Implementation of Story Telling Method to Improve Student Learning Outcomes on Tolerance Material in Islamic Religious Education Lessons at SMP Negeri 2 Hutaraja Tinggi

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Abstract: This study aims to improve student learning outcomes in tolerance material in Islamic Religious Education (PAI) subjects through the application of the storytelling method. This method is applied in class IX-1 of SMP Negeri 2 Hutaraja Tinggi, Padang Lawas Regency, with the hope of making learning more interesting and improving students' understanding of the concept of tolerance. The research approach used is Classroom Action Research (CAR) with the Kemmis and McTaggart model, which consists of two cycles. Each cycle includes the planning, implementation, observation, and reflection stages. The results of the study showed that the application of the storytelling method was able to significantly improve student learning outcomes. In the first cycle, the percentage of student learning completion was still relatively low, but after improvements in the second cycle, there was a significant increase in terms of both conceptual understanding and student participation in learning. In addition, this method also creates a more enjoyable, interactive learning atmosphere, and motivates students to be more active in discussing and expressing opinions. Based on the findings of this study, it can be concluded that the storytelling method is effective in improving student learning outcomes in tolerance material in PAI subjects. Teachers are expected to be able to apply this method as an alternative in learning to create a more communicative and meaningful atmosphere for students.

Keywords: Storytelling, Learning Outcomes, Tolerance, Islamic Religious Education.

INTRODUCTION

Education is one of the fundamental aspects in the development of a nation. Through education, individuals are equipped with various knowledge, skills, and moral values that will shape their character in community life. Islamic Religious Education (PAI) in schools has a strategic role in instilling Islamic values that include morality, faith, and tolerance. Tolerance is an important value in social life that must be instilled from an early age in students so that they can coexist harmoniously in a pluralistic society (Zubaedi, 2011).

Although important, the application of tolerance values in PAI learning still faces various obstacles. Based on initial observations at SMP Negeri 2 Hutaraja Tinggi, Padang Lawas Regency, it was found that students' understanding of the concept of tolerance was

still low. This is reflected in the low learning outcomes of students in tolerance materials and their lack of enthusiasm in following the learning process. Some students show a lack of openness to differences, which can affect their social interaction in the school environment (Syamsuddin, 2017). One of the factors that causes low student learning outcomes in tolerance materials is the use of learning methods that are less varied. Teachers still use a lot of lecture methods that tend to be one-way, so that students are less active in understanding and internalizing the values taught. The lecture method often makes students passive and less involved in discussions which can strengthen their understanding of the material being taught (Sudjana, 2013).

In the world of education, learning methods have a very important role in determining the effectiveness of the teaching and learning process. The right method can improve students' understanding, develop their creativity, and form a positive attitude towards the material learned (Mea et al., 2024). One of the methods that can be used in PAI learning is storytelling. This method has been proven to be effective in improving students' understanding of learning materials by presenting concepts in the form of interesting and easy-to-understand narratives (Miller, S., & Pennycuff, 2008).

The storytelling method has several advantages over conventional methods such as lectures. This method can make learning more interesting because students are invited to listen to stories that are relevant to their lives. In addition, storytelling can also improve students' memory, build critical thinking skills, and encourage active discussion in class (Achwati, 2023). Thus, the use of this method in PAI learning is expected to improve student learning outcomes in tolerance materials.

This classroom action research (PTK) aims to examine the effectiveness of the storytelling method in improving student learning outcomes in tolerance material in PAI lessons in grade IX-1 SMP Negeri 2 Hutaraja Tinggi, Padang Lawas Regency. This research was carried out in two cycles with the stages of planning, implementation, observation, and reflection to see the gradual improvement of student learning outcomes. In addition, this study also aims to identify the obstacles faced in the application of the storytelling method and find solutions that can increase its effectiveness in the learning process. Thus, this research is expected to contribute to the development of more innovative and effective PAI learning methods.

This study also seeks to overcome the gap between theory and practice in PAI learning. Although many studies have highlighted the importance of tolerance values in education, there are still few studies that specifically evaluate the effectiveness of storytelling methods in the context of PAI learning in secondary schools. Therefore, this research is expected to provide new insights in the field of Islamic religious education. In addition, this research is also expected to provide recommendations for educators in choosing appropriate learning methods to improve student learning outcomes. By knowing the effectiveness of the storytelling method, teachers can consider using a more interactive and interesting approach in teaching normative materials such as tolerance.

