

The Development of Story Telling Learning Model To Improve Early Childhood Kids' Empathy Feeling

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Abstract: One of problems for early childhood kids is optimal growth and development of their empathy. Empathy is social concept which is needed to be introduced for kids because it has important role in social skill development. Empathy feeling cannot suddenly rise inside the kids, it occurs because of imitation and habitual action through environment. The less development of kids' empathy feeling is caused by ineffective applied learning model for them. The problem formulation of this research was how the effective story telling learning model in order to increase early childhood kids' empathy is. The goal of this research was to develop the effective story telling learning model in order to increase early childhood kids' empathy. This research was Borg and Gall research development model, with stage consisted of Define, Develop, Product Experiment and Product Model. The subject of the research was Class B student of PAUD Az-Zaitun Medan. The object of the research was early childhood kids' empathy. Based on the data analysis, it could be concludes that story telling learning model was significant in improving kids' empathy. It was suggested for PAUD's teacher to apply the story telling learning model as one of alternative learning model in improving kids' empathy feeling.

Keywords: Empathy, Early Childhood Kids, Story Telling Learning Model

1. Introduction

Early Childhood Education (ECD) is an effort to provide guidance to the children to help them grow both physical and spiritual development. The development level of the actual potential of all aspects of development which is expected to be achieved at each stage of child development. Achievement of optimal child development is a complex issue because it covers various aspects of development which affect the growth and development of integrated and other aspects. One aspect of child development is empathy child. Empathy is a social concept that needs to be introduced to children as it has an important role in the development of children's social skills.

Based on the results of preliminary observations in early childhood researchers did Az-Olive field, there are still difficult children show empathy. For example, at the time of the incident of falling down of one boy while playing a chase, it turns out that the other children laughed at him directly without trying to help. Still many children who are difficult to give forgiveness to his friend who had made a mistake and accept the apology of his friend who has made a mistake. This indicates the development of underdeveloped empathy optimal child.

Early childhood is a golden age of growth and development of children. At this time the child began to know themselves and their environment, so that this period is a good time for children to develop empathy. Optimization of empathy is in need of child development through support teachers through learning models appropriate to the child's characteristics, the level of child development and early childhood learning principles. Process in Early Childhood Education (ECD) must be done through the provision of proper education in order to stimulate the growth and development of children empathy can be optimized. Activities that stimulate the child one of them is telling a story. Storytelling is one of the children's learning activities that involve active listening, communicating, feel and understand the specific story. Through storytelling fun learning model, the child tried to get a rich experience, good experience with themselves, others and the environment around it.

The formulation of the problem in this research is how how the learning model of storytelling developed to foster empathy early childhood?

The purpose of this study was to develop a learning model in an effort to foster empathy storytelling early childhood.

The benefits of this research is to help teachers design learning model tells.

2. Method

This study was conducted in the first semester of school year 2016-2017. The timing of the study for 2 months from November to December 2016.

The research is a research pengembangan Model Borg and Gall (1989), with the following steps:

1. Defining (*Define*)

to analyze potential problems that occur in early children education (ECD) Az-Zaitun, covering the domains of study aspect of empathy, analyze the characteristics of children, child empathy initial analysis, and analysis of the curriculum.

2. Designing (*Design*)

Develop a learning tool includes assessment tools, media, design stories and storytelling model scenarios.

3. Developing (*Develop*)

Designing draft draft storytelling and consult the expert(*expert appraisal*).Based on the results of the consultation with an improvement against the storytelling model scenarios. Furthermore, the tests (*developmental testing*).From the test results be revised.

4. Experiments Product

Experiments were performed to see the effectiveness of the use of models of storytelling, children empathy analyzing data with qualitative and quantitative analysis.

5. Model Product

design results in the form of learning model in the form of ready-made scenario storytelling.

Subjects in the study were children in group B PAUD Az-Zaitun early childhood field. While the object of this study is children's empathy feelings.

The research instrument used observation sheet empathy child. Indicators of empathy the child is 1) Listening carefully to what is told, 2) Entertaining friends were sad, 3) Loving to help, 4) Forgiving , and 5) Apologizing.

The effectiveness of the learning model tells the story of the child empathy seen from the achievement of 80% of children reached Developing Appropriate Expectations (BSH) for each indicator.

