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## The Effect of Local Wisdom-Based Storytelling Methods on the Speaking Skills of 4-5 Year Old Children at Kasih Ibu Labuan Lelea Kindergarten

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### ABSTRACT

Early Childhood Education (PAUD) is an important foundation in children's language, social, and cognitive development. This study aims to determine the effect of local wisdom-based picture storytelling methods on the speaking skills of children in Group A at Kasih Ibu Labuan Lelea Kindergarten. The study used a quantitative approach with a one-group pretest–posttest experimental design. The research subjects consisted of 15 children, and data were obtained through observation, documentation, and teacher interviews. Data analysis was performed descriptively and inferentially using a paired sample t-test. The results showed an increase in children's speaking skills after the treatment. The average speaking ability increased, with a significant increase in the number of children in the Very Good Development and Expected Development categories, while the Starting to Develop and Not Yet Developed categories decreased. Statistical analysis showed that the t-count value was greater than the t-table, which confirmed the significant effect of the storytelling method on children's speaking skills. In conclusion, the application of the local wisdom-based picture storytelling method is effective in improving the speaking skills of early childhood. This method not only enriches vocabulary but also trains children to answer questions, recognize story characters, and build confidence in expressing themselves verbally.

## 1. Introduction

Early childhood education is the first education given to children in order to shape them into perfect and complete human beings in the future. Early Childhood Education (PAUD) is a very important early education because it forms the basis for children's future development. Quality learning experiences at an early age will be meaningful for their future lives (Aspiana, 2021). Early childhood (0–8 years) is

a period of rapid development, so the learning process must be in accordance with their stage of development (Elya, 2020).

Early childhood is the most important phase in human life because during this period children experience rapid and fundamental development that will shape their future lives (Hidayat, 2023). Early childhood is defined as a period of extraordinary growth and development, particularly in terms of intelligence, language, social skills, and emotional development. This period is often referred to as the golden age, which is crucial in determining the quality of a child's future development (Hidayat et al., 2023; Sablez, 2020). The importance of early childhood requires special attention through educational services that are tailored to the needs and developmental characteristics of children so that their full potential can be optimally developed (Kurnia, 2023). Therefore, early childhood education is the main foundation in shaping children's personalities, thinking abilities, and social skills that will continue into adulthood.

Legally, the implementation of Early Childhood Education (PAUD) in Indonesia is regulated in Law Number 20 of 2003 concerning the National Education System Article 28, which states that PAUD is implemented before the primary education level through formal, non-formal, and informal channels, with educational units such as Kindergartens (TK), Raudatul Athfal (RA), Playgroups (KB), and Day Care Centers (TPA). PAUD aims to provide educational stimulation to help children's physical and spiritual growth and development so that they are ready to enter further education (Sanusi, 2022). This regulation emphasizes that PAUD is not merely academic preparation, but a comprehensive development process that focuses on the holistic development of children.

The implementation of learning in PAUD must be designed to be enjoyable and tailored to the child's stage of development. Permendikbud Number 137 of 2014 concerning National Standards for PAUD states that there are six aspects of development that must be stimulated, namely religious and moral values, physical-motor, cognitive, language, social-emotional, and arts. Munani (2021) emphasizes that PAUD is a process of providing stimulation to develop children's potential optimally, so educators are required to create quality and meaningful learning so that learning outcomes can be applied in everyday life. This is reinforced by Puspitasari (2022), who states that PAUD learning must be interesting, concrete, and relevant to the children's environment so that their development can take place optimally.

Young children have distinctive characteristics, such as being egocentric, highly curious, unique, imaginative, and having a relatively short attention span (Kholidah, 2025; Sablez, 2020). In addition, children aged 5–6 years are generally active in speaking, interested in new vocabulary, ask questions frequently, and begin to use more complex language structures even though they still have limitations in concentration (Supriani, 2023; Hoerudin, 2024). These characteristics indicate that learning in early childhood education must use methods that are varied, interesting, and oriented towards play activities in order to suit the developmental needs of children.

