



Indonesian Language Learning Storytelling Aspect Using Modeling Method through Special Module

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ABSTRACT

The purpose of this study is to describe: 1) learning Indonesian language aspects of storytelling using modeling methods through special modules based on student responses; 2) the effectiveness of modeling methods through special modules in storytelling learning. This study took place at the beginning of the odd semester of the 2024/2025 school year in class 3 of SD Negeri Sindangraja. The population of this study consisted of 30 students from class 3A of SD Negeri Sindangraja who participated in learning the storytelling aspect of the Indonesian language using modeling methods through special modules. This study employs a total sample, ensuring that all members of the population are included as sample members. To collect data on learning conditions, a closed questionnaire with four options was used: strongly dislike, option, dislike option, like option, and the strongly like option. Learning outcome data were collected using a performance test instrument, namely a storytelling ability test that met the content validity requirements. Data on learning the storytelling aspect of the Indonesian language, using modeling methods through special modules, and student response indicators, as well as data on learning outcomes of storytelling ability using modeling methods through special modules, were analyzed using descriptive statistics and frequency distribution tables. The results of the study: 1) learning Indonesian language aspects of storytelling using modeling methods through special modules produced responses in a strongly like category for students; 2) Storytelling learning using modeling methods through special modules has proven to be effective, as indicated by high learning outcome scores.

Keywords : Indonesian language learning, storytelling aspect, modeling method, special module

Pembelajaran Bahasa Indonesia Aspek Bercerita Menggunakan Metode Pemodelan melalui Modul Khusus

ABSTRAK

Tujuan penelitian ini mendeskripsikan: 1) pembelajaran Bahasa Indonesia aspek bercerita menggunakan metode pemodelan melalui modul khusus berbasis respon siswa; 2) efektivitas metode pemodelan melalui modul khusus dalam pembelajaran bercerita. Penelitian ini berlangsung di awal semester ganjil tahun pelajaran 2024/2025 di kelas 3 SD Negeri Sindangraja 1. Populasi penelitian ini adalah 30 siswa kelas 3A SD Negeri Sindangraja 1 yang mengikuti pembelajaran aspek bercerita dalam pembelajaran Bahasa Indonesia menggunakan metode pemodelan melalui modul khusus. Penelitian ini menerapkan sampel total sehingga semua anggota populasi dijadikan anggota sampel. Untuk mengumpulkan data kondisi pembelajaran digunakan kuesioner tertutup empat opsi yakni opsi sangat tidak suka, opsi tidak suka, opsi suka, dan opsi sangat suka. Data hasil belajar dikumpulkan menggunakan instrumen tes unjuk kerja yakni tes kemampuan bercerita yang memenuhi syarat validitas isi. Data pembelajaran aspek bercerita dalam pembelajaran Bahasa Indonesia menggunakan metode pemodelan melalui modul khusus menggunakan indikator respon siswa dan data hasil belajar kemampuan bercerita menggunakan metode pemodelan melalui modul khusus dianalisis menggunakan statistik deskriptif menggunakan tabel distribusi frekuensi. Hasil penelitian: 1) pembelajaran Bahasa Indonesia aspek bercerita menggunakan metode pemodelan melalui modul khusus menghasilkan respon berkategori sangat suka bagi para siswa; 2) pembelajaran bercerita menggunakan metode pemodelan melalui modul khusus terbukti efektif yang ditandai oleh skor hasil belajar yang berkategori tinggi.

Kata kunci: pembelajaran bahasa Indonesia, aspek bercerita, metode pemodelan, modul khusus

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INTRODUCTION

Indonesian language learning in elementary school plays a vital role in shaping students' language skills from an early age. One of the skills taught in this subject is public speaking, particularly the art of storytelling. Storytelling skills are not only aimed at developing the ability to convey ideas verbally but also at fostering self-confidence, imagination, and coherent and logical language skills. Unfortunately, in its implementation, storytelling learning in lower grades still faces various obstacles, including the lack of suitable teaching materials, monotonous teaching methods, and insufficient active student participation in the learning process.

Several previous studies have discussed the development of media and teaching materials for storytelling learning. For example, several studies published in online journals (Hasnawati, 2022; Hayati, 2021; Yanti & Harti, 2022) demonstrate that the use of image media in serial modules can significantly enhance elementary school students' storytelling skills. Meanwhile, a study on local folklore-based learning models can foster students' interest in storytelling. (Ningsih & Setiawan, 2021). Moreover, a study concluded that learning objectives are easily achieved if using the modeling method (Damayanti, 2022; Zazuli et al., 2025; Achmad et al., 2022; Hadijah, H. 2016). Through this method, students pay attention to teacher demonstrations or displays that align with learning objectives.

