Interactive Storytelling Method Based on Local Wisdom to Improve the Empathy Abilities of Group B Children

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A B S T R A K

Rendahnya kemampuan empati yang dimiliki oleh anak usia dini membuat anak kurang memiliki rasa berbagi, tolong menolong dan memahami perasaan orang lain. Dari permasalahan yang ditemuka maka perlu diberikan metode yang baru dalam pengembangan kemampuan empati pada anak. Metode yang dapat mengembangkan kemampuan empati yaitu metode bercerita interaktif berbasis kearifan lokal. Tujuan penelitian ini untuk mengetahui pengaruh metode bercerita interaktif berbasis kearifan lokal terhadap kemampuan empati pada anak kelompok B. Jenis penelitian ini adalah eksperimen semu (quasi experiment) dengan rancangan non-equivalent control grup design. Populasi dalam penelitian ini adalah seluruh anak kelompok B yang berjumlah 46 orang anak. kelompok B2 yang berjumlah 24 anak sebagai kelompok eksperimen dan kelompok B1 yang berjumlah 22 anak sebagai kelompok kontrol. Data dikumpulkan dengan metode observasi selanjutnya dianalisis dengan uji-t. Berdasarkan hasil analisisterdapat perbedaan yang signifikan kemampuan empati antara kelompok anak yang diberikan metode bercerita interaktif berbasis kearifan lokal dengan kelompok anak yang tidak diberikan metode bercerita interaktif berbasis kearifan lokal pada anak. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa penggunaan metode bercerita interaktif berbasis kearifan lokal berpengaruh terhadap kemampuan empati anak usia dini.

A B S T R A C T

The low ability of empathy possessed by young children makes them lack a sense of sharing, helping, and understanding other people's feelings. Based on the problems found, it is necessary to provide new methods for developing empathy skills in children. A method that can develop empathy skills is an interactive storytelling method based on local wisdom. This research aims to determine the effect of interactive storytelling methods based on local wisdom on empathy abilities in group B children. This type of research is a quasi-experiment with a non-equivalent control group design. The population in this study was all group B children, totaling 46 children. group B2, totaling 24 children, was the experimental group and group B1, totaling 22 children, was the control group. Data was collected using the observation method and then analyzed using the t-test. Based on the analysis results, there is a significant difference in abilities empathy between the children who were given interactive storytelling methods based on local wisdom and those who were not given interactive storytelling methods based on local wisdom. Based on the results of this research, the use of interactive storytelling methods based on local wisdom affects the empathy abilities of young children.

1. INTRODUCTION

Children are humans who are social creatures who continuously interact with other people. As social creatures, children will be faced with group and side-by-side life which requires children to maintain active interactions with other people because children as social creatures cannot fulfill their own needs. (A. Dewi et al., 2020; Khasanah & Fauziah, 2020; Nurhasanah et al., 2021). Children's abilities in social interaction must be formed from an early age because at the age of 0-5 years is the golden phase for children (Abidah & Novianti, 2020; Pangaribuan, 2021). The golden age period is a time that requires more attention for children because during this period their abilities develop rapidly and become a determinant for the continuity of their development. (Oktaviana, 2022; Wahyuni et al., 2020). If at this time the child does not

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receive the right stimulus, it can be detrimental to aspects of subsequent development. At the age of 3 years, children will be able to grasp skill stimuli as a basis for children to interact and stimulate social emotional development. (Rachman, 2020; Rahayuningsih, 2020; Subarkah, 2019).

Empathy is an important element in achieving children's social emotional development. Empathy is an individual's ability to understand and understand someone's feelings and emotions and the ability to imagine being in that person's position. Empathy can help children understand and see points of view so that they can put themselves in the position of another person who is having problems in order to provide the response that person needs. Therefore, empathy must be developed because it helps someone to feel comfortable and calm in facing problems. (Solichah & Syafi'i, 2021; Utamy et al., 2021). Empathy education for early childhood is the right effort because during the growth and development period it requires a lot of stimulus to form social skills. Empathy abilities that are trained or developed from an early age can overcome bad behavior such as selfishness in children, an attitude of not caring, not being able to understand other people's feelings. , and do not have a mutually helpful attitude (Rahmawati, 2014; Salsabila et al., 2021a).