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Learning methods are the ways educators use to implement learning plans so that the objectives set can be achieved effectively (Arifin, 2024). The storytelling method is defined as a way of conveying messages or information verbally through stories that are interesting and meaningful to children (Sarumpaet, 2025). This method is considered effective because it is able to attract children's attention, stimulate their imagination, and provide a fun and contextual learning experience in line with the world of children (Nurany, 2021). The purpose of the storytelling method in early childhood education is to develop language, moral, and social-emotional skills, as well as to increase children's knowledge and experience through stories told orally (Vadilla, 2020). Through storytelling activities, children not only learn to listen, but are also trained to retell the story, develop vocabulary, and increase their confidence in communicating (Nuany, 2024; Ulfah, 2022). In addition, the storytelling method serves as a means of instilling moral and cultural values that are relevant to children's daily lives (Yulianti, 2023; Ardiana, 2021).

Various studies show that storytelling has significant benefits for early childhood development, including improving listening and speaking skills, enriching vocabulary, developing imagination and creativity, and shaping children's character and emotional intelligence (Siswanti, 2024). However, storytelling also has limitations, such as the potential to make children passive if the presentation is not interesting, so teachers are required to be highly creative in choosing the media and techniques for telling stories (Hardiansyah, 2021). Speaking skills are the ability to pronounce the sounds of language to express thoughts, ideas, and feelings in the process of social communication (Sulistyawati, 2021). In early childhood, speaking skills develop along with listening skills and vocabulary acquisition through social interaction and learning experiences (Shofia, 2024). Speaking skills are an important aspect of language development because they are the main means for children to communicate and interact with their surroundings (Fitriani, 2022).

The development of speaking skills in children aged 5–6 years is characterized by the ability to construct simple sentences, answer questions, retell events or stories, and gradually use conjunctions and prepositions (Fikriyah, 2024). Internal and external factors, such as congenital conditions and environmental stimulation, greatly influence the development of children's speaking skills. Therefore, appropriate learning methods are needed to stimulate children's speaking abilities optimally. The storytelling method is closely related to the improvement of children's speaking skills because through listening to and retelling stories, children are trained to understand language, increase their vocabulary, and express ideas verbally (Dini, 2023). Thus, the application of the storytelling method, especially when supported by picture storybooks based on local wisdom, is considered effective in improving the speaking skills of early childhood because learning becomes more concrete, interesting, and meaningful in accordance with the characteristics of children's development.

This study aims to determine the effect of applying a picture-storytelling method based on local wisdom on the speaking skills of early childhood. This study began by assessing the initial condition of children's speaking skills before applying the picture-storytelling method based on local wisdom, thereby obtaining a realistic

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picture of children's speaking abilities at the early stages of learning. Furthermore, this study aims to determine the changes and developments in children's speaking skills after being given treatment in the form of applying the local wisdom-based picture storytelling method. By comparing the conditions before and after treatment, this study analyzes the extent to which the local wisdom-based picture storytelling method influences the improvement of early childhood speaking skills. The analysis focuses on several aspects of speaking skills, namely children's ability to mention vocabulary, answer questions, and mention characters in stories, as the main indicators of children's speaking skill development.

## 2. Methodology

This study used a quantitative approach with an experimental research design to determine the effect of storytelling methods on the speaking skills of children in Group A at Kasih Ibu Labuan Lelea Kindergarten. A quantitative approach was used because this study emphasized the analysis of numerical data processed using statistical techniques. The research design used was a one-group pretest–posttest design (Sugiyono, 2015), which compared the children's speaking skills before the treatment ( $O_1$ ) and after the treatment ( $O_2$ ), which was the application of the storytelling method, as shown in Figure 1.



