

THE EFFECT OF STORYTELLING METHODS ON THE ABILITY OF OWNING EARLY CHILDREN

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Abstract

This study aims to determine the effect of storytelling methods on listening ability in children aged 5-6 years in TK Tunas Harapan Batokan. The purpose of this study was to test the hypothesis of the storytelling method on children's listening ability. This research method is pre-experimental design with the type of One-Group Pre-test Post-test Design. The sample of this study was 15 children (7 boys and 8 girls). The data collection techniques used were observation and documentation. The data analysis technique used statistics with t-test with SPSS 16.0 program. Hypothesis testing is done using t-test with the technique Independent T-test, obtained tcount of 0.000 at the significance level $\alpha < 0.050$. Thus H_0 is rejected and H_a accepted for $0.000 > 0.05$. This proves that the storytelling method affects children's listening ability.

Keywords– Listening, Ability, Storytelling, Method

1. Introduction

Early childhood is children who are in the age range 0-8 years. At this age children experience very rapid growth and development in various aspects of development, this period is also called the golden age (the brilliant age) (Sujiono, 2009: 6). When children are at an early age, they must be given upgrades and good education so that they can stimulate the development and growth of children ideally. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 that: Early childhood education (PAUD) is the most principal education because the development of children in the future will be largely determined by various meaningful stimulations from an early age. Early in a child's life is the most appropriate time to provide encouragement or development efforts so that children can develop ideally.

In Law Number 20 of 2003 Article 28 concerning the national education system it is stated that "early childhood education is a level of education held before basic education, either through formal education (TK, RA), non-formal (KB, TPA) and casual education in the form of family education or education that is held in the neighborhood where he lives.

Education is indeed very important for everyone, especially for children because children are the nation's successor, where education can be given from an early age properly. Therefore, children need educational programs that are able to unlock hidden capacities. through meaningful learning as early as possible. If the potential in the child is developed, then the child will get the opportunity and important energy in his life. To develop the potential in the child, Early Childhood learning principles can be used, namely the principle of "Learning while Playing, Playing while Learning" because at this age i children are still vulnerable in playing, therefore this principle is appropriate to use to develop the potential in children.

One of the aspects of language development that must be developed in early childhood is the ability to listen. The ability to listen is a very essential part of language skills, because the ability to listen is the basis for mastering a

language. Listening is an activity of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language "(Tarigan, 2008: 31 Meanwhile, according to Tarigan (2008: 60), the main purpose of listening is so that he can gain knowledge from the speaker's spoken material in other words, he listens to learn.

In the Regulation of the Minister of National Education Number 137 of 2014, concerning PAUD National Standards on development the language of children aged 4-5 years, namely listening to the words of others, understanding two commands, and understanding the stories being read According to Bromley in Dhieni (2007) there are two reasons for teaching children to listen or listen, namely: 1. Children and adults spend most of their time to hear, 2. The ability to listen is very important not only the bell teach in the classroom but also in everyday life. For example, listening to speeches, news, stories, and conversations are among the skills we often use.

The storytelling method is a method or media used by educators to convey or present learning material that is conveyed orally in the form of interesting stories to children. As has been stated by Moeslichatoen (2004: 157) that "the storytelling method is one of providing learning experiences for kindergarten children, by telling stories to children orally. The stories presented by the master must be interesting, and attract children's attention and cannot be separated from educational goals. for kindergarten children ".

Storytelling has a purpose which is basically to stimulate various aspects of development in children. According to Dhieni (2007: 6.7) the purpose of storytelling for children aged 4-6 years is so that children are able to listen carefully to what other people say, children can ask questions if they do not understand them, children can answer questions, then they can train their concentration, listen, building understanding, expressing what he understands and expressing what he hears and tells, so that the lessons from the contents of the

story can be understood and gradually heard, cared for, implemented and told to others.

This opinion is reinforced by Moeslichatoen (2004: 170) in storytelling activities, children are guided to develop the ability to listen to master stories which aim to provide information or instill social, moral and religious values, as well as providing information about the physical and social environment. On the other hand, Isjoni (2011: 90) argues that the storytelling method can be a medium to convey the values that apply in society.

According to Fauziddin (2014: 20), stories can affect children's thinking patterns and insights, especially in developing children's socio-emotional aspects. In general, the benefits of storytelling for children are as follows: developing mental attitudes in accordance with Islamic teachings, understanding praiseworthy and despicable actions, preparing children to live as social beings in society, developing the ability to imagine logically and systematically, changing children's attitudes to understand themselves and their environment, and form noble morals in accordance with Islamic aqidah.