During the pandemic that has been going on since 2020, the government minimized direct interaction with other people. The interaction restrictions implemented give children less opportunity to interact with the environment (Rokhani, 2020; Suriadi et al., 2021). In fact, interaction with the external environment is really needed by children as an opportunity for children to develop their social emotional skills, especially empathy. Lack of opportunities to interact results in low empathy in children (Larastati & Munastiwi, 2021; Sumiati & Tirtayani, 2021). During the Covid-19 pandemic that hit Indonesia, children were only at home and rarely interacted outside the home (Oktaria & Putra, 2020; Rohayani, 2020). Because parents are worried that their children will be exposed to the Covid-19 virus, apart from that, many of their children's parents do not have time to accompany their children to study due to work reasons and their children also rarely interact with their family members. This results in the child's ability to socialize being underdeveloped, the underdevelopment of the child's social skills also having an impact on the underdevelopment of the child's empathy abilities.

The feeling of empathy in early childhood has not been stimulated, making children less likely to understand the meaning of sharing. Children also lack a sense of caring for others, lack of understanding of other people's feelings, and lack a sense of mutual help. Lack of instilling empathy also has an impact on children's behavior, such as children often carrying out bullying or harassment towards their friends, behaving aggressively and often committing acts of violence. (Marlina, 2021; Syafitri, 2020) Efforts to develop empathy in children in kindergarten are still far from optimal. Similar research conducted stated that the empathy possessed by children from one of the Kindergartens (TK) in the Gunungpati area was still quite low. This can be seen when a child is playing, he is engrossed in himself and doesn't care about other friends. When a child falls and is bleeding, the child's friends just watch without helping the fallen friend. Besides that, low empathy can be seen in learning situations, namely when in class they do not want to share stationery with their friends. Similar research states that cases like this occur because the cultivation of empathy is still low, carried out by both parents and teachers, which is less than optimal. Even instilling empathy in young children is a challenge that must be faced by teachers and parents of children because instilling empathy is not easy to do. Instilling empathy in children as early as possible can shape children into individuals with high morals, civility, good manners and attitudes and actions that are in accordance with existing norms in society. Shaping a child's personality is not easy to carry out because it requires a long process, extraordinary patience, broad insight and the correct methods and approaches carried out by educational staff. courtesy and behaving and acting in accordance with existing norms in the community. Shaping a child's personality is not easy to carry out because it requires a long process, extraordinary patience, broad insight and the correct methods and approaches carried out by educational staff. courtesy and behaving and acting in accordance with existing norms in the community. Shaping a child's personality is not easy to carry out because it requires a long process, extraordinary patience, broad insight and the correct methods and approaches carried out by educational staff. (Octavia, 2021; Sandra & Zuhroh, 2021).

Based on the results of observations and interviews carried out at the Widya Kumara Tangeb Kindergarten with the head of the Kindergarten, it is known that the efforts to develop empathy carried out in the learning process are still monotonous and strategies in the learning process are less innovative. Teachers rarely use storytelling methods, especially stories that contain elements of local wisdom. Schools only occasionally use stories that contain local wisdom in one theme. Children's empathetic abilities that have not yet developed optimally can be seen from children's behavior and habits, such as children who like to fight over toys, do not want to lend stationery to friends who do not bring stationery and children do not want to forgive each other if they are not advised by the teacher because they still have an egocentric attitude. In the aspect of developing empathy which is carried out during the learning process, the method of advice given to children is still used. Problems that arise in the aspect of children's empathy can be

influenced because teachers only use the advice methods given. Teachers still rarely use interactive storytelling methods as an innovation in developing empathy, let alone stories based on local wisdom as a method for developing children's empathetic abilities.

Early childhood generally has an egocentric character. This results in children not being able to understand other people's feelings and only caring about themselves. Therefore, efforts are needed from the environment to be able to stimulate children's development, so that children are able to adapt their character as expected by the environment. (Aghnaita et al., 2020; Nuranisa et al., 2018; Sari et al., 2021). Furthermore, the environment must choose or use appropriate methods to develop children's empathetic abilities. Apart from that, according to Nurfazrina, there are several methods that can be used to develop empathy skills, namely storytelling, role playing and sociodrama. (Irma et al., 2022; Zainudin & Ediati, 2016). Teachers must be able to choose the right method to develop empathy in children. With the right method, the child's sense of empathy will develop well.

