



Available online at JECE (Journal of Early Childhood Education)
Website: <http://journal.uinjkt.ac.id/index.php/jece>
Permalink/DOI: <http://dx.doi.org/10.15408/jece.v4i2.29132>
JECE, 4 (2), Desember 2022, 78-88

STORYTELLING: STIMULATING CHILDREN'S LEADERSHIP

Novita Ashari*, Fitriani Mustamin, Ummul Khaeriyah, Armi Nadilah
Asnar, Salmawati, Dian Rahma Rasyid, Nurdiana Bakri
IAIN Parepare
Corresponding e-mail: novitaashari@iainpare.ac.id

Abstract

The formation of a leadership spirit that is still minimal is a problem in this research. The results of initial observations showed that children were not confident, and shy, parents of children waited at school until learning was finished, and low cooperation between children when teachers gave group activities. This study aims to form a leadership through the storytelling about the history of the Prophet's trade in group B children at RA DDI Majennang Suppa. This research method uses descriptive qualitative research in which the researcher describes the actual findings from the data in the field. The research data was collected by using interview, observation and documentation techniques. In inculcating leadership, indicators are needed including self-confidence, independence, discipline, honesty, responsibility, and cooperation. Based on the findings of the research conducted, the researchers obtained the results that the application of the storytelling history of the Prophet's trade can form the leadership of group B children in RA DDI Majennang.

Keywords: History of Trading Rasulullah, Leadership, Story Telling

Abstrak

Pembentukan jiwa kepemimpinan yang masih minim menjadi permasalahan dalam penelitian ini. Hasil observasi awal menunjukkan bahwa anak tidak percaya diri, dan pemalu, orang tua anak menunggu di sekolah sampai pembelajaran selesai, dan kerjasama antar anak rendah saat guru memberikan kegiatan kelompok. Penelitian ini bertujuan untuk membentuk kepemimpinan melalui cerita tentang sejarah nabi berniaga pada anak kelompok B di RA DDI Majennang Suppa. Metode penelitian ini menggunakan penelitian kualitatif deskriptif dimana peneliti menggambarkan temuan yang sebenarnya dari data yang ada di lapangan. Data penelitian dikumpulkan dengan menggunakan teknik wawancara, observasi dan dokumentasi. Dalam menanamkan jiwa kepemimpinan diperlukan indikator-indikator antara lain percaya diri, mandiri, disiplin, jujur, tanggung jawab, dan kerjasama. Berdasarkan temuan penelitian yang dilakukan, peneliti memperoleh hasil bahwa penerapan dongeng sejarah perdagangan Nabi dapat membentuk kepemimpinan anak kelompok B di RA DDI Majennang.

Kata Kunci: Sejarah Rasulullah Berniaga, Kepemimpinan, Story Telling

Introduction

Every child has different potentials, where they are still in the stage of knowing themselves. This potential will affect children's lives in the future. Early childhood is the main factor that is able to strengthen a nation. They are future leaders who will continue the leadership one day. It is no exaggeration to say that the level of quality of the young generation will affect the progress of a country. This is what indicates that the younger generation is the nation's hope to achieve the glory of a country. Therefore, the quality of children from an early age must continue to be intensified in order to build a better country. Provision from the beginning regarding skills in leadership is the first step to produce a superior generation of prospective leaders (Rohman & Mutadi, 2021).

Everyone needs leadership, at least being a leader for himself to direct and control himself in the face of various conditions faced. Leadership is not only intended for officials, at least in a family a household leader is needed. Leadership is a process in order to achieve goals by influencing and controlling the mind to do business together. For early childhood, leadership is an attitude of courage shown by children when experiencing problems in various conditions, where children can lead their peers in certain situations (Istiningtyas & Safitri, 2020).

