

**IMPLICATION OF STORYTELLING THROUGH THE UTILIZATION OF PRIMA
LIBRARY SERVICES AS ASPECT OF STRENGTH OF LITERATURE LEARNING FOR
CHILDREN'S DEVELOPMENT IN EDUCATIONAL SOCIOLOGY PERSPECTIVE**

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ABSTRACT

The purpose of the study is to describe; (1). Storytelling implications for child development. The object of research-based discussion is fundamental about content storytelling to foster student interest in reading through the use of library collections. This research focuses on the manifestation of excellent service manifestations because storytelling is also an existing activity and is one form of library service. This research can be called a characteristic historical approach, which is critical research using primary data which is the main information. Collecting data is library research, through the reading activities of various literary literature subjected to, the use of library collections and children's interest in reading, the role of teachers and librarians in children's education. Analysis of research is descriptive qualitative and comes from a variety of reading materials. Content analysis is used to analyze the meaning of storytelling conceptualization, reading interest and the use of library collections. Careful observations are made in the library and classroom, to support constructing the theory. The results of the research implications of storytelling are very influential for children's development.

Keywords: Interest in reading; Utilization of Library Services; Storytelling Implications

INTRODUCTION

Various research results still explain that Indonesian people's interest in reading is still low. Research by Word Bank on "Education in Indonesia-From Crisis to Recovery" (1980) shows how poor Indonesian children's reading abilities are. Citing Vincent Greanary's study, it showed that grade IV students in Indonesian elementary school had a score of 51.7 in the lowest position compared to the Philippines (52.6), Thailand (52.1), Singapore (74.0), Hong Kong (75.5). Meaning, Indonesian students have the worst reading skills when measured against students from other countries. (Kosam and Supriyanto in Bakhtiyar, 2014: 38), [1]. The reality of the low interest in reading, gives a definite picture that the Indonesian community, especially students have not used the school library services optimally. Until 2005, a survey conducted by the Education for All Global Monitoring Report showed that Indonesia was ranked 8th for the country with the highest number of illiterates, with 18.4 million people. The facts from UNESCO confirm that 220 million Indonesians in 2004 could not read. While the rest consists of those who can read, but the pleasure of reading is not a habit (Laksmi, 2006: 34), [2].

Bunanta has given a conclusion (Bakhtiyar, 2014: 38-39), [3], that; (1). The library is still not the most important media in support of education. (2). Determination of the location of the school library or reading room for students has not received the highest priority or at least adequate. (3). Libraries are often used for storing sports equipment and other warehouses. (4) The lack of professional officers in the field of student collections and libraries. (5) The lack of existing library materials, both in terms of type and quantity; and (6). Very minimal programs that are exciting and able to motivate students to love reading.

Even though Indonesian children's reading interest is still in the lowest order, nevertheless efforts to increase reading interest must be carried out continuously, step by step and continuously. Solutions to solve the problem of children's reading interest, continue to be sought by making new breakthroughs, may not stagnate and may not be discouraged. One of the efforts to increase students' interest in reading at school is none other than through promoting literary learning that can be realized through optimizing the storytelling program. In education it turns out language and literary learning has advantages when compared with other subjects in its function as a means of character education for students. Literature has the potential of excellence as a motivator for changes in society, especially changes in the character of the nation. Various literary works carry and convey moral messages for students both implicitly and explicitly. Through an appreciation of folklore, drama, poetry, novels and short stories turned out to be able to influence and shape student character. This means that literature has a role in the socialization and internalization of values, norms, morality and national character. In order to get the attention and interest of students in character education, it can be packaged and realized through storytelling program activities. In the implementation of the storytelling program, the existence and role of school libraries cannot be marginalized.

It is time and the school library should be appreciated for an active role in the learning process, because the library is an integrated and inseparable part of the implementation of the learning process in educational institutions. The implementation of learning really involves students, not only in the classroom, but also in the library. Library-based learning is the best solution in the present and future era. This means that there is activity in the use of excellent library services with high intensity and meets the indicator of the increasingly high level of utilization of library library materials by students. (Bakhtiyar, 2018: 31-33), [4].

Based on the description above, it is very interesting to explore it by conducting research, which aims to obtain answers to the problems of storytelling implications as aspects of the power of literary learning for children's development. The storytelling function has many kinds of types, therefore this research limits the storytelling function as an educational tool, by having a vision and mission for the education of students. Discussing storytelling with the mission of education and reading interest, there is no flamboyance because it is a very broad topic and is not endlessly discussed by experts. Therefore this study limits the scope of the socio educational perspective.