One method that can develop empathy in children is using the storytelling method. The storytelling method is one method that is easy for children to understand the meaning that the teacher wants to convey, because in this storytelling method children can think about the meaning of a story being told. (Junaidah, 2017; Nurjanah & Anggraini, 2020; Syamsiyah & Hardiyana, 2021). The variety of stories included in the storytelling method means that children do not get bored easily (Dewi, 2019; Nurmiati, 2018). The content of stories to stimulate the development of empathy in early childhood can be formed or modified based on local wisdom. Local wisdom is considered important in the learning process that takes place in the classroom because it contains values that can build the character of a nation.This is because local wisdom is a culture owned by certain communities that cannot be eroded by time and contains values and character so that it is very suitable to be featured in a story. Local wisdom will help students understand a concept that is being explained and can be done by children in this community environment because local wisdom is something that is often encountered by children. (Nurwahidah, 2017; Tanjung & Fahmi, 2015).

Previous research states that storytelling based on local wisdom carried out in PAUD is able to develop children's empathy (Rahmawati, 2014; Salsabila et al., 2021b). The stories used are stories about Putra Anak Diligent, Sari and Ratna, Ayu the Village Girl and the Balinese Dancing Princess, which are stories based on local wisdom. The results of previous research stated that the use of audio-visual media based on local wisdom with storytelling methods for children can take moral messages from the stories told. Apart from that, by using stories based on local wisdom, children can understand the cultures or traditions around the child. Therefore, this research uses stories based on local wisdom.

Telling stories with content based on local wisdom can stimulate children to be able to listen carefully and understand the contents of the messages in the story. It is rare for schools to present stories based on local wisdom in developing empathy that takes place during the learning process. The research carried out used an interactive storytelling method based on local wisdom. The stories used have elements of local wisdom developed and modified from Balinese regional habits or customs so that the stories told are interesting and children are able to understand the messages contained in the stories. Thus, this research aims to improve the empathy skills of group B children at Widya Kumara Kindergarten by using an interactive storytelling method based on local wisdom.

2. METHOD

The type of research used in this research is quantitative research with a quasi-experimental research design (QuasiExperiment). In this research, a Nonequivalent Control Group Design was used (Putri, 2019; Qomaliyah & Sukib, 2016). This research design has two subjects, namely an experimental group, a group that receives treatment and a control group that receives different treatment from the experimental group. The experimental group and control group will receive a pretest at the beginning of the research and a posttest at the end of the research. The experimental group was given an interactive storytelling method based on local wisdom and the control group was given learning as usual, namely conventional learning carried out in class which is generally applied in kindergarten. The population in this study was all children in group B of the Widya Kumara Tangeb Kindergarten, Mengwi District, for the 2022/2023 academic year, totaling 46 children. The data collection method used in this research is a non-test method, namely the observation method. Observation is an effort to collect data through the human senses. In natural situations, observation is the activity of observing social phenomena that occur in the real world and recording events that occur in society. Observation data on children's empathy abilities is a type of quantitative data (generating data in the form of numbers). The grid of the observation sheet for children's empathy abilities can be seen in Table 1.

Table 1. Group B Empathy Ability Observation Sheet Grid

Variable	K.D	Indicator	Item	Amount
Empathy Ability	2.9 Have behavior that reflects a caring attitude and is willing to help if asked for help	Able to understand other people's feelings	1, 2	2
		Share with others	3, 4	2
		Mutual help	5, 6	2

Analyzing research data using descriptive statistical analysis and inferential statistical analysis. Definition of descriptive statistics according to Sugiyono"statistics are used to analyze data by describing or illustrating the data that has been collected as it is without the intention of making conclusions that apply to the general public or are generational". And inferential statistics are techniques used to analyze sample data and the results are applied to the population. The research results were carried out in stages, namely by testing prerequisite analysis and hypothesis testing (Hartini et al., 2016; Magrifah, 2015).

3. RESULT AND DISCUSSION

Result

This research data was grouped into two, namely data on the empathy abilities of the experimental group children and data on the empathy abilities of the control group children. The objects studied in this research were the empathy abilities of children who were given interactive storytelling methods based on local wisdom in the experimental group and the empathy abilities of children who were not given interactive storytelling methods based on local wisdom in the control group. The recapitulation of descriptive statistical analysis of empathy ability data for the experimental group and control group is presented in Table 2.