Based on the above opinion, it can be concluded that the benefits of the storytelling method are to train early childhood perceptions, to provide learning experiences, for children to practice listening and listening to stories presented by masters, to help children's language development to communicate actively and efficiently. Because through stories children can develop language skills and gain a number of social, moral, and religious knowledge to be lived and applied in everyday life, as well as developing their thinking and imagination will be easier so that they can broaden children's insights and ways of thinking.

According to Dhieni (2007: 6.9), the advantages of the storytelling method include: it

can reach a relatively large number of children, the available time can be used effectively and efficiently, class management becomes simpler, masters can master the class easily, relatively little. It requires money, the storytelling method is very efficient when applied to Early Childhood, as seen from the advantages of the storytelling method described above, the storytelling method is one of the

appropriate methods for early childhood. Besides having advantages, the storytelling method also has drawbacks. According to Dhieni (2007: 6.9), the shortcomings of the storytelling method are: students become passive, because they listen to or receive more explanations from the master, they do not stimulate the development of creativity and the ability of children to express it, the ability to catch or absorb students is different and still weak so it is difficult understand the main purpose of the story, and quickly grow boredom, especially if the presentation is not interesting.

Based on the expert opinion above, it can be concluded that the advantages of the storytelling method are to train children to fantasize, learn to listen and read what the master shows, and learn to remember what is told by the master, while the disadvantage of the storytelling method is in expressing the master's story it is less so that it affects thinking power. and children's fantasies, and in understanding a story, children feel bored and passive.

2. Method

Method in this research is an experimental research method (Experimental Research). Experimental research is research that is used to find the effect of certain treatments on others under controlled conditions. The controlled condition means that the results of the research are converted into numbers, for analysis used by statistical analysis (Sugiyono, 2014: 107).

The experimental design used in this research is Pre-Experimental Design. According to Sugiyono (2014: 109) that the pre-experimental plan, this design is not a serious experiment because there are still external variables that influence the formation of the dependent variable. The pre-trial form of the research design used in this study was the one gathering pretest-posttest plan, namely the research design that contained a pretest before being given treatment and posttest after being given treatment. Thus the results of treatment can be known to be more accurate, because it can compare with the situation before being treated (Sugiyono, 2014: 110). Where in this research design only uses one group of subjects and takes measurements before and after treatment. The difference in the

results before and after giving treatment to the subject is the effect of the treatment, systematically the research design is described in the table below:

O1 X O2

Figure 1. Research Design

Description:

O1 =value Pretest (children's listening ability before treatment)

O2 =value Posttest (children's listening ability after treatment)

X = Application of storytelling methods

$(O_2 - O_1)$ = Effect of storytelling methods on children's listening ability

3. Result and Discussion

The information analysis was performed using the statistical t-test technique with the help of SPSS 16.00. The t-test statistical technique was used to test the differences before and after treatment. The purpose of this study was to determine the effect of storytelling methods on listening ability in children aged 5-6 years in TK Tunas Harapan Batokan. This study consisted of two tests, namely the pretest and posttest in the experimental group, namely children aged 5-6 years consisting of 15 people.

The decision making criteria in hypothesis testing is based on the probability value of t statistical (sig.t) which is obtained based on the significance level (α) = 0.05. If the p value <0.05, it means that there is an influence and is significant. A general description of research information is presented in the table.

Table 1. Description of Results Table

Variable	Score x possible (hypothetical)				Score x obtained (Empirical)			
	xmin	xmax	Mean	SD	xmin	xmax	Mean	SD
<i>pretest</i>	1.595	56	35	7	22	27	24.6	14
<i>posttest</i>	14	56	35	7	35	45	41.8	2.981

Based on table Obtained the average score of children's listening ability increased after being given treatment (storytelling method). This can be seen in the score of pretest children's listening ability which only reached 24.6%. whereas the score posttest after using the storytelling method increased to 41.8%. This shows that the application of the storytelling method has a positive effect on the listening ability of children aged 5-6 years in TK Tunas Harapan Batokan.

Overview of Listening Ability in Children aged 5-6 Years in Kindergarten Tunas Harapan Batokan, Before the Application of Storytelling Methods (Pretest)

Based on the results of the *pretest*, it can be seen that the listening ability of children aged 5-6 years in TK Tunas Harapan Batokan is categorized as low. The activity was *pretest* carried out once, namely on July 23, 2020. The implementation of the *pretest* aims to determine the description of children's listening abilities before being given the storytelling method, it can be seen in the following table 2.

