

Storytelling in Optimizing the Learning of the History of Noah as

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ABSTRACT

Background. As Muslims, we are obliged to study knowledge to be a provision in life, one of which is history. History is an event that happened in the past that we can learn and take lessons from for future life.

Purpose. Derived from Arabic, syajarah, which means tree. Like a small seed that can grow as a big tree. History is considered to bring change, that's why history must be studied. Especially the history of the Prophets and Messengers.

Method. . It is very important for children to learn in order to get the wisdom and advice contained therein.

Results. Apart from gaining knowledge from formal education, non-formal education is also important for children. Non-formal education is present as a complement to formal education, namely to fulfill certain aspects that are not given in formal education.

Conclusion. To fill the school void in certain aspects, it is good that parents can look for alternatives from non-formal education, one of which is by enrolling children in the Al-Qur'an Education Park. Taman Pendidikan Al-Qur'an or commonly abbreviated as TPA.

KEYWORDS

History, Learning, Storytelling

INTRODUCTION

A. Storytelling

Definition of Storytelling

According to (Sharma, 2019) , story comes from an English word that means (Font dkk., 2019), history or (Chen dkk., 2021). While the word telling means (Meyer dkk., 2020), telling, which is memorable or (Shen dkk., 2019). So, storytelling is an activity to tell a clear story about (Li dkk., 2022).

(Xiao, 2020), personal (Gerber & Serp, 2020), and life lessons through stories or narratives that evoke strong emotions and (Attia dkk., 2019). (Chang dkk., 2019), people who undergo storytelling activities are usually called (Hull dkk., 2019), which when translated into Indonesian means storytellers or (Bylemans dkk., 2022).

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In (Yu dkk., 2019), storytelling can be categorized as a story (Baek dkk., 2021). The storytelling method itself is to convey a series of events experienced by the (Hendry & Chen, 2019). The characters in this story can be (Hindricks dkk., 2021), (Huerta-Cepas dkk., 2019), and other (Montag & Elhai, 2019), whether the characters are real or limited to fictional (Wang dkk., 2019).

Storytelling is one of the speaking skills that has the aim of providing information to students by conveying various kinds of (Qin dkk., 2020), feelings in accordance with what is (Wang dkk., 2021), (Moriguchi dkk., 2020), (Mazza dkk., 2020), and (Mantere dkk., 2019). Storytelling is also a way of conveying an event that tells about an action or event and is delivered orally with the aim of sharing experiences and knowledge with students as (Aparicio-Martinez dkk., 2019).

Storytelling can also be categorized as a fairly ancient art or cultural (Alom dkk., 2019), to convey an event that is considered (Mazza dkk., 2020), through (Ruder dkk., 2019), images and (Loderer dkk., 2020). Storytelling is an activity carried out by someone to convey a (Stutt dkk., 2020), information or even a mere fairy (Font dkk., 2019), which can be done orally or in writing. It is a method of a development activity characterized by educators providing learning experiences to students through oral (Kaeophanuek dkk., 2019).

2. Purpose of Storytelling

The goal to be achieved in the application of storytelling in learning is for learners to better understand the (Janssen & Van Der Voort, 2020). By communicating (Sollai dkk., 2020), learners will be more free to ask about what they do not (Grifoni dkk., 2020). This will also help children who are classified as passive or tend to be afraid to ask questions to be more (Gal & Rucker, 2021). Learners will be more open in expressing what is in their minds because they are invited to feel comfortable and interested, thus unconsciously eroding their fear of speaking. Stories can boost children's linguistic intelligence. Storytelling can also encourage learners not only in the aspect of liking to listen to stories but also make them enjoy telling or speaking. From listening to the educator's story, learners will learn how to dialogue and narrate well.

In addition, by applying the storytelling method, it is hoped that students will be more interested and motivated to learn and understand history. By making this history lesson feel fun and exciting, students will more easily remember the important points that have been conveyed. Playing with intonation as well as the movements and expressions of students, will make children feel that this history is memorable for them so that it creates interest in reading and exploring history so that it can be told to teachers and friends.

On the other hand, by applying this storytelling method, it can build a positive relationship between educators and students. Because storytelling is an interesting method in building courage and can channel the attention of educators, students will feel more cared for. It also reduces the sense of rigidity and erases the impression of a "fierce teacher" in the minds of learners.

