

## OPTIMIZING CHILDREN'S INTELLIGENCE WITH STORYING ACTIVITIES IN KRATONAN, SERENGAN, SURAKARTA

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### Abstract

Intelligence cannot be measured only based on academic intelligence tests or IQ, but by looking at a person's ability to solve every problem (problem solving) and the ability to create new products that have cultural value (creativity). This storytelling activity took place in RW 01 and 02 Kratonan and was held on February 23, 2022, with 60 children participating. This activity aims to optimize children's intelligence through fairy tales, provide knowledge of learning based on multiple intelligences in children's education, and apply learning based on multiple intelligences for children. With this intelligence, students can adapt and learn from experience. The results of the activity show that storytelling can develop children's intelligence and fairy tales can be used as a medium to tell something to children orally or give them a message. In storytelling, it can increase imagination and can shape its character and for creative children it will be easy to guess what will happen next to the fairy tale character. Fairy tales can make children active, love to read and can make children know the good things and avoid the bad things.

Keywords: intelligence, children, fairy tales, Kratonan

### INTRODUCTION

The integrated Real Work Practice (PKN) – Community Service (PKM) activity organized by the Mamba'ul 'Ulum Surakarta Islamic Institute involved around 300 students divided into several groups and different target locations. This activity was carried out as a follow-up to the MoU between the Institute and the Surakarta City Government. One of the target locations for this activity is the Kratonan Village area. Reporting from Wikipedia, Kratonan Village is a village in the Serengan sub-district, Surakarta. This village has a postal code of 57153. Even though it is called Kratonan, the Surakarta Palace is not included in the area of this village but belongs to the Baluwarti village area. The name Kratonan was given because when opening this area for the Surakarta Palace to be built, a ceremony was carried out to plant a buffalo head and a sum of 400 dinars. After that, the atmosphere of the area was calm, and the workers felt they were in a peaceful palace.

In an increasingly sophisticated era of globalization, the challenges of the times demand that all be developed, including having broad knowledge and knowledge and supported by positive habituation, namely by cultivating literacy in everyday life. The process of introducing and planting literacy must begin at an early age so that this habituation can be inherent in each individual. Consumptive souls who want everything to be instantaneous by

utilizing certain tools to simplify work and can make time efficient become obstacles for the community to cultivate literacy. This problem causes the reading interest of the next generation to decline. Literary works have been known since ancient times. Evidenced by the many works that have been produced, one of them is a fairy tale. Fairy tales are literacy works produced by previous ancestors as a form of literary culture. The creation of this tale is an effort to move the culture of literacy of the next generation. Literacy culture by reading fairy tales is an effort of parents to help early childhood in developing self-potential and teach life experiences because in the "golden age" children develop in imitation.

Community service activities by universities as well aims to obtain real input for curriculum development in universities concerned, so that the curriculum applied is more relevant to the needs development. With community service, it is also hoped that increase the sensitivity of the academic community to developing problems in community life (Ridwan: 2016).

Students and field supervisors carry out initial observations to map various problems that can be given solutions through various activities as programs in the implementation of the Integrative PKN-PKM IIM Surakarta. For approximately one month, the activities carried out provided benefits and the impact felt by the community, especially in the Kratonan area. In line with the results of research by Al Umar, A. U. A, (2021) which shows that community service activities as a form of community service during the pandemic can still be felt by the community and the role of students can still be carried out with a series of innovative activities and continue to carry out health protocols. Likewise with Sulastrri, A. (2017), that community service activities at HMCH UPI play an important role in fostering student social responsibility. The formation or development of student social responsibility is carried out through overall service activities starting from the planning stage, implementation stage to activity evaluation, as well as through various forms of activities such as community education, community service and research results development.

Fairy tales are one type of children's story that is characterized by imaginativeness. That is, everything that is presented in fairy tales is all fictitious-imaginative. These imaginative fairy tales can be identified through three things: events, setting and time, and characters. However, often there are also fairy tales that use real events, time-settings, and characters, but are actually fictitious, because the three aspects are just names, whereas in reality this never happened. Taking those three things factually is only limited to emphasizing the meaning of fairy tales because fairy tales are created, in addition to providing pleasure, but also to provide understanding and education to readers (Kurniawan: 2016).

Likewise with NM Sulastrri (2020), storytelling activities can use pictorial story book media, storytelling with hand puppets or finger puppets, and can also use digital-based media in conveying a fairy tale to children, online media is felt to be the most appropriate way to facilitate storytelling activities in children during the pandemic covid 19 this. Storytelling activities are aimed at making children have play activities while learning about Covid-19, children are expected to be able to easily understand how to prevent covid-19, healthy ways of living, so that children can understand and can enjoy learning activities while at home with fun.

The results of the initial observations of PKN students still appear that children's daily lives are mostly filled with playing games using mobile phones or in internet cafes, playing with teenagers who are more mature and other activities that are less educative. This shows that children's intelligence with indicators of creative, active, and fond of reading in children in the Kratonan Village area is still in the low category. Therefore, PKN students program Storytelling Activities to optimize children's intelligence in Kratonan Village.

## METHODS

The method of implementing this community service activity consists of four stages, namely: observation, planning, implementation and evaluation. The initial stage in this activity is observation, assisted by PKN IIM Surakarta students to collect related information; places, permits, data on children in the Kratonan sub-district area, and data related to children's activities at home during the COVID-19 pandemic.