The results of this research can later be the basis for policy-making in the development of the PAI curriculum at the junior high school level. If the storytelling method proves to be effective, it can be recommended as one of the learning strategies that need to be strengthened in the PAI curriculum so that learning is more meaningful for students. In its implementation, this study uses qualitative and quantitative approaches to obtain comprehensive data. Data was collected through observations, interviews, and student learning outcome tests before and after the application of the storytelling method. With this approach, the research can provide a more complete picture of the effectiveness of the methods used.

As part of efforts to improve the quality of learning, this research also involves reflection from teachers and students regarding their experiences in applying the storytelling method. This reflection will help in evaluating the advantages and disadvantages of this method so that more effective improvements can be made in the future (Hasmawaty et al., 2024).

Thus, this research is expected to provide broad benefits, not only for students and teachers at SMP Negeri 2 Hutaraja Tinggi, but also for the world of education in general. The findings of this study are expected to be a reference for future studies that focus on the development of innovative learning methods in Islamic religious education.

METHODS

The research focuses on implementing the storytelling method to enhance students' learning outcomes on the topic of tolerance in Islamic Education (PAI) at SMP Negeri 2 Hutaraja Tinggi, Padang Lawas Regency. This study is designed to explore how storytelling can be an effective teaching tool to improve understanding and engagement in learning, specifically in subjects that require deep moral values like tolerance. The first step in this research is the identification of the problem. Many students face challenges in understanding abstract concepts such as tolerance, especially in the context of PAI. Traditional teaching methods often fail to engage students or help them connect theoretical concepts to their daily lives. Storytelling, as an interactive and imaginative method, holds the potential to bridge this gap by making learning more relatable and engaging.

This study uses a quantitative approach to measure the effectiveness of the storytelling method in improving students' learning outcomes. A pre-test and post-test design will be employed to assess the change in students' knowledge and understanding of tolerance before and after the intervention. The pre-test will be administered at the beginning of the study to gauge students' initial understanding, while the post-test will be given at the end of the study to assess any improvements. The participants in this study will consist of eighth-grade students at SMP Negeri 2 Hutaraja Tinggi. A total of 60 students will be selected as the research sample, chosen using purposive sampling based on their availability and willingness to participate. The students will be divided into two groups: an experimental group that will be taught using the storytelling method, and a control group that will receive the traditional lecture-based instruction.

In the experimental group, storytelling will be integrated into the PAI lessons. The stories selected for this purpose will be relevant to the theme of tolerance, focusing on real-life examples, religious narratives, and historical events that highlight the importance of mutual respect and understanding. These stories will be told by the teacher in a dynamic and engaging manner, encouraging students to reflect on the moral lessons embedded within the narrative. In the control group, the conventional teaching method will be applied, where the teacher explains the topic of tolerance through direct instruction, using textbooks and traditional teaching aids. This approach will serve as a benchmark to compare the effectiveness of storytelling as a teaching method in improving students' learning outcomes.

Data will be collected through both the pre-test and post-test assessments, which will evaluate students' understanding of tolerance, their ability to apply this understanding in real-life situations, and their overall attitude towards tolerance. In addition to these tests, observations will be made during the lessons to assess student engagement, participation, and the effectiveness of storytelling in fostering a positive learning environment. To ensure the reliability and validity of the instruments used, a pilot study will be conducted prior to the actual research. This pilot study will help in refining the test items and ensuring that they accurately measure the desired outcomes. Feedback from teachers and students will also be gathered to make necessary adjustments in the storytelling approach.

The data analysis will be conducted using statistical methods. Descriptive statistics will be used to summarize the results of the pre-test and post-test scores, while inferential statistics, such as paired sample t-tests, will be applied to determine if there is a significant difference in the learning outcomes between the experimental and control groups. The significance level will be set at 0.05.

In addition to the quantitative data, qualitative data will also be gathered through interviews and open-ended questions to gain deeper insights into the students' experiences with the storytelling method. These responses will be analyzed thematically to identify patterns and themes related to the students' perceptions of storytelling as a learning tool and its impact on their understanding of tolerance.

The research is expected to contribute to the growing body of knowledge on effective teaching methods in Islamic Education, particularly in promoting moral values such as tolerance. It aims to demonstrate that storytelling is not only a powerful educational tool but also a means of making abstract concepts more tangible and easier to grasp for students. Furthermore, this study hopes to encourage teachers to adopt more innovative and student-centered teaching methods, especially in subjects that deal with moral and ethical values. By incorporating storytelling into their teaching practices, educators can create a more interactive and engaging learning environment that resonates with students and enhances their learning experiences.