Leadership is an influence, which can influence others around him. In giving an influence to others, there are two parts of leadership, namely the leader who has a positive influence or the leader who has a negative or bad influence (Waruwu, 2021). In addition, leadership is also defined as an association of skills related to personality traits, which includes authority so that it can be a means to convince people under their leadership to be willing and able to carry out the tasks that are their responsibility (Amanda Sri et al., 2020).

Basically, leadership can be formed and trained from an early age, with the aim that children are able to face various problems and find it easy to find solutions to the problems they are experiencing. As educators who have an important role in the process of child development, an innovation is needed in applying leadership to children (Rahayu et al., 2022). This is because the spirit of leadership is not a talent from birth, but rather a lot of hard work and experience to produce and create a good leader. Spirit leadership will be beneficial for children when having a career, building a household ark even when setting up a business or business (Suebuddin, 2021).

Spirit of leadership is a part of the self-development process that not only brings results for individuals, but also for organizations or groups in certain fields (Hermawan et al., 2022). Spirit leadership has characteristics or indicators, namely (1) self-confidence, namely an attitude that shows the ability to understand oneself so that they have confidence when carrying out and completing a task at hand; (2) independent, it can be seen when someone does a wish by not depending on other parties; (3) discipline, namely punctuality in completing the tasks assigned to him; (4) honest, is a moral foundation that becomes the main capital in entrepreneurship; (5)

being responsible, namely the existence of self-involvement to complete a task that is done; (6) cooperation, carried out by a group of people to socialize and do and solve everything together in achieving common goals (Amanda Sri et al., 2020).

Becoming an ideal leader requires the provision and skills of a leadership, because the leader is not only a theoretical concept but also a part of the learning process (Muskita et al., 2021). However, growing and developing a leadership spirit in children is certainly not an easy, fast and instant thing, but it takes a long process. Therefore, building and forming a leadership from an early age is the right thing to prepare children to become future leaders (Elyanna, 2021).

In addition to the role of parents at home in shaping leadership, the role of educators in educational institutions also plays an equally important role in building leadership. The initial process in leadership comes from within the child and starts with small things (Herlina et al., 2018). Early actualization is needed so that children can start the spirit of leadership by leading themselves first. Parents and educators can provide facilities to form and develop the skills that will be needed in the leadership of children, for example by appointing children to appear, selecting class leaders and so on (Rachmadyanti & Wicaksono, 2017).

In addition, educators can also invite children to learn to solve problems such as compiling puzzles which will be beneficial for independence, which will be a provision in leadership. It doesn't stop there, educators need to train and teach children to convey ideas and feelings, also listen to opinions and take care of other people's feelings. As a leader in *entrepreneurship* future, he is not only skilled in managing and managing businesses, but also wise in listening to various criticisms and suggestions from colleagues or employees for self-development and business progress. In *entrepreneurship*, of course, requires interaction with other people, because almost some of the failures in the world of *entrepreneurship* are failures in human relationships. Therefore, teaching the art of effective communication to children by providing activities that can encourage children to be able to speak and listen. Activities that can be given to children are storytelling (Rachmadyanti & Wicaksono, 2017).

Storytelling is a process of conveying or telling a story to people who listen which is fun and able to develop children's imagination but is not patronizing (Haerudin & Cahyati, 2018). activities Storytelling are carried out orally with the right tone and intonation according to the flow of events that occur. Method *The* storytelling can instill various character values in children from an early age, not least the character in shaping leadership, especially in *entrepreneurship*. As the history of trading the Prophet who can provide an example for children in building a leadership. Therefore, the storytelling can be a means to tell the history of the Prophet's trade in forming a leadership in children (Ratumbusang, 2017).

The formation of a leadership spirit that is still minimal is a problem in this research. The results of initial observations showed that children were not confident, and shy, parents of children waited at school until learning was finished, and low

cooperation between children when teachers gave group activities. In addition, at the time of initial observation it also showed that there were still children who did not know the figure of the Prophet sallallahu 'alaihi wa sallam. Therefore, before applying the media with the storytelling history of the Prophet's trade, the researcher first introduced who the Prophet was using an Islamic children's song, then the children were given questions about the song they had listened to and they were able to answer questions about the Prophet asked by the researcher.

