Character Development of Students through an English Literacy Program Based on Storytelling

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Abstrak

Program literasi merupakan strategi yang diimplementasikan oleh sekolah-sekolah di seluruh dunia dengan tujuan menjadikan warganya menjadi literat sepanjang hayat. Penelitian ini bertujuan untuk mengetahui : 1) implementasi pembinaan karakter peserta didik melalui program literasi bahasa Inggris berbasis storytelling, 2) Integrasi pembinaan karakter peserta didik melalui program literasi bahasa Inggris berbasis storytelling. Penelitian ini menggunakan deskriptif kualitatif dengan teknik pengumpulan dan analisis data adalah observasi, wawancara dan dokumentasi. Adapun subyek penelitian ini adalah dua guru yang bertindak sebagai guru model dan peserta didik kelas X-1 dan X-3. Penelitian telah dilakukan di Madrasah Aliyah Negeri (MAN) 2 Kota Makassar pada semester gasal tahun ajaran 2023/2024. Sebelum melakukan penelitian, peneliti dan guru mendiskusikan proses pelaksanaan pembelajaran, timeline kegiatan dan topik yang telah disepakati. Hasil penelitian ini adalah: 1) implementasi pembinaan karakter ini dimulai dengan berdoa sebelum dimulai program literasi bahasa Inggris berbasis storytelling lalu dilanjutkan dengan menelaah materi narrative text, tanya jawab, pemberian tugas dan akhirnya performing storytelling untuk membina karakter disiplin, kerja keras, tanggung jawab dan kreativitas peserta didik dengan percentage 78.86 (kategori baik) ke 87.68 (kategori sangat baik). Hal ini mengindikasikan bahwa semua peserta didik berpartisipasi aktif dalam setiap tahapan program tersebut bahwa pentingnya pendidikan karakter sebagaimana tertulis jelas dalam Q.S al-Qalam ayat 4, 2) guru bahasa Inggris MAN 2 Kota Makassar sudah mengintegrasikan pembinaan karakter dalam pembelajaran bahasa Inggris, sudah include dalam menyusun perangkat pembelajaran, memilih materi, media, memanage dan menilai kelas. Selain itu, guru bahasa Inggris sudah memahami secara komprehensif serta menyeluruh terkait dengan pembelajaran bahasa Inggris berbasis storytelling. Program literasi bahasa Inggris berbasis storytelling tersebut dapat membina karakter peserta didik sebagai edukasi dan habituasi dalam aktivitas sehari-hari.

Kata Kunci: Pembinaan Karakter, Program Literasi Bahasa Inggris, Story Tellng

Abstract
The literacy program is a strategy implemented by schools worldwide to make their citizens literate for a lifetime. This research aims to determine: 1) the implementation of character development of students through an English literacy program based on storytelling, and 2) the integration of character development

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of students through an English literacy program based on storytelling. This research used qualitative descriptive methods with data collection and analysis techniques through observation, interviews, and documentation. The subjects of this research were two teachers acting as model teachers and students from classes X-1 and X-3. The research was conducted at Madrasah Aliyah Negeri (MAN) 2 Kota Makassar in the first semester of the 2023/2024 academic year. Before conducting the research, the researcher and teachers discussed the implementation process of the learning, the timeline of activities, and the agreed-upon topics. The results of this research were as follows: 1) the implementation of character development began with a prayer before starting the English literacy program based on storytelling. It was then followed by reviewing narrative text material, Q&A sessions, assignments, and finally, performing storytelling to foster the characteristics of discipline, hard work, responsibility, and creativity with a percentage ranging from 78.86 (good category) to 87.68 (very good category). This indicated that all students actively participated in each stage of the program, emphasizing the importance of character education, as clearly stated in Surah al-Qalam, verse 4. 2) English teachers at MAN 2 Kota Makassar have integrated character development into English language learning. It was included in lesson planning, material selection, media usage, classroom management, and assessment. In addition, English teachers have a comprehensive understanding of English language learning based on storytelling. This literacy program could foster the character of students through education and habituation in their daily activities.
Keywords: Character development, English Literacy Program, Storytelling

Introduction

The Indonesian nation is currently experiencing a crisis of morals and character. The moral issue is marked by the numerous instances of moral conditions among the younger generation that do not align with the core values of the Indonesian nation. However, the character values of the Kamil people have not yet been fully realized optimally.