LITERATURE REVIEW

Study of storyteling in relation to educational problems is quite a lot, considering that this study is quite interesting and incessantly discussed by many experts. The storytelling studies in the scope of education include; Article written by Mustofa (2016: 230-244), [5], which aims to find out the benefits of storytelling by using literature studies. The writing shows that the benefits of stoytelling are; increase imagination, skills in using language, foster interest in reading, improve soft skills, build empathy and as a means of internalizing values and ethics. In the research of Rukayah and Aziz Thaha (2017: 1), [6], the aim is to describe; (a) literary learning outcomes without using storytelling techniques, (b) literary learning outcomes using storytelling techniques, (c) the effectiveness of storytelling models in literary learning. The results showed that; (a) learning does not use storytelling in literary learning cannot reach mastery, (b) literary learning using storytelling techniques has reached mastery, (c) literary learning using storytelling has effectiveness.

Dina Nurcahyani Kusumastuti (2010: xii), [7], in her research that aims to determine the effect of storytelling services on the growth of reading interest in TK Build 1 Gates. The research approach uses explanations, data collection techniques using questionnaires, interviews and library research. The results show that storytelling activities have a very strong influence on the growth of students' reading interest. Furthermore, research by Tri Diana Mukti (2003: 7-440, [8], which uses an expo facto approach with the aim of knowing the differences in the level of interest in reading between elementary students who take the storytelling program and those who do not follow the storytelling program. Analysis using the T-test and data collection using questionnaires, documentation and observations. Conclusions obtained in this study are there are differences in the

level of reading interest between elementary students who take the storytelling program and those who do not follow the storytelling program.

RESEARCH METHOD

A. Research Object

The research object is stacked in providing discussion through how to carry out a fundamental study of content (Bakhtiyar, 2020:11833), [9], storytelling increases children's reading interest through the use of library collections. the role of the librarian in maintaining library collections.

B. Research Scope and Focus

This research covers the focus (Bakhtiyar, 2018:14), [10], manifestation of excellent service because storytelling is also an existing activity and is one form of library service. The swinging level of user satisfaction brings results; in the form of high user loyalty and positive impact that all information provided by the library can be utilized optimally (Bakhtiyar, 2017: 740), [11]. In fact, storytelling activities are not only related to students, but also related to books as guidelines for storytelling. In the end, students are led to read books in the library, so it has a very important meaning for the use of library collections. (Bakhtiyar, 2018:67), [12]. In addition, storytelling has direct implications for the development of children's reading interest and ultimately results in the realization of a reading culture for students.

C. Research Approaches and Methods

The methodology of this research can be referred to as a historical approach or historical approach, which has very unique characteristics namely as a very critical study that utilizes primary data to be used as the main information. (Bakhtiyar, 2020:11833), [13]. The collection in searching data is library research, intangible to carry out reading activities of various sources of reading subject matter (Bakhtiyar, 2019:154),[14], discussion of storytelling, utilization of library collections and children's reading interest, the role of teachers and librarians in children's education. **D. Data analysis**

Analysis of research on storytelling of children's reading interest through the use of library collections is to use descriptive qualitative analysis. Sources of analysis originate in a variety of discussion material that is theoretical, research and non-research. (Bakhtiyar, 2017: 33), [15]. Content analysis is also used in analyzing the meaning contained in the whole conceptualization (Bakhtiyar, 2018: 69), [16], in storytelling, interest in reading and using library collections. Comparative analysis is used with the aim of comparing between before and after the implementation of storytelling. In addition, it can also conduct comparative analysis of storytelling in each phase of a nation's historical journey. Careful observations made in the library and classrooms are aimed at supporting the construction of theories (Bakhtiyar, 2020:11833), [17], especially regarding the meaning of storytelling, fostering interest in reading and utilizing library collections.

RESULTS AND DISCUSSION

A. Conceptualizing Storytelling

Storytelling is the oldest and most recent branch of literature, which has goals and requirements that continue to change from culture to culture. Fairytale is actually intended to be able to meet various needs socially and individually. Patterns of human behavior have a very large tendency, carried away from birth to remember and recount the experience of life and the feeling of his heart to others.

Storytelling is sung through narrative with the intention of realizing an image to the world. Humans try to express their beliefs and beliefs, demands, ideals and hopes in fairy tales that become legends in society, so as to create mutual understanding between one another. John Rouse explained, "The story is told as spellings to bind the world together." (Greene, 1996: 1), [18].