Therefore, based on the above, researchers are interested in conducting research to shape leadership through the storytelling history of the Prophet's trade in children aged 5-6 years or also called groups in RA DDI Majennang.

Group B children in RA DDI Majennang still have a very low understanding of the Prophet. When researchers asked about the Prophet Muhammad, most of the children were unable to answer. The researcher chose the storytelling method about the history of the Prophet's trade because it provides many concepts of leadership through entrepreneurship. Before discussing the history of the Prophet's trade, the researcher first introduced the Prophet's biodata. In his story, it is described that Rasulullah had a leadership spirit from an early age so he was able to become a successful entrepreneur.

Method

This Research was conducted using a qualitative descriptive method. Qualitative descriptive is a research method that begins with a process or event which can later be drawn a term used in qualitative research in a study with descriptive characteristics (Yuliani, 2018). The research was conducted at RA Majennang, located in Suppa. The subjects in this study were children aged 5-6 years who were in group B. The number of children who were the research subjects were 15 children with 7 boys and 8 girls.

The results of initial observations showed that children were not confident, and shy, parents of children waited at school until learning was finished, and low cooperation between children when teachers gave group activities.

Researchers obtained research data using interview, observation and documentation techniques. Interviews are a systematic way to obtain information in the form of questions about objects which are conducted *face to face*. The purpose and function of the interview is a stage that facilitates problem solving by obtaining the expected information, as a complement to a scientific report (Hakim, 2013). Observation is an activity carried out to observe a real event in the field. Observation aims to observe and dig deeper into a problem to be solved and find a solution after making observations. Documentation is real evidence obtained during observations, both using photo, audio and video media from activities carried out in the field. The purpose of the documentation is to avoid public deception, and the report that is done is stronger (Nilamsari, 2014).

Results and Discussion

Developing a leadership is very important, the learning process will be easier if the right stimulus is given. In building a leadership, educators need to pay attention and consider various things that can shape a leadership (Fitroh & Mayangsari, 2017). The child himself can be interpreted as a person who is still small and has not yet reached adulthood, so the principle in forming a leadership is intended so that children can know themselves first, find their desires, be able to respect others and train their children's persistence from an early age (Waruwu, 2021).

Spirit of leadership is a series of abilities and traits possessed by the leader himself so that with his ability he can move and influence those around him to do the tasks assigned to him without feeling forced (Farida & Anjani, 2019). The values needed to be able to form leadership are by having several attitudes or indicators, including self-confidence, independence, discipline, honesty, responsibility and cooperation (Amanda Sri et al., 2020). Further explanation regarding the leadership of children through the storytelling history of the Prophet's trade based on the results of the research that has been done can be seen in the table below.

Table 1.1 Research Result

Indicators	Implementation Storytelling	Before	After
Confidence	Children dare to raise their hands and answer questions	11	15
Independent	Children independently make decisions without depending on others	10	14
Discipline	Children are able to be patient and obey the rules in activities	10	15
Honest	Children can know honest behavior in everyday life	9	13
Responsible	Children are able to do the tasks assigned to them	12	14
Cooperation	Children want to play and do things together	11	14

Based on the table above, shows that on the confidence indicator there are 11 children who have the courage to raise their hands and answer questions. After the application of storytelling showed that there was an increase in which all children had the courage to raise their hands and answer the questions given. At the time of applying the storytelling of the history of the Prophet's trade, the researcher recounted the figure of the Prophet who dared to trade since he was a teenager accompanying his uncle to the land of Sham. Self-confidence is an attitude that children need in interacting in social life. Confidence can be a strength and energy for children in

raising the spirit to achieve success. As a generation that will continue the ropes of the nation's struggle, self-confidence must be embedded in children from an early age (Kintani et al., 2013).



