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## LITERATURE STUDY: IMPROVING LINGUISTIC INTELLIGENCE AND CHARACTER OF ELEMENTARY SCHOOL STUDENTS THROUGH CHILDREN'S FAIRY TALES

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### ABSTRACT

*The storytelling method is a way to achieve learning objectives so that students are more enthusiastic in participating in a lesson because storytelling is an interesting and fun method for elementary school children who are learning to speak and communicate with their interlocutors. In improving children's linguistic/language intelligence, appropriate learning methods are needed so that students can hone and have qualified linguistic intelligence, for example by using the storytelling method. The purpose of this study was to determine whether storytelling can improve linguistic intelligence and teach character education to elementary school children. This research uses a qualitative research type. Qualitative research is a type of descriptive research that usually uses analysis. This research also uses literature study or literature study. The results of the study stated that using the storytelling method, especially children's fairy tales, was able to improve character education and linguistic intelligence of students in elementary schools.*

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## **A. Introduction**

In this era of globalization and after the pandemic, which made schools have to be conducted online, the appearance of children's characters that were not good. In fact, lately, many elementary school children have lacked character in their own teachers. According to (Wulandari & Kristiawan, 2017), that education plays an important role in human survival, because education is a place to improve the quality of human resources both in terms of personality, morals, and good character. Character education is all efforts that can be made to influence the character of students (Supranoto, 2015). Elementary school education is a school level where students are still at the age of children. Character education must be implemented as early as possible so that in elementary schools it would be nice if students were formed to have character.

The formation of children's character cannot be done in a very short time because it takes quite a long time. This can be done continuously by using appropriate and effective methods (Habsari, 2017). According to psychologists and education, childhood is a golden age. According to Hidayah in (Habsari, 2017), toddlers are a period of very rapid growth. The growth of the child's brain and head is faster than the growth of others. Judging from the development of toddler intelligence, many experts say that at the age of zero to four years it reaches 50%, at the age of four to eight years it reaches 80% and at the age of eight to eighteen it reaches 100%. Childhood is a time full of imagination. Imagination will turn on his fantastic power so that it seems as if he really becomes the character played in the story. Instilling character in children in a creative and fun way, one of which is fairy tales.

In KBBI fairy tales are stories that do not really happen. In fairy tales there is an intrinsic element in which there is a mandate and a moral message. With the mandate and moral messages that exist in everyday life, fairy tales can help in shaping children's character. However, in this sophisticated era, not many parents invite their children to read fairy tales. Survey conducted by Disney in the UK proved that only a third of parents in the UK still read stories to their children before bed (Habsari, 2017). If this does not change then the children will be far from good morals, morals, and ethics.

According to (Zulfitria & Fadhila, 2021), intelligence according to the general public is only smart children in learning and getting good grades in cognitive aspects. Whereas each individual has their own uniqueness so that parents and

teachers must provide support and opportunities so that they can develop their abilities. In this case, there are several stimuli that must be given to develop the intelligence of the child. One of the stimuli that must be developed is linguistic intelligence.

Linguistic intelligence is the ability possessed by individuals to use and manage words orally and in writing. One of the tendencies of linguistic intelligence is that children like to read with a high understanding and make up stories. According to students who have linguistic intelligence have courage and high enthusiasm in speaking directly forward when asked by the teacher to come forward. From the description of the background and the results of research that has been carried out by several previous researchers, the authors are interested in conducting a literature study related to character, linguistic intelligence, and fairy tales with the title "Improving Character and Linguistic Intelligence of Elementary School Students Through Children's Tales". The purpose of this research is to find, search, examine and analyze more deeply each article or journal that is relevant to the topic according to the title. The benefit of this research is to increase the knowledge of researchers and readers regarding related titles.

## **B. Method**

This study uses a qualitative research type. Qualitative research is a type of descriptive research that usually uses analysis. This research uses literature study or literature study. Literature study or literature study is a series of activities related to library data collection methods whose research objects are obtained from a lot of library information, such as books, journals, documents, magazines, newspapers, and so on. The data collection technique used in this research is by collecting journals or scientific articles that are in sync with the topics to be discussed in this study, namely about character building and increasing linguistic intelligence of elementary school students through children's fairy tales. In this study, it begins with researchers looking for journals and articles related to the topic to be discussed, then looking for similarities and inequalities, giving opinions based on existing theories, then comparing and then summarized.

