters can also be interpreted together with the morals and manners of that nation same with the moral character of the nation or the nation's character.

Additionally Griek in Zubaedi, (2011: 9) suggests that the character is defined as the alloy than any human nature is fixed, so that it becomes a special sign to distinguish people with each other. Endang Ekowarni in Zubaedi (2011: 10) states that the character is a basic value of the behavior as a reference of human interaction (when character is lost then everything is lost).

One of the most important character education imparted to the students is an honest character. Honest is the foundation from childhood until adulthood later. Honestly is a behavior that is based on an attempt to make himself as a person who always believed in words, actions, and deeds. (Retno Listyarti, 2012: 6).

Theoretically, the character of a student can be observed from three aspects, i.e. knowing the good, loving the good, and doing the good. (Retno Listyarti, 2012: 3). This means when we instill in students an honest character, then surely he would know what it is honest and what goodness of being honest, loving honesty, and until he is willing to do and familiarize honest attitude to each behavior in everyday life. Cultivation character to students is becoming a pattern of thinking and behaving that characterizes each individual student to live honestly and work, both in the scope of the family, community, nation and state.

2. Fairytale Interactive Method

Fairytale often identified with the hoax, bubbling, imagined or fabricated story and no benefits. There is even a story that is not considered as a reasonable man and no benefits. But actually storytelling can activate the intellectual aspects and instill values such as honesty, kindness, and others. Because the story telling can offer the opportunity to interpret with recognizing life beyond their immediate experience. (Andi Yudha, 2007: 21).

One simple example that can be done is with a fairy tale. Ironically in the present activities of storytelling rarely can be done by most parents and teachers. The role and function has been replaced by a lot of television and other modern games. There are lots of benefits that can be drawn from these storytelling activities. Setiadi (2010) says Character Building through storytelling activities or storytelling is now rarely performed, but the storytelling or storytelling is one of the effective ways to shape a child's personality into a reliable generation in the future.

Danandjaja (1986: 83) explains that fairy tales are short stories collective oral literature. Furthermore, the fairy tale story of the people who are not considered prose really happened. Fairy tale is told primarily for entertainment, although many who describe the truth, contains lessons (moral), or even satire. In the minds of most people, is often regarded as the fairy tale story of behavior. In fact, many tales are not about the behavior of the story or plot but about something reasonable.

Storytelling has many uses in the education of children. He concluded that the fairy tale presents a conceptual framework for thinking, which causes the child can form the overall experience that they can be understood. Fairytale cause they can mentally map the experience and see a picture in their heads (Collin, in Ahyani 2012). This is consistent with the cognitive development of children where at this time according to Piaget's theory of cognitive development of children early childhood included in the preoperational stage. Preoperational thinking is the ability to reconstruct the initial level of the basic ideas about what has been done in the behavior.

Kusmiadi et al, (2008) mentions the learning by using fairy tales at a basic level in SD / MI should be fun and exciting, not stiff, not boring and provide opportunities for children to be active and creative. Larkin (Marina & Sarwono, 2007) revealed that storytelling is an interactive art show, which is a two-way activity between storyteller and audience, this is based on the interaction and collaboration to build a complete story.

Thus that storytelling is an effective way to develop aspects of cognitive (knowledge), affective (feeling), conative (appreciation) and imagination. Therefore in addition, can bring children to new experiences he had never known before.

Selection of fairy tales should consider some important aspects that appeal to children storytelling activities. Kusmiadi et al (2008) explains that the selection should be based on the fairy tale on certain criteria,

namely: 1) must attract and captivate the attention of the storyteller himself, when fairy tales attract and captivate the attention of the storyteller will earnestly and packed with exciting fairytale. 2) Fairytale should be in accordance with the personality of the child, the child style, and talent so that the child has an appeal to the child's attention and active involvement in the activities of storytelling. 3) Fairytale according to age level and ability to digest the contents of early childhood fairy tales. 4) Fairytale in a short time reaches a child's attention.