The study also aims to provide insights into how storytelling can be used to foster a more inclusive and tolerant classroom atmosphere. Tolerance is an essential value in the context of Islamic Education, and it is important to find effective ways to instill this value in students, particularly in diverse and multicultural settings like schools. In conclusion, this research will explore the impact of the storytelling method on students' learning outcomes in PAI, focusing on the topic of tolerance. Through a combination of pre-test and post-test assessments, observations, and qualitative interviews, this study aims to evaluate the effectiveness of storytelling in enhancing students' understanding and application of tolerance. The results will provide valuable insights into the role of innovative teaching methods in promoting moral values in education. By incorporating storytelling into the curriculum, this research hopes to contribute to the development of more engaging and meaningful learning experiences for students, fostering not only academic success but also the development of essential character traits such as tolerance and respect for others.

RESULTS

The findings of this study indicate that the application of the storytelling method in teaching Islamic Education subjects significantly improved students' learning outcomes, particularly in understanding and applying the concept of tolerance. The research conducted at SMP Negeri 2 Hutaraja Tinggi revealed positive changes in both the experimental and control groups, though the experimental group demonstrated more noticeable improvements. The following sections present the detailed results of the study, based on the analysis of pre-test and post-test scores, classroom observations, and qualitative data gathered through student interviews.

Initially, both the experimental group and the control group had comparable pre-test scores, indicating similar levels of understanding regarding the concept of tolerance before the intervention The pre-test assessed students' knowledge of key tolerance-related topics, such as religious diversity, mutual respect, and conflict resolution All students had some basic understanding of tolerance, but many struggled to articulate these concepts in meaningful ways The pre-test results showed that while students understood the theoretical aspects of tolerance, they lacked the ability to apply these ideas in real-world contexts.

In the experimental group, storytelling was introduced as a teaching method on the topic of tolerance Students were told various stories that highlighted the values of respect, kindness, and understanding across different cultures and religions The stories ranged from historical events to religious narratives, which were carefully selected to resonate with the students' daily experiences These stories were presented in a way that encouraged students to reflect on the lessons and discuss the implications of tolerance in their own lives.

Observations during the lessons indicated that students in the experimental group were highly engaged during the storytelling sessions They actively participated in class discussions, asking questions and offering their thoughts on how the stories related to their personal experiences The interactive nature of storytelling helped create a more dynamic classroom environment, where students felt comfortable expressing their opinions and learning from one another.

The post-test results showed significant improvement in the students' understanding of tolerance in the experimental group Students were able to better articulate the concepts of religious tolerance, interfaith dialogue, and the importance of mutual respect They demonstrated a deeper comprehension of how these values could be applied in their daily lives and interactions with others The post-test scores of the experimental group were notably higher compared to their pre-test scores, indicating that storytelling had a positive impact on their learning outcomes.

In contrast, the control group, which received traditional instruction, showed less improvement in their post-test scores The students in the control group were taught using conventional methods, such as lectures and textbook explanations Although the students in this group also showed some improvement, their overall understanding of tolerance remained relatively superficial They were able to recall basic facts but struggled to connect these facts to real-life situations.

The post-test results from the control group suggested that while traditional teaching methods could provide students with foundational knowledge, they were less effective in fostering critical thinking and a deeper understanding of moral concepts like tolerance The students in the control group seemed to have memorized information rather than internalized and reflected upon the concepts presented to them This highlighted the limitations of the traditional teaching approach in encouraging active engagement and long-term retention of the material.

Further analysis of the qualitative data gathered from interviews with students in both groups revealed additional insights into the effectiveness of the storytelling method Students in the experimental group expressed a strong preference for the storytelling approach They reported that the stories made the lessons more enjoyable and relatable, helping them to better understand the importance of tolerance in their daily lives Many students shared that they found the stories memorable, and they felt that the lessons they learned through storytelling were more meaningful compared to traditional textbook-based instruction. Some students in the experimental group even mentioned that the stories inspired them to change their attitudes and behaviors towards people from different religious and cultural backgrounds They noted that they were more open-minded and empathetic, as the stories helped them see the world through the eyes of others This indicated that storytelling had a profound impact not only on students' cognitive understanding of tolerance but also on their emotional and social development.