According to Sutrimo Purnomo stated that the character issues in Indonesia stem from the current school curriculum, which tends to prioritize the transfer of knowledge over the transfer of values, despite the crucial importance of instilling character values [1]. Character is considered a vital aspect that should be embedded in the younger generation through the national education system, as outlined in Law Number 20 of 2003 concerning the National Education System Article 3 [2]. Juliari also asserts that students, in addition to possessing good knowledge or skills, should exhibit good character [3]. Ratnawati &

Sulastri further elaborate that some students are capable of producing project videos, such as storytelling, by incorporating character values into digitally-based English literacy education [4].

As the times continue to evolve and the lack of students' character becomes more apparent, English literacy based on storytelling is increasingly essential to be implemented among the current generation. As in Islam, literacy is also strongly emphasized in its teachings, to be practiced to build an Islamic individual rich in knowledge. The word of Allah in the Qur'an, Surah Al-Alaq, verse 1.

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ

"Read in the name of your Lord who created." [5]

According to the Ministry of National Education, there are 18 values in character education as outlined in Muhammad Soleh Hapudin's book. These

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values include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the homeland, appreciation of achievement, friendliness/communicativeness, love for peace, enthusiasm for reading, environmental awareness, social concern, and responsibility [6]

Furthermore, If related to my research, teachers play a crucial and active role in the achievement of the English literacy program when students engage in storytelling. It is hoped that the knowledge acquired by the students and their character will improve. The importance of character education in Islam is written in Surah Al-Qalam, verse 4.

وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ

"And indeed, you are truly of noble character."

Method

The researcher applied a qualitative descriptive method to illustrate the problem statement. According to Zuchri Abdussamad, qualitative research methods are more focused on describing the condition, nature, or essence of the values of a particular object or phenomenon [7].

This research was carried out at Madrasah Aliyah Negeri (MAN) 2 Kota Makassar, in the first semester of the academic year 2023/2024. Before conducting the research, the researcher conducted initial observations and discussions with teachers and the vice head of student affairs. A timeline of activities was agreed upon collaboratively. The subjects of this study were two teachers, one English teacher, and one vice head of student affairs who also serves as an Islamic Education teacher, acting as both model teachers and students in classes X-1 and X-3. The data sources were categorized into two types: primary data and secondary data.

In this research, the researcher employed data collection methods consisting of observation: data collection was conducted through direct observation and recording of the entire implementation process of the learning activities by using observation sheets. Subsequently, the collected data was analyzed descriptively to ensure accurate information was obtained through the English literacy program based on storytelling, Interview method: Interviews were conducted by giving questions orally or through dialogues. The results of the interviews were then extracted descriptively and qualitatively to ensure clarity and readability Documentation: Documentation data was obtained during the learning process through photographs, archives, and other relevant materials.

A conclusion was drawn gradually to understand whether the research objectives could be achieved or not. Initially, the collected data was tentatively summarized, followed by verification to obtain accurate data through collaboration with teachers.

A graded observation sheet was utilized for evaluating the attitudes or characters of the students during the implementation of the literacy program based on storytelling.

Table 1 Graded Scale Assessment

No	Criteria	Value
1	Excellent	5

2	Good	4
3	Adequate	3
4	Poor	2

The data was analyzed by adopting the percentage formula (Sugiyono, 2014). The percentage calculation is interpreted using the descriptive percentage criteria table [8], as shown in the following table:

Table 2. Descriptive Percentage Criteria for Character Development Implementation

Interval	Criteria for Implementing the English Literacy Program
81% - 100 %	Very good
61 % - 80 %	Good
41% - 60 %	Fair
21% - 40 %	Poor
≤ 20 %	Very poor

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Results and Discussion

In this section, the researcher will discuss the analysis results conducted regarding the character development of students. This analysis will be presented based on the previous findings.

A. Implementation of Students' Character Development Through English Literacy Program Based on Storytelling.

MAN 2 Kota Makassar has an English literacy program based on storytelling aimed at nurturing the character of students. This program began with a prayer before starting the English literacy program, followed by exploring narrative text materials, Q&A sessions, assignment giving, and finally performing storytelling. Other activities such as examining narrative text materials, Q&A sessions, giving assignments, and ultimately performing storytelling, Alhamdulillah (praise be to God) involved the entire school community, creating a lively atmosphere. This indicated that all students actively participated in each stage of the English literacy program based on storytelling to foster their characters. Here is the description:

1. Praying Before Conducting Character Development Through the English Literacy Program Based on Storytelling.

All students devoutly engaged in prayer before the learning session begins. The researchers highly appreciated the prayer led by the model teacher or one of the students. During the prayer session, their enthusiasm was evident, and they read aloud as instructed by the NR model teacher.

