

## **PMTOH: A MODEL OF ACEHNESE STORYTELLING TO DEVELOP CHILDREN'S CHARACTER**

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### **Abstract**

Aceh is one of the regions in Indonesia with a history of Southeast Asia's longest conflicts. Although there has been a peace agreement back in 2005, to build the foundation correctly for the character of the next generation is crucial, because of the post-conflict tensions yet fully biodegradable and potentially emerge negative emotions, such as the vengeful, anger, and distrust to others. Character education as an active effort to establish good habits needs to be inculcated goodness continues as children from childhood. Kindergarten is one of formal education to instill values that make up the character. One media that teacher use in instilling the values of the characters is storytelling. The study aims to test the effectiveness of the method Hikayat PMTOH for kindergarten teachers in improving storytelling skills to educate tolerance and peace-loving character in early childhood. Hikayat PMTOH is an art that has unique way to tell a story with rhythm, simple props, and expression (facial narrator) in accordance with the character in the story that appeared in the packaging attractive and memorable to children. Through Hikayat PMTOH, tolerance and love peace is internalized through the training of kindergarten teachers who will be able to become an alternative solution to teach character values in children. The study will involve as many as 30 kindergarten teachers who will be divided into the experimental group and the control group. The experimental group will be trained with Hikayat PMTOH method to improve storytelling skills education for tolerance and peace-loving character. The data obtained will be analyzed by the method of analysis of variance. The results are expected: Hikayat PMTOH effective to improve the skills of teachers to build a character of tolerance and peaceful for childhood.

**Keywords:** Hikayat PMTOH, Teacher Skills, Tolerance, Peace-Loving Character

### **INTRODUCTION**

Character education is an active effort in making good habits, it needs to be instilled continuously as a beneficial trait for children from childhood. Na'imah (2012) translates it as an effort to realize quality characters that need to be shaped early. Character education will not succeed without role models or appropriate people such as parents, teachers in schools, and communities in the wider environment. This study will take one of the role models requested, the teachers at the school. Therefore teachers are required to have characteristics to be role models for students (Lumpkin, 2008). Teachers can shape the character of students through the habituation of attitudes in everyday life and are responsible for the learning process (Lickona, 1991). Deputy minister of education and culture, Musliar said that the implementation of character education in schools was still constrained by teachers who did not understand how to integrate school subjects (Antara News, 2012).

Aceh is one of the regions in Indonesia that experienced the longest post-conflict area in Southeast Asia, therefore building a foundation properly is considered very important, because post-conflict tensions have not yet fully resolved. This has an

impact on Aceh's younger generations who are very likely still have negative emotions buried by conflict, such as revenge, anger, or antitrust. Through Aceh's saga, the value of tolerance and peace of mind will be internalized through workshops for kindergarten teachers. The researcher views Hikayat PMTOH as the most effective method for early childhood character education in Aceh, because Hikayat PMTOH is a form of storytelling of Acehnese art and culture in the form of speech art that is appealing to children, in this case one of the effective moral teaching methods to children are through telling stories.

Based on a preliminary study conducted in B sub-district in Aceh Besar, it was found that kindergarten teachers had never received workshops or activities to improve the ability of teachers to teach character education to students. This study then takes a smaller scope, namely the cultural perspective in storytelling or storytelling through a workshop on *Aceh Storytelling Art Method* (Hikayat PMTOH) on kindergarten teachers in improving teacher skills for character tolerance and peace-loving education. Tolerance is the ability to live in harmony with others. By being tolerant, children will be able to appreciate differences in quality in others, open up to new views and beliefs, respect others without distinguishing ethnicity, gender, appearance, culture, beliefs, abilities or sexual orientation. By being tolerant, children will treat others well and attentively. (Ladlia, 2010).

#### LITERATURE REVIEW

A character is knowledge, love, and behavior to do good. According to Berkowitz and Schwartz (2006), "Character is a set of complex psychological characteristics that affect a person's ability and tendency to function morally." Related to this, there are seven types of psychological characteristics, namely: moral values, moral actions, moral emotions, reasoning moral, moral personality, moral identity, and basic characteristics. Berkowitz and Bier (in Berkowitz & Hoppe, 2009) define character as a complex set of psychological characteristics that motivate and enable an individual to act as a moral agent, that is, a subset of psychological characteristics that one leads to wanting and is able to do the right thing.

Lickona (2012) explains that the character consists of three interrelated parts, namely moral knowing, moral feeling and moral behavior. Koehler and Royer (2001) divided character traits as follows: (1) Having concern for others and being open to external experience; (2) Consistently able to manage emotions; (3) Having an awareness of social responsibility and accepting it selflessly; (4) Take the right action even though no one else sees it; (5) Having internal strength to strive for harmony with the surrounding environment, and (6) Develop appropriate personal standards and behave that are consistent with these standards.

