

Enhancing Storytelling Skills Through Andragogy-Based Training Programs for Kindergarten Teachers

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Abstract :

Teachers play a significant part in children's learning at kindergarten. It is imperative for teachers to be able to determine innovative teaching methods, one of which is storytelling. Through storytelling, teachers can deliver learning objectives in an effective and positive way. This is why a study was conducted on the effectiveness of storytelling training based on andragogy theory to develop storytelling skills among kindergarten teachers in Jember. Andragogy theory is a significant component of adult learning, as it employs methodologies tailored to the needs of adults. A total of 38 kindergarten teachers participated in this study. A quantitative quasi-experimental approach was used in the research. Pre-test and post-test measurements were obtained through a video task that was scored based on 24 indicators of storytelling competencies indicators. The collected data were then analysed using SPSS 25 for Windows, employing descriptive analysis and the Wilcoxon test for hypothesis testing. The mean score of participants in the pre-test was 13.87 ($N=38$; $SD=5.832$), and the mean score in the post-test was 18.45 ($N=38$; $SD=4.518$). Overall, The Wilcoxon signed-rank test demonstrated that the training effectively improved storytelling competencies in improving storytelling competencies among kindergarten teachers, with $p < .001$.

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1. Introduction

Early childhood education, such as kindergarten, exerts a significant influence on children's development. During this period, children experience the process of cognitive, psychomotor, social and emotional development (Dorji et al., 2020). Therefore, optimal education in kindergarten is very important, with innovation in education being a key aspect of this. Innovative learning has been shown to enhance children's interest in the material taught and facilitate a deeper understanding of the subject matter (Miłek, 2024). Through innovative learning, children will be more interested in the material being taught and will understand it more easily. In this regard, kindergarten teachers play a pivotal role in providing engaging learning methods, such as storytelling, to enhance the educational experience.

Storytelling is the act of telling and sharing stories. Storytelling has been identified as a beneficial tool within the kindergarten learning process. The storytelling learning method will more easily capture the attention and motivate the students. In early childhood education, storytelling has the advantage of optimising children's development such as teaching character, moral values, creativity and imagination (Alfionita et al., 2019). In addition to its recreational nature, storytelling also has the ability to develop narrative structure. This advantage helps students to better understand the model of language, the context for learning, and even supports students' literacy development (Maureen et al., 2022). In addition, storytelling confers numerous advantages, including: (1) the provision of joy, (2) the cultivation of imagination, (3) the facilitation of new experiences in learning, (4) the broadening of horizons, (5) the preservation of cultural heritage, (5) the development of language, thinking and social skills (Asmawati et al., 2020). This makes storytelling an appropriate learning method in kindergarten education.

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However, it is unfortunate that there are still many kindergarten teachers who have not mastered the storytelling method optimally. According to the author's observation, there are still many teachers who have not used the storytelling method in the teaching and learning process, and even among those who do use it, the storytelling techniques employed are not optimal. Many teachers have stated that they have encountered Difficulties with telling stories, which may be due to lack of imaginative power. Teachers may also find it difficult in modulating their voice pitch and tone when narrating examples (Satriani, 2019). However, given the numerous advantages offered by this approach, it is imperative that kindergarten teachers develop proficiency in storytelling skills (Aslindah & Lawing, 2022). Teachers must continuously refine these skills, as storytelling is a pivotal method to facilitate learning for their students (Tsou et al., 2006). This leads to the need for effective storytelling training for kindergarten teachers.

Moreover, there remains a paucity of research offering andragogically-based storytelling training methods that cater to the requirements of kindergarten teachers in terms of adult learning. A study by Asmawati et al. (2020) presented the findings of research on the effectiveness of storytelling training employing demonstration and practical methods. The study comprised 52 participants, namely teachers from Serang district, and concluded that training utilising demonstration and practical techniques was efficacious in enhancing storytelling skills. A similar study was conducted by Sururuddin et al. (2022), which involved 15 teachers in Lombok, and showed the results of a training model in the form of lecturing is effective in improving storytelling skills in teachers. However, these two studies only used some points of andragogy theory. According to andragogy theory, there are three main points of adult education: planning, applying, and deepening (Machynska & Boiko, 2020). The andragogy approach is recommended as a way of achieving more meaningful outcomes for individuals (Knowles et al., 2014). This underscores the necessity for research that explores the efficacy of storytelling training, grounded in the three fundamental principles of andragogy theory, in enhancing the storytelling proficiency of kindergarten educators.