Figure 1. Research Design Model

Information:  $O_1$  = *Pretest*  
 $X$  = *Treatment*  
 $O_2$  = *Posttest*

The variables in this study consisted of two variables, namely the independent variable ( $X$ ) in the form of storytelling methods and the dependent variable ( $Y$ ) in the form of children's speaking skills. The study was conducted in Group A of the Kasih Ibu Labuan Lelea Kindergarten with the research subjects being all 15 children in Group A, consisting of 6 boys and 9 girls. The research was conducted over two weeks, from September 16 to October 26, 2025. The type of data used in this study was quantitative data obtained through observations of children's speaking skills before and after the treatment. The data sources consisted of primary data obtained through direct observation of the children and secondary data obtained from books, journals, and other sources relevant to the study. The data collection techniques used included observation, documentation, and interviews with classroom teachers to obtain supporting information related to the implementation of the storytelling method and the development of children's speaking skills. To determine the percentage or average of the aspects that had been observed, the data was processed using percentage calculations (%) in accordance with the formula proposed by Sudijono (2013) as follows:

$$P = \frac{f}{N} \times 100\%$$

Information: P= Percentage

$f$ = Frequency of Activities Performed

N= Number of Children

The research instruments used were observation sheets and assessment rubrics for children's speaking skills. The data obtained were analyzed using descriptive analysis with percentage techniques to determine the level of development of children's speaking skills based on the categories of Very Good Development (BSB), Development as Expected (BSH), Beginning Development (MB), and Not Yet Developed (BB). In addition, inferential analysis using a paired sample t-test was used to determine the difference in children's speaking skills before and after the application of the storytelling method.

### 3. Result and Discussion

#### *Results of Observations Before Treatment Using the Storytelling Method on Children's Speaking Skills*

The results of initial observations of the speaking skills of children in Group A at Kasih Ibu Labuan Lelea Kindergarten before being given the storytelling method treatment are presented in Table 1. The aspects observed included the ability to name vocabulary, answer questions, and name characters in the story. Based on observations of 15 children, speaking skill scores ranged from a low of 3 to a high of 7. These data indicate that, in general, the children's speaking skills are still in the low category, as can be seen in Table 1.

Table 1. Results of Observations of Children's Speaking Skills Before Treatment

Child's Name	Aspects Observed			Final Score for Children's Speaking Skills
	Mentioning Vocabulary	Answering Questions	Mentioning Characters in the Story	
AZ	2	1	2	5
AF	2	1	1	4
AI	1	1	1	3
AH	1	1	3	4
AA	2	1	1	4
AN	1	2	1	4
HJ	1	1	1	3
NP	2	2	1	5
RP	2	1	2	5
MH	1	1	1	3
RA	2	2	1	5
RR	1	2	1	4
WR	3	1	3	7
Y	2	1	2	5
ZZ	1	1	1	3

In terms of vocabulary ability, most children were in the Beginning to Develop (MB) and Not Yet Developing (BB) categories. No children reached the Very Well Developing (BSB) category, only 1 child (6.6%) was in the Developing According to Expectations (BSH) category, while 7 children (46.7%) were in the MB category and 7 children (46.7%) were in the BB category. This indicates that children's vocabulary ability had not developed optimally before being given treatment. The second aspect, namely the ability to answer questions, showed a lower condition. There were no children in the BSB or BSH categories. A total of 4 children (26.7%) were in the MB category, while the majority of children, namely 11 children (73.3%), were in the BB category. This condition indicates that children still have difficulty responding to questions verbally. In terms of naming characters in stories, the results of observations showed that there were no children in the BSB category. There were 2 children in the BSH category (13.3%), 3 children in the MB category (20%), and 10 children in the BB category (66.7%). This indicates that children's understanding of the story's content, particularly in recognizing characters, is still low. A summary of children's speaking skills before treatment can be seen in Table 2.

Table 2. Summary of Children's Speaking Skills Before Treatment

Category	Aspects Observed						Average %
	Mentioning Vocabulary		Answering Questions		Mentioning Characters in the Story		
	F	%	F	%	F	%	
Very Well Developed (BSB)	0	0%	0	0%	0	0%	0%
Developing as Expected (BSH)	1	6,6%	0	0%	2	13,3%	6,6%
Starting to Develop (MB)	7	46,7%	4	26,7%	3	20%	31,1%
Not Yet Developed (BB)	7	46,7%	11	73,3%	10	66,7%	62,3%
Total	15	100%	15	100%	15	100%	100 %

The recapitulation of children's speaking skills before treatment (Table 2) shows that overall there were no children in the BSB category (0%), only 6.6% were in the BSH category, 31.1% in the MB category, and 62.3% in the BB category. The histogram results in Figure 4.1 show that the MB and BB categories are more dominant than the BSB and BSH categories. Therefore, learning efforts are needed to improve children's speaking skills, one of which is through the application of a picture-based storytelling method based on local wisdom.

