

Management of Indonesian Listening Comprehension Skills Based on The Storytelling Method

Deka Syahbari*, Deti Rostini

Universitas Islam Nusantara Bandung, Indonesia

*Corresponding Email: dekamantabjasa@gmail.com

Abstract: This research aims to describe and analyze the management of Indonesian Language listening comprehension skills in lower-grade students through the application of the storytelling method at SDN Tegal Alur 04 Pagi (Morning) and SDN Jembatan Besi 02 Petang (Afternoon), West Jakarta. The study was conducted using a qualitative approach with a case study design, involving teachers, students, and the school principal as subjects. Data was collected through observation, interviews, and document analysis. The findings indicate that both schools have implemented the functions of learning management—covering planning, implementation, direction, and evaluation—but with different styles of application. SDN Tegal Alur 04 Pagi tends to be more systematic and organized, while SDN Jembatan Besi 02 Petang is more flexible, adjusting to the learning situation in the afternoon. The storytelling method proved to have a positive impact on improving students' listening skills, although the strategy of implementation differed according to the conditions of each school.

Keywords: listening management, Indonesian Language, storytelling method, elementary school

1 Introduction

Listening comprehension is a crucial language skill for elementary school students, especially in the lower grades. This skill serves as the foundation for mastering other language skills: speaking, reading, and writing. According to Tarigan listening is considered a receptive domain because its core activity is capturing and understanding the meaning of spoken language. In other words, listening is not merely the activity of hearing sounds but involves comprehending the content of the received message. This view is relevant to the needs of elementary school students who are at the initial stage of language competence development. Furthermore, Tarigan [1] asserts that listening involves a complex process, including interpreting meaning, understanding intent, and evaluating the conveyed message. This perspective is reinforced by Rost [2], who states that listening is the main foundation of effective communication, as it enables a person to acquire new information, experience, and knowledge. Thus, weaknesses in listening skills directly impact the lower ability in other language skills.

The reality in the field shows that many students still face obstacles in listening. This is partly due to teachers' learning methods being often monotonous, less varied,

and with minimal use of engaging learning media. This condition causes students' attention to be easily fragmented, leading to suboptimal achievement of learning objectives. Meanwhile, Brown [3], [4] emphasizes that language learning is more successful when teachers use an interactive, varied, and relevant approach to students' life contexts. In this research, the authors view Brown's perspective as supporting the argument that the storytelling method has great potential to support listening skills. An engaging story not only helps students understand information but also maintains their motivation to actively participate in learning. Therefore, the low listening skill among elementary students, especially in lower grades, is not only influenced by internal student factors but is also closely related to the teacher's strategy in selecting teaching methods and media. One effective alternative believed to be effective is the use of the storytelling method, as it can arouse interest, centralize attention, and increase student concentration in listening activities.

Based on observations at SDN Tegal Alur 04 Pagi, although teaching and learning activities comply with the curriculum, an obstacle was found where students had difficulty concentrating when listening to stories or explanations from the teacher. This occurs because the teacher often uses lecture and question-and-answer methods without adequate supporting learning media.

In SDN Jembatan Besi 02 Petang, the challenge is more complex. The learning hours take place in the afternoon, causing students' focus to decline faster. This condition demands that teachers work extra hard in managing the class and maintaining students' learning motivation.

This phenomenon aligns with the report by Kemendikbud [5] regarding basic literacy learning, which indicated that the low listening and reading skills of Indonesian elementary students are partly influenced by the limited variety of methods and the minimal use of engaging media. Furthermore, Kemendikbud [6], [7] stressed the importance of innovating learning strategies that are enjoyable, contextual, and suited to student needs, so that literacy skills, especially listening, can develop optimally.

Previous research has shown that the implementation of the storytelling method is quite effective in developing the listening skills of elementary students. The use of media such as pictures, videos, and audiovisual-based stories has been proven to increase attention and help students understand the story content better [8]. However, most of these studies primarily focus on the effectiveness of the storytelling method, while research highlighting the perspective of educational management is still rarely found.