Storytelling is also a driving force for learners in inspiring or arousing learners' emotions (Novita Tabelessy, 2021:1), as well as training learners in developing their reasoning and imagination in digesting various kinds of expressions and feelings according to what is experienced, felt, seen and heard. By practicing their hearing, learners can also add new vocabulary.

Storytelling is one way to instill beliefs and understandings that will eventually make an impression on children and can become a character. Stories that leave an interesting impression on learners will be easier to remember than if they are only read or written. It also trains children to be good listeners and to pick up the significance of a conversation.

3. Form of Storytelling

Storytelling or story method is divided into two:

a. Without props

Storytelling without props is a storytelling activity carried out by educators without using any media or props shown to students during the learning process. Storytelling without props is a form of storytelling that only relies on the ability of the storyteller by using facial expressions, gestures and body movements and vocal intonation of the storyteller alone, so that learners who listen to the story will develop what they hear in their fantasies and imaginations. Here, educators are required to continue to pay attention to facial expressions, gestures and voice intonation in order to help the learner's thinking and fantasy to bring to life the things told by the educator in his mind..

b. With props

Storytelling method with props is a storytelling method using any media or supporting tools with the aim of helping the imagination of students and clarifying the story to be told. Storytelling using props serves to turn on the fantasy and imagination of students so that it is clearer and more directed in accordance with what the educator expects. The form of storytelling with props is divided into two, namely direct and indirect props.

Direct props, that is, if the tools used are objects or everything that is original or actual (for example: scarves, flowers, wooden sticks) so that students can clearly imagine and understand the contents of the story and can see firsthand the characteristics and uses of these tools. Meanwhile, indirect props, namely using objects that are not actual or imitation tools. These props can be artificial objects, pictures, books, dolls and any object that resembles something in question (Ryckman, 2012)..

4. Steps for Storytelling

There are several steps that must be applied so that storytelling can run optimally, namely: (Tarigan, 2008)

- a. Determine an interesting story topic.
- b. Making an outline of the story.
- c. Developing the story outline.
- d. Composing the story text.
- e. Understand the story to be told.
- f. Practice body movements.
- g. Maintain voice intonation.
- h. Facial expressions.
- i. Pay attention to eye contact.
- j. Use props if desired.

5. Structure Storytelling

In order to maximize learning, storytelling tells should be structured with orientation, complication and resolution.

After the opening of the class, the educator can present the introduction of the characters and general matters of the story to be told with various questions. This serves to attract the curiosity of the learners. Furthermore, in this structure, the educator can explain the setting of the story. In other words, the orientation structure can be called the introduction of the story.

The next structure is compilation. In this structure, the educator is asked to describe some of the conflicts and challenges faced by the characters. And when students have been carried away by the tense and gripping atmosphere of the main problems faced by the characters in the story, the educator will end the story with the resolution structure. This structure is located at the end of the story. Every end of the story must contain the resolution of the conflicts that occur. Every character in the story will find a resolution. In other words, the conflicts of the characters are defused, giving rise to a happy ending or a sad ending (Steward, 2010)..

6. Technology Storytelling

Although it is not easy to make storytelling optimal in learning, there are techniques that can make it easier and make storytellers like professionals as long as they do storytelling according to the technique and practice seriously..

a. Start False

Start false is a storytelling technique that begins with a mistake that has been made in the past. From the mistakes that have been experienced, a solution is then raised, so that the mistakes in the past are not repeated..

b. Sparkline

Sparkline is a storytelling technique that contains an explanation of the differences between the events in life and the wishes and events in the story. It also explains the ways in which the wishes can be realized.

c. Monomyth

Monomyth is a storytelling technique in which the educator will tell the story of the struggle of a hero who migrates away from his hometown in order to get to the thing he wants to go to..

B. Learning Optimization

1. Definition of learning optimization

The definition of optimization in the Indonesian Dictionary, W.J.S. Poerdwadarminata (1997, p. 753) states that: "Optimization is the result achieved as desired, so optimization is the achievement of results as expected effectively and efficiently". According to the Department of Education and Culture (1995, p. 628) Optimization comes from the word optimal which means the best, highest, while optimization means a process of elevating or increasing the achievement of the expected goals in accordance with the criteria that have been set.

Optimization is an effort to improve performance on something or someone related to the public interest, in order to achieve satisfaction and success from the implementation of these activities (Nurrohman, 2017). Optimization is a measure that causes the achievement of goals, while if viewed from the point of view of effort, optimization is an effort to maximize activities so as to realize the desired or desired target (Winardi in Bayu, 2017).