Storytelling is the oldest art which is a legacy from the ancestors and is very urgent to preserve it and develop it, because it is a constructive means for social interest. Many events and events in the past have been recorded and communicated by humans through speech that has been passed on from generation to generation, before people are familiar with written culture. Speaking verbally has become a tradition and is the mainstay and mainstay for parents, especially mothers and nenak to deliver their children or grandchildren to sleep. (Agustina, 2008: 1), [19].

"Stories are not book. They properly belong not to our tradition of print, but to speech, not to our skill in reading, but to our natural urge to listen and talk. (Jones and Buttrey, 1970:1)"[20].

Storytelling is a skill to use language verbally is very productive. So storytelling as the most important element in speech skills. Skill in storytelling has a very important meaning, to be able to motivate and foster children's self to be skilled at speaking, not only skilled at communicating, but also skilled at aspects of art. It is said that way, because storytelling means that it requires both speaking skills. (Fakhrudin, 2009: 1), [21]. Storytelling is a story that is conveyed or told through oral, message or story content can be understood by the audience by dominating or relying on vision and hearing. The main function for the socialization and internalization of values, norms, ethics, morality, national character which is passed down from time to time.

B. Components in Storytelling

Related elements or components in storytelling include; (a). Storyteller. The storytellers in the education process in the school are teachers and can also be librarians, by having criteria as good storytellers. The criteria include; (1). The storyteller must have a good and interesting story. (2). The storyteller must enjoy and enjoy the contents of the story or the story delivery process. (3). Closely related to the contents of fairy tales and how to tell stories. (4). Inner link to students. (5). Seeing the needs and will of the audience. (6). Feel yourself being part of the audience. (b) Audience. Various kinds of learning styles, which have been categorized by Gardner (2008: 2), [22], that students in learning can use three methods, namely: (1). Audio. Students have learning with audio, which is learning that uses hearing to understand and be able to remember it. (2) Visual. Students have a visual learning style, which is learning that uses an emphasis on sharp eyesight. (3). Kinesthetic. students have learning styles through efforts to require students to make touches on something that is able to provide certain information so students can remember it.

C. Utilization of Library Collections

On the crossing the school library has a purpose for the absorption, collection, management, storage, and dissemination of information to users. The school library is very helpful for students to develop language, interaction and communication skills. Library-based learning as a positive solution for children to be motivated to become people who love to read (Bakhtiyar, 2018: 77), [23]. Automatically students feel happy and always to carry out activities to the maximum use of the library. In the opinion of Lasa HS (2005: 317), [24], explained that the use of collections such as the number of loans the number of collections borrowed is usually used as an element to determine effectiveness in the use of collections in the library.

Teachers and libraries are the main key in reaching educational difficulties. One way to be able to have the ability and ability is to pass through the reading activities carried out in the library, because the collections provided are always closely related to the curriculum in force in the world of education. Students can make optimal use of library information services (Bakhtiyar, 2018: 30), [25]. While the thoughts of Sutarno, NS. (2006: 220), [26], states that indicators of library material utilization can be seen from the volume and intensity of visits from the results of user transactions in the short term. The real advantage of using library material is that the collection is read, discussed, reviewed, tested, and developed in an effort to meet needs. In the long run, the use of library materials is very useful for patterns of thinking, actions and ways of comprehension and practice of science, which are obtained as a result of utilizing library information services.

Library material is the main strength aspect in the library, so that a varied variety of library materials is needed and is a maximum effort so that the library is more optimal in providing services to the visitors. Utilization of collections that are already in the library is intended to be read and used by users. School libraries have an active role in increasing the creative power and interest in reading of students. Utilization of excellent library services in the educational process is strongly correlated and greatly influences students' academic achievement. The students can have sharpness in reading, critical, writing, creativity, innovative and able to communicate effectively well. (Bakhtiyar, 2018: 120-121), [27]

It can be concluded that the use of library materials is as a process, method and results of utilizing various information materials, which can be in the form of books or non-books, in the context of meeting the interests of learning activities or work activities in the office concerned with the interests of the visitors. The use of collections is the same as the utilization of collections, namely that; which is provided by the library is read and used as much as possible by the user, both individually and in groups and the community that is targeted to use it. Libraries can be called successful if the level of utilization of the collection is at a high level.