2. Analyzing Narrative Text Materials

Session 1

The core learning process begins by observing and studying the material presented by the Model Teacher, and the material is about Narrative Text. NR model teacher described the lesson design chart activity through a PowerPoint presentation. The learning objective is for students to identify detailed information from a narrative text about a famous legend among teenagers. The teaching strategy to be applied was collaborative learning, directing students to write narratives, engage in Q&A, and then discuss activities related to the introduction, core content, and conclusion that align with the material.

In this activity, the model teacher divided students into several groups. These groups were guided to collaborate using the collaborative learning method to read narrative texts and identify unfamiliar vocabulary by highlighting, creating mind maps containing keywords, or arranging relevant images to facilitate understanding of the story. They used examples and presented informational text using simple and compound sentences to retell a fairy tale, legend, or fable whose topic has been distributed by the model teacher NR on a piece of paper. Afterward, they commented on each group's work and presented the results of the discussion in front of the class.

The steps of teaching and learning activities (KBM) are as follows:

INTRODUCTION (10 minutes)

- The lesson starts with greetings and warm wishes from the teacher, followed by a prayer led by one of the students.
- Identifying the presence of students.
- Presenting the topic and learning objectives.

CORE ACTIVITY (65 minutes)

- Conducting a diagnostic test.
- Asking students to sit according to their respective groups.
- Encouraging students to reflect on their understanding by answering triggering questions and writing their answers on prepared worksheets.
- Exploring concepts by reading learning resources prepared in the form of videos or instructional books.
- Collaborating with group members to understand images/texts provided by filling out worksheets.
- During the lesson, the teacher opens a discussion with students to assess their progress, using triggering questions or directly asking about collaboration progress or challenges faced in learning.
- Students are asked to write or present a brief review of the material they learned today.

CLOSING (15 minutes)

- Conditioning students to be grateful for today's learning outcomes.
- If needed, students are asked to continue their collaboration through online discussions.
- Briefly presenting the next learning activities.

3.   Question and Answer

Based on the information gathered, MAN 2 Kota Makassar has successfully integrated the question-and-answer method into the English literacy program based on storytelling.

The weakness in implementing character development through the English literacy program based on storytelling was the question and answer session, as only one question was given to each group, despite having many participants during the program. However, the question and answer sessions, along with assignments, were quite effective as they could enhance the participants' memory.

A similar sentiment is expressed by Didik Andriawan, who mentioned that even though the method is considered conventional, its effectiveness is still relevant and proven to be powerful in improving students' critical thinking skills. [9]

4.   Giving An Assignment

During the observation process, the researcher directly heard the teacher stating that the deadline for completing the assignment was approximately one week. Therefore, the alignment between

the observation and the interview reflects the reality in the field.

The use of assignment methods in nurturing students' character through English literacy based on storytelling could also be an engaging means to improve students' reading abilities and comprehension. Additionally, creating stories or using narratives in learning c make the learning process more interesting and relevant for students.

5. Performing Storytelling

Sessions 2 and 3

Storytelling activities were conducted by using a narrative text whose topic has been determined by NR model teacher to nurture the character of students at MAN 2 Kota Makassar.

In the Session, it was evident that the majority of students focused on only one activity based on the given storytelling topic. In this session, each group already demonstrated the characteristics of discipline, hard work, responsibility, and creativity. Any shortcomings or weaknesses in this session were reflected upon by the model teachers, NR, and IL. As a result, in the following activities, students were directed to develop all the nurtured characters.

The topics for storytelling include Snow White, the Faithful Cat, Princess, and Cinderella. The character development process based on storytelling utilizes folktales, fables, or fairy tales that impart character values and morals as mentioned in Table 3 above.

Here is the result of the group storytelling performance conducted in Sessions 2 and 3, presented in the form of a table.

Table 3. Character development through English Literacy based on Storytelling

N0	Name of Students	Discipline		Work Hard		Responsibility		Creativity		TOTAL	
		1	2	1	2	1	2	1	2	1	2
1	LS	4	4	3	4	3	4	3	4	13	16
2	NHR	4	4	4	4	3	4	3	3	14	15
3	AN	4	4	3	3	3	4	3	3	13	14
4	MNF	3	4	4	4	3	4	3	4	13	16
5	CAB	4	4	3	4	4	4	3	4	14	16
6	SAS	4	4	4	4	3	3	3	3	14	14
7	AS	3	4	4	4	4	4	3	4	14	16
8	MKF	4	4	4	4	3	4	3	3	14	15
9	AAM	3	3	3	3	3	3	2	3	11	12
10	MIR	4	4	4	4	3	3	2	3	13	14
11	BLI	4	4	3	3	4	4	2	3	13	14
12	CA	4	4	3	3	3	3	3	3	13	13
13	TF	3	3	3	4	2	3	3	4	11	14