Optimization comes from the word optimal which means best or highest. Optimizing means making the best or highest (Mohammad Nurul Huda, 2018). Meanwhile, optimization is the process of optimizing something, in other words, optimization is the process of making something the best or highest. So optimization here means trying optimally for the best results to achieve in the application of management of educational facilities and infrastructure in accordance with the expectations and goals that have been planned.

From the above description of the definition of optimization, the optimization of the learning process is an effort to improve the learning process for the better so that students can achieve the success of the learning process and results as targeted. Optimization of the learning process

aims to improve aspects of learning that are still less than optimal. Follow-up activities begin by designing and proposing various alternative solutions based on the factors that cause failure and support success in learning.

Learning activities can be characterized by deliberate, planned and systematic efforts. These efforts are made by educators to assist students in carrying out learning activities. The optimization of teaching and learning activities is influenced by various factors, including the methods or techniques used by educators to teach. Educators are advised to use creative and interesting learning methods so that students are not bored in learning activities. One of them is storytelling.

2. The function of storytelling in optimizing learning

Learning does not only require perseverance, but learners also need interest which can later encourage motivation to learn to be more active in learning many new things. Although perseverance and persistence are important, if educators can make learning a fun and interesting activity for students, learning will feel more fun so that children can develop a love for learning, either consciously or unconsciously. Here are some elements related to interest: (Suryabrata 2007: 13)

a. Attention

Attention is an activity that requires a person to focus on the object of interest. Any activity that receives intensive attention will be easier to understand and digest. Presentation will increase along with success in the object that gets full attention. Likewise in learning, students who focus on the lesson will achieve success. And this cannot be done consistently without interest in the lesson..

b. Feelings

c. Motive

d. Curiosity

According to Crow (1963: 159) interest in objectivity can be generated by several factors, namely:

a. *The factor of Inner Urges*

This factor centers on the learners' demands on themselves. The greater the determination, aspiration and hope to achieve something will give birth to a greater interest..

b. *The Factor of Social Motives*

This factor is born from environmental demands. Social motive factors are divided into 3 (three), namely: family environment (home), school environment and community environment. The family environment has a big impact in

influencing interest in learning. Among them can be seen from parental education, parental attitudes, habits and home atmosphere, as well as methods and parenting of parents towards their children. From the school environment, what affects student interest in learning is the relationship between students and educators, learning methods and models, supporting learning facilities and relationships with friends. While activities in the community environment that affect interest in learning include the level of education in the environment, attitudes and behavior of neighbors, community organizations that are followed..

c. *Emotional Factor*

Emotional factors also have a big influence on learners' interest in learning. Feelings of excitement, challenge and fun will produce better results and at the same time increase interest in learning. Vice versa, boredom, sadness and boredom can reduce learners' interest in learning (Schunk, 2015)..

C. History of the Prophet Noah

Abdul Ghaffar, Yasykur or commonly known as Prophet Noah AS was the son of Lamik bin Matta bin Idris AS. Noah was the 3rd descendant (grandson) of Idris AS. Noah had a long life (QS.Al-Ankabut: 14). The name Noah comes from the Syriac language and means 'grateful'. Noah received a title from Allah SWT as abdussyakur. The title means a servant who is grateful (QS. Al-Isra: 3).

a. The beginning of being sent as a Messenger

When Prophet Noah AS was 480 years old, he met a man who had a very handsome face so that Prophet Noah was amazed and then asked about who he was. The man replied that he was the angel Gabriel whom Allah was sending to carry the prophetic message. On that day, through the intermediary of the angel Gabriel, Allah sent Noah AS to straighten out the disobedient and unjust humanity to return to piety. In the Qur'an, Noah is described as Ululazmi. There are 43 verses from 28 surahs of the Qur'an in which Noah is discussed..

b. The Da'wah of Prophet Noah.

Allah SWT sent Prophet Noah AS to preach to the Bani Rasib. Quoted from the book Exemplary and Inspirational Stories of 25 Prophets & Messengers by Anita Sari, et al., Prophet Noah was sent by God to the Armenian nation to invite his people to return to monotheism..

1. From cleric to idol

According to Dr. Abdul Hamid al-Tahir in his book "Qasas al-Anbiya'li al-Atfal", Prophet Adam died after teaching his children and grandchildren to worship only Allah SWT and not to associate Him with anything.

