

Implementation of Storytelling Method on Religious Characters in Religious Programs at SMP N 6 Kebumen Reviewed from Gender

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Abstract: This study aims to determine the implementation of the storytelling method on religious characters in the spiritual program of students of SMP Negeri 6 Kebumen with a gender perspective. This type of research uses quantitative descriptive research. The population of this study was 58 female students and 50 male students of grade IX of SMP N 6 Kebumen. The sampling technique used purposive sampling. In this study, we used a questionnaire as a method of data collection. The results showed that the implementation of the storytelling method had an effect on students' religious characters. When viewed from the gender aspect, it turns out that there are differences between male and female students.

Keywords: Storytelling Method, Religious Character, Spiritual Program, Gender.

Introduction

The basis, function, and objectives of national education according to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System states that education is a conscious effort to create a learning atmosphere and learning process so that students can actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. (Copy of Minister of Education and Culture Regulation Number 21 of 2016, n.d)

Character building is a lifelong learning experience, both through formal education and in the process of life growth and development. Current life circumstances are influenced by previous circumstances and future circumstances are largely determined by current life circumstances. If from the beginning the

development of a person's character is formed in an integrated and harmonious manner, it can be expected that behavior which is an elaboration of various aspects of the person will emerge well, therefore character building of children needs to be instilled early on so that children are accustomed to and raised with noble morals and manners. (Sabarudin et al., 2022) Character education is a process of activities with the aim of forming student character by instilling values in accordance with the nation's culture with components of knowledge aspects (cognitive), attitudes, feelings (affection felling), and actions, both towards Allah SWT. and with His creations, the purpose of character education is to make students into whole human beings who have noble morals in the dimensions of heart, mind, body and feelings and intentions. The character is expected to become a complete personality that can reflect the harmony and harmony of the heart, mind, body, and soul/intention of character education as a unity

with Islamic religious education and morals that emphasize learning about instilling the values of honesty, obedience, personality, noble morals, tolerance, solidarity, and religion. (Prastiyo Ferry, 2023)

Character education, especially religious character, is a major issue in today's education world. Religious character education is not only about understanding religious teachings, but also practical implementation in everyday life. One effective method in building religious values in students is the storytelling method. Stories have extraordinary power because they can inspire, motivate, and shape a person's character. SMP Negeri 6 Kebumen, as one of the educational institutions in Kebumen, certainly cares about the formation of students' religious character. However, how the storytelling method influences the formation of students' religious character in this school, especially when viewed from the perspective of gender differences, still needs further research. This study is important to determine how effective the storytelling method is in forming students' religious character and to determine whether there is a different influence between male and female students. The purpose of this study was to determine the effect of the storytelling method on the level of religious character of students at SMP Negeri 6 Kebumen between male and female students. The results of this study are expected to contribute to the world of education regarding information on the effectiveness of the storytelling method in forming religious character so that it can be an alternative in developing religious programs in schools. Providing input to SMP Negeri 6 Kebumen in compiling a more effective religious program in forming students' religious character. For other researchers, it can be used as a reference for further researchers who have the same topic. Based on the literature review and theoretical considerations, the hypothesis H1 is proposed: There is a significant influence of the storytelling method on the level of character reliability of students at SMP Negeri 6 Kebumen. H2: There is a difference in the influence of the storytelling method on the level of character reliability of students between male and female students at SMP Negeri 6 Kebumen.

Materials and Methods

This research is a type of quantitative descriptive research. Quantitative descriptive, which is consistent with the research variables, focuses on actual problems and phenomena that are occurring, and presents research results in the form of meaningful numbers (Sugiyono, 2019). Quantitative descriptive research is research that only describes the content of a variable in the research, not intended to test a specific hypothesis. Thus, it can be known that quantitative descriptive research is research that describes, examines and explains a phenomenon with data (numbers) as it is without intending to test a certain hypothesis. This research was carried out at SMP N 6 Kebumen on 50 male students in grade IX and 58 female students in grade IX.



Figure 1. Photo of female students at SMP N 6 Kebumen

The research stage began with the design of a religious character questionnaire. The tool used was a religious character questionnaire based on indicators that had been created, namely (1) behaving honestly in all aspects of life, including in learning and interacting with friends, (2) carry out daily routines with discipline, including during study and worship times, (3) be able to control emotions and behavior, especially in difficult situations, (4) maintain cleanliness, dress politely and neatly, (5) show affection and concern for friends, teachers, and the environment. The data obtained were then subjected to qualitative descriptive analysis of the influence of the storytelling method on religious character in the religious program at SMP N 6 Kebumen in terms of

gender . The calculations used in this analysis are as follows and refer to Table 1.

$$P = F/N \times 100\%$$

Information:

P = Percentage

F = number of responses from respondents

N = number of respondents

The assessment criteria for the level of students' religious character using the storytelling method for religious programs will then be analyzed using the following table:

Table 1. Criteria for Assessing Students' Religious Character Levels in the Storytelling Method

No.	Criteria	Interval
1.	Very high	85% - 100%
2.	Tall	69% - 84%
3.	Low	53% - 68%
4.	Very Low	36% - 52%

Results and Discussion

This study aims to analyze the effect of the implementation of the storytelling method on the religious character of students at SMP N 6 Kebumen, with a focus on differences based on gender. The storytelling method is expected to improve the understanding and application of religious values among students, as well as identify how gender affects the response to this method. This study uses a quantitative descriptive approach, involving measurements before and after the storytelling intervention to assess its significant impact on students' religious character.

