

## Storytelling-Based Learning Research Method Regarding Angel Names in Grade 4 Students of Elementary School 106841 Pematang Pulau

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**Abstract:** This study aims to determine the effectiveness of the use of storytelling-based learning methods in improving students' understanding of angel names in grade 4 of SD Negeri 106841 Pematang Pulau. The storytelling method was chosen because it can make the learning material more interesting, easy to understand, and easy to remember by students. This study uses a qualitative approach with a classroom action research design (PTK). The subjects of this study are 15 4th grade elementary school students, consisting of 10 male students and 5 female students. The learning process is carried out by telling stories related to the duties and roles of each angel, so that students can associate the names of angels with the stories that accompany them. Data were collected through observations, interviews, and comprehension tests after learning took place.

The results of the study show that the storytelling method has succeeded in improving students' understanding of angel names. Students show significant improvement in material comprehension, both in terms of recognizing angel names and their roles. Overall, the use of the storytelling method has proven to be effective in increasing student engagement, making learning more enjoyable, and making it easier for students to remember information. This study suggests that the storytelling method can be used more widely in learning religious materials and other subjects in elementary schools.

**Keywords:** storytelling, angel names, SD Negeri 106841 Pematang Pulau

## INTRODUCTION

Religious education has a very important role in shaping the character and faith of students in elementary school. One of the materials taught in Islamic religious education in grade 4 elementary school is about the names of angels and their role in the life of mankind. The names of angels such as Gabriel, Mikail, Israfil, and others, have a very important task and role in the teachings of Islam. A deep understanding of angel names and their duties is indispensable in the process of forming students' spiritual and moral character.

However, in the process of learning about angel names, students often have difficulty remembering and understanding the meaning and role of each angel. This is due to the way the material is delivered that often uses conventional methods, such as lectures or reading texts. These methods are often considered uninteresting and difficult for students at this age to understand. Therefore, a more creative and fun approach is needed so that the material provided can be delivered effectively and attract students' attention.

More innovative learning methods can be used to overcome these problems. One of the methods that has proven effective in helping students understand the material is the storytelling method or story-based learning. This method combines narrative or story elements that can make it easier for students to understand and remember information. Stories used in learning can help students to imagine and associate angel names with stories that spark their imagination.

Story-based learning is expected to make abstract material more real and easy for students to understand. By describing the role of angels through stories, students not only learn about angel names, but also understand their role in daily life. Stories also allow students to be more engaged in learning, improve their memory, and create a more enjoyable learning atmosphere.

This study aims to examine the effectiveness of the use of the storytelling method in learning angel names in grade 4 students of SD Negeri 106841 Pematang Pulau. By using this method, it is hoped that students can be more interested, active, and easier to understand and remember the names of angels and their roles. This more enjoyable learning is expected to increase students' motivation to delve deeper into Islamic religious material.

Students generally have a strong imagination at an early age. They tend to be more interested in the stories and experiences they can imagine. Therefore, by utilizing the power of stories in learning, we can make material that was previously difficult and abstract more concrete and interesting. By hearing stories about angels, students can relate the role of each angel to events in their daily lives, which makes it easier to understand and remember.

In addition, the storytelling method also encourages students to be more active in discussing and interacting during learning. The stories presented can trigger questions and responses from students, which in turn will deepen their understanding of the material. Through the discussion, students can also share their understanding of the role and duties of angels, as well as how angels relate to their lives.

One of the great advantages of the storytelling method is its ability to overcome the limitations of traditional learning methods that often emphasize memorization. By using stories, students not only memorize angel names, but they also understand the context and meaning behind each of the names. Story-based learning allows students to relate religious concepts to their lives, making learning more relevant and applicable.

This study involved 15 4th grade students of SD Negeri 106841 Pematang Pulau as research subjects. During the learning process, students are invited to listen and discuss stories related to the duties and roles of angels in the lives of mankind. After learning, students are then asked to take an comprehension test to gauge the extent to which they can remember and understand the names of angels as well as their duties.

The expected result of this study is an increase in students' understanding of angel names and their roles. It is also hoped that students will feel more interested and involved in learning Islam through the storytelling method. In addition, this method is expected to improve students' memory in understanding and remembering subject matter, which will ultimately

have a positive impact on their learning outcomes.