According to the story of Ibn Abbas, the origin of idol worship occurred at the time of Noah. The names and shapes of the idols were taken from the names of their scholars who had lived with them before.

Ibn Jarir in his commentary, Jami' al-Bayan, says: "They were righteous people who lived between the time of Adam and Noah. They had many loyal followers. After they died, their followers discussed, some suggested ;

'What if we make statues of them because then, we will be stronger in worship if we remember them.'

So their followers made the statues. When the followers of the pious man had passed away and replaced by a new generation, the devil came to shake their hearts. He said, 'If you are willing to worship them, then rain will fall on you.'

So they decided to worship the statues."

Among these righteous people there were 5 people who were immortalized in the Qur'an. Wad, Suwa', Yaghut, Ya'uq and Nasra. After their deaths, the people immediately made paintings and statues of these righteous people for them.

...and they said, "You shall not forsake your gods, nor shall you forsake Wadd, nor Suwaa', Yaghuts, Ya'uq and Nasr." (Nuh 71:23).

2. Short-term preaching

In an era when mankind chose to worship statues as the customs of their ancestors were wrong, Prophet Noah AS remained patient to invite people to return to worship only the One True God. With a smart brain and intelligence in argumentation as a provision from God, Prophet Noah was very active in preaching. Noah convinced his people to no longer worship idols, he tried to make his people realize that everything is God's creation. Like the sun, stars, water, animals, plants that humans enjoy every day, all of God's arrangements.

In addition to preaching to his people through speech, Noah also modeled good things. Noah often explained that if the deeds done were good deeds by obeying God's commands then humans would get a reward in the form of heaven. But if what is done is bad deeds, rejecting the truth and not carrying out God's commands, then they will get punishment in this world and the hereafter in return.

Many of his people rejected Noah's preaching. They opposed, insulted and reviled Noah because he taught monotheism. For hundreds of years Noah was very active in preaching with the aim that all his people were not on the wrong path. But only 80 people from his people accepted the preaching of Prophet Noah AS. Noah's followers consisted of his family, the poor and the weak.

Although his followers no longer increased, Noah US was still preaching. Often his people put their fingers in their ears, not wanting to listen to the prophet's words at all. In addition, they also often covered their faces with clothes. Noah's followers were also expelled by the rich people there. They even arrogantly challenged Noah to bring the punishment that Noah preached.

"They said, 'Noah, indeed you have argued with us, and you have prolonged your argument against us, so bring upon us the punishment you threaten us with, if you are of the true ones'." (QS. Hud:32)

Although his people were very uncivilized and arrogant, Noah still answered their arrogance patiently. He explained that the punishment could only be brought by Allah. Allah then asked Noah not to be sad and remain firm in his stance.

3. Ark on the hill

Al-Thabari in his book entitled "Tarikh al-Rusul wa al-Muluk" explains that Allah ordered Prophet Noah to plant teak trees. Noah obediently did so. After 40 years, the tree grew tall and spread in all directions. Then Allah ordered Noah to cut

it down and use it to build an ark. This is immortalized in the words of Allah, 'And make the ark with the supervision and guidance of Our revelation' (QS Hud: 37).

"Then, he cut down the tree and started working on it," said Al-Thabari. Salman al-Farisi also said, "Noah built the ark for 400 years. He let the teak tree grow for forty years until its height reached 300 cubits". We need to remember that the size of a cubit (distance from finger to elbow) is relative, but if we follow the general international agreement today, one cubit is equal to 0.4572 meters. This means that the teak trees are about 137 meters tall.

Ibn Ishaq, quoting from the Torah, says that the scribes assumed that Allah commanded Noah to build a boat out of teak wood. He was to make it slanted, to then coat it with tar inside and out, and make it 80 cubits long and 50 cubits wide, and its height in the sky 30 cubits. "(Allah commanded him) to build it with three floors, the lower, middle, and upper, and to make windows on it. Noah did as God commanded. Finally, he completed it."

Muslims, Jews and Christians alike believe in the story of Noah. The Bible says, "This is how you shall make the ark: 300 cubits long, 50 cubits wide and 30 cubits high." What is mentioned in the Bible, the dimensions are exactly the same as Qatadah bin an-Numun's version.

People passing by asked what Noah was doing. Noah RA replied, "I am building an ark from a tree". Knowing that, they made fun of him and said, "You are building an ark on dry land!? How will it travel (on water)?". Noah replied, "You will see."