D. Correlation of Interest in Reading With Utilization of Excellent Library Services

Interest in reading, as a tendency in the soul, motivates people to act reading. Interest in reading revealed a strong will to carry out reading activities. Someone can be said to have a high interest in reading always use their free time to carry out reading activities. Interest in reading has a strong influence on reading skills (Darmono, 2001: 182), [28]. In order to be able to attract students' interest in reading students, the library must be packaged properly, so that library library materials can have high value benefits, effective and efficient, so in every procurement must always pay attention to input suggestions from educators and library users (Bakhtiyar, 2017:79), [29].

The nature of reading actually responds to various expressions and symbols in writing, which at the end have the ability, understanding to understand the reading material correctly. Reading activities as a skill to read verbally, heart, observe and try to understand and understand to give conclusions to various expressions and written symbols. In order to be able to read with great fanfare, reading activities can be carried out through the use of library information services (Bakhtiyar, 2018: 114-115), [30]. The reading interest area consists of; reading fondness, the level of awareness of the benefits of reading, frequency of reading as well as the number of books that have been read. Reading is a positive attitude and there is a sense of being bound in individuals to reading activities and being bound by reading books. (Sudarsana in Bakhtiyar, 2014: 35), [31]. Meaning that students' interest in reading in its implementation has been integrated and can not be separated from the use of library information services.

A conclusion can be drawn that interest in reading is the strength in the soul that drives a person to always have an attitude and positive behavior, have the awareness to always pay attention and are interested in reading books and enjoy reading activities based on their own desires and habits. The existence of a high interest in reading in human beings, it has implications for the high level of utilization of library information services.

E. The History of Storytelling Development

Asfandiyar (2007: 11), [32], revealed that the art of storytelling in the country of Indonesia is a tradition that is realized in the tales of folklore that has grown and developed for centuries past. The life of the storytellers is always guaranteed by the kings. Storytellers receive various royal honors. When the king mourns, the storytellers are brought in to entertain as solace. It is not surprising that at that time storytellers had a very important role. Storytellers are entertainers for royal relatives. As for life outside the palace, the ancestors also told stories about his personal life experiences. The tale was then told continuously, hereditary from time to time.

Times continue to experience progress and change, various forms of tradition verbally, increasingly eroded and eliminated due to modern cultural competition. Storytelling activities are slow, gradually eroded by changes and advances in science and technology.

Situations and conditions like this, did not last long because many countries that have developed and developed, it turns out storytelling activities have begun to be liked again. More than that, fairy tales have been inputted into computerization and in each library, lectures and discussions have been held about storytelling or storytelling activities. Fairy tales crawl and come back to life in classrooms and in the library, more than that has penetrated the boundaries of space and time through the internet, the emergence of websites has offered various storytelling stories. Especially for the country of Indonesia, at this time storytelling activities have begun to grow again and very encouraged and has grown into several fairytale communities. Many libraries and bookstores and reading parks have regular storytelling activities that are part of their agenda.

F. Storytelling Process

In the storytelling process, interaction and communication are realized between the storyteller and the audience. In the storytelling process synergy can occur between the storytellers to the audience. Storytelling activities are very urgent for students, so the activities need to be packaged as well as possible in order to attract attention. The storytelling submission really requires several stages and techniques as well as the parties involved in storytelling activities also determine the timeliness of the storytelling process. According to Bunanta (2009: 37), [33], there are three levels of storytelling, namely preparation before storytelling is carried out, when storytelling is running and storytelling has been completed.

G. Storytelling is a library service

Along with the changing times and the development of ICT, it turns out that libraries are also experiencing growth, formerly only a place to borrow library materials, but now changing functions, as evidence of the various types of services provided to the readers. This means that library functions have increasingly diversified and have diversified, one of them as a concrete example is the existence of storytelling services. At present in regional libraries, among others, the Regional Library of East Java Province have intensified storytelling services in order to realize increased interest in children's reading.

In the library storytelling environment as the main activity for librarians, because storytelling is an activity of library information services and is an important part of organizing and utilizing library collections. Storytelling activities turned out to be contained in MENPAN Decree Number 33 of 1998 and Number 22 of 2002 (PNRI, 1998: 8,28,69), [34]. Storytelling service activities not only give stories to children in the library, but with storytelling also has the aim to be able to provide training to educators about storytelling methods properly and correctly. The library has conducted activities to gather educators in the library to be given guidance on storytelling.