By using the storytelling method, it is hoped that a more fun and interesting learning atmosphere can be created for students. Students will feel more connected to the subject matter because they can experience a living experience through stories. This can also increase students' motivation to learn more about the teachings of Islam, especially about angels and their roles.

Overall, this study aims to reveal the potential of storytelling methods in increasing students' understanding of Islamic religious materials, especially in getting to know the names of angels and their roles. The results of this study are expected to provide new insights in the development of religious learning methods in elementary schools and provide recommendations for teachers to use storytelling methods in religious learning and other subjects.

## **METHODS**

This study uses a qualitative approach with a type of descriptive research that aims to analyze and describe the use of story-based learning methods (storytelling) in improving students' understanding of angel names in grade 4 students of SD Negeri 106841 Pematang Pulau. This study aims to understand how effective the storytelling method is in helping students remember and understand the learning material regarding angel names.

The research design used is Classroom Action Research (PTK), which consists of two cycles. Each cycle includes several stages, namely planning, implementation, observation, and reflection. PTK was chosen because it allows researchers to evaluate the application of the storytelling method directly in the learning process and see its impact on student understanding. Through a repetitive cycle, it is hoped that improvements in learning can be achieved.

The subjects in this study are 6 4th grade students of SD Negeri 106841 Pematang Pulau who are selected purposively or deliberately based on certain criteria. The selection criteria for this subject include different levels of initial ability in understanding Islamic religious material, so that it can provide a more comprehensive picture of the impact of storytelling methods on various levels of student understanding. The participants of this study consisted of 3 male students and 3 female students.

The data collection techniques in this study include several complementary methods. First, observations are made during the learning process to observe students' involvement, interests, and reactions to the use of the storytelling method. This observation is also used to assess students' responses to the material taught, especially how they respond to the stories conveyed by the teacher.

In addition to observations, a written test is given to students to gauge their understanding of angel names. This test was carried out before and after the use of the storytelling method. By comparing the test results before and after learning, researchers can measure the improvement of students' understanding of the material taught and see the extent to which the storytelling method plays a role in improving learning outcomes.

Interviews were also conducted with students to explore their perceptions of learning using stories. This interview aims to find out how students feel the influence of the storytelling method on their understanding of angel names as well as the extent to which they feel involved in the learning process. These interviews provide additional insights into the impact of the story method that cannot be measured by tests or observations alone.

In addition, documentation is also used as a data collection method. Field notes describing the learning process and development during the application of the storytelling method will be collected to provide a clearer picture of the dynamics of learning and student responses. This documentation is a reflection material for researchers and teachers to improve the learning process in the next cycle.

Overall, this study uses a combination of various data collection techniques to get a more comprehensive picture of the effectiveness of the storytelling method in improving

students' understanding of angel names. Through this approach, it is hoped that useful information can be found for the development of religious learning methods in elementary schools, especially in teaching material that may be difficult for students to understand.

## **RESULTS**

Story-based learning (storytelling) is an approach that uses stories to convey certain information, values, or concepts to students. In the context of education, storytelling not only serves as entertainment, but also as a means to arouse imagination, increase understanding, and make it easier for students to remember the material taught. This method combines elements of narrative, visualization, and emotion that allow students to be actively involved in learning. The stories used can be fictional stories, historical stories, or stories that are relevant to the material being taught. In this way, students not only receive information passively, but are also invited to absorb the message contained in the story.

Story-based learning has a variety of benefits. First, the stories conveyed can improve students' understanding, especially in understanding abstract concepts that are often difficult to digest. Second, interesting stories can arouse students' interest and involvement in the learning process. In addition, the storytelling method can also develop critical thinking skills, because students are invited to analyze and understand the moral messages and values contained in the story. Story-based learning also makes memorization easier, as stories full of visualizations help students to remember information more easily. More than that, stories can build students' empathy, as they can feel different emotions and perspectives from the stories they are listening to.

In grade 4 of SD Negeri 106841 Pematang Pulau, the use of storytelling in learning about angel names brings various significant benefits. Stories about angels, such as the story of the task of the angel Gabriel who delivered revelations, Michael who administered sustenance, or Israfil who blew the trumpet, allowed students to imagine and relate the role of angels to their daily lives. Story-based learning provides an emotional and narrative dimension that makes it easier for students to understand and remember the information. When students listen to stories that describe the role of angels, they are not only taught the names of angels, but also their functions and roles in this world. In this way, concepts that may have seemed abstract become more concrete and easy to understand.