3. Results and Discussion

Results of preliminary observations indicate that the development of empathy the child is still not optimal. Generally, children have not developed as expected, in which the child reaches the development of empathy as expected is 12%. After going through storytelling learning model, the level of development of empathy child is making progress. The level of development of empathy of children before and after participating in learning activities through storytelling models are illustrated in the following chart Kids Empathy

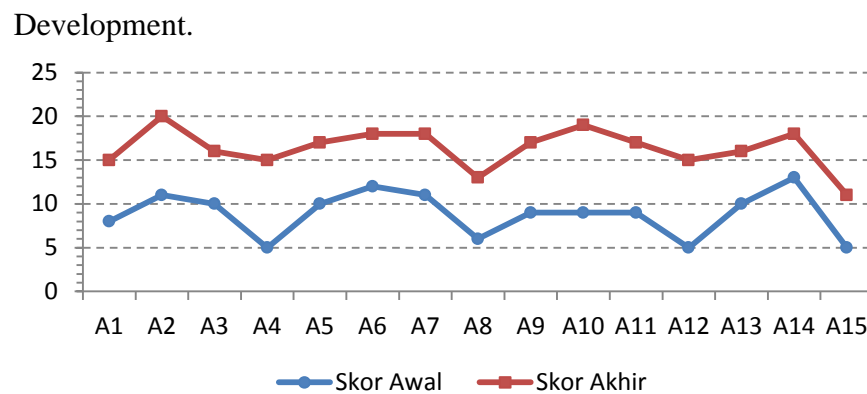


Figure 1. Development of Children's Empathy

Development children's empathy for each indicator has reached the stage develop according to expectations. The percentage achieving the development of empathy can be seen in the table below the percentage of empathy development.

Table 1. Percentage Development of Empathy

No.	Empathy aspect	Achievement	Percentage (%)			
			BB	MB	BSH	BSB
1.	Listening carefully	100.00	0.00	0.00	73.33	26.67
2.	Entertaining friends who sadly	80.00	0.00	20.00	66.67	13.33
3.	Loving to help	93.33	0.00	6.67	40.00	53.33
4.	Forgiving	93.33	0.00	6.67	66.67	26.67
5.	Apologizing	86,67	0,00	13,33	26.67	60.00

Description:

There is growing (BB) according to the indicators, need the help of a teacher.

Began to develop (MB) as an indicator.

Has been developed according to expectations (BSH).

Developing very good (BSB).

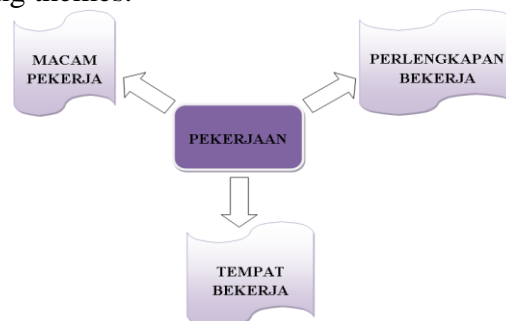
After application of learning models storytelling can be seen that the level of achievement of empathy the child has experienced large growth, namely 80% has been reached evolve as expected for each indicator. All children observed already eager to hear folktales told by the teacher. Expression of the child when she heard the story is good. Countenance sad, happy, and annoyed reflected from the face and behavior of children within the meaning of the story is the story. No more children who have not progressed to any aspect of

empathy. But to entertain friends sad aspect, helpful, forgiving, and apologize there are still some children who remained at the level began to develop. This is also due to several factors, among others, children were shy, difficulty communicating, and not every child looks familiar to all his friends.

Effective storytelling learning model used in developing the child empathy. The effectiveness of these recalled models can be realized with proper storytelling model design, in addition to the theme of an interesting story. In carrying out the recalled models have prior preparation of the props used.

Steps to be taken in developing learning models recalled include:

1. Selecting themes.



Picture. 2. Networking of Job Scene

2. Preparing materials for them the form of folklore stories, like the story of Si Alam, King Bird Parakeet, Si Longhorn, Lake Toba, and Malin Kundang.
3. Providing props drawings illustrate the story.
4. Doing storytelling with voice and facial expression corresponding characters of the story.
5. Giving questions to the children about the story through the nature of the characters in the story.
6. Kids provide related feedback about the story.

The learning model is one alternative storytelling to develop empathy in children. Children can be trained to feel what other people feel. Not only sympathetic, but the child is expected to have empathy for the people around him. This can happen of course with storytelling design appropriate learning model. The story is given an interesting story of concern, as was done in this study is the folklore of various regions.

4. Conclusion

Based on the results of data analysis and discussion it can be concluded that the learning model can develop a sense of empathy storytelling early childhood. Through storytelling with an interesting technique sparked enthusiastic children to listen, and children learn social activities. Based on the above conclusion, it is

suggested to early childhood teachers to be able to apply the learning model as an alternative storytelling learning model that can foster empathy child. Story provided should be packed with interesting stories and using varied techniques.

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