Table 2. Listening Ability Table Before Being Given Storytelling Method

No	Indicator	Score Factual	Ideal Score	%	Criteria
1	Mention certain sounds / voices	32	60	53.33	MB
2	Look at the reader	32	60	53.33	MB
3	facial expression looks happy to listen and in accordance with what is be listened to	26	60	43.33	BB
4	Enthusiastic to hear the story and try to follow the story to the end	32	60	53.33	MB
5	other people's words	28	60	46.67	MB
6	Listen to Listen when the teacher talks / tell stories	29	60	48.33	MB
7	Understand the story which is read out	24	60	40	BB
8	Responds when the story is ongoing and asks	25	60	41.67	MB

9	Mention the title of the story	19	60	31.67	BB
10	Mention the characters in the story	23	60	38.33	BB
11	State the characteristics of the characters that is in the story heard	26	60	43.33	MB
12	Repeating simple sentences	27	60	45	MB
13	Retelling stories / fairy tales that have been heard	23	60	38.33	BB
14	Answering questions correctly according to the story	23	60	38.33	BB
	Total	369	840	615	
	Average			43.92	MB

Based on the table above, it can be seen that the highest final score is in the indicator, namely mentioning various specific sounds / sounds with a final score of 32 percentage 53.33% which is on the MB criteria, looking at the reader with a final score of 32 percentage 53.33% who are in the MB criteria, enthusiastic about hearing the story and trying to follow the story to the end with the final score of 32 percentage 53.33% who are in the MB criteria. The lowest final score is in the ninth indicator, namely mentioning the title of the story with a final score of 19 percent of 31.67% who are in the MB criteria.

To find a picture of the child listening skills before being given treatment(*treatment*)using storytelling, can be seen in table 3

Table 3. Listening Ability Table Before Treatment (*Pretest*)

No	Category	Score Range	F	%
1	BSB	76 - 100%	0	0%
2	BSH	56 - 75%	0	0%
3	MB	41 - 55%	13	87%
4	BW	<40%	2	13%
Total			15	100%

Based on the table above, it can be seen that the ability to listen to children before using the storytelling method obtained data on children who are in the BSB category as many as 0 people with a percentage of 0%, children who are in the BSH category are 0 people with a percentage of 0%, children who are in the category MB as many as 13 people with a percentage of 87% and children who are in the BB category as many as 2 people with a percentage of 13%. For more details, it can be seen in the following graph:



Figure 2. Diagram of the Ability to Listen Before Treatment (Pretest)

Overview of Listening Ability in Children Aged 5-6 Years at Kindergarten Tunas Harapan Batokan, Before the Application of the Storytelling Method (Posttest).

The next study, researchers provided *treatment* using the storytelling method to develop children's listening abilities which was carried out from 25 July - 30 July 2020. Implementation *posttest* aims to reveal the listening skills of children after being given treatment(*treatment*)using storytelling, can be seen in the following table 4.

Table 4. Listening Ability After Being Given Storytelling Method

No	Indicator	Score Factual	Ideal Score	%	Criteria
1	Mention certain sounds / voices	55	60	91.67	BSB
2	Looking at the reader	53	60	88.33	BSB
3	Facial expression looks happy to listen and in accordance with what is audible	49	60	81.67	BSB

No	Indicator	Score Factual	Ideal Score	%	Criteria
No.	Indicator	Score Factual	Score	Ideal%	Criteria
4	Enthusiastichear stories and trying to follow the story to the end	45	60	75	BSH
5	Listening to the words of others	48	60	80	BSB
6	Listening when teachers talk / storytelling	47	60	78.33	BSB
7	Understands the story that is read	41	60	68.33	BSH
8	Responds when the story is ongoing and asks	45	60	75	BSH
9	Mention the title of the story	41	60	68.33	BSH
10	Mention the characters in the story	39	60	65	BSH
11	State the characteristics of the characters which is in the story heard	44	60	73.33	BSH
12	Repeating simple sentences	40	60	66.67	BSH
13	Retelling stories / tales that have been heard	38	60	63.33	BSH
14	Answering questions with an exact match with the story	42	60	70.33	BSH
	Total	627	840	1045	
	Average			74.64	BSH

Based on the table above, it can be seen that the highest final score is in the first indicator, namely mentioning various certain sounds / sounds with a final score of 55, 91.67%, which are in the BSB criteria. The lowest final score is found

on the thirteenth indicator, which is retelling stories / tales that have been heard with a final score of 38 percentages of 63.33% which are in the BSH criteria.