We use the data from these observations as material to determine the program planning that we will carry out. The second stage is planning, namely; The activity took place in RW 01 and 02 Kratonan and the implementation time was 23 February 2022, inviting all TPA children, and planning technical activities. The third stage is the implementation of storytelling activities which are attended by approximately 60 children in the Kratonan sub-district area. The fourth stage is an evaluation carried out to see the success of the program with indicators of the interest or enthusiasm of the children during the activity and knowing the progress of students in this activity during the COVID-19 pandemic.

## RESULTS AND DISCUSSION

Community service activities in the Kratonan Village aim to help several programs that have been planned by the village level government and carry out various work programs that have been prepared after carrying out observations at the location. The results of the observations collected became the basis for determining the work program during the implementation of the Integrative PKN-PKM. One of the programs that have been implemented is storytelling activities to improve children's intelligence. The preparations carried out in this activity were making flyers to socialize the activities to residents, especially children who were the target of the activity.



Figure 1. Storytelling Activity Flyer

Storytelling as a form of our community service has been completed. This activity can be held in collaboration with various parties, including: PKN 13 IIM Surakarta group, Takmir of Miftahul Jannah Kratonan mosque, Chair of RW 02 Kratonan, and TPQ supervisors in RW 01 and 02 Kratonan.

Storytelling and storytelling activities were held in the foyer of the Muslim mosque on February 19, 2022. The activity invited all TPA/Q children who were in the scope of RW 01 and 02. The activity started at 07.00 until 10.30 WIB. The activity started at 07.00 in the morning, the organizing committee prepared everything related to the implementation that supported the smooth running of the event, starting from: preparing the sound system, mats, snacks, to door prizes distributed to participants. Exactly at 08.00

The activity was started by the presenter. After the presenter reads out the schedule of events and activities to be undertaken, it is followed by remarks from the chief executive, TPQ supervisors and community leaders.



Figure 2. Message from the Chairperson of TPQ



Figure 3. Message from the Chairman of the Committee



After the opening and greetings from several figures, it was continued with the main event, namely: storytelling.



Figure 4. The storytelling activity begins

In this activity, it was Kak Hasan who acted as a storyteller. Kak Hasan is a student of IIM Surakarta Study Program of PGMI Semester 7. On that occasion, Kak Hasan brought the story of Nuh to the children. Kak Hasan tells and narrates in detail the journey of Prophet Nuh Alaihissalam in preaching to his people.

The participants of the activity were so enthusiastic about waiting for the story of the prophet Nuh to be conveyed by Kak Hasan. Beginning by giving some motivation to the participants regarding useful activities during the pandemic, Kak Hasan also conveyed some lessons from the story of the prophet Nuh that will be told. Children must be patient with the various conditions currently experienced. Restricted daily activities, the learning process at school that must be diverted at home, and the various impacts felt during the pandemic.

Kak Hasan told that Prophet Nuh alaihissalam taught us the nature of patience, for a period of 950 years the prophet Nuh was never tired of preaching to his people. Trials and insults became daily food for the prophet Nuh alaihissalam and his followers, but the prophet Nuh alaihissalam was always patient and asked Allah for help so that he was given patience in preaching.

Tarigan (2011:79—80) expressed that there are 14 literary developments in children aged 6-7 years. One of them, child- children begin to develop empathy and understand others, children experience growth of a sense of justice, guiding application of rules or regulations, and has a great sense of humour. It fits with the application of learning through storytelling that learning is a requirement meaning, has a sense of humor, and is able to be an example for yourself of meaning the story.

In addition, storytelling can provide entertainment because there is humor. So the storyteller can maximize the message contained in a story. Media fairy tales are able to convey material learning without having to teach. Through the medium of storytelling, storytellers and listeners feel more comfortable and relaxed in gaining knowledge.



Figure 5. Participants look enthusiastic

The children who took part in these activities were so amazed and amazed at the efforts made by Nuh alaihissalam in preaching in a short period of time. The children's amazement did not stop, the children's admiration increased when Hasan continued the story of the journey of the Prophet Nuh Alaihissalam and his followers who were ordered by Allah subhanahu wata'ala to build such a large ark. The ark is one of the help wasilah given by Allah to those who are patient in preaching in the way of Allah.

The story that was brought by Kak Hasan ended when the story contained the journey of the Prophet Nuh alaihissalam riding the ark with his followers and was saved by Allah from a flash flood that was so terrible on earth at that time, while the people who always made fun of and opposed Nuh alaihissalam given the punishment of Allah by drowning in the flash flood.

After a few hours the children listened enthusiastically to the story that was brought by Kak Hasan. The organizing committee also continued with the distribution of door prizes to children. The door prize is part of the appreciation for the active and enthusiastic participants in the activity. After the distribution of door prizes, the activity ended with the reading of a prayer together, a group photo and closing.

## CONCLUSION

This activity aims to optimize children's intelligence through fairy tales, provide knowledge of learning based on multiple intelligences in children's education, and apply learning based on multiple intelligences for children. With this intelligence, students can adapt and learn from experience. The results of the activity show that storytelling can:

1. Develop children's intelligence and fairy tales can be used as a medium to tell something to children orally or give them a message,
2. In storytelling, it can increase imagination and can shape its character and for creative children it will be easy to guess what will happen next to the fairy tale character.
3. Fairy tales can make children active, love to read and can make children know the good things and avoid the bad things.

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