The mockery of the people intensified, "O Noah! Is being a carpenter more attractive to you than prophethood?", "Why did you build the ark so far from the sea?", "Will you drag it to the water or will the wind carry it for you?" They even said that Noah and his followers were crazy.

Noah replied, "You will find out who exactly was humiliated and suffered later."

Ibn Kathir in "Qashash Al-Anbiya" describes when Noah built the ark, Noah answered those who mocked him by saying, "If now you mock me and those who are with me, soon we will mock you because I know the torment and destruction that will befall you. So you will know who will be afflicted with humiliating torment in this world as well as the eternal torment that will befall in the Hereafter."

4. A flash flood that cleanses the earth

After Noah and his followers made a very large ark according to Allah's instructions. Then Allah ordered Noah to collect a pair of each type of animal. The animals were brought into the ark. Noah and his followers also prepared the necessary supplies. When the ark was deemed safe, Noah said to his followers, "Get on board by mentioning the name of Allah at the time of sailing and anchoring. Verily, Allah is the Forgiving, the Merciful."

Then Allah said, "Then We opened the doors of the heavens with water poured out. We made the earth give forth springs of water, and the waters met for a matter that had been determined." Before long, the rain came down in torrents.

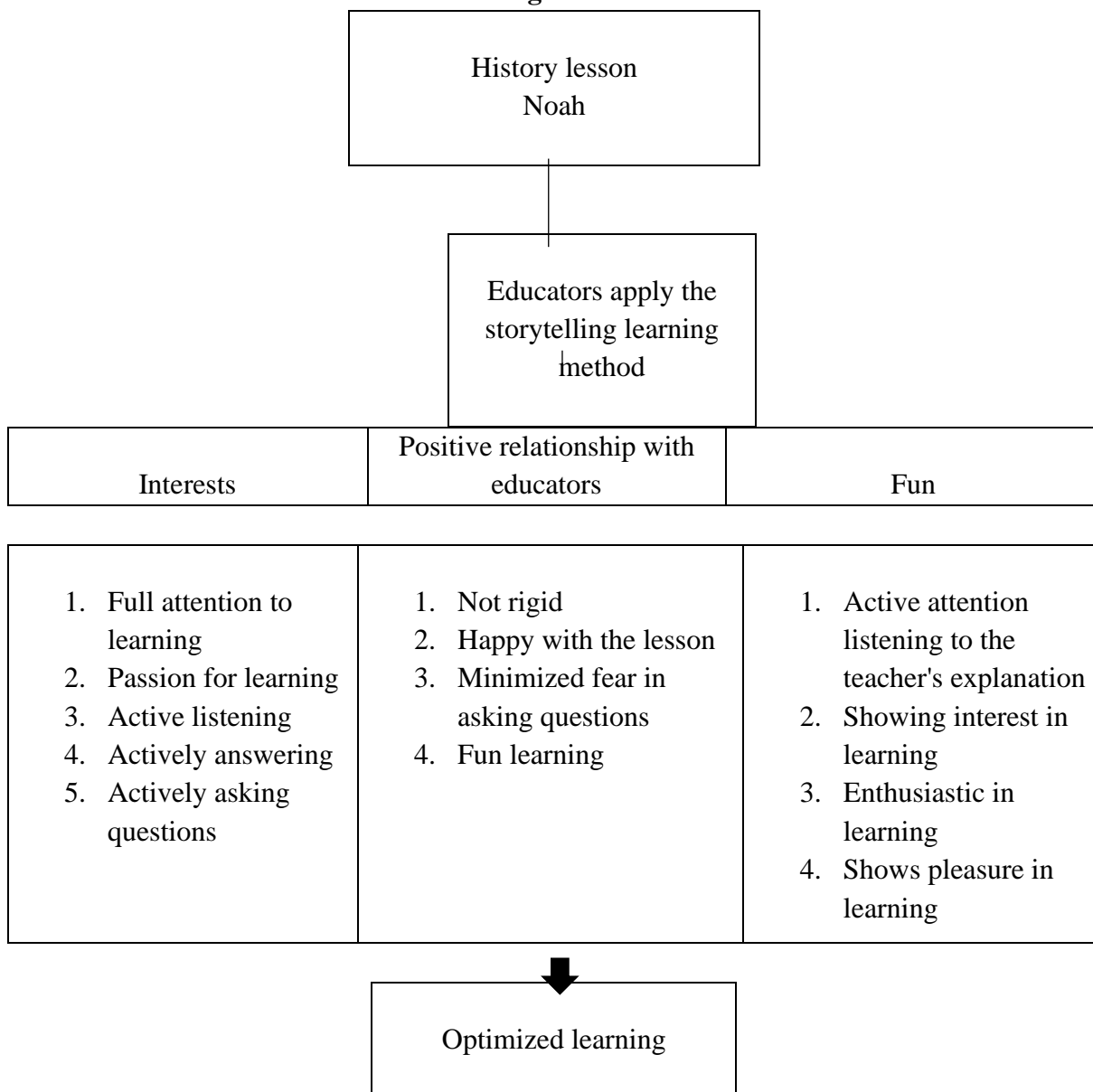
Allah sent down torrential rain and gushed water from the earth for 40 days and 40 nights. Huge floods hit all the villages and cities. The water overflowed, making everyone panic. Wherever they ran, the water seemed to chase them. But instead of repenting, they arrogantly believed that they could survive by climbing trees, buildings or mountains. No matter how hard they tried, Allah had decreed punishment for those who defied His shari'ah. And with the sinking of the entire earth, Allah cleansed the earth of all evil and its destroyers.