2. Methods

The research was conducted in Jember. The sample for this study was obtained through the utilisation of the nonprobability sampling technique, employing the voluntary response sampling method. The research participants comprised 38 kindergarten teachers who had undergone storytelling training.

The present research adopted a quantitative methodology, using a quasi-experimental research design, particularly a one-group, pre-test and post-test design. The group was subjected to pre-test tasks and then received the intervention, after which post-intervention test tasks were carried out (Campbell, 1979). This methodological framework facilitates the evaluation of the efficacy of interventions or treatments within specific groups.

In this research, the pre-test and post-test are measured in the form of video assignments, which are then rated by the researchers using evaluation indicators based on Asmawati et al. (2020) technical storytelling competencies. The technical storytelling competencies will include storytelling preparation, during storytelling, and after storytelling competencies. These indicators were subject to expert judgement to ensure their appropriateness to the material being taught and the objectives to be achieved. Each behavioural indicator that appears is worth one point, while behavioural indicators that do not appear are worth zero points. The storytelling competence assessment indicators are listed in Table 1.

Table 1. Competence Assessment Indicators

Competency	Assessment Indicators
Storytelling Preparation	<ul style="list-style-type: none">• The theme is appropriate for the age stage of the child• Story content is age-appropriate, concise, and focused on a single message• There are media used• Mastering and comfortable with the media used.
During Storytelling	<ul style="list-style-type: none">• Greets the children• Opening in an interesting way (singing, playing guessing

	<ul style="list-style-type: none"> games, doing certain movements (clapping), and so on). • Explain what will be done together. • Make eye contact with the children. • Uses appropriate vocal variation and intonation • Using body gestures when telling stories. • Using facial expressions when telling the story • Speaks clearly and audibly • Articulation during storytelling is clear • Using language and sentences that are easy for the audience to understand • Demonstrates familiarity with the storyline • Mastering the media used during storytelling • The time duration is no more than 15 minutes for early childhood • Responds appropriately to audience questions • Mastering the audience and being able to do blocking when storytelling
After Storytelling	<ul style="list-style-type: none"> • Ask the audience open-ended questions. Explores what the audience feels and understands about the content of the story • Does not conclude the content of the story unilaterally • Gives appreciation to the audience for listening to the story together • Closing in a fun way (short games, clapping, singing together, and so on)

The training employed in this study is a storytelling training grounded in andragogy theory. This training is founded on prior research and theory related to Donovan et al. (2001), who identified three primary aspects in adult learning: planning, application, and deepening understanding. These underpin the training model presented in this study, as illustrated in *Figure 1*.

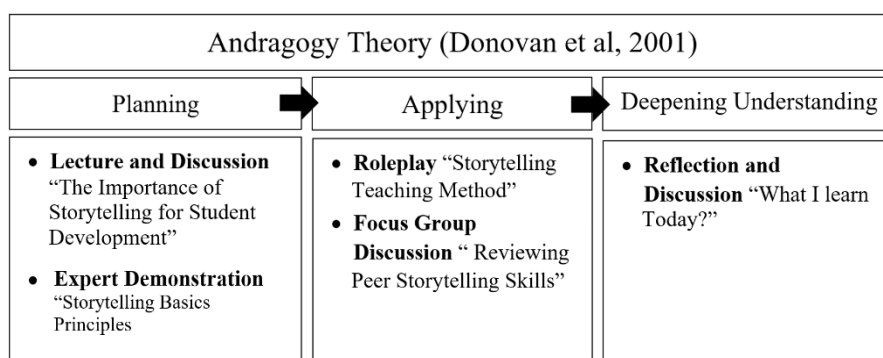


Figure 1. Storytelling Training Model

The data then were analysed using SPSS version 25 for Windows. Descriptive statistical analysis was applied to ascertain the distribution of participants' scores. Furthermore, the Wilcoxon signed rank test was utilised to calculate the initial/pre-test and post-test changes within groups. As the data did not meet the assumptions for paired t-test analysis, the Wilcoxon signed rank test was used. Prior to analysis, the subjects provided their consent for their data to be processed by signing an informed consent form, thereby demonstrating their willingness to participate in this study.