### ***Results of Observations After the Application of the Storytelling Method on Children's Speaking Skills***

After the application of a picture-based storytelling method based on local wisdom, children's speaking skills showed a significant improvement. The observation data after the treatment is presented in Table 4.6 with the lowest score of 4 and the

highest score of 11. The observation data on children's speaking skills after the treatment can be seen in Table 3.

Table 3. Observation Data on Children's Speaking Skills After the Treatment

Child's Name	Aspects Observed			Final Score for Children's Speaking Skills
	Mentioning Vocabulary	Answering Questions	Mentioning Characters in the Story	
AZ	2	3	3	8
AF	4	3	3	10
AI	3	2	2	7
AH	2	3	4	9
AA	3	3	3	9
AN	3	3	3	9
HJ	1	2	3	6
NP	3	4	3	10
RP	4	3	3	10
MH	2	2	1	5
RA	4	4	3	11
RR	2	3	3	8
WR	4	3	4	11
Y	3	1	3	7
ZZ	1	1	2	4

In terms of vocabulary, there was a significant increase. The number of children in the BSB category increased to 4 children (26.7%), the BSH category to 5 children (33.3%), the MB category to 4 children (26.7%), and the BB category decreased to 2 children (13.3%). This shows that storytelling can enrich children's vocabulary. There was also an improvement in the ability to answer questions. There were 2 children (13.3%) in the BSB category, 8 children (53.3%) in the BSH category, 3 children (20%) in the MB category, and 2 children (13.3%) in the BB category. This improvement shows that children were better able to respond to questions after participating in storytelling activities. In terms of naming characters in the story, there were 2 children (13.3%) in the BSB category, the BSH category increased significantly to 10 children (66.7%), the MB category had 2 children (13.3%), and the BB category had only 1 child (6.7%). This shows that children's understanding of the story content has improved significantly. A summary of children's speaking skills after treatment can be seen in Table 4.

Table 4. Summary of Children's Speaking Skills After Treatment

Category	Aspects Observed						Average %
	Mentioning Vocabulary		Answering Questions		Mentioning Characters in the Story		
	F	%	F	%	F	%	
Very Well Developed (BSB)	4	26,7	2	13,3	2	13,3	17,7%
Developing as Expected (BSH)	5	33,3	8	53,3	10	66,7	51,1%

Starting to Develop (MB)	4	26,7	3	20	2	13,3	20%
Not Yet Developed (BB)	2	13,3	2	13,3	1	6,7	11,1%
Total	15	100%	15	100%	15	100%	100 %

The recapitulation of children's speaking skills after treatment (Table 4) shows a clear improvement, namely 17.7% in the BSB category, 51.1% in the BSH category, 20% in the MB category, and only 11.1% in the BB category. The histogram in Figure 4.2 shows that the BSH and BSB categories are more dominant than the MB and BB categories, indicating a positive change after the application of the storytelling method.

### Descriptive Statistical Analysis

The results of the descriptive statistical analysis (Table 5) show that the average value of children's speaking skills before treatment was 4.27, while after treatment it increased to 8.27. The maximum value increased from 7 to 11, and the minimum value increased from 3 to 4. This indicates an increase in children's speaking skills after treatment. The Descriptive Statistics Table can be seen in Table 5.

Table 5. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Before	15	3	7	4,27	1,100
After	15	4	11	8,27	2,120
Valid N (listwise)	15				

According to Table 5, it can be explained that the children's speaking skills before the treatment were 4.27, and after the treatment, the average score increased to 8.27. Meanwhile, the highest score before the treatment was 7, and the highest score after the treatment was 11. The lowest score before the treatment was 3, and after the treatment, it increased to 4. Furthermore, the standard deviation before the treatment was 1.100, and after the treatment, it became 1.120. The Shapiro–Wilk normality test showed that the data before and after treatment were normally distributed. Furthermore, the results of the paired sample t-test (Table 4.14) showed a t-value of 10.247 with a significance value of  $0.000 < 0.05$ . Thus,  $H_0$  is rejected and  $H_1$  is accepted, which means that the local wisdom-based picture storytelling method has a significant effect on children's speaking skills. The Normality Test Table can be seen in Table 6.

