

Improving Learning Outcomes of Catholic Religious Education for Grade III Students Through The Storytelling Method

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ABSTRACT

Learning outcomes are the mastery and abilities that students have achieved about the material and skills regarding the subject after receiving their learning experience. Learning outcomes can be measured from their own abilities, where in the learning process in the classroom students are more active and the ability of Catholic Religious Educator teachers to apply skills to the teaching and learning process can improve student learning outcomes. In teaching and learning activities at SDK Puubheto, especially in grade III Catholic Religious Education lessons, problems were found in teaching and learning activities, namely; Students feel bored because the classroom atmosphere is not conducive, teachers do not understand the right learning methods according to the age of students and are not skilled in applying learning methods, students are not actively involved in teaching and learning activities, teachers tend to only give assignments so that students lack understanding of the material, and student learning outcomes are low. The formulation of the problem in this study is how the influence of the storytelling method on improving student learning outcomes. The purpose of this study was to determine how the influence of the application of storytelling learning methods on Catholic Religious Education subjects in improving learning outcomes. In improving learning outcomes, researchers use the application of storytelling methods in Catholic Religion subjects. The storytelling method is a learning strategy where the delivery is through oral speech by telling stories or events and information that is packaged creatively to attract children's attention. The results of the study found by researchers showed that the learning outcomes of students in each cycle increased from the pre-test results with a percentage of 35.71%, the percentage of post-test cycle I of 50%, and the percentage of post-test cycle II of 100%. It can be said that there is an increase in the learning outcomes of Catholic Religious Education through the application of storytelling methods in grade III of Puubheto Catholic Elementary School.

Keywords: Learning Outcomes, Storytelling Methods, Catholic Religious Education

INTRODUCTION

Education is a process by which a person develops abilities, attitudes, and behaviors in a society in which he lives and the actions or processes of instilling, acquiring general knowledge, developing the power of reasoning and research, and preparing himself or others intellectually for the maturation of life funds, actions or processes in acquiring certain knowledge or skills, as a profession (Nugraha et al., 2020). Education according to the National Education System Law Number 20 of 2003 article 1 paragraph (1) concerning the National Education System (Simamora & Songgirin, 2023), defines Education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state.

In education, the quality of teachers is seen from pedagogic, professional, social and

personality competencies. Competent teachers will accompany students professionally in the learning process in class (Fazilla & Bukit, 2023). Incompetent teachers tend not to be able to accompany students in quality (De Ruiter et al., 2021). So to get good qualities from students, teachers must first create abilities in themselves, namely applying the learning method they choose. The method of learning is very important because it is related to learning and teaching where a teacher will help students get to know the world of Education from not knowing to knowing. The challenge for teachers in the teaching and learning process in the classroom is where students are not enthusiastic about the teaching given by the teacher, while teachers expect enthusiastic students in class. The teaching and learning process that takes place in the classroom will also run well if there is optimal interaction between students and teachers in order to achieve a goal. One of the learning objectives to be achieved is that students can obtain optimal learning outcomes.

In learning, teachers must have the ability or strategy in choosing learning methods. The learning method is a way of teaching or a way of delivering subject matter to students who are learning. Learning methods have many kinds. The choice of method is also influenced by many aspects ranging from the subject matter, learning environment, student conditions, teacher conditions and so on.

The method is a way to implement the learning steps that have been prepared before, so it is mandatory for a teacher to conduct an initial analysis of the abilities of his students before applying a learning method so that the goals that have been set can be achieved properly (Chusni et al., 2021). To achieve learning goals in the world of education, effective learning is needed. Learning outcomes can be measured from their own abilities, where in the learning process in class students are more active then a teacher also has the ability to provide material so that students can understand and understand.

The role of PAK teachers in providing learning in the classroom is very important to attract students' interest and attention, therefore teaching skills are the main ones. A PAK teacher can apply skills in the teaching and learning process through storytelling methods in class to improve student learning outcomes. Storytelling will capture someone's attention and imagination to get carried away in the atmosphere of the story. Then the boring classroom atmosphere will be a pleasant atmosphere so that students have a high interest in learning.

According to Siang (2023:35), the storytelling method is an authoritarian method in which the teacher has a major role while students only become listeners. Therefore, the storyteller must be able to bring the story, as if alive in the story, for example by imitating the expressions of the characters in the story with unique and mimic, interesting intonation (Siang, 2023: 35).