Table 2. Recapitulation of Descriptive Statistical Analysis of Empathy Ability Results in the Experimental Group and Control Group

Analysis Results	Experimental Group	Control Group
Mean	82.21	70.45
Standard Deviation	4.78	4.50
Variance	22.87	20.26
The highest score	92.00	79.00
Lowest Value	72.00	63.00

The level of competency knowledge of a child's empathy ability can be determined by comparing the average percent level of a child's empathy ability with the five scale Benchmark Assessment (PAP) criteria (Alfath, 2019; Pangastuti & Munfa`Ati, 2018). The average of the experimental group obtained a percentage of 82.21% which was included in the high criteria, while the average of the control group obtained a percentage of 70.45% which was included in the medium criteria. This shows that the results of empathy abilities in the experimental group are higher than the results of empathy abilities in the control group.

The data normality test was carried out on the pretest and posttest data of the experimental group and control group. This normality test was carried out to determine whether the distribution of pretest and posttest data for the experimental group and control group was normally distributed or not normally distributed. A recapitulation of the normality test results for the distribution of data for the two groups is presented in Table 3.

Table 3. Recapitulation of Normality Test Results for Distribution of Research Sample Data

No.	Sample Group	Total Sample	X2 Count	X2 Table	Conclusion
1	Experimental Group	24	4.67	11.07	Normally distributed
2	Control Group	22	7.04	11.07	Normally distributed

After the data is declared to be normally distributed, it is continued with a homogeneity test to determine whether the pretest data and posttest data come from homogeneous or inhomogeneous samples.

The recapitulation of the homogeneity test results is presented in Table 4. After fulfilling the prerequisite tests, hypothesis testing can be carried out using t-test analysis. The recapitulation of the t-test results for the research sample group can be presented in Table 5.

Table 4. Recapitulation of the Results of the Homogeneity of Variance Test for the Experimental Group and Control Group

Sample	Mean	Elementary school	Variance	F Count	F Table	Conclusion
Experimental Group	82.21	4.78	22.87	1.13	2.05	Homogeneous
Control Group	70.45	4.50	20.26			

Table 5. Recapitulation of T-Test Analysis Results for Research Sample Groups

No.	Sample	N	DK	Mean	T Count	T Table	Conclusion
1	Experimental Group	24	44	82.21	8.58	2.021	H0 is rejected
2	Control Group	22		70.45			

The test criteria for the t-test are if tcount > ttable then H0 is rejected and H1 is accepted. Likewise, if tcount > ttable then H0 is accepted and H1 is rejected, with dk = n1 + n2 -2 and a significance level of 5%. Based on the hypothesis test, tcount = 8.58. At the 5% significance level with dk (24 + 22 – 2) = 44, t table = 2.021. It can be seen that the value of tcount > ttable is 8.58 > 2.021, so H0 states that there is no significant influence on empathy ability between the group of children who were given interactive storytelling methods based on local wisdom and the group of children who were not given interactive storytelling methods based on local wisdom. group B children of Widya Kumara Tangeb Kindergarten, Mengwi District, were rejected. And H1 which states that there is a significant influence on empathy abilities between the group of children who were given the interactive storytelling method based on local wisdom and the group of children who were not given the interactive storytelling method based on local wisdom in group B of the Widya Kumara Tangeb Kindergarten, Mengwi District, was accepted. The results of this research confirm the hypothesis that has been proposed, namely that there is a significant influence of interactive storytelling methods based on local wisdom on the empathy abilities of group B of Widya Kumara Tangeb Kindergarten, Mengwi District. This is because there is a significant difference in the empathy abilities of experimental group children who were taught through interactive storytelling methods based on local wisdom and control group children who were taught through conventional learning. The results of this research confirm the hypothesis that has been proposed, namely that there is a significant influence of interactive storytelling methods based on local wisdom on the empathy abilities of group B of Widya Kumara Tangeb Kindergarten, Mengwi District. This is because there is a significant difference in the empathy abilities of experimental group children who were taught through interactive storytelling methods based on local wisdom and control group children who were taught through conventional learning. The results of this research confirm the hypothesis that has been proposed, namely that there is a significant influence of interactive storytelling methods based on local wisdom on the empathy abilities of group B of Widya Kumara Tangeb Kindergarten, Mengwi District. This is because there is a significant difference in the empathy abilities of experimental group children who were taught through interactive storytelling methods based on local wisdom and control group children who were taught through conventional learning.