Storytelling can be carried out by anyone, namely parents, teachers and librarians. The ability of librarians to do storytelling is soft skills which are the mainstay of library information services, especially services provided to children of school age. To be able to do fairy tales very well and attract the attention of the audience. Librarians are obliged to consider several important components of fairy tales as the key to attracting the interest of the audience namely; (1). The theme of the story must be either constructive positive, (2). the characters in the story should depict the imagination of the reality of life, (3). the background of the story is well packaged as well, (4). the storyline must be clear and uncomplicated. In order to be very smooth and have fluency in implementing storytelling, the librarian must be strong-willed to do the exercises and practice them at every opportunity. In practice storytelling, librarians must understand the steps of storytelling, among others; (1). has the ability to understand and memorize the true contents of the story, (2). have the ability and mastery of techniques for doing stories, (3). has the ability and understanding and has mastery of techniques and methods to condition the audience, (4). have the ability and understanding and mastery of the techniques and methods of initiating a story, (5). have the ability and understanding and mastery of techniques and methods to close the story, (6). have the ability and understanding and mastery in evaluating stories, (7). has the ability and understanding as well as mastery of the control of situations

and conditions of an emergency nature, (has the ability and understanding and mastery of the media and various equipment used for storytelling.

H. Manifestation of Storytelling in the Education System

Storytelling is a narrative about a fictional or real story. While storytelling as a story element is a fictitious narrative story telling, among others, fables, stories, or legends. Fairy tales have the core to only be in the power of using words. In this research storytelling is used as a story by having an educational vision and mission. Storytelling not only has an entertainment function but also has a main function which contains an educational element. Storytelling activities in general are intended to internalize the values, morals, national character and foster children's interest in reading.

Hodgson in Lestari (2008: 24), [35], states that reading is a process, carried out or used by readers, in order to get a message from the author, by conveying it through written words. Interest in reading is the will or motivation that is able to encourage reading. The development of interest in reading is to show the situation and condition of children not familiar with books at all and unable to read, then arise wanting to know books and be able to read, storytelling activities introduced in the educational curriculum at school institutions.

Submission of storytelling there are various types of stories as an alternative that can be chosen storytellers to tell the audience. Before the storytelling activity begins, in general the storyteller prepares the type of story to be told first, so that when the storytelling can run well and smoothly. In Asfandiyar's thought (2007: 85-87), [36], stated that basing on the content of storytelling can be categorized as having many types. In general storytelling has a close link with the vision and mission of education for children, especially instilling the values, norms, morality and character of a nation.

I. Storytelling as a Literature Learning Method in Internalizing Character Revolution

Storytelling as one of the learning methods to carry out internalization of the character revolution. Story telling can be carried out and realized in the library (Bakhtiyar, 2018: 30-31), [37] in order to instill the values of the Pancasila and the values of politeness and politeness of the nation by introducing a library collection that contains stories and pictures of the national heroes (Bakhtiyar) , 2018: 74-76), [38]. The library can function as a space of public, so that literary learning can utilize the library space for practice, performances and performances of storytelling activities that are very supportive in learning literature. The aim is none other than to be able to internalize the values and norms of society in the students in a ingrained manner.

J. Implications of Storytelling Against Children's Reading Interest

The child should not only memorize, but rather analyze the problem. In order for children to have a high reading culture, there is a real need to foster continuous and continuous interest. Fostering children's interest in reading as an initial and effective step to realize a nation with a high reading culture. At the age of the child is a very appropriate time for the cultivation of habits, where these habits grow and develop as adults later (Ray, 2009: 1), [39]. Fostering reading interest as the main capital in an effort to reconstruct situations and conditions of reading interest in society. In order to develop children's reading interest, it must start early through the introduction of storytelling activities. Storytelling has many messages of morality and character that are deep and comprehensive. The story can be used as a learning method without the child knowing. In accordance Nurhadi's opinion (1988: 11-13), [40], stating that Storytelling in children is an integral part of fostering habits and interests and reading culture. Guiding is a coaching that can be carried out in the family, school and library.

The storytelling theme becomes urgent to be discussed and studied because it has the function of introducing students so that the atmosphere becomes fluid in order to motivate interest in reading at the earliest possible age. As Joseph Frank's thought has cited Asfandiyar (2007: 6), [41], asserting that fairy tales as an effective method in developing various cognitive, affective, social, and conative aspects of students. The topic was chosen to be interesting so that it can be explored, because storytelling has been applied for a long time in the education curriculum in kindergartens in

Indonesia. In general, schools that have implemented storytelling activities, the graduates can be proven to be able to read, write, and tell stories well.