The application of the storytelling method is an activity carried out by teachers to students about what should be conveyed in the form of messages or just a fairy tale formed into a story. The method of telling stories is indeed something very interesting, because the method is very popular with children, if the method used is supported by the use of simple and easily understood language by children. Teachers need to hone their skills in storytelling, both in vocal, motion sports, language, and communication and expression.

According to Payadnya (2022: 84), learning outcomes are mastery and abilities that students have achieved about material and skills regarding subjects after receiving their learning experience. The assessment of learning outcomes that are emphasized is knowledge (cognitive), attitudes (affective) and skills (psychomotor) (Payadnya et al., 2022).

In teaching and learning activities at SDK Puubheto, Nangaba District, Ende Regency, especially in the Catholic Religious Education Class III SDK Puubheto subject, it was seen that students often felt bored in class because the classroom atmosphere was not conducive or the classroom atmosphere was not pleasant. The classroom atmosphere that is not conducive makes students less actively involved in teaching and learning activities. This is because

teachers do not understand the right learning methods according to the age of students, lack of teacher skills in applying learning methods, teachers tend to give assignments so that students do not understand the material taught so that student learning outcomes are low.

Departing from various facts that occur regarding the problem of low learning outcomes of students at Puubheto Catholic Elementary School in Catholic Religion subjects. So the author's human conscience is drawn to respond through this writing. The author really believes that the steps that need to be taken as a form of the author's concern and empathy for the learning outcomes of grade III students of Puubheto Catholic Elementary School are by applying the storytelling method in learning Catholicism. This is reinforced by field evidence that not all techniques in reading stories to students are used by teachers. So according to the author, children cannot achieve effective learning outcomes because the ability to understand lessons is not good.

Theoretical Foundation

Understanding Method

According to (Akbar, 2020) in terms of language, methods come from two words, namely meta and hodos. Meta means "through" and hodos means "way" or "way". KBBI in Akbar (2020: 18) stated that the "method" is a systematic way of working to facilitate the implementation of activities to achieve predetermined goals. Thus, the method is a path that someone wants to take to reach a certain goal, both in the company or business environment, as well as in the peel of science and others (Akbar, 2020: 18).

Understanding Learning Methods

The learning method is a way carried out by teachers to carry out a learning process by understanding differences in student characteristics and abilities, so that teachers are expected to help student learning difficulties in order to achieve learning goals (Snelbecker in Rahman & Amri, 2014: 59). The learning process involving teachers and students must be pursued in order to achieve learning objectives, meaning that teachers must be able to understand that between students there are differences in characteristics. This is because students come from different economic conditions and parental abilities, so that in following the learning process there are also differences (Cao et al., 2023)v.

Learning Method Objectives

As for Akbar (2020: 20-21) things that need to be considered in determining learning methods, as follows:

- a. The goal to be achieved. The goals to be achieved in the teaching and learning process must be the main concern for a teacher in determining what method to use (harmonious).
- b. Teacher ability. Whether or not a learning method is effective is also greatly influenced by the teacher's ability to use it. For example, a teacher who is proficient in speaking, can use the storytelling method in addition to other methods as support.
- c. Protégé. Teachers in teaching and learning activities must pay attention to students. Because they have different abilities, talents, interests, intelligence, character, economic background. Therefore, with different backgrounds, teachers must be good at determining the learning method to be used.
- d. The situation and conditions of the teaching and learning process where it takes place. Different situations and conditions of the teaching and learning process in an environment near a crowded market will have an impact on the learning methods used. So that teachers can determine the appropriate learning method in the environment.
- e. Facilities available. The availability of facilities such as teaching aids, teaching media and other facilities greatly determines the effectiveness or failure of a method.
- f. Available time. In addition to the above, the issue of available time also needs to be considered, in accordance with the method to be used.

Understanding the Storytelling Method

The storytelling method is a way of delivering or presenting learning material orally in the form of stories from teachers to children (Setiantono, 2012). In the storytelling method, both teachers and students can act as speakers. The teacher may assign one or more students to relate an event or topic. Through this method students can develop speaking or language skills, draw conclusions and can achieve maximum learning outcomes. The storytelling method is an activity carried out by someone to convey a message, information or a mere fairy tale, which can be done orally or in writing (Payadnya et al., 2022).