Discussion

In the experimental group, learning activities carried out to improve children's empathy skills by providing interactive stories based on local wisdom went well and were conducive. This is because interactive stories based on local wisdom are packaged as interesting and fun as possible. The steps in this research start from determining the title of the story, determining the storyline used, determining the tools and materials used in the local wisdom-based interactive story, conveying the objectives in the local wisdom-based interactive story, carrying out the opening of the activity, showing the wisdom-based interactive story video. local, performing scenes or recreating scenes that contain empathetic values, conducting questions and answers related to stories that have been broadcast that contain empathy.

The stories told are short stories based on local wisdom. Local wisdom isone part of the cultural habits or values passed down from generation to generation by local people (Darihastining et al., 2020; Dharmawibawa, 2019; Indriyani & Sulaiman, 2020). In this interactive story based on local wisdom, there are messages of empathy that children can absorb and implement in their daily lives. The media used in interactive stories based on local wisdom is audio-visual media, namely images that contain sound so that children are interested in listening and listening to the stories being broadcast. So that children are able to

understand the feelings experienced by the characters in the story. In contrast to the control group, daily learning activities in kindergarten which only used the lecture method were less than optimal. This is due to the weakness of the methods used by teachers who tend to be the center of learning so that they become passive and do not attract children's attention in the learning process so that children's empathetic abilities are less developed. (Qomaliyah & Sukib, 2016; Widiyanto & Wahyuni, 2020). The difference in the results of children's empathy abilities can be seen from the application of learning carried out in the experimental group and the control group, apart from that it can be seen from the results of the hypothesis test analysis and the mean score of the experimental group is higher than the control group.

Empathy education for early childhood is the right effort because during the growth and development period requires a lot of stimulus to form social skills (Limarga, 2017; Nisa et al., 2021) Empathetic abilities that are trained or developed from an early age can overcome bad behavior such as selfishness in children, having a high caring attitude, being able to see other people's points of view, and having a helpful attitude. (Larastati & Munastiwi, 2021; Syafitri, 2020). Children who have high empathy are able to position themselves and have good social relationships. In line with research which states that empathy education carried out as early as possible is expected to be able to form humans who can live in society (Salsabila et al., 2021a; Utamy et al., 2021). Apart from that, children can place themselves in social life because they have a mutually helpful attitude, understand other people's situations and understand other people's feelings.

Instilling empathy in young children is a challenge that must be faced by teachers and parents of children because instilling empathy is not easy to do. (Larastati & Munastiwi, 2021; Syafitri, 2020). Several methods that can be used to develop empathy skills in children are storytelling, role playing and sociodrama. Teachers must be able to choose the right method to develop empathy in children. With the right method, the child's sense of empathy will develop well. So, one of the methods One way to develop empathy in children is using the storytelling method (Fitri, 2021; RD Putri, 2019). The advantage of the interactive storytelling method based on local wisdom is that children are able to focus more in listening to the stories that are broadcast. Apart from listening, children are also able to see the picture illustrations, are able to attract children's attention, introduce local culture or customs, children understand the messages more easily. contained in the story. The interactive storytelling method can influence children's behavior in community life or social life by behaving in a way that reflects the value of empathy for the environment.

Regarding the interactive storytelling method based on local wisdom, it is in line with the storytelling method through audio-visual media which has an effect on children's moral abilities. Interactive storytelling methods based on local wisdom can stimulate children to listen carefully and understand the messages in the stories being told. The stories used have elements of local wisdom developed and modified from Balinese regional habits or customs so that the stories told are interesting and children are able to understand the messages contained in the stories. The values of empathy contained in the story are to develop the empathy abilities that children already have (Salsabila et al., 2021b; Sumiati & Tirtayani, 2021).

4. CONCLUSION

The results of this research are used as input for teachers to choose an appropriate and varied method and story in teaching, one of which can be using an interactive storytelling method based on local wisdom to improve children's empathetic abilities. By using an interactive storytelling method based on local wisdom, children can be actively involved in the learning process. Apart from that, by applying this method, children can easily understand the messages contained in the stories being told, and the learning process is much more enjoyable for the children. The implications for the principal are as leaders of an educational institution so that they can improve the quality of learning that is advanced, developing and enjoyable for children.

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