Being tolerant helps children realize the diversity and cultural differences, kindergarten teachers can use teaching methods that are appropriate to the characteristics of children. Moeslichatoen (1999) says there are seven methods of teaching early childhood, including playing, field trips, conversations, storytelling, demonstrations, projects, and assignments. Teachers who teach pre-school age children can adopt various strategies to integrate the relationship between multicultural, diversity and tolerance (Tarman & Tarman, 2006).

Storytelling in Acehese culture is known as Hikayat, this Hikayat is used as a text in the art of speech/theater, which means the devotee of "haba" in the Acehese language which means talking to storytelling (Juned, 2011). One of the well-known art of Acehese is Hikayat PMTOH. Hikayat PMTOH is a method of storytelling in the form of speech performed by a storyteller, in telling a story of a story PMTOH someone must be able to express mimic face, use different supporting instruments and can describe a number of figures present in the saga. Therefore saga PMTOH looks unique compared to other storytelling methods.

Hikayat PMTOH was popularized by an Acehese storyteller, Teungku Adnan PMTOH (1959-2006), the name PMTOH was given by the Acehese because he was very well known for imitating the trumpets of the Sumatran transportation buses in the 1970s. Hikayat PMTOH can be done by anyone, there are no special requirements needed to perform the saga, but it requires skill or ability and willingness to tell stories that can later be enjoyed by listeners in this case the community. Besides the ability to tell the story, PMTOH also uses certain tools such as pillows, swords from coconut midribs, trumpets, used cans, or adapted to the contents of the story. This is to facilitate the delivery of content to listeners, the PMTOH method is a part of Aceh's oral literature which in its presentation is attractive and dynamic. In the past, this art was often displayed on social events, wedding ceremonies, and so on, but now it is increasingly rare in Aceh. The steps to do PMTOH storytelling can be summarized as below:

1. Preparation: choosing the theme of the story, memorizing the contents of the story, preparing property (simple props), preparing costumes to support the story become more interesting
2. Implementation: melting Acehese traditional songs in accordance with the theme of the story and then the song ends with the delivery of the theme of the story, telling stories in the style of PMTOH, using tools, costumes that have been prepared according to the theme of the story, using expression / mimic faces that change accordingly with the characters in the story being told
3. Closing: Hikayat PMTOH closes with the delivery of a moral message contained in the contents of the story, ending with a closing greeting.

Aceh's Hikayat PMTOH artistry has rarely been found in society, Acehese children do not know Hikayat PMTOH now because this traditional art lives and known only among artists, so in this matter researcher realizes the need to revive this traditional arts to Acehese children. The purpose of this study was to examine the training on the methodology of PMTOH storytelling in improving the character of tolerance and love for early childhood.

## **METHOD**

### **Research Subject**

This study involved a number of kindergarten teachers as participants who were divided into experimental groups and control groups. The subjects in this study were kindergarten teachers who met the following criteria:

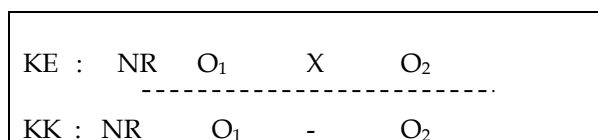
- a. Having an educational background of teacher education for early childhood
- b. Act as a permanent teacher

### Research Instrument

The ability of kindergarten teachers in doing storytelling of the Hikayat PMTOH method was measured by the knowledge scale and behavioral observation used to measure storytelling skills.

### Research Design

This study used a quasi-experimental method with a control group and an experimental group. Quasi experiments are experiments that have treatment, impact measurement, experimental units, but do not use random estimation to create comparisons in order to infer changes caused by treatment (Shaadish, Cook, Campbell, 2002). In this study the researcher wanted to use the experimental design control group design with pretest and posttest, in which there were two groups namely the control group (the group that did not get treatment) and the experimental group (the group that was treated). Both of these groups, both control and experiment will be measured twice namely before and after treatment (Shaadish, Cook, Campbell, 2002). The use of experimental design in this study can be described as follows:



**Figure 1.** Chart of the experimental design

Where:

KE : *Kelompok eksperimen* (Experiment Group)

KK : *Kelompok Kontrol* (Control Group)

X : Role Playing Method

O<sub>1</sub> : Pretest

O<sub>2</sub> : Posttest

NR : Non Random

In this study, the skills of storytelling by kindergarten teachers will be compared between before and after the workshop presentation of Hikayat PMTOH, the experimental group was asked to play a role of giving storytelling before taking the post-test. This is done to see whether the Hikayat PMTOH method can improve the character of tolerance and peace of mind.

### Data Analysis Method

The data to be obtained in this study will be analyzed using the t-test data analysis method. Data obtained in this study were analyzed using mixed ANOVA data analysis methods.