Steps of the Storytelling Method

The steps of the storytelling method according to Akbar (Rhamadanty & Ulum, 2024), in using the story method, teachers should do several things which are divided into 3 (three) stages, namely the preparation, implementation, and closing stages.

- a. The preparation stage is the stage where the teacher formulates the goals to be achieved, determines the story in accordance with the formulated goals, and prepares the story media if needed. According to Tarigan (Rhamadanty & Ulum, 2024), there are several steps that must be taken in preparing stories in the storytelling method, namely determining interesting story topics, compiling story frameworks by collecting materials, developing story scraps, and compiling story texts.
- b. The implementation stage is that there are three steps that need to be done, starting from the opening step by convincing students to understand the goals to be achieved in order to motivate children to listen and keep children's attention when telling stories.
- c. The closing stage, in ending learning using the story method, the teacher should bring up activities that make children remember the story that has been told, so that children can take lessons which are good and bad from the story. The lesson ends with the teacher giving conclusions and conveying the essence of the story that has been told.

Advantages and Disadvantages of Storytelling Method

According to (Nengsih et al., 2022) stated, there are advantages and disadvantages to the storytelling method, namely:

Pros include:

- a. Can reach a relatively larger number of children
- b. The time provided can be utilized effectively and efficiently
- c. Class settings made simpler
- d. Teachers can master classes more easily
- e. Relatively little cost

Disadvantages include:

- a. Students become wicked, because they listen more or receive explanations from the teacher (can be overcome by dividing time to tell stories or provide equal opportunities for children to tell stories again)
- b. Less stimulating development of creativity and students' ability to express their opinions
- c. The absorption or comprehension of students is different and still weak so it is difficult to understand the main purpose of the story content
- d. Quickly cultivate boredom, especially if the presentation is not interesting

The Purpose of the Storytelling Method

(Nurrizalia & Nengsih, 2022) the main purpose of using the story method is of course to achieve learning objectives. However, more specifically, the storytelling method aims to train students to listen to stories, understand the content of stories, ask questions from the content of the story, answer questions sourced from the story, and lastly, be able to retell what they hear with their own language (Nurrizalia & Nengsih, 2022: 72).

Benefits of the Storytelling Method

According to Setiantono (2012: 22) there are benefits of applying the storytelling method to learning, especially those that have an impact on students, namely:

- a. Instilling honesty
- b. Instilling courage
- c. Instilling loyalty
- d. Instilling hospitality
- e. Instilling sincerity
- f. Other positive attitudes in family, school, and outside school life.

Understanding Learning Outcomes

Learning outcomes are the understanding and mastery of knowledge, skills, attitudes and values achieved by students (We'u, 2018). The purpose of providing student learning outcomes is to determine the level of achievement or failure of goals (We'u, 2016: 149). In addition, learning outcomes can also be used as feedback for efforts to improve the teaching and learning process (Sudjana, 2012: 2 in Gregorius, 2016: 149).

Catholic Religious Education Teacher

In Christian life, Jesus is the best example of a teacher in the role of daily life. According to da Santo (2019:14-15) As a good teacher, Jesus never forced His will on His disciples (da Santo, 2019:14-15). He always proclaims and invites, while leaving the decision to the personal freedom concerned (da Santo, 2019: 14-15).

The aspect of knowledge in the purpose of Catholic Religious Education also has a peculiarity (Dapiyanta, 2022). Knowledge in catholicism is not objective knowledge separate from the subject (Dapiyanta, 2022). Knowledge in Catholicism is knowledge about life that has consequences for living in the subject's life (Dapiyanta, 2022). That is, knowledge in Catholicism is not separate from the life of the subject. In Catholic Religious Education, knowledge and action should be an integrated whole. It is through the unity between knowledge and action that the subject can be called an integrated person (Dapiyanta, 2022: 30).

RESEARCH METHODS

The research method used in this study is Classroom Action Research (PTK) with a qualitative approach. Classroom Action Research (PTK) is research conducted by educators in their own classrooms through self-reflection with the aim of improving the quality and quality of the learning process in the classroom, so that student learning outcomes can be improved (Kurniawan, 2017: 7). This research was conducted at SDK Puubheto, Nangaba District, Ende Regency in class III. The research time is expected from the preparation of the July 2023 proposal until the writing of the final report in December 2023. The unit of analysis in this study was grade III students of SDK Puubheto. The source of data in this study is the principal related to the profile of the school and students of SDK Puubheto as many as 14 students for the 2023/2024 school year. Data retrieval is done by observation, documentation, initial tests, and final tests.