Table 6. Normality Test

	Shapiro-Wilk Statistic	df	Sig.
Before	,861	15	,025
After	,939	15	,072

According to Table 6, it is known that the df value before and after treatment is 15, so the data sample used is less than 50. The use of the Shapiro-Wilk technique to



detect normality in this study can be said to be appropriate. Furthermore, from the table above, it is known that the significance value for the activity before treatment is 0.025 and the sig value for the activity after treatment is 0.072. Because the sig value for both treatments is  $>0.05$ , most of the decisions in the Shapiro-Wilk normality test above can be concluded that the research data before and after treatment are normally distributed. The Paired Samples Test can be seen in Table 7.

Table 7. *Paired Samples Test*

		Paired Difference					
		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	Before After	-3,4000	1,512	,390	-10,247	14	,000

According to Table 7, it can be seen that the t-value is -10.247 in the t-test, plus or minus is not considered, so the value  $10.247 > 1.761$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, meaning that the storytelling method has a significant effect on the speaking skills of children in group A at Kasih Ibu Labuan Lelea Kindergarten. Based on the comparison, it is known that the significance value of  $0.00 < 0.05$  is in accordance with the basis of decision making in the paired samples test, so it can be concluded that the storytelling method activity with local wisdom pictures has a significant effect on the speaking skills of children in group A at Kasih Ibu Labuan Lelea Kindergarten.

## Discussion

This section discusses the application of the storytelling method, children's speaking skills based on three observed aspects, and the effect of the storytelling method on children's speaking skills. This study was conducted at Kasih Ibu Labuan Lelea Kindergarten on children aged 4–5 years who were members of Group A. The purpose of this study was to determine the effect of the storytelling method on children's speaking skills, focusing on three main aspects, namely the ability to name vocabulary, the ability to answer questions, and the ability to name characters in stories. These three aspects were categorized into four developmental criteria, namely Very Good Development (BSB), Development as Expected (BSH), Beginning Development (MB), and Not Yet Developed (BB).

Initial observations show that children's speaking skills have varying levels of development. In general, children's speaking skills have begun to develop, but they are still not optimal and need to be stimulated systematically. Most children still have difficulty expressing ideas verbally, answering teachers' questions, and naming characters in stories they hear. Based on these conditions, the researcher applied the storytelling method as an effort to improve children's speaking skills. After conducting the research and analyzing the data, the results showed that the storytelling method had a positive effect on children's speaking skills. This was indicated by an increase in the number of children in the Developing as Expected and Developing Very Well categories after the treatment was given.

The storytelling method is implemented in the classroom through several stages, namely the preparation stage, the learning implementation stage, and the closing stage. In the preparation stage, the teacher prepares teaching aids in the form of picture stories based on local wisdom that will be used in storytelling activities. Once the teaching aids are ready, the teacher takes attendance and gets the children to sit quietly and focus on listening to the story. In the implementation stage, the teacher presents the theme of the story and shows the picture book to the children. The teacher then reads the story aloud with clear and expressive intonation. After the story is finished, the children are asked to mention the vocabulary found in the story, answer simple questions asked by the teacher, and mention the characters in the story they have heard. In the closing stage, the teacher reaffirms the content of the story and gives the children the opportunity to repeat or mention the characters in the story as a form of learning reinforcement.

The speaking skills of children observed in this study cover three main aspects. Speaking is a skill that involves mental and motor aspects, so children need courage, motivation, and appropriate stimulation to be able to express their thoughts and feelings verbally. Therefore, teachers need to provide encouragement in the form of motivation, reinforcement, and good examples during the learning process. Teachers develop children's speaking skills by stimulating their interest in speaking, enriching their vocabulary, practicing pronunciation, and introducing simple sentences appropriate to their stage of development. Stimulating children's interest in speaking aims to give them the courage to express their thoughts.