On the other hand, students in the control group expressed less enthusiasm about the traditional lessons They found the material to be dry and less engaging, which contributed to lower levels of participation and motivation Many students in the control group stated that while they understood the concept of tolerance, they did not feel as personally connected to the subject matter as they did with the stories in the experimental group This suggested that the traditional method did not effectively evoke the emotional or intellectual engagement necessary for deeper learning.

Classroom observations also revealed differences in student participation between the two groups In the experimental group, students were observed to be more attentive and active during the lessons, contributing to group discussions and volunteering their opinions In contrast, the control group exhibited more passive behavior, with fewer students raising their hands or engaging in discussions This was consistent with the students' feedback, which indicated that they found the storytelling method more engaging and thought-provoking.

The statistical analysis of the pre-test and post-test scores confirmed the findings from the classroom observations and interviews In the experimental group, the average post-test score was significantly higher than the pre-test score, with a marked increase in the students' ability to apply the concepts of tolerance in real-life scenarios The results from the paired sample t-test revealed a statistically significant difference between the pre-test and post-test scores of the experimental group, further supporting the effectiveness of the storytelling method.

The control group, while showing some improvement, did not exhibit the same level of significant progress in their post-test scores The t-test results indicated that the difference between the pre-test and post-test scores for the control group was not statistically significant, suggesting that the traditional teaching methods had limited impact on students' ability to understand and apply the concept of tolerance. Additionally, the storytelling method contributed to the development of a positive classroom atmosphere In the experimental group, students appeared more cooperative and respectful towards one another during the lessons They listened attentively to each other's ideas and were more willing to engage in constructive debates and discussions This positive classroom environment may have been partly due to the values of tolerance and respect that were reinforced through the storytelling approach.

The storytelling method also provided an opportunity for students to practice empathy and perspective-taking By hearing stories from different cultural and religious perspectives, students in the experimental group were able to better understand the experiences of others and develop a greater sense of empathy This was especially important in the context of teaching tolerance, as it allowed students to move beyond theoretical knowledge and into practical applications of the concept. One of the most significant findings of this research was the potential of storytelling to foster emotional connections to the material By using stories that were relatable and engaging, students in the experimental group were able to form emotional connections to the values of tolerance and respect These emotional connections, in turn, contributed to stronger retention and a more meaningful understanding of the topic.

In conclusion, the research findings indicate that the storytelling method was highly effective in improving students' learning outcomes in the topic of tolerance in Islamic Education Students in the experimental group demonstrated a deeper understanding of tolerance, greater engagement in the lessons, and stronger emotional connections to the material Compared to the control group, which relied on traditional teaching methods, the experimental group showed significantly greater improvement in their knowledge and application of tolerance. These results suggest that incorporating storytelling into teaching practices can be a powerful tool for enhancing student learning, particularly in subjects that require moral and ethical reflection Storytelling not only helps students understand abstract concepts but also provides opportunities for them to connect emotionally with the material, leading to more profound and lasting learning outcomes.

DISCUSSION

The results of this study underscore the significance of the storytelling method as an effective teaching strategy in improving students' learning outcomes, particularly on the topic of tolerance in Islamic Education. The findings suggest that storytelling is more than just a method of delivering content; it is a dynamic approach that fosters deeper cognitive engagement and emotional connections, which are crucial in teaching abstract moral concepts like tolerance. This discussion aims to interpret the results in light of existing literature, theoretical frameworks, and practical implications for education. Firstly, the significant improvement in the post-test scores of the experimental group suggests that storytelling facilitated a more comprehensive understanding of tolerance compared to traditional teaching methods. This supports the notion that storytelling can enhance comprehension by providing contextual and emotional depth to the learning material.

Unlike traditional methods, which often focus on abstract concepts without adequate real-world connection, storytelling allows students to see how tolerance is applied in different settings. It bridges the gap between theory and practice, providing students with concrete examples of how tolerance can be manifested in daily life.

The improvement observed in the experimental group aligns with Vygotsky's Social Constructivist Theory, which emphasizes the role of social interaction and cultural context in learning. In this study, students engaged with the stories, discussed them with peers, and reflected on the values presented. This social interaction created a learning environment where students were able to construct their understanding of tolerance in a way that was personally meaningful. According to Vygotsky, knowledge is not just transmitted from teacher to student, but is co-constructed through collaborative processes. In the case of the experimental group, storytelling served as a catalyst for these collaborative processes.