The implementation of research consists of two cycles and in each cycle consists of stages of planning, action, observation and reflection. At the reflection stage, an evaluation of the learning process in cycle I is carried out, and becomes a consideration for planning the next cycle. In cycle II, the action plan carried out is aimed at improving student learning outcomes based on reflection in cycle I. In cycle I will be given a pre-test (initial test) before being given action then given post-test (final test) after treatment in cycle I and after treatment in cycle II. As a benchmark for this research, if the scores obtained by students reach KKM. Increasing student learning outcomes in the learning process, namely if the completeness of students gets a score of 70 or 70% while classical completeness is achieved if there are at least 80% of students who complete their learning.

To z formula follows:

$$P = \frac{\sum \text{Siswa yang tuntas belajar}}{\sum \text{Jumlah siswa}} \times 100\%$$

Information:

P =

Completed students =

Sum =

Table of Criteria %

	Category
> 80%	Very
60-79%	Tall
40-59%	Keep
20-39%	Low
< 20%	Very

Research Procedure

a. Action Process Cycle I

1. Action Preparation Stage

At this stage what needs to be prepared includes: Learning Implementation Plan and Research Instruments.

2. Action Implementation Stage

In the initial stage, students are given a brief explanation of the tasks that must be completed, namely the Pre-test (initial test) as many as 20 multiple-choice questions to see the student's ability. in this Pre-test activity (initial test) has not used the storytelling method. After being given a Pre-test, researchers then apply the storytelling learning method.

3. Observation

At the observation stage, the aspects observed are student behavior during the teaching and learning process, improving student learning outcomes obtained from student learning outcomes tests. This observation activity aims to find out whether the teaching and learning process is in accordance with the steps that have been made previously or not. This activity also helps researchers find out the completeness of each student in cycle I. The test results are used to determine the success rate in cycle I.

4. Reflection

In the reflection stage, an evaluation of the learning process in the first cycle is carried out and becomes a consideration for planning the next cycle.

b. Cycle II Action Process

1. Action Preparation Stage

At this stage what needs to be prepared includes: Learning Implementation Plan and Research Instruments.

2. Action Implementation Stage

In the initial stage, students are given a brief explanation of the tasks to be completed, namely the Post-test (final test) as many as 20 multiple-choice questions to see the student's ability. This activity has used the storytelling learning method.

3. Observation

At the observation stage, the aspects observed are student behavior during the teaching and learning process, improving student learning outcomes obtained from student learning

outcomes tests. This observation activity aims to find out whether the teaching and learning process is in accordance with the steps that have been made previously or not. This activity also helps researchers find out the completeness of each student in cycle II. The test results are used to determine the success rate in cycle II. .

4. Reflection

At the reflection stage, an evaluation of the learning process is carried out in cycle II. Test results and observations form the basis for data processing.

RESULTS AND DISCUSSION

In the initial conditions, the learning atmosphere is less pleasant so that students are less conducive, students are not actively involved in teaching and learning activities in class, students do not utilize learning media effectively, teachers only give assignments and low student learning outcomes. This is used as a benchmark to increase student interest and motivation so that better learner results are obtained, especially in Improving PAK Learning Outcomes. The following is a table of learning outcomes in the Precycle

Pre-Test Niali Table

No	Name	Gender		Value	Completeness	
		L	P		T	TT
1	AYR			60		
2	AJWS			70		
3	AORJ			60		
4	DKE			70		
5	GDS			50		
6	IR			75		
7	LAR			70		
8	MJS			55		
9	MED			65		
10	NYO			60		
11	STGB			30		
12	TW			75		
13	YKS			55		
14	YM			55		
Sum				850	5	9
Average				60.71%	35,71%	64,28%

Based on the Pre-test score table above, 5 of the 14 students in the initial test (Pre-test) were completed with a percentage of 35.71%, while the incomplete students amounted to 9 people with a percentage of 64.28%. The grade point average obtained was 60.71. So the completeness of student learning classically on the Pre-test is 35.71%. The following is the percentage of completeness of student learning outcomes in the Pre-test.