Banathy [9] developed a model of instructional design that emphasizes the importance of integration, a sequential system, and orientation towards the final goal. This model is based on the view that learning is a whole system, so every component—from objective formulation, material selection, method use, media utilization, to evaluation strategy—needs to be systematically interconnected. The strength of this model is not only in the technical aspect of material delivery but also in its ability to adapt the learning design to student needs, the learning environment context, and the expected long-term competencies. From the authors' perspective, Banathy's framework provides a relevant foundation for studying the effectiveness of the storytelling method,

as it requires teachers to design learning comprehensively and orient towards skill development.

Several studies support the importance of meticulous planning in the learning process. Mulyasa [9], for example, asserts that comprehensive planning can encourage more active student engagement. Meanwhile, Liana's [10] research on the implementation of the Banathy model in elementary schools showed that teachers who design learning with a systemic approach are capable of creating a more effective, focused, and meaningful learning atmosphere.

Based on this review, it can be concluded that previous studies widely discussed the effectiveness of the storytelling method on listening skills. However, the connection between the storytelling method and the functions of educational management, especially within the framework of Banathy's instructional design, is still relatively limited. This research aims to bridge this gap.

Based on the review of theory and previous research, there are several research gaps that form the important foundation for this study, namely:

Previous research emphasis on results rather than managerial process The majority of previous studies highlighted the effectiveness of the storytelling method in improving students' listening skills [8]. However, most of this research focused on learning outcomes, not deeply addressing how the managerial process—including planning, implementation, direction, and evaluation—is carried out by the teacher or the school.

Lack of studies from the educational management perspective Studies related to listening skills commonly use pedagogical or language learning approaches. Analysis from the viewpoint of educational management functions is very limited. Yet, the success of implementing the storytelling method is determined not only by teacher creativity but also by how the school manages learning components systematically.

Few studies link the storytelling method with Banathy's planning model Previous research rarely linked the storytelling method with the instructional design model developed by Banathy, which emphasizes integration, systematic approach, and goal orientation. By using the Banathy framework, this research seeks to present a new perspective in analyzing the development of listening skills.

The context of different learning times (morning and afternoon) is rarely studied Most research has not compared the implementation of the storytelling method in schools with different learning schedules: morning and afternoon schools. The factor of learning time significantly influences the level of concentration, motivation, and effectiveness of implementing learning strategies.

Synthesis of Research Gap Thus, the identified research gap lies in the limited studies examining the use of the storytelling method to improve listening skills through the perspective of educational management functions and the Banathy planning model. Furthermore, research comparing the application of this method in schools with different learning times—morning and afternoon—is also scarce.

2 Method

This research employs a qualitative approach utilizing a case study design to comprehensively describe and analyze the implementation of educational management in improving Indonesian Language listening skills through the storytelling method. Conducted over a period of approximately three months—encompassing preparation, data collection, and analysis—the study took place at two public elementary schools in West Jakarta: SDN Tegal Alur 04 Pagi and SDN Jembatan Besi 02 Petang. These specific sites were purposively selected due to their distinct operational contexts, namely morning and afternoon learning schedules, which provided a rich comparative landscape for the research focus.

The research subjects comprised lower-grade teachers who actively implement storytelling methods, third-grade students participating in the listening activities, and school principals who provide strategic direction and instructional supervision. These informants were carefully selected using a purposive sampling technique [11], [12] to ensure their direct relevance and rich contribution to the research objectives.

Data collection was systematically executed through three primary techniques: direct observations of the learning phases (planning, implementation, direction, and evaluation); in-depth interviews to capture the participants' lived experiences, perspectives, and encountered constraints; and rigorous documentation analysis involving Lesson Plans (RPP), school programs, and supervision notes.

Following data retrieval, the analysis was conducted using the interactive model developed by Miles and Huberman which structurally involves data reduction, data display, and conclusion drawing. Finally, to guarantee the trustworthiness and credibility of the findings, data validity was firmly established through a combination of source triangulation, technique triangulation, and member checks to verify the results directly with the respondents [13].