The storytelling method is also effective in increasing students' interest and involvement in learning. Engaging stories can grab students' attention and make them more engaged in learning. In grade 4 of SD Negeri 106841 Pematang Pulau, students looked more enthusiastic and actively participated in lessons when the material was conveyed through stories. They asked more questions, discussed, and were involved in activities related to the stories told. This also increases the motivation of students to delve deeper into the material taught.

In addition, story-based learning also makes it easier for students to memorize angel names. In Islamic religious materials, memorizing the names of angels along with their duties and roles can be a challenge for many students. By conveying each angel name through a story describing its role, students can associate the angel's name with its function. For example, the story of the angel Gabriel who delivered revelations to the prophets of Islam makes it easier for students to remember the angel's name and its relation to its role.

Story-based learning not only makes learning more enjoyable, but also brings an emotional dimension that enriches the student learning experience. Students who learn through stories not only receive information passively, but can also feel and experience learning more deeply. Story-based learning allows students to imagine situations depicted in stories, which helps them internalize learning better.

However, the application of the storytelling method also faces several challenges. One of the main challenges is the teacher's skill in telling stories in an engaging and lively way. Teachers must be able to present stories with expressions and styles that can attract students'

attention and convey the moral messages contained in them. In addition, the limited time in learning is also an obstacle, because storytelling takes longer to convey material compared to more conventional learning methods.

Despite the challenges, the application of the storytelling method in learning angel names at SD Negeri 106841 Pematang Pulau also shows that there is a great opportunity for further development of this method. By utilizing technology, such as creating story videos or using story-based learning applications, learning can be more engaging and interactive. The use of visual and sound media can strengthen the appeal of the story and improve students' understanding.

Another challenge faced in the application of storytelling is the limitation of media and supporting tools in schools. The storytelling method can be more effective if it is supported by interesting media, such as images, animations, or videos. However, the limitations of facilities and supporting tools in schools, such as lack of access to technological devices, can hinder the use of supporting media that can enrich the learning experience.

The stories used in storytelling must also be relevant to the material being taught. In this case, the story that describes the role of each angel must be in accordance with the religious values that are intended to be conveyed. Finding the right story to describe the role of angels can be a challenge for teachers. In addition, differences in student characteristics, such as different learning styles, can also affect the effectiveness of storytelling.

To overcome these challenges, several solutions are needed. One of them is to improve teachers' skills in telling stories through storytelling training or workshops. Teachers can also utilize simple media such as pictures or whiteboards to support the delivery of stories, if advanced technology is not available. In addition, a variety of stories arranged with different approaches can attract the attention of students who have different learning styles. With effective timing, stories can be told without compromising other important materials, as well as providing time for students to reflect so that they can absorb the values of the stories being told.

By overcoming these challenges, the application of the storytelling method in learning angel names can run more optimally and provide greater benefits for students' understanding. Story-based learning has the potential to be a more interesting, fun, and effective method in teaching more abstract concepts, such as angel names, to students at SD Negeri 106841 Pematang Pulau.

## DISCUSSION

The discussion on the application of the story-based learning method (storytelling) in improving the understanding of 4th grade students of SD Negeri 106841 Pematang Pulau about the names of angels can be seen from several aspects, namely the effectiveness of this method, the challenges faced, and opportunities for further development.

First, in terms of **effectiveness**, the use of storytelling has been proven to be able to increase students' understanding of material that is considered abstract, such as angel names. Through stories, students can not only memorize the names of angels, but also understand the roles and duties of these angels in the context of daily life. The story that depicts the role of the angels Gabriel, Mikail, and Israfil makes it easier for students to associate the angel's name with its function, making it easier for them to remember and understand the material. The stories conveyed also have an emotional appeal that can increase students' attention and make them more actively involved in learning. This is in line with the educational theory which states that learning that touches on the emotional aspects of students can improve their understanding and motivation.