To know the description given listening skills of children after treatment (*treatment*) using storytelling, can be seen in the table 5.

Table 5. Listening Ability After Treatment (*Posttest*)

No	Category	Score Range	F	%
1	BSB	76 - 100%	7	47%
2	BSH	56 - 75%	8	53%
3	MB	41 - 55%	0	0%
4	BW	<40%	0	0%
Total			15	100%

Based on the table above, it can be seen that the listening ability of children after using the storytelling method obtained data on children who are in the BSB category as many as 7 people with a percentage of 47%, children who are in the BSH category are 8 people with a percentage of 53%, children who are in the category MB as many as 0 people with a percentage of 0% and children who are in the BB category as many as 0 people with a percentage of 0%. For more details, it can be seen in the following graph:

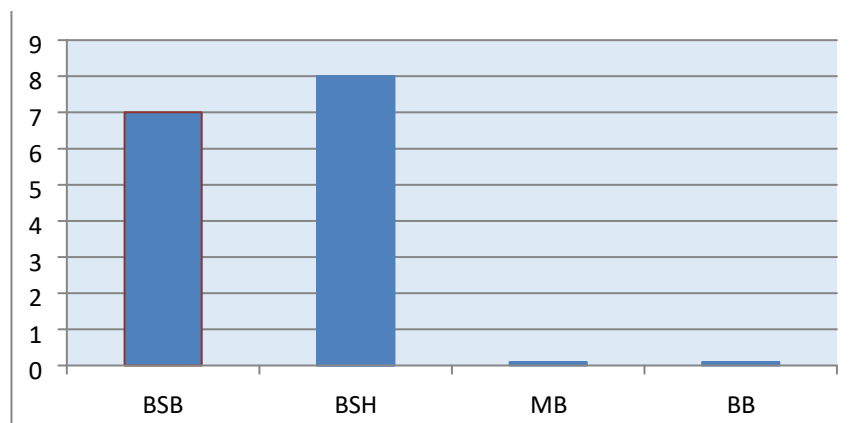


Figure 3. Listening Ability Diagram Image After Treatment (*Posttest*)

This research was conducted using a *one group pretest posttest design*, namely looking at the results of the *pretest* and *posttest*. The results of the *pretest* and *posttest* can be seen in the table 6.

Table 6. Recapitulation of Listening Ability Before and After a Storytelling Method is given at TK Tunas Harapan Batokan

No	Category	Score Range	Before		After	
			F	%	F	%
1	BSB	76 - 100%	0	0%	7	47%
2	BSH	56 - 75%	0	0%	8	53%
3	MB	41 - 55%	13	87%	0	0%
4	BW	<40%	2	13%	0	0%

Based on the table above, it can be seen that the comparison before and after the treatment above can be seen that all children who have been given the storytelling method have increased their listening ability, which is seen from the children who were initially in the BSB category as many as 0 people with a percentage of 0%, children. 0 people in the BSH category with a percentage of 0%, 13 children in the MB category with a percentage of 87% and 2 children in the BB category with a percentage of 13%. Then there was an increase to 7 children in the BSB category with a percentage of 47%, 8 children who were in the BSH category with a percentage of 53%, 0 people in the MB category with a percentage of 0% and children who were in the BSH category. BB category as many as 0 people with a percentage of 0%. For more details, it can be seen in the following graph:

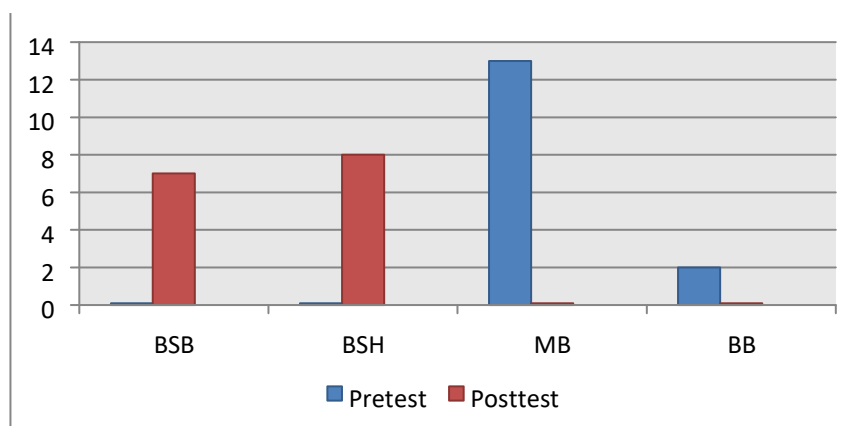


Figure 4. Diagram of the Ability to Listen Before Treatment (Pretest) and After Treatment (Posttest)