3 Result

This comprehensive research was conducted at two distinct public elementary schools located in the densely populated urban landscape of West Jakarta: SDN Tegal Alur 04 Pagi and SDN Jembatan Besi 02 Petang. The selection of these two specific institutions provides a highly valuable comparative dichotomy, as one operates during the standard morning hours while the other navigates the unique chronological and psychological challenges of an afternoon schedule. The presentation of the research results is meticulously structured based on the four foundational functions of educational management: planning, implementation, direction, and evaluation. By analyzing the application of the storytelling method to enhance Indonesian Language listening skills through this managerial framework, the study reveals how temporal and environmental contexts dictate pedagogical strategies.

3.1. Planning: The Blueprint of Pedagogical Action

The planning phase serves as the critical blueprint for all subsequent educational activities, requiring educators to bridge the gap between national bureaucratic standards and the actual cognitive readiness of their students.

At SDN Tegal Alur 04 Pagi, the planning process is characterized by a high degree of systematic rigor and structural alignment. Teachers painstakingly prepare comprehensive learning tools, including the Lesson Implementation Plan (RPP) and annual academic programs, strictly referring to the mandates of the national curriculum. However, this formal planning is not rigidly static; it is subjected to collaborative refinement. Before implementation, the instructional design is thoroughly coordinated through preparatory meetings with the school principal to align the pedagogical direction with the school's overarching vision. This creates a balance between compliance and adaptability. As one educator noted regarding the necessity of situational adjustment:

"We create RPPs according to the curriculum, but they are often adjusted to the class condition. If students seem to struggle with listening to long stories, we condense the RPP with added picture media." (Interview, Grade 3 Teacher, August 27, 2025).

Conversely, the planning paradigm at SDN Jembatan Besi 02 Petang is fundamentally shaped by the physiological and psychological realities of an afternoon school schedule. Teachers at this institution recognize that student concentration and cognitive stamina decline at a much faster rate as the day progresses. Consequently, their planning documents are engineered for brevity and high impact rather than exhaustive detail. The selection of storytelling materials is heavily filtered through the lens of student fatigue.

"The children get tired quickly in the afternoon, so I make the RPP shorter. Stories are chosen to be brief but interesting." (Interview, Grade 3 Teacher, August 28, 2025).

Planning at SDN Tegal Alur 04 Pagi is markedly more systematic, structured, and curriculum-driven, reflecting the optimal learning conditions of a morning schedule. In stark contrast, planning at SDN Jembatan Besi 02 Petang is characterized by a highly flexible, pragmatic, and time-sensitive approach that deliberately adjusts to the circadian constraints and cognitive depletion inherent in afternoon learning.

3.2. Implementation: Translating Strategy into Classroom Praxis

The implementation phase is where managerial planning is tested against the dynamic realities of the classroom. In the context of improving listening skills, the storytelling method demands a high level of teacher engagement, theatricality, and interactive capability.

At SDN Tegal Alur 04 Pagi, educators deploy the storytelling method with remarkable methodological variety. Benefiting from the students' fresh morning energy, teachers utilize an array of visual stimuli, most notably picture media, to scaffold the students' auditory processing. The storytelling is not a passive listening exercise; it is punctuated by active discussions and competitive question-and-answer sessions that transform the classroom into a vibrant communicative hub. The empirical evidence of this active engagement is captured clearly in the field notes:

Observation Note: "The teacher uses a picture storybook. Students appear enthusiastic, some are vying to answer the teacher's questions." (Observation, September 3, 2025).

In distinct contrast, the implementation strategy at SDN Jembatan Besi 02 Petang relies on an economy of pedagogical effort. Because the learning activities are carried out in the afternoon, the methodological approach must be much briefer, cutting through prolonged narratives to focus directly on the core linguistic material. The most

significant adaptation here is the necessity of pre-instructional psychological priming. Teachers routinely serve as motivators and entertainers before acting as instructors, frequently initiating the session with brief motivational speeches or light, energetic games to combat lethargy before transitioning into the storytelling activity.