Figure 1. Confidence Indicator

The independent indicators show that there are 10 children who have been able to make decisions independently without depending on others, then an increase of 4 children who are able to make their own decisions after the application of storytelling where the Prophet since the age of 8 years has shown independence by herding goats, without completely dependent on his uncle. This shows that independence is an important ability that children need to have as one of the main needs from an early age (Rantina, 2015). By developing children's independence, it will provide opportunities for children to try and learn something new. In addition, children will not easily depend on others so that they can solve problems in completing tasks (Wulandari et al., 2018).



Figure 2. Independent

Discipline indicators show that children are able to be patient and obey the rules in activities, before the research was conducted there were 10 children who showed discipline. After applying storytelling, namely the history of trading, the Prophet patiently joined his uncle in trading at the age of 12, it was found that all children were able to be patient and obey the rules given. This shows that discipline is a moral behavior shown by a person in social life, namely voluntarily following and obeying every rule that applies in the community (Machfiroh et al., 2019).



Figure 3. Discipline Indicators

In the honest indicator there are 9 children who have been able to know honest behavior in everyday life before being given the application of storytelling. Then there was an increase to 13 children after the implementation of storytelling where children can find out that if they get money on the road they cannot be spent. This is based on the story of the Prophet who was always honest in trading where the Prophet always informed the condition of his merchandise according to the actual conditions. The Prophet also never took goods or cheated other people's merchandise. Therefore, the Prophet was always liked by many people and was successful in trading abroad. Based on this, the children enthusiastically wanted to follow in the footsteps of the Prophet who was always honest. This shows that honesty is an attitude that needs to be developed from an early age because it is the initial foundation in life in society. The honesty of a person becomes an important asset needed in various aspects of life (Chairilisyah, 2016). Honesty is the behavior of a person expressing everything in the form of feelings, actions, words according to the actual situation and not manipulating and even lying to gain advantage (Samiaji, 2019).



Figure 4. Honest Indicator

Responsible indicator shows that before the application of storytelling there were 12 children who had been able to do the tasks assigned to them. Furthermore, there was an increase to 14 children after the application of storytelling was carried out, namely telling the Prophet who always finished the work and kept the mandate given by

trading goods for Siti Khadijah who was the entrepreneur partner of the Prophet. Based on this, it was found that the child had shown an attitude of responsibility by being able to return and tidy the toys to their original place, and was able to complete the tasks assigned to him. Responsibility is very necessary to be instilled in children because it will become a child's character in the future (Salsabila & Nurmainah, 2021). Children who have developed responsibility show that they always carry out and complete the tasks and obligations given without any encouragement but come from within themselves (Cahyati, 2018).



Figure 5. Responsible Indicators

In the indicators of cooperation, namely children want to play and do something together, it was found that of 15 children, 11 had shown a cooperative attitude before the research was conducted. Then after the application of storytelling that tells of the cooperative relationship that the Prophet did in building trade relations with his colleagues in *entrepreneurship*, there was an increase of 14 children who had shown an attitude of wanting to play and do things together. This shows that in the process of working together children can be trained to suppress individual interests and be able to prioritize group interests. In cooperation, they show an attitude of wanting to work and get things done with other people or in groups, and there is no competition but cohesiveness in achieving common goals (Fauziddin, 2016). By working together, children can help each other in completing tasks and be able to establish relationships through effective communication needed in social interaction (Magta et al., 2019).



Figure 6. Indicators of Cooperation

Conclusion

Based on the results of research conducted on children in Group B at RA DDI Majennang Suppa, it is therefore concluded that the application of the storytelling in this case related to the history of the Prophet's trade can form the leadership of children which includes indicators of confidence, independence, discipline, honest, responsible and cooperative. This is because through the storytelling by showing pictures related to the history of the Prophet's trade, the Prophet's example can be conveyed effectively. In addition, the storytelling can attract attention because it is delivered in a fun way, making it easier for children to understand and absorb what is given.