## **C. Result and Discussion**

Education is a place for developing a child's talents, interests, skills, and intelligence (Magdalena et al., 2020). One of the nine kinds of intelligence

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presented by Howard Gardner is Linguistic intelligence (Attamimi & Umarela, 2019). Linguistic intelligence itself is a person's special ability in terms of processing words well and effectively both verbally and non-verbally to influence and manipulate (Zulfitria & Fadhila, 2021). The characteristics of students who have linguistic intelligence are being able to listen to words, imitate words, always learn to listen, write, discuss, write, read, and explain (Marlina, 2019). In improving children's intelligence, including linguistic intelligence, cooperation between teachers and parents is needed with the aim of maximizing the process of improving children's linguistic abilities.

The ability of linguistic intelligence in children needs to be developed so that children have higher readiness in participating in learning activities, especially in expressing language. Learning activities to increase linguistic intelligence in language expression can be given through the provision of stimuli using appropriate methods and strategies so that linguistic intelligence increases to the maximum. Teaching and learning activities with the use of appropriate learning methods are able to develop linguistic intelligence in the ability to express language (Munawwarah, 2019). One method that can be used for this is the storytelling or storytelling method (Tanfidiyah & Utama, 2019). Storytelling or storytelling methods can attract children's attention, so that children actively participate in learning activities. This can cause linguistic intelligence in the ability to express children's language to increase and develop optimally

Fairy tales are a fun learning method for children (Gunawan et al., 2019). is a fictional story, not real or fictional, such as fables (animals and inanimate objects), saga (adventure stories), hikayat (folk tales), legends (origins), myths (gods, fairies, spirits). , epics (great stories like Mahabharata and Ramayana) . The actors in fairy tales are imaginary or unreal creatures, which serve to entertain but have a moral message. Fairy tales are used as a source of stories for children. Fairy tales are conveyed both orally and in writing and can be used as a place to communicate. Various ways can be done to communicate and convey messages, either directly or indirectly.

Fairy tales are useful for consolation and moral lessons. Fairy tales are a combination of elements of education and entertainment (Rosidah & Rusminati, 2017). Elements of education in fairy tales are conveyed through messages contained in fairy tales, both stories that end happily or sadly. The purpose of the storytelling method (storytelling) for elementary school children is so that children

can listen to what other people say, if the child does not understand then the child will dare to ask questions, dare to answer questions, and the child is able to express what is told by others. This will cause the child to be able to understand and implement the wisdom of the story. Fairy tales have a great influence on the development of children's language skills. Fairy tales are able to hone children's thinking and imagination power, besides that fairy tales are also able to improve communication skills and express language.

Besides being able to develop students' linguistic intelligence, children's fairy tales can also be used as a means of character building through the moral messages contained in it (Soetantyo, 2013). Character comes from the Greek "Charassian" which means "to mark" or marks and focuses on how to implement good values in the form of action or behavior (Safitri & Novianto, 2019). People who behave according to morals include people who have character such as personality, behavior, character and character. Conversely, if someone does not behave according to morals, including people who have no character. Moral behavior can be instilled in children from an early age through character education.

According to Lickona in (Annisa et al., 2020) interpreting "character education is the deliberate effort to help people understand, care about, and act upon core ethical values" which means character education is a deliberate effort to help people understand, care, and act based on values. – core ethical values. Character education is everything that teachers do that can affect the character of students. Teachers must instill good things with a habit so that students have good character. Character education in elementary schools can be given in a fun way in a learning or habituation. One of the activities that can attract children's attention is a fairy tale. Where in fairy tales there are stories and presentations that attract children's attention. Folklore contains the noble values of the nation, especially the values of character and moral teachings (Habsari, 2017). The moral values contained are individual moral values and social moral values. If the child reads and understands fairy tales well, the child will know the moral values contained.

Character formation through fairy tales can be done at school or at home. Character formation in schools is carried out in various ways such as requiring students to read fairy tales once a week, teachers read fairy tales in front of the class before or after learning, five minutes before learning students read fairy tales, students record the moral values that have been read, the teacher gives tasks related to fairy tales. For character building through fairy tales at home, it can be

done with parents reading fairy tales to children before going to bed or during free time, parents facilitating children to be able to read interesting fairy tales, parents asking questions about moral messages in fairy tales that have been read. With children knowing the moral values contained in fairy tales, children will understand the behavior that must be done and avoided so as to make children have good character.

#### **D. Conclusion**

Based on the results of the research, the analytical studies conducted indicate that the formation of character and increasing the ability of linguistic intelligence in children can be done through the storytelling method (fairy tales). Through fairy tales, students can improve language skills (linguistics) because they are accustomed to hearing which causes an increase in vocabulary. So that students are able to learn how to compose an effective and correct sentence. In addition, through fairy tales students get character education through moral messages taken from a fairy tale. As a result, students can apply the character education they get in everyday life

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