

## The Use of Puppet Stage Media in Learning Language Skills in Children of KB Darul

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### ABSTRACT

The use of media in learning can help children provide meaningful experiences for students. The use of media in learning can make it easier for students to understand something abstract to become more concrete. Media has an important role in facilitating the learning process. This research aims to describe the planning, implementation and evaluation of the implementation of language skills learning using puppet stage media for Darul Falah KB children. This research uses a qualitative descriptive method with a focused case study strategy. This research data is the planning, implementation and evaluation of the implementation of language skills learning using puppet stage media for Darul Falah KB children. The sources of research data are informants, namely the Darul Falah Play Group teachers and 13 Darul Falah KB students, events/activities, namely the application of language skills learning using puppet stages at the Darul Falah KB, and documents. This research applies data collection techniques through observation, documentation and interviews. Researchers carried out data validity checking techniques using method triangulation and source triangulation. This research shows that the teacher carries out three learning steps which include planning, implementing and evaluating learning. The teacher makes a Learning Implementation Plan which includes the semester program, Weekly Learning Plan, and Daily Learning Plan. The planning tool must show (a) determination of themes and basic competencies and indicators as well as time allocation, (b) materials and activities developed, (c) methods used, (d) learning scenarios, (e) media used, and (f) learning evaluation. The implementation of language skills learning using puppet stage media for KB Darul Falah children is analyzed from how the teacher prepares the lesson, the teacher's skills in opening the lesson, mastery of the material, the use of the storytelling method and its variations in learning, how the teacher provides various variations of stimulus, questioning skills, use of media, skills of closing the lesson. The activities carried out by the teacher include three stages of activities, namely preliminary activities, core activities and closing activities. Evaluation is carried out in 2 forms, namely to determine the development of children's language skills in learning from children's attitudes, speech and behavior through conversation and observation and to evaluate the process of using puppet stage media in learning language skills. The research results show (a) Teachers make learning plans in accordance with guidelines, student characteristics and school conditions; (b) Teachers can manage time allocation for the learning process; (c) The teacher uses a puppet stage with hand puppets according to the theme and content of the story, including accessories on the puppet stage; (d) The teacher motivates children to focus on activities by clapping, singing and chatting and telling stories in varied

voices to attract attention; (e) When telling a story the teacher uses variations in voice according to the character, movements and facial expressions; (f) In the question and answer session and discussion after the storytelling activity the teacher uses language that is easy for children to understand; (8) The teacher carries out recalling of children to obtain developmental achievements in learning language skills using the puppet stage through question and answer and discussion methods; (9) The teacher's experience in adding puppet media to attract children's attention was added by using puppet stage media which was previously rarely used

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## Introduction

Education is the right of every citizen as mandated by the 1945 Constitution. One of the education services that is getting attention from both the government and the community at this time is early childhood education (PAUD) services (Agustin et al., 2022). Early childhood education must be prepared in a planned and holistic manner so that in the golden period of child development get complete stimulation, so as to develop the various potentials that children have. important in human life (Yuniati et al., 2023).

The aspect of language development is one of the important aspects of development to be developed (Normawati, 2015). Language is central importance in the learning process. Vygotsky views that language development is directly related to cognitive development (Aisyah et al., 2007). Language is necessary for individuals to manage their thoughts. According to him, humans symbolize and describe the world through language, so language is a symbolic system with which humans communicate, or in other words language is a cultural tool (Sriyanti & Putri, 2023).

The scope of Indonesian learning includes four aspects of language skills, namely listening, speaking, reading, and writing (Fitriani et al., 2022). The four language skills are related and support each other (Widayati & Sudiyana, 2023). Each skill is closely related to the other three skills (Qureshi et al., 2022). In acquiring language skills, usually through a chronological and hierarchical sequence relationship, namely first learning to listen, then speaking, then learning to read and write (Shanie & Fadhilah, 2021).

Each skill is closely related to the other three skills. In acquiring language skills, usually through a chronological and hierarchical sequence relationship, namely first learning to listen, then speaking, then learning to read and write (Saputra et al., 2021). Language has a central role in the intellectual, social, and emotional development of learners and is a pillar of success in learning all subject areas (Mujahidah et al., 2021). Language learning is expected to help students know themselves, their culture, and the culture of others, express ideas and feelings,

participate in communities that use the language, and discover and use the analytical and imaginative abilities that exist in them (Widayat, 2023).

The use of media in learning can help children in providing meaningful experiences for students (Agustin et al., 2022). The use of media in learning can make it easier for students to understand something abstract to be more concrete. Media has an important role in facilitating the learning process (Muliawati et al., 2019). The media plays a role in conveying learning messages to children (Sweniti, 2020). Children need creative and interesting stimuli that can increase children's potential from an early age. Teachers and parents need to create and design children's learning media that can train and develop children's language skills so that learning activities run optimally.