Storytelling as story art can be used in instilling values, norms, ethics, morality in children, which is carried out without patronizing children. Asfandiyar (2007: 2), [42], has emphasized that storytelling as a creative process in students where in their development always activates not only in the intellectual dimension, but also in the dimension of social sensitivity, the subtlety of character, emotion, empathy, art, the power of fantasy, and the imagination of students. More than that, not only focuses on the ability of the left brain, but also activates the ability of the right brain. Discussing about fairy tales, in general all students are very happy to listen to storytelling. In storytelling activities, the process of the story becomes urgent because in the story process the value of information in the form of messages can be conveyed to students. When the storytelling process is in progress, there is transfer and absorption of knowledge that has been conveyed by the storyteller to the audience. In this process is the experience of students and is the obligation of teachers and librarians, in order to display an image that has an encouraging impression when storytelling.

In the opinion of Bunanta (2009: 5), [43], that there are various conceptualizations of storytelling that can be used to encourage children to engage in reading activities. Conceptualizing fairy tales and playing, storytelling while playing music, carrying out fairytale festivals using conceptual theater performances that come from children to children, and so on. The existence of various concepts can be used, storytellers can display stories very interesting and creative. Learning while playing is inseparable with the student of a child and is always obliged to be remembered by storytellers. Furthermore Fakhruddin (2009: 10), [44], explained that at this time, storytelling as something that is very rarely done. The role and function of storytelling has been largely replaced by shows on television and gaming on the computer. Times experience rapid development, although sometimes it does not have a negative impact, it turns out storytelling has a strong, functioning and useful power which is a means of communication, as a technique for realizing children's personalities. The tale has now been introduced into computerization and the method of storytelling as a component is very capable of making the tale very attractive and popular with children.

K. Implications of Storytelling on the Utilization of Library library collection materials

Storytelling has been outlined in the Decree of the Head of PNRI No. 72/1999 stating that telling children with various methods of telling stories about the contents of books and various reading materials has the aim to create a willingness to know the end of the story by reading the book itself. The expected positive impact is none other than increasing children's interest and passion for reading. (PNRI, 1999: 52-53), [45].

Tales using books can be used by storytellers as teachers and librarians, in order to provide students with an exhilarating experience. Not a few who do not have the awareness that learning methods that can result in an unpleasant impression when acquainted with books. Students gain experience when they start learning to read, which is very attached to their memories. Many students feel forced, when students learn to read. storytelling provides a different experience and can be felt by students. Past fairy tales students are able to learn to read and do not feel compelled to carry it out.

Pellowski in Boltman (2001: 1), [46], gives the definition of storytelling is the art of the ability to perform narrative folklore in the form of poetry or prose, where performances are performed by a person in front of the audience directly. Tales can be narrated through songs using music or not, pictures, or other accompaniment, which can be learned orally, can pass through recorded and printed sources. Stories can be called an art that expresses real or fictional events or events and can be done using pictures and voice, In Serrat (2008: 2), [47], it turns out there are other opinions that state storytelling as expressions about life that can be tangible ideas or ideas, beliefs and beliefs, personal life experiences, teaching and learning about life through something a fairy tale.

Storytelling activities really need to be carried out especially during the child's growth period. Besides that storytelling has a value of benefits that are not insignificant both for the child and the storyteller. Nature motivates growth in physical, mental, spiritual intelligence, social, affective,

cognitive and children's culture. The service of fairy tales is very important. The school is obliged to always try to develop interest in reading to students as early as possible. Storytelling presented very interestingly for students is not easy to implement. Especially for students who can only concentrate on listening to fairy tales for a short time, if storytelling is presented for a long time, then the child becomes bored and is not enthusiastic about listening to it anymore. The existence of fairy tale activities can give a strong influence on students, especially developing reading interest.

In the research of Conlaon Smoklin and Yanden in 1988, Strickland, Morrow, Feitelson and Iraqi in 1990, stated storytelling using book facilities had a relationship to the achievements of school students, while the results of Anderson, Hiebert, Scott and Wilkinson research in 1985 mentioned a most important activity to develop Students' knowledge for reading skills is to tell through the use of books to students. Not much different from previous research, according to Trelease research in 1995 storytelling using books has advantages to realize students' fondness for books (Howe, 2004: 5), [48].

Fairy tale services are generally used as a library promotion media. Storytelling services for children, usually given a special room which is separated from youth and adult services. Children's service rooms can be changed and can be in the form of a world for children that is like a playground, where all children have a huge opportunity to develop individual abilities in a supportive external or external environment.