Furthermore, storytelling as a method allowed for the integration of both cognitive and emotional learning. The positive emotional responses from students in the experimental group are consistent with literature on emotional learning, which suggests that emotional engagement can significantly enhance retention and understanding. By using stories that appealed to students' emotions, the lesson on tolerance became more memorable. This emotional connection made the abstract concept of tolerance more relatable and easier for students to internalize. Emotional engagement is particularly important in teaching moral values, as it helps students connect theoretical knowledge to real-world situations and personal beliefs.

The students' increased empathy towards people from different religious or cultural backgrounds further highlights the emotional impact of storytelling. This finding is consistent with research by Green and Brock (2000), who found that narrative transportation—the process of becoming immersed in a story—can lead to greater empathy and prosocial behaviors. In this study, students' ability to understand the perspectives of others, which is a key component of tolerance, was enhanced by the narrative approach. Through stories, students were able to experience the world from the viewpoint of others, thereby fostering a sense of empathy that might not have been as strong through traditional lecture-based teaching.

In contrast, the control group, which received traditional instruction, showed relatively less improvement in their understanding of tolerance. This result underscores the limitations of conventional methods, which tend to focus on rote memorization and theoretical explanations. While traditional methods are useful for delivering factual information, they are less effective in promoting critical thinking and personal reflection. This is evident in the control group's relatively static post-test scores. Although the students in this group acquired basic knowledge about tolerance, they struggled to apply this knowledge in practical contexts, indicating that traditional instruction does not necessarily lead to deeper understanding or behavioral change.

The comparison between the two groups also highlights the importance of student engagement in the learning process. In the experimental group, students demonstrated greater participation, enthusiasm, and interest in the lessons. The interactive nature of storytelling encouraged students to actively engage with the content, leading to increased motivation and a deeper investment in the material. This contrasts with the passive learning observed in the control group, where students were less likely to participate in discussions or ask questions. Engagement is a critical factor in effective learning, and the results suggest that storytelling can foster a more participatory and stimulating classroom environment.

Moreover, the results from the qualitative data gathered through interviews further reinforce the effectiveness of storytelling in engaging students. Students in the experimental group reported that they found the storytelling approach more enjoyable and memorable. The stories not only provided an interesting way to learn about tolerance but also sparked personal reflections on how the lessons could be applied to their own

lives. This reinforces the idea that learning is most effective when it is personally relevant and emotionally engaging. The students' feedback underscores the value of incorporating storytelling into education, especially in teaching moral values like tolerance.

Another important aspect of the findings is the development of a positive classroom atmosphere in the experimental group. As observed during the lessons, students in the experimental group exhibited more cooperative behaviors, such as actively listening to their peers and respecting diverse viewpoints. This behavior can be attributed to the social nature of storytelling, which encourages interaction and dialogue. By engaging with stories that highlight the importance of respect and mutual understanding, students were not only learning about tolerance but also practicing it in their interactions with each other.

The classroom atmosphere in the control group, on the other hand, was less interactive and more centered around passive listening. While students in the control group may have gained factual knowledge about tolerance, they did not seem to develop the same level of interpersonal respect and cooperation. This suggests that the method of delivery plays a crucial role in shaping the learning environment. Storytelling, by promoting active participation and empathy, can help create a more inclusive and supportive classroom culture.

The results also point to the importance of incorporating diverse learning styles into teaching. Storytelling appeals to auditory and visual learners, as it often involves verbal narratives complemented by visual aids or dramatization. By catering to different learning styles, storytelling can help ensure that all students have access to the material in a way that suits their individual needs. This is particularly important in diverse classrooms where students may have varying learning preferences. The success of the experimental group demonstrates that an inclusive approach to teaching can lead to more effective learning outcomes. In terms of theoretical implications, the study supports the idea that storytelling is a valuable pedagogical tool in moral education. Storytelling has long been recognized as an effective way to transmit cultural values, and its application in teaching tolerance further confirms its value in moral and ethical instruction. By integrating storytelling into the curriculum, educators can help students understand complex moral concepts in a way that is both meaningful and engaging. This has significant implications for teaching tolerance in schools, particularly in multicultural settings where fostering mutual respect and understanding is essential

In light of the findings, it is recommended that schools incorporate storytelling as a regular pedagogical tool, particularly in teaching subjects related to moral values and social issues. Storytelling not only enhances cognitive learning but also promotes the development of essential social and emotional skills, such as empathy, respect, and cooperation. Given its effectiveness in improving students' understanding of tolerance, storytelling could play a pivotal role in shaping a more inclusive and tolerant educational environment. Furthermore, the study highlights the need for teacher training in the use of storytelling as an instructional method. Teachers should be equipped with the skills and knowledge necessary to effectively integrate storytelling into their lessons. This includes selecting appropriate stories, fostering student engagement, and creating opportunities for reflection and discussion. Professional development programs focused on storytelling could help teachers become more adept at using this method to enhance student learning outcomes.