Piaget stated that early childhood language development is still egocentric and self-expressive (Aulia, 2020). This means that everything in children is still self-oriented, so language development can also be used as a benchmark for their intelligence in the future (Yuniati et al., 2023). In those days, children master speech skills, but they have to learn more before they reach adult language skills.

Puppet learning media is one of the many learning media that can be selected by a teacher according to learning objectives and student characteristics. Puppet media with puppet stages for the implementation of storytelling activities in accordance with the characteristics of children in Early Childhood Education (PAUD) because children are in the pre-operational stage based on Jean Piaget's cognitive theory. This stage lasts from 2 years of age to seven years. This stage is a more symbolic stage of thinking, but does not involve operational thinking (Ramadhan et al., n.d.). The use of puppets and puppet stages in the learning process through storytelling activities can represent objects that are difficult for children to reach into something tangible through artificial models so that through learning with this puppet stage media children's language skills can develop.

The use of media should make it easier for children to receive learning in class instead of the opposite which actually makes children confused, learning becomes boring, or children find it difficult to understand learning. Teachers must prepare material that is in accordance with the theme and developmental achievements as well as the indicators and media needed. This study is intended to understand the phenomenon of learning language skills using puppet media using the puppet stage at KB Darul Falah.

Media is sought / held to meet educational needs in order to achieve goals. One of the educational media to improve children's speaking skills in Early Childhood Education by using puppet stage media. Muliawati et al. (2019) revealed the purpose of storytelling using educational media such as hand puppets and others will help develop children's imagination of the content of the story / object in a story.

The background of the problem described above refers to the problem to be studied, which can be formulated as follows. (1) How is the planning of language skills learning with puppet stage media in Darul Falah KB children?, (2) How is the implementation of language skills learning with puppet stage media in Darul Falah KB children?, (3) How is the evaluation of the application of language skills learning with puppet stage media in Darul Falah KB children?.

Based on the problems that have been formulated above, this study aims to (1) describe the planning of learning language skills with puppet stage media in Darul Falah KB children, (2) describe the implementation of language skills learning with puppet stage media in Darul Falah KB children, (3) describe the evaluation of the application of language skills learning with puppet stage media in children of KB Darul Falah.

## Research Methods

This research is a type of qualitative research that uses a descriptive approach. The research strategy applied is a guided case study, research that focuses on the use of puppet stage media in learning language skills.

The research was conducted in January-March 2024 on Darul Falah Playgroup (KB) children. This study used data in the form of learning children's language skills using stage media, puppets and documents. Data was collected through observation, documentation, and in-depth interviews.

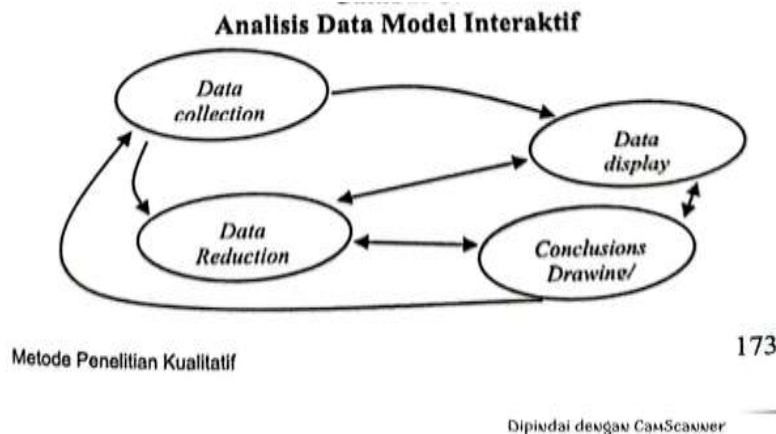
This study applies data validity checking techniques by method triangulation and source triangulation. Triangulation of the method is carried out through checking research results with different data collection techniques, namely interviews, observations, and documentation so that the degree of data confidence can be valid. Triangulation with data sources is done by comparing interview data with observations. The results of teacher interviews are about planning, implementing and evaluating the application of language skills learning using puppet stage media, which are aligned with the results of the study of learning planning documents (curriculum documents, Semester Programs, Weekly Planning, and Daily Planning), daily record documents made by teachers every day and learning assessment documents.

Observations were carried out to find out direct portraits of learning activities and learning documents, while interviews were carried out to obtain data related to the use of puppet stage media in learning language skills in children of KB Darul Falah. Interviews are conducted with teachers.

Data analysis techniques in this study use the Miles and Hubberman model, namely data collection, reduction, data presentation and conclusions. Reduction is carried out to get to categorize used and unused data. Data presentation is carried out to present data that has been reduced or simplified in the previous stage. Conclusions were drawn to conclude the results

obtained from the reduction and presentation of data related to the use of puppet stage media in learning language skills in children of KB Darul Falah.