L. Implications of Storytelling for Child Development

Literary learning has a very big role because it is a vehicle for children's character education. Literature is a medium for the formation of students' moral character. Various literary works are able to influence and at the same time be able to convey various messages of morality to students implicitly or explicitly. Acting appreciation on short stories, novels, poetry and folklore, turns out to be able to shape the character of students. Literature is capable of displaying a dominant role to instill the values of honesty, good behavior, friendship, brotherhood, kinship, sincerity, fortitude, sincerity, togetherness and so on which are very closely related to character education. As in the report of Sulistyorini and Razak et al, who conducted research on the role of folklore as a medium for fostering the nation's character. In their opinion that the use of folklore has a high effectiveness in teaching ethics or morals is constructive and positive. Folklore as entertainment at the same time contains internalization of the values and norms of teaching, which are for children's education. Passing through characters in folklore can be conveyed well about patterns of behavior, attitudes and speech of characters who can reflect ethics and morals. (Sugiran Lukiyadi, 2019: 5), [49]

Discussing about fairy tales turns out to have very large benefits, because storytelling does not apply to students only, but is also useful for storytellers. In the process of fairy tales, the benefits can be taken as role models. As explained by Josette Frank, like adults, students can release their emotions by going through fictional experiences that they have not experienced in the real world of life. In fact, fairy tales as an effective method for the development of cognitive, affective, social and conative aspects. (Asfandiyar, 2007: 98-99), [50].

In social reality it can be concluded that the implications of storytelling are very influential on children's development. The implications with storytelling for children include;

L.1. Streamlining the intelligence process of children

Storytelling causes the child to begin to learn to hone the thought to think of a storyline in a fairy tale that is conveyed to him. The positive impact of children has carried out the thought process of the story line carefully. This means that in the child there has been a process towards intelligence in capturing the contents of the story in the fable conveyed.

L.2. Motivates the imagination

Storytelling can stimulate the growth of children's imagination to imagine the effects caused by good behavior, praiseworthy and bad, evil and despicable behavior. Children will be able to introspect themselves, so that in the interaction of fellow friends do not do that despicable, evil and ugly. This means that fairy tales can provide positive imagination in children to be able to live a quality life in interacting and communicating with the social environment.

L.3. Internalization of community values and norms

Storytelling is a means of education in which there is no need to be seen patronizing the child. When a child listens to a story, the child can freely enjoy the storyline that is conveyed by the storyteller, so that the child can at once understand the values and norms contained in a fairy tale without the need to dictate it. The storyteller in carrying out storytelling activities does not need to give its own emphasis on the various values and norms contained in the fairy tales conveyed.

L.4. Motivating curiosity

Storytelling can provide motivation for children to have the curiosity of stories in a fairy tale as a whole, so for that the child tries to find information related to the tale. Furthermore, children's curiosity can encourage them to love books, because many fairy tales have been recorded.

L.5. Motivates curiosity

Storytelling can motivate children to always want to ask even though their questions do not come out of the mouth, meaning that the question only exists in their hearts. This feeling of wanting to ask is actually a form of knowing answers, which can only be answered by reading reading material. The positive impact of children will love to hold and carry out reading activities.

L.6. Power training concentration

Storytelling is a means of information and communication, and becomes a hobby of students, which can provide training so that children have the ability to concentrate on special subject matter. When students are very engrossed in listening to fairy tales, they generally do not want to be disturbed. Such reality clearly illustrates that the child is concentrating on listening to storytelling.

L.7. Encourage children to love books

Storytelling by carrying and through the media of books or reading fairy tales to children, in fact can motivate students to love reading material and like reading activities. Students are able to talk and listen, when they haven't started to read. Words or sentences as symbolic systems of language, where reading activities are required to be related to spoken language. Therefore, the development of the most afdol and most important language system is to prepare students to be able to read. Storytelling can be a good role model for children through effective reading. Tales and book tools can be the most effective stimulators, because at that time children's reading interest has grown and developed.

L.8. Motivate to foster children's reading interest

Storytelling can motivate children to always be in touch with books and then carry out reading activities. In the end, in the child there will be an urge to be happy and always read a book. This means that storytelling can stimulate and motivate children to have a high sense of interest in reading material in the form of written books and picture books.

L.9. Motivate children to visit the library

From storytelling which in turn fosters children's reading interest in reading material, it then proceeds to the activity of visiting the library. Because reading is the cheapest cost, it can only be done in a library. Various types of library materials both types and types have been provided and served by the library for the benefit of users. This means that the higher interest in reading among students, will cause the level of library visits to also become higher as well.

L.10. Streamlining the teaching and learning process

The existence of storytelling activities that foster children's interest in reading, there is a conducive teaching and learning process, because children will easily accept the lessons given because children have a high interest in reading. The teaching and learning process runs smoothly because the child already has mental readiness, as a result of reading various library materials provided by library information services.

