

IMPROVEMENT EMOTIONAL INTELLIGENCE AND ENGLISH LANGUAGE ABILITY THROUGH STORYTELLING ACTIVITIES IN ELEMENTARY SCHOOL STUDENTS WAJO DISTRICT

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Abstract

The goal of this Community Partnership Program activity is to increase children's emotional intelligence as well as their English skills. This is accomplished through the use of storytelling activities, with the fairy tales being told in English. The transmission of fairy tales in English is at the request of partners, as there are no English subjects in the 2013 curriculum. In reality, in this age of globalization, English is critical. Parents, particularly at wealthy institutions, are adamant that their children receive English classes, even if it is merely through extracurricular activities or extended school hours. An increase in children's emotional intelligence and English language abilities in elementary school kids is the goal to be met. Wajo Regency elementary schools are PKM partners. as well as the professional development provided to instructors to help them enhance their digital literacy skills. The teacher is expected to increase the quality of his or her instruction in this scenario. Most teachers solely utilized blackboards and markers to teach before the training. Teachers should be able to generate engaging digital-based teaching media as a result of this course. The availability of storytelling activities employing digital fairy tales in English has been achieved as a goal. as well as training in the creation of digital-based learning media, which was attended by roughly 60 teachers from Wajo Regency elementary schools. The teachers were successful in creating learning films, which resulted in a rise in children's emotional intelligence and students' English skills at partner schools.

Keywords: Digital Fairy tales, Emotional intelligence, English proficiency

Introduction

After studying numerous schools for several days, it was discovered that several schools had issues with parents complaining that their children preferred to hold electronics rather than study. Children are emotional roller coasters, frequently exploding and challenging to regulate. The motivation of children to learn is poor. Children would rather watch TV and play video games than study. Parents also express their dissatisfaction with their children's irritability and lack of empathy. And parents are perplexed by the situation and report it to the school. Parents expect the school to help them with their issues. Schools, they believe, can help shape children's emotional intelligence.

Another issue that partners confront is the removal of English from curriculum 13, despite the fact that most parents want their children to be able to communicate in English. This is because English is extremely important in today's globalized world. Parents believe that if their children learn English at a young age, they will be better prepared to compete (more competent) (Kim, Brenner, Liang, & Asay, 2003; Lobo & Winsler, 2006; Leidy, Guerra, & Toro, 2010; Lamb, 2012; Oktaviani & Fauzan, 2017; McFarlane, 2019; Bubb & Jones, 2020; Sulistiyo, Haryanto, Widodo, & Elyas, 2020; Hultman, Höjer, & Larsson, 2020; Pelikan et al., 2021; Malik et al., 2021). According to the item analysis of the situation, the partners' issues are: a) Students' learning motivation is low, b) Students prefer to play gadgets rather than read textbooks, c) Students lack empathy, d) Students'

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emotions are unstable, d) Students are easily angry and have difficulty controlling emotions, and e) English subjects are omitted from the curriculum 13. The primary issues that were decided to be tackled during the PKM program were "Improving Emotional Intelligence and English Language Ability via Storytelling Activities for Elementary School Students in Wajo Regency" based on the challenges of PKM partners.

Achieved Targets And Outcomes

The solutions offered to solve the problems faced by PKM partners are: a) the development of English teachers who are expected to be able to overcome the challenges of learning English and become a vehicle for improving students' emotional intelligence, b) the increase of teachers' knowledge of the application of science and technology, specifically through the use of digital fairy tales to improve children's emotional intelligence and students' Eng skills. This is accomplished by utilizing sociability and technical assistance.

The output aims of this PKM are as follows, based on the solutions offered: a) Students' emotional intelligence is increased through storytelling activities. Fairy stories have the power to provide the ideal learning environment for early childhood pupils, according to a study conducted by (Staden & Watson, 2007; Smeda, Dakich, & Sharda, 2010; Hung, Hwang, & Huang, 2012; Robin, 2016; Anderson, Chung, & Macleroy, 2018; Kaeophanuek, Na-Songkhla, & Nilsook, 2019; Psomadaki, Dimoulas, Kalliris, & Paschalidis, 2019; Tomczyk et al., 2019; Saripudin, Komalasari, & Anggraini, 2021; Lim, Zakaria, & Aryadoust, 2022). Furthermore, the fairy tale method can be utilized to mold children's personalities and values. b) Elementary school kids' English language skills are improving, particularly in terms of vocabulary.

Implementation Method

Planning, action, observation and evaluation, and reflection are the four steps of executing activities in the Community Partnership Program (PKM) for Increasing Emotional Intelligence and English Language Skills Through Storytelling Activities for Elementary School Students in the Wajo Regency. Each stage has the following actions or activities:

Planning

Planning activities last for one month. The activities carried out at the planning stage are as follows.