Allah says So We saved Noah and those who were with him in the laden ship. Then afterward We drowned those who remained (Ash-Shuara 119-120). As for the humans who were spared from the flood, the descendants of Noah and his people who boarded the ark, after the water receded, they anchored in a mountain and started a new life.

Al-Hamawi explained that the first person to get off the ship was Prophet Noah AS. When he got out of the ship, he and 80 people built a house in that place and settled there. Then they were struck by a plague, so the 80 people died except Noah and his children. And because of this, Noah was nicknamed Abul Basyar or the father of mankind. (Mu'jam al-Buldan, 2/84, Darul Fikr, Beirut, Syamilah) (Rippin, 2013).

Based on the framework above, it can be concluded that learning methods will affect students' interest, relationship with the teacher, and mood or feelings in learning. And these factors will affect the optimization of learning.

Thinking Framework Chart



Hypothesis

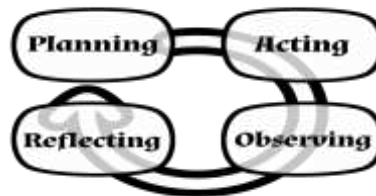
Based on the framework above, the hypothesis of action can be concluded as follows: If the story telling method is applied in the history of the prophets lesson with fun and creative, it can optimize children's learning and understanding of the wisdom of the history of the prophets

RESEARCH METHODOLOGY

This research uses the Classroom Action Research (action research) method or abbreviated as PTK is a type of practical action research method. This research contains activities that educators practice in their classrooms every day. According to Suharsimi Arikunto, classroom action research is a reflection on activities in the form of a study. The purpose of PTK is of course to achieve optimal learning outcomes, so that students will get maximum learning outcomes.

This class action research was designed with 3 cycles, each cycle was held 1 meeting. The steps used are those developed by Suharsimi Arikunto with four stages, namely: Planning, Acting, Observing and Reflecting.

The cycle of this research procedure can be visualized as follows:



The subjects in the study were A2 class students of TPA Al-Furqon, Ciwareng Village, Babakancikao District, Purwakarta Regency, West Java, in the 2022/2023 academic year, with 12 students. The data sources in the study were students, to obtain data on the process and learning outcomes; Teachers, to obtain data on the successful implementation of the storytelling method in optimizing learning.

Data Type: Quantitative data, extracted through learning outcome tests conducted orally at the end of each cycle; Qualitative Data, in the form of: Observation results of student activities; Observation results of teacher presentation activities on the stages of learning in the classroom.

How to Obtain Data: Quantitative data on student learning outcomes were obtained through oral tests, namely telling the example of the prophet through the story heard from the teacher at each meeting / at the end of each cycle. Qualitative data obtained through observation: used to collect data on student activities and teacher activities in the learning process.

Data collection tools in this PTK include observation and interviews. Observation: measures the level of student and teacher activity in the teaching and learning process. Interview: The instrument used was an unstructured interview guideline.

The data analysis technique used in this research is the interactive analysis model of Miles and Huberman (1992: 20) by conducting three activity models, namely: (1) data reduction; (2) data presentation; (3) conclusion drawing. The research procedure was implemented in three cycles.