L.11. Kesuksesan meraih prestasi belajar

Storytelling eventually led to a love of books and reading activities that continued to achieve reading interest. The existence of interest in reading, in general, can help children to be able to

achieve brilliant academic achievement. There is no single proposition that supports that learning achievement is largely determined by interest in reading, so interest in reading can be considered as a decisive indicator to achieve learning success brilliantly.

L.12. Helping Awareness of the Environment

Storytelling can motivate children to have critical and constructive thinking power towards the surrounding environment. The positive impact of children has a high awareness to have a handarbeni attitude towards the environment with a tangible form to always maintain and maintain a harmonious relationship with their environment. Besides that children can maintain their attitudes and behavior in maintaining social interaction with their environment. Children increasingly have high social empathy for environmental sustainability in order to remain good and harmonious.

L.13. Helps Recognize Yourself and Others

Storytelling can provide motivation for children to recognize themselves personally along with others. Awareness to recognize his personality means to feel that he has a position and role that must be performed well in society. More than that children also increasingly recognize the presence of others, and the child feels and has an understanding that he lives cannot be solitary but in life certainly in dire need of help to others.

L.14. Having the ability to communicate

Storytelling can provide motivation to have good communication skills. Children after hearing or reading fairy tales, then have a tendency to tell others, then automatically children learn to convey messages or the contents of stories from the fairy tale. The next impact is that the child becomes accustomed to talking and the longer the child unintentionally has the ability to communicate even more.

L.15. Intellectual recreation

Storytelling is also an entertainment for children, where children feel entertained when storytellers tell humor stories so that children can laugh out loud. The tales that exist are very varied in terms of type and variety, so that children get a lot of entertainment too, so that it can be said as intellectual recreation, because in storytelling children are invited to hone the mind to participate in the plot and the impact of storytelling.

L.16. Character building

Story telling aside from being entertainment turns out to have content to instill values and norms about national ethics and morality. Speaking of folklore, the characters in the story are able to inspire learners to obtain character learning both implicitly and explicitly.

L.17. Increased student creativity

Storytelling told to students turns out to motivate the soul of children to have the behavior and attitudes according to the characters in folklore. Students will awaken in their souls to do creativity to take positive actions in their environment. Storytelling has inspired students to find something new, so students tend to do a variety of achievements both in their attitudes and behavior as well as finding new ideas.

L.18. Improved language skills

Storytelling as an early stimulant that is capable of stimulating or motivating children to have language skills properly and correctly. The stories in storytelling turned out to contain positive learning about behavior patterns, which could be easily absorbed by good and polite speech. Storytelling as a good medium to increase understanding in speech, hearing, concentration and vocabulary addition. Children increasingly rich in words, so children will be able to develop language skills properly and correctly.

L.19. Foster social aspirations

Story telling can encourage children's souls to have the highest ideals emulating the characters in fairy tales. Every child must want to be his idol. This means that children have social aspirations to try to achieve their ideals according to the figures who become their inspiration.

L.20. Cultivate social empathy

Storytelling can build a child's soul to be able to imagine or describe the role of others, so that children are very empathetic to others. Children will love to help and help when there are others experiencing hardship or disaster.

L.21. Eradicate fatalism

Storytelling can bring a fatalism attitude in children and are always active in striving to achieve high achievements through reading and utilizing library information services. Children are not easily discouraged or nrimo ing attitude to the grain on fate. The characters in the story inspire children, to always strive hard to achieve their goals.

L.22. Improved soft skills

Storytelling provides motivation for children to get along or interact and communicate with the surrounding environment, both fellow friends, parents and teachers. Children become socialized to have attitudes and behaviors that do not deviate from the social fabric.

CONCLUSION

From the results and discussion above, this research concludes that the implications of storytelling are very influential for children's development, including; (1). Streamlining the intelligence process of children. (2). Motivates the imagination. (3). Internalization of community values and norms. (4). Motivating curiosity. (5). Motivates curiosity. (6). Power training concentration. (7). Encourage children to love books. (8). Motivate to foster interest in reading. (9). Motivate visiting the library. (10). Streamlining the teaching and learning process. (11). The success of learning achievement. (12). Helps awareness of the environment. (13). Helps recognize yourself and others. (14). Able to communicate. (15). Intellectual Recreation. (16). Character building (17). Increased creativity. (18). Improved language skills. (19). Foster social aspirations. (20). Cultivate social empathy. (21). Eradicating fatalism (22). Improved soft skills.

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