References

- Amanda Sri, A., Puspitasari, E., & Novianti, R. (2020). Perbedaan Sikap Kepemimpinan Anak Usia 5-6 Tahun Berdasarkan Jenis Kelamin. *Jurnal Review Pendidikan Dan Pengajaran*, 3(2), 384-394. <https://doi.org/10.31004/jrpp.v3i2.1389>
- Cahyati, N. (2018). Penggunaan Media Audio Visual Terhadap Karakter Tanggung Hawab Anak Usia 5-6 Tahun. *Jurnal Golden Age*, 2(2), 75-84.
- Chairilisyah, D. (2016). Metode dan teknik mengajarkan kejujuran pada anak sejak usia dini. *EDUCHILD*, 5(1), 8-14.
- Elyanna, Y. (2021). *Membangun Mental Kepemimpinan Anak Melalui Kecerdasan Linguistik*. <https://osf.io/preprints/24vt6/>
- Farida, S. I., & Anjani, S. R. (2019). Menumbuhkan Jiwa Kepemimpinan Pada Mahasiswa di Lingkungan Universitas Pamulang. *Inovasi: Jurnal Ilmiah Ilmu Manajemen*, 6(2), 1-20. <https://doi.org/10.32493/inovasi.v6i2.y2019.p19-20>
- Fauziddin, M. (2016). Peningkatan Kemampuan Kerja Sama melalui Kegiatan Kerja Kelompok Pada Anak Kelompok A TK Kartika Salo Kabupaten Kampar. *Jurnal PAUD Tambusai*, 2(1), 29-45.
- Fitroh, S. F., & Mayangsari, D. (2017). *Efektifitas Pembelajaran Pendekatan Design For Change dalam Pengembangan Kreativitas Entrepreneurial Leadership Anak Usia Dini*. 804-812. <http://research-report.umm.ac.id/index.php/research-report/article/view/1300>
- Haerudin, D. A., & Cahyati, N. (2018). Penerapan Metode Storytelling Berbasis Cerita Rakyat dalam Menanamkan Nilai-Nilai Karakter Anak. *Jurnal Pelita PAUD*, 3(1), 1-9.
- Hakim, L. N. (2013). Ulasan Metodologi Kualitatif: Wawancara Terhadap Elit. *Aspirasi*, 4(2), 165-172. <https://jurnal.dpr.go.id/index.php/aspirasi/article/view/501>
- Herlina, Muhyani, & Zahrotunni'mah. (2018). Hubungan Pembinaan Orang Tua dan Pembinaan Siswa dengan Jiwa Kepemimpinan Siswa Di SMP Muhammadiyah 1 Bogor. *Ta'dib: Jurnal Pendidikan Islam*, 7(2), 487-497. <https://doi.org/10.29313/tjpi.v7i2.4061>
- Hermawan, A., Saputra, D., Fadhillah, D. N., Pratiwi, E. S., Rakhma, I., Farid, I. H., Lusiana, & Kristiana, Y. (2022). Kegiatan Menumbuhkan Jiwa Kepemimpinan pada Anak Melalui Edukasi Digital di Yayasan Domyadhu Lebak Bulus. *Jurnal*

Pengabdian Sosial, 2(1), 34–40.