14	NFI	4	4	4	4	3	4	3	3	14	15
15	APK	4	4	3	3	4	4	3	3	14	14
16	AK	4	4	4	4	3	3	3	3	14	14
17	NFB	4	4	3	3	3	3	3	3	13	13
18	ADM	3	4	3	3	2	3	2	3	10	13
19	ISA	3	3	2	3	3	4	2	3	10	13
20	MF	4	4	4	4	3	3	3	3	14	14
21	ANP	3	4	3	3	3	3	3	4	12	14
22	ANF	4	4	3	3	3	3	2	3	12	13
23	MK	4	4	4	4	3	3	3	3	14	14
24	AAF	3	3	3	3	3	3	2	3	11	12
25	MKA	3	4	3	3	2	3	2	3	10	13
26	AAF	4	4	4	4	3	4	2	3	13	15
27	ACH	4	4	4	4	3	4	3	4	14	16
28	IAA	4	4	4	4	3	3	2	3	13	14
29	AYN	3	3	3	3	2	3	2	3	10	12
30	SAA	4	4	3	3	2	3	2	3	11	13
31	NIH	3	4	3	3	3	4	2	3	11	14
32	NQN	3	4	3	3	3	3	3	3	12	13
33	NI	4	4	4	4	3	3	2	3	13	14
34	NF	4	4	4	4	3	4	3	4	14	16
Total		124	130	116	120	101	117	88	110	429	477
Percentage		91.18	95.59	85.29	88.24	74.26	86.03	64.71	80.88	78.86	87.68

The character development of students at MAN 2 Kota Makassar based on the table above showed an improvement from session 2 to session 3 on the item "Perform Storytelling." The data indicated a progression from 78.86 (considered good) to 87.68 (categorized as excellent). This suggested that all students actively participated and were motivated in every stage of the program, emphasizing the significance of character education, as explicitly stated in Surah Al-Qalam, verse 4.

In the storytelling process at MAN 2 Kota Makassar, it was evident that storytelling helped nurture the students' imagination, as demonstrated by their ability to retell or create stories. Engaging in storytelling activities also provided real-life experiences. Storytelling fostered character values such as discipline, hard work, responsibility, and creativity. In this stage, teachers provided practical examples to nurture character through group performances by uploading links to the video storytelling project and students were responsible for carrying out their tasks within the given deadline set by the teacher.

Link to the result of the video storytelling project:
https://drive.google.com/file/d/1eDpcgo0Y9Kqx6vwiS3kQaKwm-GuOK509E/view?usp=drivesdk

(**Sulastri[1], Ratnawati[2], Abdollah[3], Andi Hudriati[4], St. Asriati. Am**)

B. Integration of Students' Character Development through English Literacy Program Based on Storytelling

Based on the result of the interview indicated that character development has been integrated and manifested in the learning materials, especially English literacy based on storytelling. According to the analysis of the teaching module, English teachers at MAN 2 Kota Makassar emphasized linguistic elements such as pronunciation in the story text, vocabulary expansion, and grammar structure. Additionally, student testimonials indicated that their English teachers tended to provide explanations about language elements like sentence structure and include moral values or character development in stories. The development of learning objectives and initial competencies highlighted in the teaching module indicated the English teachers' emphasis on linguistic aspects and character development. Analysis data obtained from the English teaching module document

Furthermore, it was found that the English teachers at MAN 2 Kota Makassar have already integrated character development into English language learning. This integration includes the development of teaching materials, the selection of content, the use of media, classroom management, and assessment. Ad-

ditionally, the English teachers have a comprehensive understanding of English language learning based on storytelling.

The English teachers have a solid grasp of the basic concepts of English literacy through character development. Therefore, the program can be implemented consistently in the context of developing students' storytelling skills.

Conclusion

Based on the research conducted by the researchers, the following conclusions can be drawn:

The English literacy program has shown significant progress in developing the character of students. This is evident through the implementation of character development steps, including storytelling performance. Students are more engaged and motivated to learn. They not only enhance their literacy skills but also actively understand and practice character values such as discipline, hard work, responsibility, and creativity. The percentage improved from 78.86 (good category) to 87.68 (very good category) on the item performed Story telling. This aligns with the efforts of teachers to cultivate students with strong character, in line with Islamic teachings as clearly stated in Surah al-Qalam verse 4.

English teachers at MAN 2 Kota Makassar have successfully integrated and manifested character development for students in the selection of teaching materials, the use of teaching media, and the evaluation of learning through the English literacy program based on storytelling.

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