



TRAINING FOR ENHANCEMENT OF STORYTELLING ABILITY FOR PROSPECTIVE ELEMENTARY SCHOOL TEACHERS

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Abstract

This service activity aims to provide understanding and storytelling training to prospective elementary school teachers to create prospective teachers who are skilled in modifying or using creative learning methods, attracting student learning interest, and improving the storytelling abilities of future elementary school students teachers. The location of this activity is at Bhayangkara University, Greater Jakarta, where the training process is carried out using the Zoom Meeting application due to the Covid-19 pandemic. With the number of participants as many as 25 PGSD students from various agencies or universities. The model used is mentoring or counseling about basic theory and storytelling training. The activity method is synchronous and asynchronous training. The first day of direct face-to-face training is conducted online between the presenters and training participants through zoom meetings, then continued training on the 2nd and 3rd days indirectly (not real-time) between the presenters and training participants. The participants will be given the task of analyzing two storytelling videos. Each participant is asked to make a storytelling work then upload it via the link prepared on G-Drive to be evaluated and given guidance by the team for implementing community service activities. The results of the observations showed positive things. The prospective elementary school teachers (PGSD students) were very enthusiastic about participating in this training activity and were motivated to practice it in learning activities. In addition, participants can produce storytelling works.

Keywords: Storytelling, Training, Teacher, Primary School

INTRODUCTION

Improving the quality of Indonesian language learning in primary schools must continue to be pursued to support educational goals at the basic education level because the educational objectives at the basic education level are part of national development in education. Considering that Indonesian is the national language of the Republic of Indonesia and as a unifying language in Indonesia. According to teachers, awareness of the importance of learning Indonesian in schools introduces Indonesian more as the mother tongue of their own country (Taufik, 2015). One of the skills needed in this case is speaking skill. According to Tarigan (2014), the primary purpose of speaking is to communicate with each other, which is supported by a communication tool called language.

Many efforts can improve Indonesian language learning, especially speaking skills. One of them is through storytelling activities. To present it attractively, it takes some preparation, from choosing the type of story, preparing the place, preparing props or media, to delivering the level (Tampubolon, 1991). According to Asfandiar (2007), the benefits of storytelling are: 1) giving pleasure, excitement, enjoyment in developing children's imaginations, 2) providing new experiences and developing children's insights, 3) being able to provide a good understanding of themselves and others, 4) being able to provide new experiences, and 5) children learn to speak in a fun style to hone their

speaking skills.

The background of this activity is the many problems that arise in the language learning process in the classroom and the low interest of teachers in developing creativity to use interesting learning methods for students. Teachers still do not understand the concept and are skilled in modifying or using creative learning methods and attracting students' interest in learning. This result aims to provide prospective elementary school teachers with understanding storytelling training to develop future skills in modifying or using creative learning methods and attracting student learning, improving prospective elementary school teachers. The storytelling abilities can become a provision for future teachers in developing students' speaking skills.

One of the professional forms of teachers is to continuously develop their abilities, both in terms of their knowledge and skills (Suharsimi, 2010). Therefore, the PKM activity entitled "Training to Improve Storytelling Ability for Prospective Elementary School Teachers" is an effort to help improve prospective elementary school teachers' knowledge in storytelling to improve the quality of teachers and the quality of teachers learning in elementary schools. As a result, this activity creates improvements for language teachers by the target of prospective elementary school teachers from several agencies. Future teachers or students of PGSD are more creative and motivated in creating an exciting and quality language learning process to attract student learning skills.

Thus, the authors hope that training to improve storytelling skills for prospective elementary school teachers can be a solution. In the future, prospective elementary school teachers will be increasingly able to bring out their creativity to modify the learning methods used in the learning process.

METHOD AND PROCEDURES

The method of this service activity is synchronous and asynchronous training, where the first day (28 August 2021) online training is carried out between the presenters and training participants through a zoom meeting. The second day of training (29 August 2021) and the third day (30 August 2021) is carried out indirectly. Directly (not in real-time) between the presenters and the trainees. The training participants were given the task of analyzing two storytelling videos. Each participant was asked to make a storytelling work and then upload it using the G-Drive link to be evaluated and given guidance by the community service team.

The details of the information of this seminar activity are as follows:

1. Time and Place of Implementation

Day and Ladder Implementation: Sunday-Monday-Tuesday, 28-29-30 Agustus 2021

Place of Implementation: Universitas Bhayangkara Jakarta Raya and Virtual Conference
(Zoom Application)

2. Implementation(Event Arrangement)

The composition of the implementation event is as follows:

Hari ke-1: Sabtu, 28 Agustus 2021	
Waktu	Kegiatan
08.00 – 08.30	Registrasi Ulang Peserta Pelatihan
08.30 – 08.45	Pembukaan dan menyanyikan lagu Indonesia Raya
08.45 – 08.55	Sambutan oleh ketua pelaksana kegiatan
08.55 – 09.00	Pembacaan Doa
09.00 – 10.30	Pemateri 1 (Defenisi dan Urgensi <i>Storytelling</i> bagi Guru Sekolah Dasar)
10.30 – 12.00	Pemateri 2 (Teknik dan Kiat-kiat dalam <i>Storytelling</i>)
12.00 – 13.00	ISOMA
13.30 – 14.30	Pemateri 3 (Pengalaman, Manfaat dan Asistensi Membuat <i>Storytelling</i>)
14.30 – 15.30	Pemateri 3 (Pengalaman, Manfaat dan Asistensi Membuat <i>Storytelling</i> bagian 2)
15.30 – 15.50	Sesi diskusi dan tanya jawab
15.50 – 16.00	Sesi dokumentasi dan Penutup
Hari ke-2: Minggu, 29 Agustus 2021	
09.00 – 12.00	Absensi dan pemberian tugas 1
13.00 – 16.00	Evaluasi tugas dan pemberian bimbingan
Hari ke-3: Senin, 30 Agustus 2021	
09.00 – 12.00	Absensi dan pemberian tugas 2
13.00 – 16.00	Evaluasi tugas dan pemberian bimbingan