Many scientific articles emphasize the importance of teaching materials or instructional modules in the learning process. In addition to containing learning materials, teaching modules can help overcome teachers' negligence regarding learning materials (Aida & Yono, 2024; Farokhah et al., 2024; Mustakdiakh, 2023).

Teaching modules are all forms of materials that are systematically arranged and used by

educators and students in the learning process to achieve the learning objectives that have been set. Majid (2011) describes teaching materials or modules as a set of materials arranged systematically, both written and unwritten, used by teachers and students in the learning process. In the context of learning Indonesian in elementary schools, teaching materials are ideally designed to be contextually and communicatively relevant, thereby increasing student interest and participation, especially in language skills such as listening, speaking, reading, and writing. A module is a form of teaching material designed systematically and structured to be used in the learning process, both independently and with the guidance of teachers. Modules typically contain learning objectives, primary materials, learning activities, evaluations, and feedback, which are arranged sequentially and logically to facilitate students' gradual understanding of the learning materials.

Storytelling is a form of speaking skill that aims to convey an event, experience, or imagination in an oral form that is both coherent and engaging. In elementary schools, learning Indonesian through storytelling is an effective means of developing oral language skills, logical thinking, and fostering self-confidence.

Storytelling is an oral language skill that involves the ability to convey structured, logical, and communicative stories to listeners. This activity not only requires mastery of vocabulary and sentence structure but also the ability to adjust intonation, expression, and eye contact to create interesting communication (Tarigan, 2018).

This article contains two problem formulations. First, how is learning Indonesian in the storytelling aspect facilitated through the modeling method in a special module based on the responses of grade 3 students at Sindangraja 1 Elementary School? Second, what are the learning outcomes of Indonesians in the storytelling aspect using the modeling method



through a special module based on the responses of grade 3 students of Sindangraja 1 Elementary School?

In line with the formulation of the problem, this study involves two objectives. First, to describe the learning of the Indonesian language in the storytelling aspect using the modeling method through a special module based on the responses of grade 3 students of Sindangraja 1 Elementary School. Second, to describe the learning outcomes of the Indonesian language in the storytelling aspect using the modeling method through a special module based on the responses of grade 3 students of Sindangraja 1 Elementary School.

METHOD

This study uses a descriptive-analytical approach. The purpose of using this approach is to systematically describe and analyze the application of storytelling teaching modules in Indonesian language learning in grade 3 of elementary school.

The study was conducted at SD Negeri Sindangraja 1. This school is located at Kp. Rahong RT 04 RW 06, Sukasirna, Sukaluyu District, Cianjur Regency, West Java Province, Indonesia. "The population of this study consisted of students in grade 3A of SD Negeri Sindangraja 1 who participated in storytelling learning in Indonesian using modules. There were 30 students.

This study used a total sample. Therefore, all members of the population were included as sample members.

To collect data on learning conditions, a closed questionnaire with four options was used, namely the "very dislike" option, the "dislike" option, the "neutral" option, and the "very like" option. This non-test instrument was systematically and objectively arranged to produce a valid storytelling teaching module. The indicators in the observation guidelines are for students to respond to in learning, namely:

- 1) Students pay attention to the teacher who exemplifies clear vocals when telling stories.
- 2) Students pay attention to the teacher who exemplifies good intonation when telling stories
- 3) Students pay attention to the teacher who exemplifies good expression when telling stories.
- 4) Students pay attention to the teacher who exemplifies good body movements when telling stories.
- 5) Students pay attention to the teacher who exemplifies the objectivity of content when telling stories
- 6) Students pay attention to the teacher who exemplifies the systematic aspect of content when telling stories
- 7) Students pay attention to the teacher telling stories about the kindness of their peers through pictures in the teaching module
- 8) the teacher facilitates students' practice in telling stories about the kindness of their peers through pictures in the teaching module.
- 9) students pay attention to the teacher as they verbally describe pictures of the classroom in the teaching module
- 10) the teacher facilitates students in practicing verbally describing pictures of the classroom in the teaching module
- 11) students pay attention to the teacher as they verbally describe pictures of the car in the teaching module
- 12) students pay attention to the teacher verbally describing the picture of a car in the teaching module
- 13) the teacher facilitates students to practice verbally describing the picture of a car in the teaching module

Learning outcome data were collected using a performance test instrument, namely a storytelling



ability test that met the content validity requirements. Each student was tested on their ability to tell stories about the classroom and the names of livestock.