"If it's afternoon, children easily get sleepy, so I give a small game first, then start storytelling." (Interview, Grade 3 Teacher, September 4, 2025).

Implementation at SDN Tegal Alur 04 Pagi is methodologically varied, highly interactive, and capitalizes on peak student energy. Meanwhile, implementation at SDN Jembatan Besi 02 Petang is simpler, highly efficient, and heavily front-loaded with psychological motivation and gamification to counteract afternoon fatigue.

3.3. Direction: Leadership, Supervision, and Motivation

The direction function encompasses the guidance, leadership, and supervision provided by the school principal to ensure that the implementation aligns with the planned objectives. It also includes the techniques used by teachers to guide student behavior.

At SDN Tegal Alur 04 Pagi, direction manifests through a formal, clinical supervision model. The principal assumes a highly visible instructional leadership role, conducting regular classroom observations and facilitating structured teacher meetings. This creates an environment of continuous professional development, where teachers are consistently encouraged to refine their instructional discipline and elevate student learning motivation. The feedback loop is direct and focused on pedagogical enhancement:

"The principal often enters the class to observe our storytelling method. Afterwards, there are inputs to be more interactive with the students." (Interview, Grade 3 Teacher, September 10, 2025).

At SDN Jembatan Besi 02 Petang, the nature of direction is decidedly more situational and empathetic. The primary managerial and instructional directive is not necessarily strict methodological compliance, but rather the maintenance of morale. The principal and the teachers operate under a shared understanding that keeping students enthusiastic and focused during the sweltering and exhausting afternoon hours is their primary battle. Leadership here is about psychological support.

"We more often remind the children to keep their spirit up for learning, and the principal asks teachers to find ways for students to enjoy staying." (Interview, Principal, September 11, 2025).

Direction at SDN Tegal Alur 04 Pagi tends to be highly formal, driven by clinical supervision, structured feedback, and regular meetings. Conversely, direction at SDN Jembatan Besi 02 Petang is far more adaptive and pastoral, focusing heavily on emotional support and maintaining student and teacher motivation.

3.4. Evaluation: Measuring Cognitive and Affective Outcomes

Evaluation is the final managerial function, designed to assess whether the storytelling method effectively improved the students' Indonesian Language listening skills and to provide data for future planning.

At SDN Tegal Alur 04 Pagi, the evaluation framework is robust and comprehensive. Because time and energy permit, teachers assess multiple domains of student learning. This includes daily cognitive tests to measure listening

comprehension, as well as ongoing affective assessments to gauge student attitudes, discipline, and engagement. Furthermore, this evaluation is not siloed; it is institutionalized through routine monthly evaluation meetings that analyze both student outcomes and the results of teacher supervision.

Teacher Meeting Document: "At the end of every month, there is an evaluation meeting on student learning outcomes and teacher supervision, with follow-up in the form of internal training." (Documentation, September 17, 2025).

At SDN Jembatan Besi 02 Petang, the reality of the afternoon schedule forces a triage of educational assessment. Evaluation is carried out in a much simpler, highly pragmatic manner, focusing almost exclusively on cognitive benchmarks through standard tests and assignments. Holistic assessment, particularly the nuanced observation required for attitude and affective assessment, is often compromised or entirely missed due to the severe time constraints and the urgency to complete the core academic syllabus before the school day ends.

"We still conduct tests, but attitude assessment is sometimes missed because afternoon learning time is limited." (Interview, Grade 3 Teacher, September 18, 2025).

Evaluation at SDN Tegal Alur 04 Pagi is holistic and comprehensive, utilizing data for both student assessment and continuous teacher training. In contrast, evaluation at SDN Jembatan Besi 02 Petang is strictly limited to the cognitive and academic aspects, as time constraints inhibit the thorough assessment of affective domains.