Pre-test Learning Outcomes Completeness Percentage Table

	Completeness Percentage	Completeness Rate	Multiple Students	Percentage of Number of Students
1	90%-100%	Very High	0	0%
2	80%-89%	Tall	0	0%
3	70%-79%	Keep	5	25%
4	55%-69%	Low	8	40%
5	0%-54%	Very Low	1	5%
Sum			14	70%

Based on the table of the percentage of completeness of Pre-test learning outcomes above, it can be seen that there are students who have the highest to very low level of completeness scores. The scores obtained by students on the Pre-test consist of; students who have a medium level of completeness of 5 students (25%), students who have a low level of completeness of 8 students (40%), and students who have a very low level of completeness as many as 1 student (5%).

The results of classical student learning completeness in the Pre-test are calculated by the following formula:

$$P = \frac{\sum \text{Siswa yang tuntas belajar}}{\sum \text{Jumlah Siswa}} \times 100\%$$

$$P = \frac{5}{14} \times 100\% = 35,71\%$$

Based on the results of classical learning completeness of 35.71%, the criteria for student learning success rates on the Pre-test are categorized as low. This is in accordance with the criteria of the set level of student learning success. The student success rate can be seen in the table below:

Table of Student Learning Success Rate Criteria in %

Success Rate	Category
>80%	Very High
60-79%	Tall
40-59%	Keep
20-39%	Low
<20%	Very Low

Based on the results of the explanation above, it can be concluded that the classical learning completeness in the Pre-test, which is 35.71%, is still low and has not reached the predetermined classical completeness stage, which is at least 80%.

Results of Cycle I Research

1. Action Planning Phase

Based on the results of the pre-test, researchers designed several things: first, researchers prepare a learning implementation plan in cycle I, Second, prepare teaching materials, Third, prepare learning methods that support the implementation of the learning process, Fourth,

determine the topic of the story in accordance with the material, Fifth, create a student learning outcomes test format to see student learning outcomes, Sixth, prepare student worksheets.

2. Action Implementation Stage

At this early stage, the activities carried out in the first cycle (cycle I) are applying the Learning Plan with a focal point on the application of the storytelling method: initial activities, core learning activities, closing.

3. Observation

The test results in cycle I are used to determine the success rate in cycle 1. The success rate in cycle I can be seen in the table below.

Table of Post-test Values of Cycle I

No	Name	Gender		Value	Completeness	
		L	P		T	TT
1	AYR			65		
2	AJWS			75		
3	AORJ			70		
4	DKE			75		
5	GDS			60		
6	IR			85		
7	LAR			80		
8	MJS			65		
9	MED			70		
10	NYO			65		
11	STGB			65		
12	TW			80		
13	YKS			60		
14	YM			60		
Sum				975	7	7
Average				69,64	50	50
Percentage				69,6%	50%	50%

Based on the table of Post-test Cycle I scores above, out of 14 students in cycle I (Post-test) who completed as many as 7 students with a percentage of 50% while students who did not complete amounted to 7 students with a percentage of 50%, the average grade point was obtained 69.64. So the completeness of student learning classically in cycle I (Post-test) is 50%. The following will explain the presntase of completeness of student learning outcomes in cycle 1 (Post-test).

Completeness Percentage Table

No	Completeness Percentage	Completeness Rate	Multiple Students	Percentage of Number of Students
1	90%-100%	Very High	0	0%
2	80%-89%	Tall	3	15%
3	70%-79%	Keep	4	20%
4	55%-69%	Low	7	35%
5	0%-54%	Very Low	0	0%

Sum	14	70%
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Based on the table of the percentage of completeness of learning results Post-test cycle I above, it is seen that there are students who have a high to low level of completeness. The percentage of completeness of students who have a high level of completeness is only 3 students (15), students who have a medium level of completeness 4 students (20%), while students who have a very high and very low level of completeness do not exist.

The results of student learning completeness are classically calculated by the following formula:

$$P = \frac{\sum \text{Siswa yang tuntas belajar}}{\sum \text{Jumlah siswa}} \times 100\%$$

$$P = \frac{7}{14} \times 100\% = 50\%$$

Based on the results of classical learning completeness of 50%, the criteria for the success rate of student learning in cycle I (Post-test) are categorized as medium.

4. Reflection of Cycle I

Based on the learning conducted in cycle I, the average grade point after the implementation of cycle I is higher than before the implementation of cycle I. The results obtained from this cycle I action researchers also found many shortcomings that occurred in the implementation of cycle I actions.