- Istiningtyas, A., & Safitri, W. (2020). Upaya melatih jiwa kepemimpinan pada anak usia dini melalui big puzzle. *Jurnal Pengabdian Kepada Masyarakat Ungu*, 2(3), 124–127.
- Kintani, Y., Ali, M., & Endang, B. (2013). Sikap Percaya Diri dalam Proses Pembelajaran Pada Anak Usia 5-6 Tahun Segedong. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2(10), 1–11.
- Machfiroh, L., Desyanty, E. S., & Rahmah, R. A. (2019). Pembentukan Karakter Disiplin Anak Usia Dini Melalui Metode Pembiasaan di TK Aisyiyah Bustanul Athfal 33 Kota Malang. *Jurnal Pendidikan Nonformal*, XIV(1), 54–67.
- Magta, M., Ujjanti, P. R., & Permatasari, E. D. (2019). Pengaruh Metode Proyek Terhadap Kemampuan Kerjasama Anak Kelompok A. *Jurnal Mimbar Ilmu*, 24(2), 212–220.
- Muskita, S. M. W., Pakpahan, R. R., Ferdinandus, A. Y., Kelelufna, V. P., Clan, E., & Marleen, M. (2021). Pelatihan Tentang Menggali Jiwa Kepemimpinan pada Remaja RT. 002 RW 001Kelurahan Sawagumu Kecamatan Sorong Utara Kota Sorong. *KOMMAS: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 31–37.
- Nilamsari, N. (2014). Memahami studi dokumen dalam penelitian kualitatif. *Wacana*, XIII(2), 177–181.
- Rachmadyanti, P., & Wicaksono, V. D. (2017). Pendidikan Kewirausahaan Bagi Anak Usia Sekolah Dasar. *Seminar Nasional Inovasi Pendidikan*, 419–437.
- Rahayu, N. P., Maulana, I., Fitri, D., Putri, D. sarita, & Jayanuarto, R. (2022). Urgensi jiwa kepemimpinan guna menumbuhkan kesadaran komunikasi anak usia dini. *JIMAKUKERTA: Jurnal Ilmiah Mahasiswa Kuliah Kerja Nyata*, 107–112.
- Rantina, M. (2015). Peningkatan Kemandirian Melalui Kegiatan Pembelajaran Practical Life (Penelitian Tindakan Di TK B Negeri Pembina Kabupaten Lima Puluh Kota, Tahun 2015). *JURNAL PENDIDIKAN USIA DINI*, 9(2), 181–200.
- Ratumbuysang, M. F. (2017). Penguatan Karakter Wirausaha Melalui Metode Story Telling Sejarah Berdagang Nabi Muhammad Dan Sahabatnya. *Jurnal Ecopsy*, 4(3), 133. <https://doi.org/10.20527/ecopsy.v4i3.4292>
- Rohman, S., & Mutadi. (2021). Menumbuhkan Jiwa Kepemimpinan Sejak Dini di MI Sekecamatan Bandar Mataram. *DIMAR: Jurnal Pendidikan Islam*, 3(1), 112–125.
- Salsabila, J., & Nurmainah. (2021). Studi Tentang Sikap Tanggung Jawab Anak Usia 5-6 Tahun Di TK Fajar Cemerlang Sei Mencirim. *Jurnal Golden Age*, 5(02), 111–118.
- Samiaji, M. H. (2019). Perkembangan Karakter Mandiri dan Jujur pada Anak Usia Dini. *Jurnal ThufuLA*, 7(2), 295–308.
- Suebuddin, M. (2021). Pengaruh Pengetahuan Kewirausahaan, Motivasi Berwirausaha Dan Menanamkan Jiwa Leadership Terhadap Minat Berwirausaha. *SINAU: Jurnal Ilmu Pendidikan Dan Humaniora*, 7(1), 1–12. <https://doi.org/10.37842/sinau.v7i1.56>
- Waruwu, W. (2021). *Membangun kepemimpinan dalam diri anak sejak usia dini*. 1–9.
- Wulandari, D. A., Saifuddin, & Muzakki, J. A. (2018). Implementasi Pendekatan Metode Montessori dalam Membentuk Karakter Mandiri pada Anak Usia Dini.

AWLADY: Jurnal Pendidikan Anak, 4(2), 1-19.

Yuliani, W. (2018). Metode Penelitian Deskriptif Kualitatif dalam Perspektif Bimbingan dan Konseling. *Quanta*, 2(2), 83-91. <https://doi.org/10.22460/q.v1i1p1-10.497>