RESULT AND DISCUSSION

1. Cycle I

(Describe Results)

a. Planning Stage

- 1 Making lesson plans
- 2 Preparing materials
- 3 Preparing visual learning media
- 4 Preparing observation sheet

b. Action Stage

- 1 Opening/Introduction
- 2 Core

3 Closing

c. Observation Stage

The teacher observes the continuity of the PAI learning process using the Storytelling method. Taking notes on what happens during the learning process.

d. Reflection Stage

In this stage, an evaluation of the stages that have been passed is carried out. Analyzing and reflecting on the planning, learning process and learning outcomes in the previous class.

Based on the processing of the initial research results obtained from the author's observations and from the teacher about the daily learning process applied at TPA Al-Furqon, it was found that when the teacher wrote the lesson, the students rewrote what the teacher had written. In this process, there are still children who are engrossed in their own activities without paying attention to the teacher. The writing method is also less interesting for children and children tend not to understand the learning. as stated in the following data:

Table 1.1
Observation Results of Meeting I Cycle I

No	Child Development Criteria	Knowledge		Understanding		Interests	
		Number of Children	%	Number of Children	%	Number of Children	%
1	A	1	8,3 %	0	0 %	0	0%
2	B	4	33,4%	2	16.7 %	5	41.6%
3	C	7	58,3 %	10	83.3 %	7	58.7%
Total		12	100%	12	%	12	%

2. Cycle II

a. Planning Stage

- 1 Making lesson plans
- 2 Prepare the material
- 3 Preparing learning media
- 4 Preparing observation sheet

b. Action Stage

- 1 Opening/Introduction
- 2 Core
- 3 Closing

c. Observation Stage

The teacher observes the continuity of the PAI learning process using the story telling method. Taking notes on what happens during the learning process.

d. Reflection Stage

In this stage, an evaluation of the stages that have been passed is carried out. Analyzing and reflecting on the planning, learning process and learning outcomes in the previous class.

Based on the processing of research results obtained from the author's observations and from the teacher about the daily learning process applied at TPA Al-Furqon, it was found that when the teacher started telling stories and writing important points on the

blackboard, students listened to what the teacher explained. In the process, the children began to pay attention to the teacher. The storytelling method succeeded in attracting children's attention but there were still those who did not understand the learning. as stated in the following data :

Table 1.2
Observation Results of Meeting II Cycle II

No	Child Development Criteria	Knowledge		Understanding		Interests	
		Number of Children	%	Number of Children	%	Number of Children	%
1	A	3	25 %	1	8.3 %	5	41.7 %
2	B	7	58.4 %	6	50 %	6	50 %
3	C	2	16.6 %	5	41.7 %	1	8.3 %
Total		12	100 %	12	100 %	12	100 %

3. Siklus III

e. Planning Stage

- 5 Making lesson plans
- 6 Preparing materials
- 7 Preparing visual learning media
- 8 Preparing observation sheet

f. fAction Stage

- 4 Opening/Introduction
- 5 Core
- 6 Closing

g. Observation Stage

The teacher observes the continuity of the PAI learning process using the Storytelling method. Taking notes on what happens during the learning process..

h. Reflection Stage

In this stage, an evaluation of the stages that have been passed is carried out. Analyzing and reflecting on the planning, learning process and learning outcomes in the previous class.

Based on the processing of the initial research results obtained from the author's observations and from the teacher about the daily learning process applied at TPA Al-Furqon, it was found that when the teacher wrote the lesson, the students rewrote what the teacher had written. In this process, there are still children who are engrossed in their own activities without paying attention to the teacher. The writing method is also less interesting for children and children tend not to understand the learning. as stated in the following data:

Table 1.3
Observation Results of Meeting III Cycle III

No	Child Development Criteria	Knowledge		Understanding		Interests	
		Number of Children	%	Number of	%	Number of	%

				Children		Children	
1	A	11	91,6 %	8	66.6 %	10	83.3 %
2	B	1	8.4%	3	25 %	2	16.7 %
3	C	0	0 %	1	8.4 %	0	0 %
Total		12	100 %	12	100 %	12	100 %

CONCLUSION

Applying the storytelling method to Prophet's History lessons in class 2A TPA Al-Furqon can increase children's interest in learning. In addition, children easily understand and memorize the characters, plot and wisdom contained in the story of Prophet Noah AS which is discussed in class.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft..

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