Cycle II Research Results

1. Action Planning Phase

In the implementation of cycle II, the preliminary process in learning is carried out the same as in cycle I. In this stage, researchers plan actions that will overcome the problems experienced by students related to the value of students in cycle I who have increased but have not reached KKM in Catholic subjects. Based on the results of cycle I researchers design several things: first, researchers prepare learning implementation plans in cycle I, Second, prepare teaching materials, Third, prepare learning facilities that support the implementation of the learning process, Fourth, determine the topic of the story in accordance with the material, Fifth, create a student learning outcomes test format to see student learning outcomes, Sixth, prepare student worksheets.

2. Action Implementation Stage

At this stage the activities carried out in cycle II are applying the Learning Plan with a focal point on the application of the storytelling method: initial activities, core learning activities, closing.

3. Observation

This observation activity is carried out with the aim of finding out whether the teaching and learning process is in accordance with the planning that has been done before. Observation activities are aimed at students. The test results are used to determine the success rate of students. The success rate of students in cycle II can be seen in the table below.

Table of Post-test Values Cycle II

No	Name	Gender		Value	Completeness	
		L	P		T	TT
1	AYR			75		
2	AJWS			80		

3	AORJ	85		
4	DKE	80		
5	GDS	75		
6	IR	90		
7	LAR	90		
8	MJS	75		
9	MED	90		
10	NYO	80		
11	STGB	80		
12	TW	95		
13	YKS	80		
14	YM	75		
Sum		1.150	14	
Average		82,14	100	0
Percentage		82,14%	100%	0%

Based on the table of the percentage of completeness of post-test student learning outcomes above, out of 14 students in cycle II (post-test II), all students are complete with a percentage of 100%. The grade point average obtained was 82.14%. So the completeness of student learning classically in cycle II is 100%. The following will explain the percentage of completeness of student learning outcomes in cycle II.

Percentage Table of Completeness of Post-test Learning Outcomes Cycle II

No	Completeness Percentage	Completeness Rate	Multiple Students	Percentage of Number of Students
1	90%-100%	Very High	4	20%
2	80%-89%	Tall	6	30%
3	70%-79%	Keep	4	20%
4	55%-69%	Low	0	0%
5	0%-54%	Very Low	0	0%
Sum			14	70%

Based on the table of the percentage of completeness of learning outcomes of post-test II cycle students above, it can be seen that there are students who have a very high to moderate level of completeness. Students who have a very high level of completeness 4 students (20%), students who have a high level of completeness 6 students (30%) and students who have a medium level of completeness 4 students (20%), while students who have a low and very low level of completeness do not exist. So, the results of classical student learning completeness in cycle II can be calculated by the following formula:

$$P = \frac{\sum \text{Siswa yang tuntas belajar}}{\sum \text{Jumlah Siswa}} \times 100\%$$

$$P = \frac{14}{14} \times 100\% = 100\%$$

Based on the results of classical learning completeness of 100%. So the criteria for the success rate of student learning in cycle II (post-test) are categorized as very high.

4. Reflection Cycle II

In this second cycle of learning, the application of storytelling methods can improve student learning outcomes. In the second cycle learning process, it was also seen that many students were active when given questions. This is because the provision of teaching materials by teachers is more interesting than in cycle I, students look enthusiastic when teachers tell stories by showing colorful pictures. Students are increasingly motivated and excited during the second cycle.

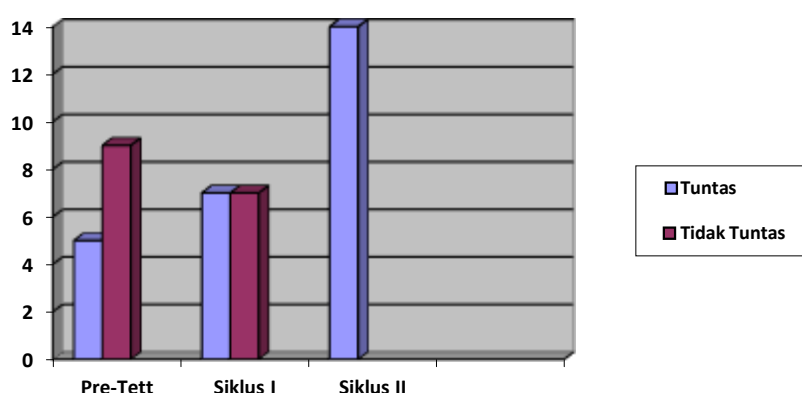
Based on data obtained from the initial test stages (pre-test), post-test cycle I, and post-test cycle II have successively increased.