4 Discussion

The implementation of educational management to enhance listening skills through the storytelling method in elementary schools is a dialectical process that blends systematic management principles with contextual field realities. The provision of education in the two research sites demonstrates that instructional success heavily depends on the extent to which management functions are applied adaptively. Referring to the ideas of Banathy [14], instructional design must be viewed as a holistic and adaptive system relative to the learning environment. This is clearly evident in the planning phase, where SDN Tegal Alur 04 Pagi was able to develop highly detailed and structured Lesson Plans (RPP), reinforcing the thesis of Mulyasa [15] and Suryana [16] that comprehensive planning significantly increases student engagement in the classroom. However, the strict regularity in the morning school often leads to pedagogical rigidity, in contrast to SDN Jembatan Besi 02 Petang, which demonstrates high flexibility in navigating the time constraints of afternoon learning, even though such flexibility risks triggering deviations from curricular targets. Therefore, a synergy between systematic and flexible approaches is needed through the preparation of planning drafts that can accommodate both requirements.

In the realm of implementation, Brown [3] emphasizes that interactive strategies are the primary key to language learning. Field data indicates that morning learning time provides a broader space for teachers to explore methodological variations, as the effectiveness of the storytelling method has been empirically proven by Rachmi and Nirmala [8], [17]. However, this research offers a new contribution by positioning the time variable as a determining factor; while SDN Tegal Alur excels in methodological richness but risks time management issues, SDN Jembatan Besi acts with high

practicality but lacks diversity in activities. Strategic recommendations arising from this suggest the need for a balance through the utilization of short digital media, such as brief videos or digital comics, to maintain efficiency without sacrificing the quality of interaction.

The direction function performed by school principals and teachers also plays a crucial role. In accordance with the theories of Terry [18], direction is not limited to providing technical instructions but includes guidance, providing motivation, and supervision to create a conducive classroom climate. At SDN Tegal Alur, the principal tends to play the role of a formal supervisor to maintain quality standards, while at SDN Jembatan Besi, this role transforms into a master motivator to maintain the students' spirit, which begins to decline in the afternoon. This phenomenon reinforces Benu's [19] findings that appropriate direction from school leaders directly increases teacher work motivation in teaching. Critical analysis suggests that school leaders should not be trapped in a single pattern but must combine formal and motivational approaches to maintain quality consistency.

Finally, regarding the evaluation aspect, Arikunto [20] asserts that the assessment of learning outcomes must cover three main domains: cognitive, affective, and psychomotor. At the morning school, evaluation is conducted ideally and comprehensively, but it demands substantial resources. Conversely, the afternoon school tends to perform evaluation that is highly practical and limited to academic aspects due to time constraints, thus risking the neglect of the students' non-cognitive domains. This inconsistency in evaluation, as warned by Liana [19], can have long-term impacts on the holistic map of students' ability development. As a solution, schools with limited time can supplement assessments through portfolios or narrative teacher notes.

Overall, this discussion synthesis confirms the relevance of the theories of Banathy [14], Brown [3], Terry [17], and Arikunto [20] while providing a new contribution that the difference in learning time (morning vs. afternoon) is a fundamental variable that must be considered in formulating language learning management strategies at the elementary school level.

5 Conclusion

The research conducted at SDN Tegal Alur 04 Pagi and SDN Jembatan Besi 02 Petang demonstrates that enhancing Indonesian Language listening skills through the storytelling method is not a uniform process but one dictated by temporal and environmental contexts. At the morning school, management functions like planning and evaluation are executed with systematic rigor and comprehensive detail, leveraging the peak concentration levels of students to implement varied interactive strategies and formal clinical supervision. In contrast, the afternoon school adopts a more concise, adaptive approach that prioritizes pedagogical efficiency and situational motivation to overcome the physiological fatigue inherent in late-day learning.

This study confirms that the success of the storytelling method is deeply contingent upon the quality of management, emphasizing that the distinction between morning and afternoon learning times is a fundamental variable in pedagogical strategy. By bridging instructional methods with organizational management, the study provides a more holistic understanding of how environmental contexts reshape pedagogical success.

Despite these insights, the research is limited by its specific scope as a qualitative case study of only two public schools over a three-month duration, which may restrict the generalizability of the findings to different institutional or geographical settings. Furthermore, the evaluation phase in the afternoon context remains less than optimal regarding non-cognitive domains, as time constraints often lead to the neglect of affective and psychomotor assessments. This suggests a vital need for future longitudinal studies to explore more holistic and sustainable assessment strategies in time-constrained educational environments.