3. The development of Honest Character in Children Age 7-8 years old.

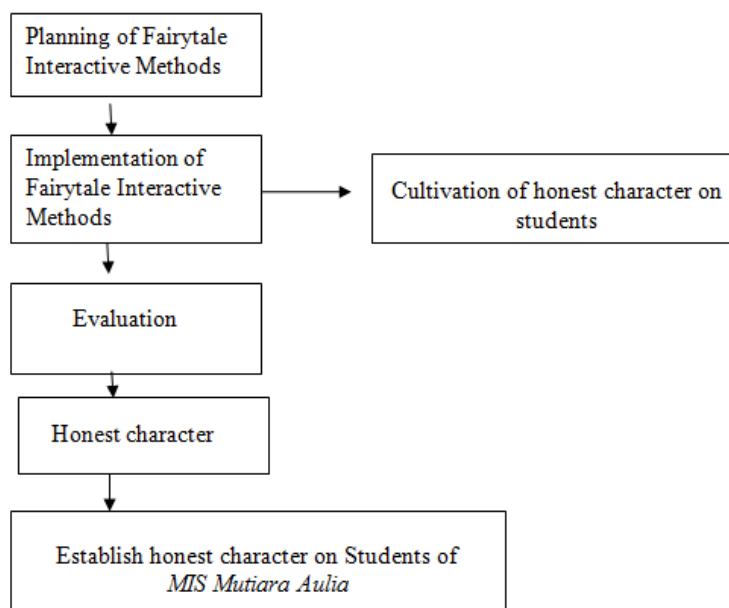
The development of this age is strategic and dynamic in character instilled him, one of which is an honest character. At this time also the growth of the development of a child's curiosity, and in accordance with the method of interactive fairy tale in which this method can stimulate children to actively express his opinion about the fairy tale given. According Soetjningsih (2012) the age of 7-8 years old children included in the sub stages intuitive thinking, which children begin to use primitive reasoning and want to know the answers to all the questions. According to Elkind (in Soetjningdih, 2012) that the other characteristics of children at this stage are that they like to ask a series of questions he wanted to know.

Kohlberg in Santrock (2002) said that before the age of 7-8 years, most children think about moral dilemmas in a conventional manner. Kohlberg (in Omrod, 2008) describes the stages of moral development at the pre-conventional level: 1. Punishment-avoidance and obedience. Wrong behavior is behavior that will get the punishment. 2. Take and give (exchange of favors). They still define right and wrong based on the consequences for themselves.

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IV. Methodology

The method used is a classroom action research using qualitative analysis that describes the effect of actually how the actual interactive storytelling method in enhancing honest character in students aged 7-8 years in elementary school of MIS Mutiara Aulia Deli Serdang District. Researchers want to look natural and authenticity of the data that is formed by this method. This research procedure is as follows:



The informants were taken in this study are consists of: Principal, Students aged 7-8 years (grades 2 and 3), teachers and parents / guardians of students. The collection of data obtained by the technique: Observation, conducting interviews both structured and unstructured, and documentation Study.

V. Findings And Discussion

1. Storytelling method can provide enjoyment and fun to the students, because the children aged 7-8 years from childhood who love to listen to fairytales from his teacher, that speak directly from the teacher verbally. Therefore teachers should choose tales that interest and attractive to stimulate students attention. It also should pay attention to the time, which is about 10-15 minutes. in accordance with students' ability to concentrate this time, and if it is too long become ineffective and tend to be boring for students.
2. Character education implanted through interactive fairytale on students can be seen in the application of market day every Saturday with canteen models honesty, honesty in praying students at home are also controlled by the connecting book, and habituation saving in school. All three indicators after the study resulted in positive behavior and make positive impact on these students's behavior.
3. Interactive storytelling method can be influential in improving honest character for students who have aged 7-8 years or equivalent with a classroom II and III. Therefore storytelling has the positive contribution in improving the honesty of a child. Yudha 2007: 24 states that of storytelling scattered thousands of wisdom that makes children feel learn something. Through children's tales do not feel patronized because they responded to everything their own way. Thus the results of these tales make the student learn about the fear of Allah and feel something that is not taught directly, but with parables.

With these interactive fairytale students will feel happier and cultivation of character values will be able to be delivered in both effective and efficient. As always honest and fear lie will be carried out by these students through interactive fairytale. Indeed, in addition there are also other factors such as the child's motivation to succeed honesty of teachers and parents at home. For example, children are afraid to lie for fear of being scolded by parents and teachers at school. Because of these student's own admission stated previously often either lying to parents, teachers, and others. But after hearing the tales and the threat of teachers and parents, then the student is apparently no longer willing to lie and always behave honestly.

Habituation is something that is intentionally done repeatedly so that something can become a habit. Habituation is actually cored experience, which familiarized it is something practiced. Habituation it can make children become spontaneous and attached to serve as activity. In educational psychology, habituation method is known as operant conditioning, which is a method of getting used to act truthfully. (H. E. Mulyasa, 2012: 166).

Therefore, habituation needs to be invested by the teacher to the students in the process of forming the character of students. Habituation is necessary every day so that students become more accustomed to doing commendable attitudes, positive impulses towards neo-cortex of the brain that is stored in the system so that the positive activities of the student recorded positively. This is the manner of this school in order to familiarize students to save money every day at school. The goal is that students can arrange finances and should not be wasteful, which is to buy that is not needed by these students.

VI. Conclusion

The elementary school has a very strategic role in determining and honest character building for students in everyday life, whether at school, home and community. Honesty is a very important thing to cultivated, nurtured and developed for future life. Early age is a good time to instill character education. If we managed to instill character at his age, it is probable that future generations will behave honestly.

This research revealed that fairytale interactive method is a good method to build honest character value on elementary students of MIS Mutiara Aulia. Therefore, the school is expected to develop more various interesting methods of learning, not only Fairy storytelling method.

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