1. Coordination between the PKM Implementation Team and LPPM IAI As'Adiyah: The implementation of activities at this stage begins by inviting the implementing team to hold an implementation preparation meeting involving LPPM IAI As'Adiyah (PKM) and several technical matters related to implementation methods and techniques.
2. Partner schools (target audience) are being educated about the Community Partnership Program (PKM). Coordination between the implementation team and the partner schools is used to facilitate socialization.
3. Preparation of a digital fairy tales-based storytelling training program: A training program is prepared based on the results of the identification, analysis of current problems, needs, and analysis of school potential.

Action

This activity's action will take the shape of program implementation, which will last for two months. The following are the actions that were carried out throughout the program's implementation:

1. Using an applied science and technology approach, improve instructors' knowledge and skills in creating learning material.

2. Demonstrating how to use digital technology to create learning media, particularly in English.
3. Making digital-based English learning media: guidance and practice
4. Instructions on how to use digital fairy tale-based learning tools in the classroom to learn English. The implementation of the course was coordinated with the relevant school principal prior to its deployment.
5. Students at partner schools are being shown digital fairy stories created by the proposer.

Observation and Evaluation

The observation and evaluation was place over a three-month period. At partner schools, observations were taken on how to improve pupils' emotional intelligence as well as their English skills. The instrument employed in this step is a questionnaire based on the emotional intelligence theory proposed by (Goleman, 2005). The proposer delivers a basic written English test to measure the kids' English proficiency at partner schools. At partner schools, the proposer administered a pre- and post-test to see whether kids' emotional intelligence and English language abilities had improved. The findings of the questionnaire were analyzed using the SPSS program, and the two-mean difference test or t-test was used to determine whether pupils at partner schools had improved their emotional intelligence and English language skills.

Results and Discussion

The following are the outcomes of the PKM activity "improving emotional intelligence and English language skills for elementary school pupils in Wajo Regency through storytelling activities."

Planning

The activities of planning last for a month. The following are the activities that were carried out during the planning stage.

Coordination of the PKM Implementation Team with the LPPM IAI As'Adiyah: At this stage, the implementing team is invited to attend an implementation preparation meeting with LPPM IAI As'Adiyah. (PKM), as well as various technical problems connected to implementation methods/techniques.

Community Partnership Program (PKM) socialization to partner schools (target audience): Coordination between the implementation team and partner schools is used to facilitate socialization.

Preparation of a digital fairy tales-based storytelling training program: A training program is prepared based on the results of identification, analysis of existing problems, results of needs, and results of analysis of school potential.

Action

This activity's action will take the shape of program implementation, which will last for two months. The following are the actions that were carried out throughout the program's implementation:

Using an applied science and technology approach, improve instructors' knowledge and skills in creating learning material. Demonstrating how to use digital technology to create learning media, particularly in English. Making digital-based English learning media: guidance and practice. Instructions on how to use digital fairy tale-based learning tools in the classroom to learn English.

Coordination with the school's principal was carried out prior to the training's execution. Students at PKM partner schools are being shown digital fairy stories created by the proposer.

Observation and Evaluation

The observation and evaluation was place over a three-month period. At partner schools, observations were taken on how to improve pupils' emotional intelligence as well as their English skills. In this level, the instrument utilized is a questionnaire based on Goleman's theory of emotional intelligence (Mayer, Salovey, & Caruso, 2004; Zeidner, Matthews, & Roberts , 2004; Cherniss, Extein, Goleman, & Weissberg, 2006; Christie, Jordan, Troth, & Lawrence, 2007; Jdaitawi, Taamneh, Gharaibeh, & Rababah, 2011; Pope, Roper, & Qualter, 2012; Fianko, Jnr, & Dzogbewu, 2020; Kazmi, Siddiqui, & Siddiqui, 2021). The proposer delivers a basic written English test to measure the kids' English proficiency at partner schools. At partner schools, the proposer administered a pre-test and post-test to see how children's emotional intelligence and English language skills improved. Based on the evaluation results, which included the distribution of questionnaires at the pre-test and post-test, it can be inferred that emotional intelligence has increased by 12%. Meanwhile, English language abilities among students have improved by 9%.

Conclusions and Suggestions

PKM activities include planning, action, observation and assessment, and reflection in various schools in Wajo Regency. This activity went over without a hitch and was warmly liked by both kids and teachers. The excitement of students and teachers who engaged in a range of activities from beginning to end demonstrates this. Teachers from partner schools have already demonstrated their ability to use technology independently by creating digital-based instructional videos. At partner schools, learning activities based on digital fairy tales were able to boost children's emotional intelligence and English language skills.

Even after the PKM exercises have been completed, the program of activities to increase children's emotional intelligence and English language skills of elementary school kids should be continued. Children's psychology lecturers must continue to collaborate with primary school teachers in order to develop children's intelligence not just emotionally, but also ethically, spiritually, and intellectually. English lecturers, particularly those who teach English for Young Learners, must continue to be involved in community service projects aimed at strengthening elementary school kids' English language abilities.

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