Table 1. Event Arrangements

RESULTS

The documentation of online seminar activities about training for enhancement of storytelling ability for prospective elementary school teachers community are as follows:

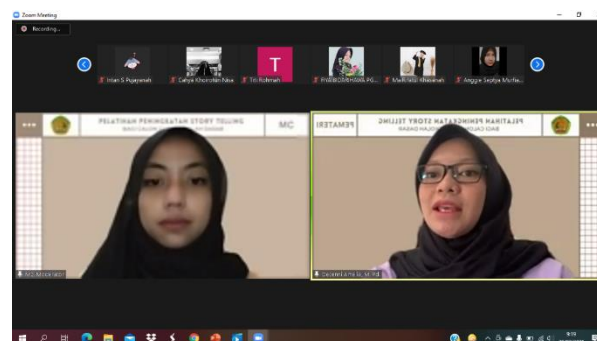


Figure 1. chief executive greeting

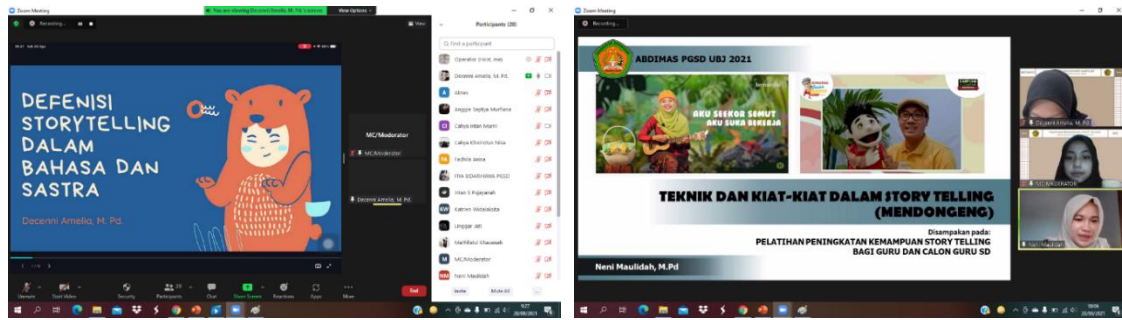


Figure 2 Speech from keynote speakers 1 and 2

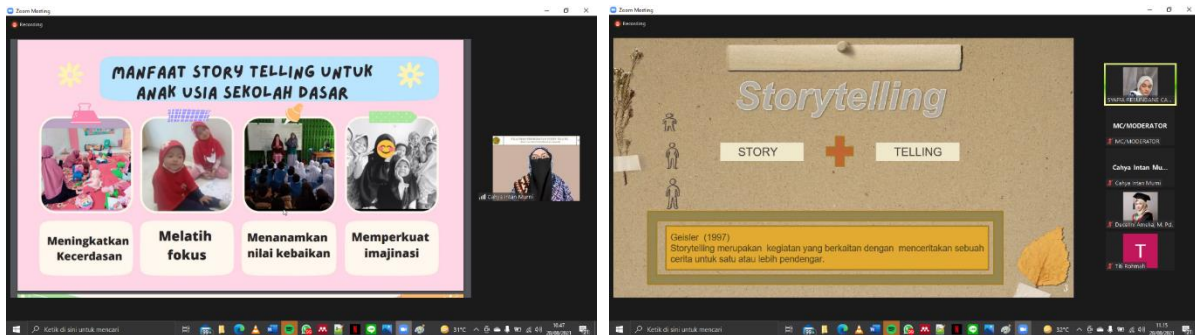


Figure 3 Speech from keynote speakers 3 and 4

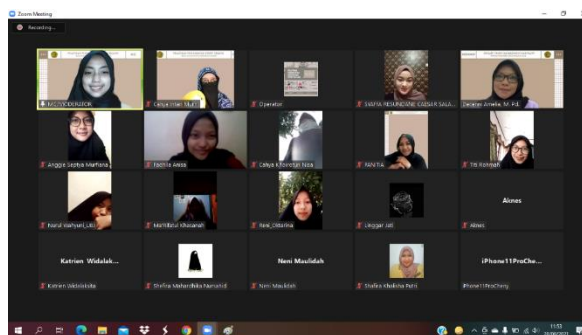


Figure 4. Documentation after completion of the activity

CONCLUSION

After carrying out the community service program with the title "Storytelling Ability Improvement Training for Prospective Elementary School Teachers, we will evaluate the implementation process. From the findings we obtained during community service, we can conclude that the community service program is one form of implementation. The Tri Dharma of Higher Education has provided benefits for Elementary School Teacher Education (PGSD) students. They still lack storytelling skills and lack an understanding of storytelling creation.

This community service program activity should be carried out continuously and continuously,

considering the level of research development needs that still need development, especially PGSD students themselves. This form of training effectively provides refreshment and new insights in literacy development for elementary school-age children, which requires all relevant parties to help launch community service activities.

ACKNOWLEDGMENTS

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