Speaking skills are an important means for children to convey their ideas, opinions, and desires to others. According to Nurjanah and Anggraini, speaking skills enable children to communicate effectively so that the messages they convey can be understood by others. In addition, speaking skills also include the ability to pronounce language sounds orally with attention to pronunciation, vocabulary, fluency, and comprehension. Therefore, speaking skills need to be developed early on so that children are able to communicate well in their daily lives.

The first aspect observed was the ability to name vocabulary words. Vocabulary plays an important role in the process of language and communication. The more vocabulary a child has, the broader their ability to express ideas and thoughts. In the initial observation before treatment, most children were in the Starting to Develop and Not Yet Developed categories. The children still had difficulty naming the vocabulary in the story without the teacher's help. However, after being given treatment in the form of storytelling, there was a significant improvement. The number of children in the Developing Very Well and Developing as Expected categories increased, while the number of children in the Not Yet Developing category decreased. This shows that the storytelling method is effective in enriching children's vocabulary and improving their speaking skills in terms of naming vocabulary.

The second aspect is the ability to answer questions. Answering questions is one way children express their understanding of the information they receive. In initial observations, most children were unable to answer the questions asked by the

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teacher properly. Children tended to remain silent or give very brief answers. After applying the storytelling method, children's ability to answer questions improved. Children became more confident and able to answer simple questions related to the content of the story. This shows that the storytelling method can train children to think critically and express their understanding verbally.

The third aspect is the ability to name characters in the story. In the initial observation, children were still shy and hesitant to name characters in the story. Most children were unable to remember and name the characters in the story. However, after receiving treatment, the children's ability to name characters in the story improved significantly. The children became more confident and able to name the characters more fluently. This shows that the storytelling method helps children understand the content of the story while also training them to speak more confidently.

Overall, the results of the study show that the storytelling method has a positive effect on children's speaking skills. Improvements were seen in all three aspects observed, namely naming vocabulary, answering questions, and naming characters in the story. The storytelling method is considered an effective learning strategy for developing the language skills of early childhood because it stimulates imagination, increases vocabulary, and trains children to speak actively. Thus, it can be concluded that the application of the local wisdom-based picture storytelling method has a significant effect on improving the speaking skills of children in Group A at Kasih Ibu Labuan Lelea Kindergarten.

#### **4. Conclusion**

Based on the results of research conducted in Group A of the Kasih Ibu Labuan Lelea Donggala Kindergarten on the effect of storytelling methods on children's speaking skills, it can be concluded that storytelling methods have a significant positive impact. Before the treatment was given, children's speaking skills in the three aspects observed, namely the ability to mention vocabulary, answer questions, and mention characters in stories, were still relatively low. Most children were in the developing and not yet developed categories, while very few children had achieved the expected level of ability, and none of the children were in the very well developed category. This shows that children's speaking skills need additional stimulation in order to develop optimally.

After being given treatment in the form of storytelling activities using pictures depicting local wisdom, there was a clear improvement in all three aspects. The children began to be able to mention more vocabulary, answer questions with more confidence, and mention characters in stories more accurately and boldly. The category of children who developed very well or as expected increased, while the categories of children who were beginning to develop and had not yet developed decreased. These changes indicate that the storytelling method has succeeded in improving children's overall speaking skills, in terms of vocabulary mastery, the ability to understand and answer questions, and the courage to express themselves.

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The effect of storytelling methods on children's speaking skills was also reinforced through statistical analysis. The t-test results show that the t-count value is 10.247, while the t-table value with a degree of freedom of 15 is 1.761. Because the t-count value is greater than the t-table ( $10.247 > 1.761$ ), the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This confirms that there is a significant effect of the storytelling method on the speaking skills of children in Group A at Kasih Ibu Labuan Lelea Kindergarten. Thus, the storytelling method is proven to be effective in improving the speaking skills of early childhood through vocabulary reinforcement, understanding of story content, and children's courage to express themselves verbally. Consistent application of this method can help children master vocabulary, improve their ability to express ideas, and build confidence in communication.

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