3. Results

This study was conducted in 2023 at Al-Hujjah Kindergarten, Jember, and the respondents comprised 38 kindergarten teachers who self-determine their participation as research subjects. All respondents resided in Jember and were distributed across various areas of the city. The majority of respondents identified as female (100%), with 12 respondents aged 21-25 years (31.6%), 11

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respondents aged 26-30 years (28.9%), and 15 respondents aged >31 years (39.5%). In terms of educational attainment, the majority of respondents had a tertiary education (33 people, 87%), followed by 5 people (13%) with a high school education.

The results of the descriptive analysis, conducted using SPSS 25 for Windows, reveal the distribution of scores ranging from the minimum (Min) to the maximum (Max), the mean, and the standard deviation (*SD*). A descriptive analysis of the data indicates that the lowest score attained by participants in the pre-test was 5, while in the post-test, the lowest score was 10. Conversely, the highest score obtained by participants was 23 in the pre-test and 24 in the post-test. The findings of the descriptive analysis further demonstrated an enhancement in the participants' mean score following the training intervention. The initial mean score of the participants, as determined by the pre-test, was 13.87 ($N=38$; $SD=5.832$). Subsequent to the training, a post-test was conducted, resulting in an average score of 18.45 ($N=38$; $SD=4.518$). The results of the descriptive analysis are presented in *Table 2*.

Table 2. Descriptive Analysis

	Variables	Min	Max	Mean	SD
Storytelling	Pre- Intervention (Baseline)	5	23	13.87	5.832
Competencies	Post-Intervention	10	24	18.45	4.518

Following the descriptive analysis, the Wilcoxon signed ranks test was performed. This test demonstrates the number of participants whose scores increased (positive ranks), decreased (negative ranks) or remained unchanged (ties) before and after the intervention. The results demonstrate that the majority of participants experienced an improvement in their post-test scores compared to their pre-test scores. The analysis revealed that 29 participants (76.3%) demonstrated an increase in their post-test scores compared to their pre-test scores, while nine participants exhibited a decrease or maintained the same score. Conversely, 10.52% (four participants) experienced a decrease in score from pre-test to post-test, while five participants (13.15%) had the same pre-test and post-test scores. Wilcoxon signed rank test results can be viewed in *Table 3*.

Table 3. Wilcoxon Signed Ranks Test

Rank Category	<i>n</i>	Mean Rank	Sum of Ranks
Negative Ranks	4	17.13	68.50
Positive Ranks	29	16.98	492.50
Ties	5		

The Wilcoxon signed-rank test was conducted to examine the research hypothesis. The results revealed a statistically significant difference between the pre-test and post-test scores ($p < .001$), indicating that the storytelling training significantly improved the storytelling competencies of kindergarten teachers. Therefore, the findings suggest that storytelling training is an effective method for enhancing kindergarten teachers' storytelling competencies.

Table 4. Result of the Wilcoxon Signed-Rank Test

Comparison	<i>N</i>	<i>Z</i>	<i>p</i>
Pre-test vs. Post-test	38	-3.79	< .001

4. Discussion

To our collective knowledge, no previous research has specifically evaluated the effectiveness of storytelling training based on andragogy theory. Training is a form of in-service learning used to improve teachers' skills, also emphasising practical and effective methods delivered in a short period of time. Training is essential to develop teachers' competencies so that they can teach students better. However, a recent study (Wiyono et al., 2017) has identified that only eight out of twenty teacher development techniques have a strong positive correlation with teacher performance. This suggests

that an optimised approach is needed to make a significant impact on teacher competence and performance.