The storytelling method plays an important role in helping students improve their character. Through this storytelling method, students can more easily capture information and gain a better understanding of a concept. Therefore, the storytelling method is considered very suitable to be applied. Stories about stories that contain wisdom are very effective in attracting children's attention and stimulating their brains to work well. Even this storytelling method is considered the best of other methods in influencing children's helping patterns. Because by listening to stories, students will feel happy and absorb educational values without feeling forced. The storytelling

method applied at SMP N 6 Kebumen aims to determine its effect on student character based on gender.

The data from the results of this research activity which was given to students via a questionnaire to 50 male students obtained the following results:

Table 2. The Influence of Storytelling Method on Religious Character in Male Students

No.	Indicator	Results		Category	
		Beginning	End	Beginning	End
1.	Behave honestly in all aspects of life, including studying and interacting with friends.	60%	70%	Low	Tall
2.	Carrying out daily routines with discipline, including study and worship times.	70%	80%	Tall	Tall
3.	Able to control emotions and behavior, especially in difficult situations.	68%	80%	Low	Tall
4.	Maintain cleanliness, dress politely and neatly	70%	90%	Tall	Very high
5.	Showing affection and concern for friends, teachers, and the environment.	68%	80%	Low	Tall
Average		67.2%	80%	Low	Tall

Data analysis shows that the implementation of the storytelling method has a significant positive effect on the religious character of male students. In the honest behavior indicator, there was an increase from 60% to 70%, reflecting a change from the low to high category. Discipline in daily routines also increased, with the initial percentage of 70% remaining high at the end of the measurement. The ability to control emotions showed progress with an increase from 68% to 80%, moving from the low to the high category. The indicator of maintaining cleanliness and dressing modestly recorded the greatest increase, from 70% to 90%. This category increased from high to very high, indicating that male students really understand the importance of this aspect. Finally, compassion and concern for others also improved, from 68% to 80%, increasing the category from low to high. Overall, the storytelling method has significant progress in the implementation of religious character among male students, as reflected in the increase in the average and category of each indicator.

The data from the results of this research activity which was given to students via a questionnaire to 58 female students obtained the following results:

Table 3. The Influence of Storytelling Method on Religious Character in Female Students

No.	Indicator	Results		Category	
		Beginning	End	Beginning	End
1.	Behave honestly in all aspects of life, including studying and interacting with friends.	84.5%	91.4%	Tall	Very high
2.	Carry out daily routines with discipline, including study and worship times.	77.6%	94.8%	Tall	Very high

3.	Able to control emotions and behavior, especially in difficult situations.	86.2%	94.8%	Very high	Very high
4.	Maintain cleanliness, dress politely and neatly	94.8%	100%	Very high	Very high
5.	Showing affection and concern for friends, teachers, and the environment.	82.8%	91.4%	Tall	Very high
Average		85.18%	94.48%	Very high	Very high

Based on data on the implementation of the storytelling method on the religious character of female students, it shows very positive results. In the honest behavior indicator, there was an increase from 84.5% to 91.4%, moving from the high category to very high. Discipline in carrying out daily routines also experienced a significant increase, from 77.6% to 94.8%, placing it in the same category. The ability to control emotions and behavior remains in the very high category, with a value increasing from 86.2% to 94.8%. The indicator of maintaining cleanliness and dressing modestly showed perfect results, namely 100% at the end of the measurement, remaining in the very high category. In addition, compassion and concern for others also increased from 82.8% to 91.4%, moving to the very high category. The overall average showed an increase from 85.18% to 94.48%, which shows the effectiveness of the storytelling method in consistently forming the religious character of female students.

The results of this study show that after participating in learning using the storytelling method, the students' religious character becomes stronger. good. Thus, the storytelling method can

be applied by teachers in learning process. With the application storytelling method both male and female students feel that learning becomes more fun and not boring.

The results of this study also show differences in results implementation of the storytelling method between male and female students, where female students have a more significant increase in religious character. This is due to several factors. First, female students are often more open to emotional and narrative experiences, which are the core of the storytelling method. They may be better able to identify with the story being told, so that the religious values taught become easier to understand and accept. Second, social and cultural factors can also play a role. In many contexts, including in Indonesia, women are often taught to be more sensitive to social relationships and empathy values. This can make them more responsive to moral and religious messages conveyed through stories. In addition, the storytelling method that focuses on character development can be more in line with the learning style of female students, who tend to be more collaborative and reflective. They may be more active in participating in discussions and sharing thoughts after listening to the story, which strengthens the understanding and application of these values in everyday life. However, overall, the implementation of the storytelling method has an influence on religious character among both male and female students at SMP N 6 Kebumen, this is evidenced by the increase in the average and category of each indicator.

Conclusions

Based on data from research on the implementation of the storytelling method on the religious character of students at SMP N 6 Kebumen, it can be seen that this method has a different positive impact between male and female students. Male students experienced an average increase from 67.2% to 80%, with significant improvements in various indicators, such as honest behavior, emotional control, and maintaining cleanliness. Despite the progress, the categories of

most indicators are still at a high level. In contrast, female students showed better results, with an average increase from 85.18% to 94.48%, and all indicators were in the very high category at the end of the measurement. This shows that the implementation of the storytelling method has an effect on the religious character of students at SMP N 6 Kebumen. This study also shows that the storytelling method is more successful in shaping the religious character of female students than male students. This difference reflects the stronger influence of storytelling in instilling religious values in female students, indicating the need for a more specific approach to character development based on gender.

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