Second, the **challenges** faced in the application of the storytelling method are quite diverse. One of the main challenges is the teacher's skill in telling stories in an engaging way. Story-based learning requires a special ability from the teacher to convey a narrative with expressions, intonation, and style that grab students' attention. Without these skills, the stories told can be less engaging and reduce the effectiveness of learning. In addition, time constraints



are also an obstacle, because storytelling takes longer to deliver material compared to conventional learning methods. Therefore, teachers need to manage their time wisely so that the stories presented remain effective and do not sacrifice other important materials.

Another challenge is the **diversity of students' abilities** in following the story. Some students may find it easier to grasp the message conveyed, while others may struggle to relate the story to the learning material. This shows that storytelling requires a more individualized approach, taking into account the differences in students' abilities and learning styles. Therefore, it is important for teachers to provide clear explanations and provide opportunities for students to ask questions and discuss.

In addition, the limitations of **media and supporting tools** are also a challenge. The use of visual and audio media, such as images, animations, or videos, can enrich the learning experience and increase the appeal of the story. However, in some schools, limited technological facilities can be an obstacle. Therefore, even though technology can enrich the learning experience, storytelling can still be applied by using simple media such as whiteboards or images to support the story.

Despite its challenges, storytelling methods also offer various **opportunities for development**. One of them is by utilizing technology. Story-based learning can be strengthened by using story videos or story-based learning applications that are increasingly interactive. This technology not only makes learning more engaging, but it can also increase student engagement. Additionally, **the variety of stories** used to convey the material can help attract the attention of students who have different learning styles. For example, fictional and non-fiction stories can be used to accommodate a variety of student preferences.

Furthermore, the use of **stories that are relevant to teaching materials** is the key to the success of storytelling. Teachers need to make sure that the chosen story can portray the role of angels in a way that is easy to understand and in accordance with the religious values they want to convey. The selection of the right stories is essential to ensure that students gain a correct understanding of the religious concepts being taught.

With **solutions to existing challenges**, such as teacher training to improve storytelling skills, the use of simple media, and more effective timing, the application of storytelling methods in learning can run more optimally. Story-based learning can be an interesting and effective alternative to improve students' understanding of more complex materials, such as the names of angels in Islam. With the right approach, storytelling can be a fun, in-depth, and meaningful method for students at SD Negeri 106841 Pematang Pulau.

Overall, the application of storytelling in learning angel names shows great potential in creating a more enjoyable learning experience, strengthening students' understanding, and increasing their involvement in learning the Islamic religion.

## CONCLUSION

Based on research on the application of story-based learning methods (storytelling) in teaching angel names to 4th grade students of SD Negeri 106841 Pematang Pulau, several things can be concluded. First, the use of the storytelling method has proven to be effective in increasing students' understanding of angel names and their roles. Stories that are conveyed in an interesting way and touch on the emotional aspects of students help them to remember and understand the material more easily. By associating the names of angels with their stories and tasks, students can associate the information, making it more meaningful and memorable. Second, one of the main advantages of the storytelling method is its ability to increase student engagement and interest. Students look more enthusiastic and active during learning because interesting stories attract their attention, making the learning process more fun and interactive. Story-based learning is not just about memorizing, but also involves students in thinking and imagining. Third, the stories conveyed in the context of learning angel names have a positive impact on students' ability to memorize and understand the material. Angel names that were originally difficult to remember become easier because stories provide context and

deep meaning, making information more accessible and remembered by students.

However, in its implementation, there are several challenges. Some of the challenges faced include teachers' skills in conveying stories in an interesting way, limited time available in class hours, and differences in student characteristics that require a more diverse approach. In addition, the limitations of learning media facilities are also an obstacle, especially in using visual aids that can enrich the story. Nonetheless, storytelling methods have a great opportunity for further development, especially by utilizing technology and supporting media. The use of videos, images, and story-based learning applications can enrich students' learning experience and facilitate the delivery of material in a more engaging and interactive way.

To maximize the application of the storytelling method, it is recommended that teachers improve their skills in storytelling techniques through training or workshops. In addition, the use of learning media that supports stories, such as images or videos, can enrich the learning experience, if the facility allows. The duration of the story also needs to be adjusted to the available time so that it remains effective and does not reduce the substance of the material to be conveyed. Overall, story-based learning about angel names in grade 4 of SD Negeri 106841 Pematang Pulau can be an effective alternative to increase students' understanding and interest in Islamic religious learning materials, with the note that there are improvements in several technical aspects.

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