Comparison Table Pre-test, Cycle I and Cycle II

No	Name	Pre-test	Cycle I	Cycle II	Description of Upgrade		
					Pre-test - Cycle I	Cycle I-cycle II	Pre-test – Cycle II
1	AYR	60	65	75	5 points	10 points	15 points
2	AJWS	70	75	80	5 points	5 points	10 points
3	AORJ	60	70	85	10 points	15 points	25 points
4	DKE	70	75	80	5 points	5 points	10 points
5	GDS	50	60	75	10 points	15 points	25 points
6	IR	75	85	90	10 points	5 points	15 points
7	LAR	70	80	90	10 points	10 points	20 points
8	MJS	55	65	75	10 points	10 points	20 points
9	MED	65	70	90	5 points	20 points	25 points
10	NYO	60	65	80	5 points	15 points	20 points
11	STGB	30	65	80	35 points	15 points	50 points
12	TW	75	80	95	5 points	15 points	20 points
13	YKS	55	60	80	5 points	20 points	25 points
14	YM	55	60	75	5 points	15 points	20 points
Sum		850	975	1.150	125 points	175 points	300 points
Average		60,71	69,64	82,14	8.92 points	12.5 points	21.42 points

Based on the comparison table above, it shows that student learning outcomes each cycle increased by the number of pre-test 850 with an average of 60.71. In cycle I it increased to 975 with an average of 69.64. In cycle II it increased by 1,150 average value of 82.14. Then the increase in points from pre-test to cycle I by 125 points with an average value of 8.92 points, an increase from cycle I-cycle II by 175 points with an average value of 12.5 points, and an increase from pre-test to cycle II by 300 points with an average of 21.42 points.

Graphic Image Comparison of Student Learning Outcomes



Based on the comparison chart above, it shows that in the pre-test there were 5 students who were complete and 9 students who were incomplete. In cycle I it showed that there were 7 students who were complete and 7 students who were incomplete. While in cycle II shows that all students in grade III SDK Puubheto are complete.

Based on the results of the research above, it shows that the application of the storytelling method can improve student learning outcomes. The storytelling method has advantages, namely the teacher can master the class more easily, students' attention is more directed to the teacher, students' appreciation when listening to stories becomes more profound, students easily understand the material and are able to prate it in everyday life according to teaching materials that talk about good deeds and evil deeds.

In conducting comparative research between before giving treatment and after giving treatment using the application of the storytelling method in teaching and learning activities, researchers saw that the application of the storytelling method was successful in improving student learning outcomes. In the initial test test before being given treatment, students who completed 5 people and those who did not complete 9 people with an average score of 60.71. Classical learning outcomes of 35%. So the criteria for student learning success rate on the Pre-test are categorized as low.

After being given treatment in cycle I, the students who completed numbered 7 people and those who did not complete amounted to 7 people with an average score of 69.64. The result of classical learning completeness is 50%, so the criterion for the success rate of student learning in cycle I (post-test) is categorized as medium. After cycle I then proceed with treatment in cycle II. In the second cycle treatment, the number of students who completed was 14 out of 14 students with an average score of 82.14. The results of classical learning completeness are 100, so the criterion for the success rate of student learning in cycle II (post-test) is categorized as very high.

CONCLUSION

Conclusion: The learning method applied and from the results of the study show that by using the learning method, namely the storytelling method, students are more actively involved, thus having an impact on improving student learning. This can be seen from the average number of each cycle. Before being treated, the average score was 60.71. After being given treatment in cycle I students obtained an average score of 69.64 and in cycle II treatment obtained an average score of 82.14. The results of this study show that there is a significant influence on the use of storytelling methods on the learning outcomes of grade III students of SDK Puubheto, Ende Regency. Thus, this learning method is very effective for students in the learning process in an effort to improve the cognitive realm of students.

Suggestions: Based on the results of the study, the author tries to provide the following suggestions: 1. School Principals should innovate more quality learning so that student understanding increases and provide opportunities for teachers to practice teaching using more appropriate and effective learning methods. 2. Teachers should continue to strive to improve their ability to develop, deliver material, and manage classes, so that the quality of learning they do can continue to improve along with the improvement of their abilities. 3. For students in improving learning outcomes students must be more skilled, responsible for each task, develop the ability to think and think positively, follow learning actively, and focus on following learning in class.

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