Andragogy is a theory that focuses on adult learning. This theory enables us to understand how adults learn and their learning needs (Darden, 2014). The andragogy approach is recommended as a way to achieve more meaningful outcomes for individuals. The training used in this study itself is based on Donovan et al. (2001) andragogy theory. This theory identifies three main points in adult education: planning, application, and deepening understanding.

These three main points can be further specified into learning objectives that the team will use in the training. Planning involves methods and procedures for two key aspects: firstly, introducing new knowledge, materials or practices to participants; and secondly, illustrating and demonstrating the use of the knowledge, materials or practices (Knowles et al., 2014). Discussion and demonstration methods were used in the planning phase of the training. Discussion methods have been shown to be effective in promoting active learning, critical thinking, and long-term retention of information (Abdulbaki et al., 2015).

In the course of the implementation process, the planning phase was addressed through a series of lectures and discussions focusing on the advantages of storytelling for children, complemented by expert demonstrations on the fundamental principles of storytelling. A lecture was delivered to the participants to impart an understanding of the benefits and functions of acquiring storytelling competence. Additionally, time was allocated for participants to engage in discussions, with the aim of conveying the daily conditions of the teaching and learning process. Participants will also observe and learn directly at this stage by introducing various indicators that must be considered by participants when implementing storytelling.

Application involves methods and procedures for (1) learners to utilise knowledge, materials or practices and (2) learners to evaluate the outcomes or consequences of the experience. Application is also a critical component of andragogy. The best way for adults to learn is through hands-on experience and the chance to practice new skills in realistic situations. A study also highlighted the importance of hands-on practice in enhancing understanding, finding that individuals are more likely to absorb 90% of the information through demonstration compared to only 10% through reading (Wang et al., 2015). This is followed by a facilitated discussion Focus on what occurred during the roleplay and feedback on performance. Roleplaying provides targeted practice and feedback at minimal cost (Beard et al., 1995).

In the application stage, participants will engage in a roleplay exercise in groups. Initially, participants will be divided into groups of seven individuals. They will then be allocated time to prepare attributes and materials for storytelling. Once ready, the participants will be given five minutes each to perform storytelling in turn. Participants who are not storytelling should adopt the role of kindergarten students. In this section, participants are invited to envision themselves within the scenario and respond to each other's roleplay act.

Following the roleplay session, participants will engage in a focus group discussion within their respective groups. This will facilitate the provision of feedback and comments to one another, thereby enabling collaborative learning. This stage is designed to provide participants with an opportunity to rehearse the material that has been exhibited.

The final point pertains to the concept of 'deep understanding'. This facet entails a methodology of engaging the learner in a process of introspection concerning their learning experience. Reflection constitutes an active procedure that facilitates the comprehension of learners' actions and fosters the development of skills and knowledge with greater efficacy. It guarantees that they derive the maximum benefit from their learning experience (Kolb, 2014). Reflection enables the learner to process, categorise and consolidate new information, thereby reinforcing knowledge and ensuring its retention.

At this stage, participants are given space to reflect on everything they have learned. This activity is guided by the trainer who actively asks the participants about their learning experience. They will also be encouraged to reflect on the application of these new competences in classroom

teaching and learning activities. They are also encouraged to teach the new competences to their peers.

The team incorporated these points into the intervention, and employed quasi-experimental methods to assess its effectiveness. The results showed that The training demonstrated a significant effect on improving storytelling skills, as evidenced by the increase in participants' storytelling scores between the pre-test and post-test. The mean score also exhibited an increase from 13.87 ($N=38$; $SD=5.832$) to 18.45 ($N=38$; $SD=4.518$). However, four participants demonstrated a decrease in score, while five others exhibited no change.