References

- [1] H. G. Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa, 2008.
- [2] M. Rost, *Teaching and Researching Listening*, 2nd ed. UK: Pearson Education, 2011.
- [3] H. D. Brown and H. Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, vol. 1. Englewood Cliffs, NJ: Prentice Hall Regents, 1994.
- [4] N. Sulastri, S. Anwar, U. Suherman, and E. S. Cipta, 'Deep Learning-Based Planning Model for Islamic Education in Indonesian Integrated Schools', *EDUKASIA J. Pendidik. dan Pembelajaran*, vol. 5, no. 2, pp. 645–658, 2024, doi: <https://doi.org/10.62775/edukasia.v5i2.1734>.
- [5] Kemendikbud, 'Laporan Pembelajaran Literasi Dasar', Jakarta, 2017.
- [6] Kemendikbud, 'Kebijakan Inovasi Pembelajaran', Jakarta, 2019.
- [7] S. Anwar and H. Umam, 'Transformative Education: Emphasizing 21st Century Skills and Competencies in The Independent Learning Curriculum', *AIM J. Islam. Educ. Manag.*, vol. 1, no. 1, pp. 1–16, 2020, doi: 10.15575/aim.v1i1.28886.
- [8] I. Nirmala and N. Munafiah, 'Meningkatkan Kemampuan Menyimak Anak Usia 4-5 Tahun melalui Metode Bercerita dengan Menggunakan Media Boneka Tangan', *Syntax Admiration*, vol. 5, no. 5, 2024.
- [9] Y. Hanafi, 'Reinforcing public university student's worship education by developing and implementing mobile-learning management system in the ADDIE instructional design model', *Int. J. Interact. Mob. Technol.*, vol. 14, no. 2, pp. 215–241, 2020, doi: 10.3991/ijim.v14i02.11380.
- [10] L. Liana and I. Silitonga, 'Desain Pengembangan Model Bela Banathy terhadap Pembelajaran Terpadu Pelajaran Bahasa Indonesia', *J. Basicedu*, vol. 5, no. 5, pp. 4380–4390, 2021, doi: 10.31004/basicedu.v5i6.1523.
- [11] J. W. Creswell, *Research designs: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, 2009.
- [12] Sugiyono, *Metode penelitian kualitatif*. Alfabeta, 2021.
- [13] M. B. Miles, A. M. Huberman, and J. Saldaña, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. California: Sage Publications, 1994.
- [14] B. H. Banathy, *Instructional Systems*. Fearon Publishers, 1968.
- [15] E. Mulyasa, *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara, 2016.
- [16] A. S. Jallow, 'The Role of Islamic Boarding School Education in Character Formation (Perspective of Islamic Psychology)', *Almisykat*, vol. 1, no. 1, pp. 63–72, 2023, doi: 10.24269/almisykat.v1i1.6810.
- [17] S. Anwar and H. Umam, 'Globalization and The Crisis in Islamic Education: Al-Attas' Epistemological Response and The Reconstruction of Adab-Based Pedagogy', *J. YAQZHAN Anal. Filsafat, Agama dan Kemanus.*, vol. 11, no. 1, pp. 135–149, 2025, doi: 10.24235/jy.v1i1.21161.
- [18] G. R. Terry, *Principles of Management*, 8th ed. Chicago: Irwin, 2012.

- [19] M. Ismiyanto, E. Prasetyo, H. J. P. B. Soemardjoko, and S. Narimo, 'Kepemimpinan Kepala Sekolah Menengah Muhammadiyah Yang Progresif Bima Sakti Di Era 4.0', *Ideguru J. Karya Ilm. Guru*, vol. 9, no. 3, pp. 1229–1237, 2024, doi: 10.51169/ideguru.v9i3.983.
- [20] S. Arikunto, *Dasar-Dasar Supervisi Pendidikan*. Jakarta: Rineka Cipta, 2006.