**Table 1.** Time group interaction

Tests of Within-Subjects Effects						
Measure: MEASURE_1						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Time * Greenhouse-Geisser	2072,290	1,000	2072,290	110,010	,000	,797

Data analysis on Mauchly's Test of Sphericity (attachment) shows significant results (sig <0.01), this result is used to determine which part of the results of the analysis of the next mixed anova data should be seen. In the 5 part time \*Greenhouse-Geisser row group table, the F value of 110.010 (p <0.01) is obtained. This shows that there is an interaction between time or time (pre-post) and group (control-experiment). Interactions showed that there were significant differences in the change in pre-test scores to post-tests in both groups (control-experiment). The selection of the Greenhouse-Geisser line to see the time group results in accordance with those recommended by Leech et al. (In Widhiarso, 2011), when the results from Mauchly's Test of Sphericity were significant the time section of the Greenhouse-Geisser line group obtained the F value of 110.010 (p <0.01). This shows that there is an interaction between time (pre-post) and group (control-experiment). Interactions showed that there were significant differences in the change in pre-test scores to post-tests in both groups (control-experiment). Data analysis also produced interactions at each time (pre-post) in the control group and experimental group as presented in the table below.

**Table 2.** Each time's interaction

Group	(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. <sup>a</sup>
Experiment	1	2	-22,412*	1,489	,000
	2	1	22,412*	1,489	,000
Control	1	2	1,308	1,702	,449
	2	1	-1,308	1,702	,449

The results of this data analysis showed that there was a change in the improvement of kindergarten teacher storytelling skills in the experimental group after being given treatment was significant (MD = -22,412; p <0,00), negative MD value (mean difference) higher than the average pre-test means that mastery of the subject has increased. While changes in skills improvement in the control group before treatment were not significant (MD = -1.308; p > 0.05), these results can be seen in the first 6 rows table, shown in the pre-test interactions (see table 5, second column, ) and post-test1 (see table 5, second column, although the MD value here is also negative which means there is an increase in the control group but the results show insignificant. The partial eta square results in the experimental group are known to be 0.79, indicating that the effective contribution of training in the experimental group was 79%.

## RESULTS AND DISCUSSION

The results of data analysis that has been done show that there are differences in the improvement of storytelling skills through PMTOH's method of teaching for the value

of tolerance and peace of love for kindergarten teachers which is very significant ( $F = 22.412$ ;  $p < 0.01$ ), that means the purpose of the study was intended to test the training in improving kindergarten teacher storytelling skills with PMTOH's method of learning for the value of tolerance and peace-loving has been successful.

The effective contribution of training in the experimental group was found to be 79%. This means that the training can improve the kindergarten teacher's storytelling skills with PMTOH's method of learning for 79% tolerance and peace of mind. In the experimental group, it was found that there was a difference in the improvement of kindergarten teacher storytelling skills between before and after the treatment was given. The subject's skills improved after getting treatment ( $MD = -22,412$ ;  $p < 0.01$ ). While in the control group, there was no improvement in subject skills before the treatment was given ( $MD = -1,308$ ;  $p > 0,05$ ).

The results obtained from this study are in line with existing studies that the use of training methods has proven effective for improving teacher skills in a learning material (Chong, 2010; Pistorio, 2009; Sariçoban & Bariskan, 2005; Wati, 2012). The training method is effective because it includes learning of experiences, training becomes an organizational activity planned and designed in response to the needs identified in the trainees (Bernardin & Russel, 1998).

The workshop in this study taught participants through observation or also called imitation or modeling. Bandura (1986) explains that learning takes place in the process of attention, retention and production. Attention is the process of observing or paying attention to an activity, retention is the process of remembering an activity that has been observed, while production is a process of transforming memory into a symbolic concept internalized in him to respond to the same thing that has been observed by individuals, so that individuals can organize these new skills into a new form of response related to the things learned. After this happens, the last process is motivation, namely the process in someone who encourages him to apply these new skills as a response in the form of behavior. The research became meaningful when the participants saw the storyteller directly as a model and then recalled the details of the examples and tried to imitate the storytelling by motivating themselves that they had new skills.

Improving the skills of storytelling of kindergarten teachers with PMTOH's method of art with a contribution of 79% can occur because so far PMTOH's art has been known in Acehese cultural arts but kindergarten teachers have placed themselves only as lovers/spectators. Therefore, this study shows that workshops/training given to teachers to learn the PMTOH storytelling method are effective. As a result, teachers are more proficient in telling stories to students. PMTOH can be studied and is a national cultural heritage that must be preserved. It is highly recommended for all kindergarten teachers to tell stories using this method. By gaining new skills the teachers are optimistic that they will be able to instill the value of tolerance and peace of mind in kindergarten children by attracting the attention of children.

## CONCLUSIONS

Based on the explanation of the results of the research and discussion above, it can be concluded that there is an increase in kindergarten teacher's storytelling skills through

PMTOH's method of tolerance for peace and love values for participants (experimental group) who received treatment. This shows that this training can be used to improve the skills of kindergarten teachers in telling stories with PMTOH's method. This workshop facilitates and engages participants fully to learn from the practice of saga created during the training process.

The researcher followed up on the results of this workshop by observing the teacher who told the story with PMTOH's speech in front of kindergarten students. This was done by the researcher within 3 weeks after the research was carried out. The researcher saw kindergarten teachers (research subjects) able to tell PMTOH style with confidence in front of their students. These teachers also revealed that they were happy with the new skills that were obtained from this character education workshop.

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