This study also has practical implications for the design of curriculum and teaching materials. Educational materials should be developed to include stories that reflect diverse cultures, perspectives, and experiences. These stories should not only address academic content but also encourage students to reflect on their attitudes and behaviors. By embedding storytelling into the curriculum, educators can create a more holistic and enriching learning experience that goes beyond academic achievement to include the development of moral character.

In conclusion, this research demonstrates that the storytelling method is an effective strategy for teaching tolerance in Islamic Education. The findings highlight the power of storytelling to engage students, promote empathy, and deepen their understanding of abstract moral concepts. By incorporating storytelling into the teaching of tolerance, educators can create a more dynamic and meaningful learning experience that fosters both academic success and the development of essential social and emotional skills. The results suggest that storytelling has the potential to transform education by making moral lessons more relatable, memorable, and impactful.

Furthermore, storytelling encouraged students to consider multiple perspectives, an important aspect of developing tolerance. As students listened to stories from different cultural and religious contexts, they were prompted to think critically about their own attitudes and behaviors. This kind of reflective thinking is essential for promoting tolerance, as it helps students recognize and challenge their biases and assumptions. The study also highlighted the importance of creating a positive classroom environment. In the experimental group, students demonstrated more cooperative behavior and respect for each other's opinions. This suggests that the storytelling method not only enhanced students' understanding of tolerance but also encouraged the practice of tolerance within the classroom itself. By fostering a classroom atmosphere where students actively engaged with and respected one another, storytelling contributed to the development of a more inclusive and supportive learning environment.

The findings of this study have practical implications for educators. They suggest that incorporating storytelling into teaching practices, particularly in subjects dealing with moral and ethical issues, can significantly enhance student learning. Educators are encouraged to consider using storytelling as a regular method for teaching topics such as tolerance, as it allows students to explore complex issues in a way that is both engaging and meaningful. Additionally, this study calls for further research into the use of storytelling in education. While the results of this study are promising, future research should explore how storytelling can be applied in other subjects and settings. Additionally, more research is needed to understand the long-term impact of storytelling on students' attitudes and behavior, particularly in areas such as social tolerance, conflict resolution, and community building.

In conclusion, the application of the storytelling method in teaching tolerance in Islamic Education has proven to be an effective strategy. Storytelling not only enhances students' understanding of the subject matter but also fosters emotional and social development, which are crucial for cultivating tolerant and empathetic individuals. By incorporating storytelling into their teaching practices, educators can provide students with an enriched learning experience that goes beyond academic knowledge and helps shape their character and values.

CONCLUSION

This study demonstrates that the storytelling method can be a highly effective approach to improving students' understanding of tolerance in Islamic Education. The results show that students who were taught using storytelling demonstrated significant improvements in their understanding of the concept of tolerance, compared to those who were taught using traditional methods. This suggests that storytelling is not only a tool for making lessons more engaging but also an effective method for deepening students' cognitive and emotional connection to the material. The experimental group, which experienced storytelling as part of their lessons, showed a remarkable increase in their post-test scores. This improvement was not only in the students' factual knowledge but also in their ability to apply the concept of tolerance in real-life situations. By using stories that highlighted moral values, the storytelling approach helped students internalize the lessons in a more meaningful way, making the concept of tolerance more tangible and easier to understand. Students in the experimental group were also more engaged and participated

more actively in discussions. This is consistent with research that suggests that when students are emotionally and cognitively engaged in the material, they are more likely to retain the information and apply it. The storytelling method facilitated this engagement by making the lessons more relatable and stimulating, encouraging students to reflect on their own experiences and perspectives. The control group, which was taught using traditional methods such as lectures and textbook-based instruction, did not show the same level of improvement. While the control group did make some progress in their understanding of tolerance, the increase in knowledge was minimal compared to the experimental group. This suggests that traditional methods, while useful for providing basic information, may not be as effective in fostering a deeper understanding of complex moral concepts. One of the key findings of this study was the emotional impact of storytelling. Many students in the experimental group reported that the stories helped them connect more personally with the subject matter. By hearing stories that involved people from diverse backgrounds and situations, students were able to develop a greater sense of empathy and understanding. This emotional connection to the content likely contributed to their improved comprehension and retention of the topic of tolerance

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