A decrease or no change in value can be attributed to various factors. Rasyad et al. (2019) asserted that the efficacy of these training programmes is contingent not only on the calibre of the method and host, but also on the competence of the trainers, partners, evaluators, facilities, and ancillary components. The heterogeneity of learning styles among participants necessitates the integration of diverse learning methodologies to cater to these individual differences. The efficacy of a combination of methods in engaging diverse learning styles has been demonstrated by numerous scholars (Mohanty et al., 2019).

However, the results supported the research hypothesis, indicating that storytelling training had a significant effect on improving teachers' storytelling skills ($p < .001$). Therefore, the objective of the training has been achieved. There is a process of learning skills, knowledge and attitudes in training. Andragogy-based training is an effective method for improving storytelling skills, based on the findings of this research. Study suggests that teacher training should emphasise practice over theory (Sabri, 1997). In order to make effective training, Kirkpatrick and Kirkpatrick (2006) indicate that there are several stages that need to be taken in arranging training, namely: 1) identify needs, 2) determine objectives, 3) formulate goals, 4) determine materials, 5) recruit participants, 6) organize timetables, 7) prepare premises, 8) select instructors or facilitators, 9) prepare learning resources, 10) coordinate implementation, and 11) evaluate. Furthermore, a study conducted by Ngure and Juma (2018) found three factors that had a significantly positive correlation: the design of the training, the characteristics of the trainees, and the training environment.

The report's findings underline the significance of comprehending participants' requirements when devising training curricula. This assertion is in line with the principles of andragogy, a theory that posits that optimal learning occurs through customised instruction that aligns with individual needs. It is imperative that training methodologies are adapted to align with the diverse needs and attributes of the participants. The identification of the specific training needs of the participants is of paramount importance to the efficacy of the training programme (Mohanty et al., 2019). This process involves the identification of knowledge and skill gaps, and the subsequent adaptation of the training programme to address these deficiencies. It is evident that andragogy serves as a fundamental basis for optimising the effectiveness of training processes, particularly in the context of storytelling training for kindergarten teachers.

5. Conclusions

This study evaluated the effectiveness of storytelling training based on andragogy theory on the storytelling competence of kindergarten teachers in Jember. The results demonstrated that storytelling training based on andragogy theory effectively improved the storytelling competence of kindergarten teachers. This suggests that andragogy theory is a valuable basis for designing training for adult participants.

It is imperative to recognise the limitations of this study. Firstly, the sample size was 38 employees in one city. It means that these results may not be representative of the kindergarten teacher population in other areas or with different backgrounds. Research with participants from different demographic groups is needed. Besides, in order to achieve a more comprehensive set of results, it would be advisable for subsequent studies to take into consideration additional variables. Consequently, further research could serve to substantiate these findings, thereby contributing to the advancement of general and fundamental theories.

This study has the potential to inform future research, particularly in the context of andragogical training aimed at enhancing storytelling skills. In practice, this research can be useful as a basis for implementing storytelling training for kindergarten teachers. Furthermore, this research can also serve as a basis for policy formation related to teacher competency development and adult learning as a whole.

6. CRediT Authorship Contribution Statement

Herdina Indrijati: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing. **Maulia Gitawati Indiswari:** Conceptualization, Supervision, Validation, and Writing – review & editing.

7. Declaration of Competing Interest

The authors declare that they have no conflicts of interest whether financial, institutional, or personal that could affect the objectivity and integrity of the research design, analysis, or reporting presented in this article.

8. Declaration of Generative AI and Assistive Technologies in the Writing Process

In the process of writing this article, the authors utilized generative AI technology specifically ChatGPT (OpenAI) to assist with improving the structure, editing the language, rephrasing sentences for academic clarity, and enhancing the coherence of the argumentation. However, all scientific content, including the ideas, data, analysis, and interpretation of results, remains the sole responsibility of the authors. The authors have thoroughly reviewed the entire manuscript to ensure its accuracy, originality, and adherence to ethical standards in scholarly publication.

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10. Ethical Approval

All participants provided informed consent prior to participation. The study was conducted with permission from the relevant educational institutions and in accordance with research ethics principles involving human participants.

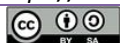
11. Acknowledgments

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