Learning about the storytelling aspect in Indonesian language learning utilized a modeling method through a special module that incorporated student response indicators. In other words, learning success is measured by student responses to the procedure. Student responses are divided into four options, namely:

- 1) strongly dislike
- 2) dislike
- 3) like
- 4) strongly like

Sorting student responses into four choices is a simplification of the Likert scale, which involves values ranging from 1 to 10 (Azwar, 2016; Budiadji, 2013; Razak, 2020). The determination of an even scale, such as 4, aims to avoid values that are precisely in the middle. The 1-4 value scale has a series of values 1, 2, 3, and 4. The first two series are categorized as negative, while the last two series are categorized as positive. Unlike the even category, the odd category value scale has the potential to produce values in the middle (neither acting nor not acting), such as a value of 3 on an odd scale of 1-5 or a value of 2 on a value scale of 1-3. Each student's answer is validated using the time triangulation technique. Each indicator is analyzed by assigning a specific frequency to one type of student response.

The learning outcome data on storytelling ability using the modeling method through a special module were analyzed using descriptive statistics. First, the data was examined to obtain a raw score. Second, the raw score was converted into a standard score percentage, namely:

- 1) Students who obtained a standard score of > 80.00 (high category),
- 2) Students who obtained a standard score of 70.00 - 80.00 (medium category)
- 3) Students who obtained a standard score of < 70.00 (low category).

Table 1
Student Response Weighting Rubric per Indicator

No.	Indicators	Weight
1	vocal	10
2	intonation	10
3	expression	10
4	body language	10
5	objectivity	30
6	systematic	20
7	fluency	10
	total	100

RESULTS

1. Student Response Based Learning Procedures

The storytelling learning procedure in Indonesian language learning, using the modeling method in a special module, is analyzed based on student responses to core learning activities. Below is a summary of student responses to the learning activities.

First, a summary of the first activity: Students pay attention to the teacher, who exemplifies clear vowels when telling stories in a clear and unmistakable mode. Second, the summary of the second activity is in a very similar mode. Third, the summary of the third activity is in a very similar mode. Fourth, the summary of the fourth activity is in a very similar mode. Fifth. The summary of the fifth activity is in a very similar mode. Sixth, the summary of the sixth activity is in a very similar mode. Seventh the summary of the seventh activity is in a very similar mode. Eighth, the summary of the eighth activity with a very like mode. Ninth the summary of the ninth activity is in a very similar mode. The tenth is the summary of the tenth activity in a very similar mode. The eleventh is the summary of the eleventh activity with a very similar mode. The twelfth is a summary of the twelfth activity, which has a very similar mode. More detailed data is contained in Table 2.

Table 2

Summary of Student Responses in Storytelling Learning Using Modeling Methods through Special Modules

No.	Summary of Learning Activities	Rating Scale 1-4			
		1	2	3	4
1	Students pay attention to the teacher who exemplifies clear vocals when telling stories.				v
2	Students pay attention to the teacher who exemplifies good intonation when telling stories				v
3	Students pay attention to the teacher who exemplifies good expression when telling stories.				v
4	Students pay attention to the teacher who exemplifies good body movements when telling stories.				v
5	Students pay attention to the teacher who exemplifies the objectivity of content when telling stories				v
6	Students pay attention to the teacher who exemplifies the systematic aspect of content when telling stories				v
7	Students pay attention to the teacher telling stories about the kindness of their peers through pictures in the teaching module				v
8	The teacher facilitates students' practice in telling stories about the kindness of their peers through pictures in the teaching module.				v

Table 2

Summary of Student Responses in Storytelling Learning Using Modeling Methods through Special Modules

No.	Summary of Learning Activities	Rating Scale 1-4			
		1	2	3	4
9	Students pay attention to the teacher as they verbally describe pictures of the classroom in the teaching module				v
10	The teacher facilitates students in practicing verbally describing pictures of the classroom in the teaching module				v
11	Students pay attention to the teacher as they verbally describe pictures of the car in the teaching module				v
12	the teacher facilitates students to practice describing verbally about pictures of the car in the teaching module				v
13	the teacher facilitates students to practice verbally describing the picture of a car in the teaching module				v

2. Learning Outcomes

The scores of learning outcomes for storytelling using the modeling method, as presented in a special module for class 3A students of Sindaraja 1 Elementary School, are presented in Table 3. Based on the table, information was obtained about the learning outcomes of storytelling using the modeling method through a special module, namely: 1) lowest score 77; 2) maximum score 89; 3) mode 83; 4) mean 84.20; 5) students who obtained a maximum score of 83 were 19 students; 6) students who obtained a minimum score of 83 were 21 students