The Effect of Storytelling Method Application on Listening Ability in Children aged 5-6 Years at Kindergarten Tunas Harapan Batokan

To find out how much effective the storytelling method has an effect on listening ability in Tunas Harapan Batokan Kindergarten. The data tested statistically is the N-Gain data (gain normalized) introduced by Hake. N-Gain is used to measure the difference between the values pretest and posttest and to indicate the category of increasing listening ability after the application of the method, a test is carried out gain normalized. The results of the gain test are as follows:

$$G = \frac{\text{Skor Akhir (Posttest)} - \text{Skor Awal (Pretest)}}{\text{Skor Maximal} - \text{Skor Awal (Pretest)}} \times 100\%$$

$$G = \frac{627 - 369}{840 - 369} \times 100\%$$

$$G = \frac{258}{471} \times 100\%$$

$$G = 0.5477 \times 100\%$$

$$G = 54.77\%$$

Based on the results of the above calculations, it can be concluded that the storytelling method can affect the listening ability of children aged 5-6 years in TK Tunas Harapan Batokan by 54.77% in the medium category. To see the classification of normalized N-Gain values, it can be seen in the following table:

Table 7. Normalized Gain Categories Normalized

Gain	Criteria for Increase
$G < 30\%$	Low
$30\% \leq G \leq 70\%$	Medium
$G \geq 70\%$	High

Hypothesis Testing Hypothesis

testing in this study uses the t test or *t-test* to see the differences before and after treatment and to see how much influence the storytelling method has on the listening ability of children aged 5-6 years. Based on the results of the normality test and the homogeneity test, it shows that the data obtained is normally distributed and has data variance that is homogeneous or has the same variance. The results of the calculation of the hypothesis test can be seen in the table.

Table 8. Hypothesis Test *Posttest* Listening

Statistics	<i>Posttest</i> AbilityListening Ability
N	14
d	17.2
<i>t</i> _{hitung}	21,187
<i>t</i> _{tabel}	2,145

At the real level (α) = 5%, the value of $t_{\text{obtained}} = 2.145$ is. When compared with $t_{\text{count}} = 21.187$, it is obtained $t_{\text{count}} > t_{\text{table}}$, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant influence between the storytelling method on the listening ability of children aged 5-6 years in TK Tunas Harapan Batokan. Complete calculations can be seen in appendix 17 on page 135.

Data analysis was also carried out using SPSS aimed at strengthening the analysis manually. Hypothesis testing uses the SPSS 16.0 program. The results *output* complete can be seen in appendix 21 on page 140. The results of the calculation of hypothesis testing using SPSS can be seen in table 9.

Table 9. Hypothesis Testing Ability to Listen Paired Samples Test

	Paired Differences								
				95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	METODE BERCEKITA - KEMAMPUAN MENYIMAK	-17.200	3.144	.812	-18.941	-15.459	-21.187	14	000

Based on table 4.13 above, the Independent Sample Test (hypothesis testing) shows that the probability value (significance) is 0.000, because the probability value is $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. This proves that there is an effect of the application of the storytelling method on the listening ability of children aged 5-6 years in TK Tunas Harapan Batokan.

4. Conclusion

After testing, it was found that there was a difference between the results of the ability to listen using the storytelling method and the listening without using the telling method. The results of the listening ability with the storytelling method were higher or better than the results of listening with learning without the storytelling method. Based on the analysis of information from the pretest results (before treatment) using the storytelling method, the total value was 369 with an average of 24.6%.

However, after being given treatment by applying the storytelling method, the child showed enthusiasm when listening to the story of each story told by the researcher. After the child listens to the story, the listening ability is assessed. Based on the analysis of information from the results of the posttest (after treatment) using the storytelling method, there was an increase in the value obtained seen from the posttest results (after treatment) obtained a value of 627 with an average of 41.8%. In addition, based on the results of the calculation of the hypothesis test, it shows that the probability value (significance) of the posttest information is 0,000. Because the significance value of $0.000 < 0.05$, H_0 is rejected. This proves that there is an influence on the ability to listen using the storytelling method. Therefore, the storytelling method can be used as a reference by the master in learning processes, especially in listening activities.

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