Table 3
 Storytelling Learning Outcome Scores Using
 the Modeling Method through Special
 Modules

X	f	cb	ca	fX
77	1	1	30	77
79	3	4	29	237
81	5	9	26	405
83	10	19	21	830
85	6	25	11	510
87	4	29	5	348
89	1	30	1	89
sum	30			2496
mean				83,20
category				high

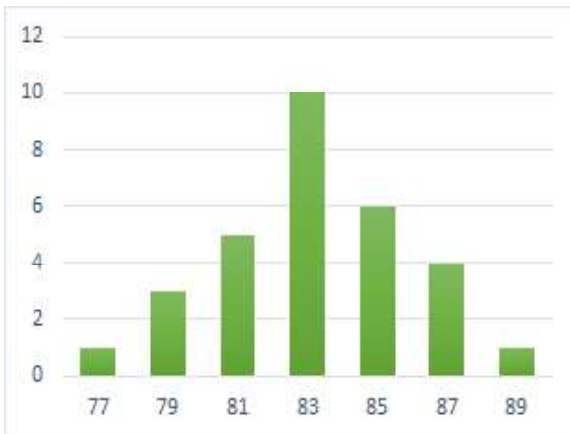


Figure 1
 Bar Chart of Storytelling Ability

The storytelling ability achieved by students is in the high category. Therefore, the synthesis of this study is the use of the modeling method through a special module is declared effective.

DISCUSSION

Storytelling learning using the modeling method through a special module for class 3A of SD Negeri Sindangraja 1 involves a relatively

large amount of time. For research purposes, the time explicitly used for learning is 2 hours, 6 times, each lasting 30 minutes. This time is outside the scope of the test implementation.

The ninth activity, namely, the teacher facilitates the first 10 students to practice telling stories about the kindness of their peers through pictures in the teaching module, takes 4 x 30 minutes. In other words, it takes 10-12 minutes to train the first 10 students to be able to tell stories about the kindness of their peers.

The eleventh activity, namely, the teacher facilitates the second 10 students to practice telling stories about the condition of the classroom through pictures in the teaching module, takes 4 x 30 minutes. In other words, it takes 10-12 minutes to train the first 10 students to be able to tell stories about the classroom's condition.

The thirteenth activity, namely, the teacher facilitates the third group of 10 students to practice telling stories about car pictures using pictures from the teaching module, takes 4 x 30 minutes. In other words, it takes 10-12 minutes to train the first 10 students to be able to tell stories about car pictures.

Each student spends a different amount of time being trained to tell stories. This is mainly due to the psychological character type of the students. Extroverted students tend to require a relatively short time compared to introverted students.

Several scientific articles in online journals describe the same phenomenon regarding the differences in students due to various types of psychological characteristics. Extroverted students tend to find it easier to express themselves verbally compared to introverted students. They tend to be quiet, so special training methods are required to train them (Anas et al., 2018; Mulyadi, 2019; Suryahadikusumah, 2019; Supriyanto et al., 2019).



Figure 2
The teacher demonstrates how to use intonation correctly when telling a story.



Figure 3
Students with code 3126 are being trained to tell stories using pictures in a special module

The learning outcomes of storytelling for class 3A students of SDN Sindangraja 1 are categorized as high. This is due to the use of effective modeling methods and special modules.

By applying the modeling method, students are encouraged to practice storytelling under the guidance of their teacher. Thus, learning motivation also determines the learning outcomes of storytelling.

Studies on learning motivation factors that influence learning outcomes are frequently reported in scientific articles published in online journals. First, Silaban (2019) describes the use of positive teacher reinforcement to increase student learning motivation. Second, Florina et al. (2023) describe the influence of the Flipped

Classroom model and learning motivation on writing skills. Third, Putri and Ramadhan (2022) describe the influence of the example-non-example learning model and student learning motivation on writing skills for procedural texts.

CONCLUSION

First, learning Indonesian through storytelling using the modeling method in a special module based on the responses of class 3 students of SDN Sindangraja 1 produces responses that are categorized as very similar.

Second, the learning outcomes of Indonesian in the storytelling aspect, using the modeling method through a special module based on the responses of class 3 students at SDN Sindangraja 1, are categorized as high. Therefore, the use of modeling methods through special modules in storytelling learning is declared effective.

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