The interactive analysis pattern proposed by Miles & Huberman (1994) can be seen in the following figure.



**Figure 1.** Miles and Huberman Interactive Model Component Chart Source: Farida (2014)  
Description of Interactive Data Analysis Components

### Data Feed

Darul Falah Playgroup is located in Ngangkruk Hamlet RT 02 RW 01 Selokaton Village, Gondangrejo District, Karanganyar Regency. This Playgroup was established on March 2, 2012, has 1 teacher who graduated from S1 PAUD, 1 teacher who graduated from S1 Non-PAUD.

Research data on the use of puppet stage media in learning language skills of children KB Darul Falah consists of aspects of planning, implementing and evaluating the application of learning. The data is obtained through observation and observation. Observations and interviews regarding planning focus on (1) theme determination and development, basic competencies (KD) and time allocation, (2) learning materials and development, (3) selection of methods and variations, (4) scenario development, 5) media selection, 6) selection of evaluation tools.

The first step of planning is to create a semester program which includes steps to determine the theme, sub-sub-sub-theme, KD and time allocation. Based on the predetermined theme, the teacher then develops material in the form of learning materials and activity plans taken from the manuscript of document 1 of the curriculum KB Darul Falah. The learning material from document 1 of this curriculum is taken during the preparation of the promissory note and then poured as learning material every week in the Weekly Learning Implementation Plan (RPPM). The learning material taken for language skills learning is the Animal World. The activity plan is (1) Perform tasks according to the command after participating in the puppet stage, (2) Repeat the sentences listened to, (3) Answer questions about the puppet stage story, (4) State opinions or ideas about the puppet stage story, and the characters in the story, (5) Mention

vocabulary in the puppet stage story, (6) Retell the story heard on the puppet stage with its own sentences. The selection of methods (storytelling and question and answer methods) in learning planning is in accordance with the theme, basic competencies and teaching materials. The use of puppet stage media is intended to help children better understand the material and help children imagine using puppets. Learning is divided into 3 activities, namely opening, core and closing activities. The implementation of learning is directed by using a scientific thinking approach through 5 M activities (Observing, Questioning, Trying, Reasoning, and Communicating). Assessment techniques carried out during learning use performance techniques or performance of each individual student in demonstrating their language skills in receiving and expressing language.

Research data on the implementation of language skills learning with puppet stage media include learning preparation, teacher skills to open lessons, mastery of material, use of storytelling methods with variations in learning, quality of stimulus variations, questioning skills, media use, learning closing skills.

The results of observations and interviews showed that during preparation the teacher did the following. (1) The teacher prepares the puppet stage media, namely the necessary hand puppets, namely animal story characters and puppet stages. The teacher then prepares a puppet stage story script (in the form of an animal theme story book sub-theme land animals, (2) The teacher starts learning. The first step taken by the teacher is to condition the child to be comfortable following the learning by adjusting the child's position. The teacher motivates the children to stand up while holding hands then asks them to form a circle first and then sing along. After that forming a semicircle in which the teacher is in the center as a center, the teacher and child immediately take a sitting position. The teacher pays attention to the child's sitting position, which is tried so that the child is comfortable and can see the teacher as a storyteller and puppets played by the teacher using the bobeka stage. The teacher asks the child to focus on listening to the story.



**Figure 2.** Puppet Stage Media

Observation of the learning process provides data that after making technical preparations in the form of preparation of puppet stage storytelling equipment, namely: story books, hand puppet media and puppet stage. The teacher tries to attract the attention of the child by trying to make the child active in the opening activity. After the habituation activity of praying together, the teacher invites the children to sing while dancing in a circle. The teacher invites the children to sing according to the theme while moving their bodies. Then the teacher motivates the children to pat according to the theme. After singing, moving and clapping, the child is then invited to sit in a semicircle and the teacher is in the middle of motivating to do the focus pat. After doing the focus applause, the children also seemed to seriously focus on paying attention to the teacher. Children are invited to discuss body parts, functions, and how to care for the body. A discussion that should be held in gratitude to God for his body. After that, the teacher invites children to pay attention to pictures of chickens and ducks. Youngsters are asked to point and name the limbs of chickens and ducks. Children are invited to discuss the shape and function of body parts and distinguish the limbs of the two animals. The teacher then introduces the rules of play.

The second stage in the implementation of learning is the core activity. Research data in the core activity stage are about material development, quality of stimulus variation, questioning skills, media use. In terms of material development, guru must master the material correctly. The step of mastering the material by the teacher in learning language skills through the use of puppet stage media is that the teacher must really understand the material of the story being delivered, determine the character and character then determine the character of the character's voice appropriately.

Variations in stimulus in learning appear in the application of methods. Teachers use the lecture method at the beginning of learning to convey learning objectives. The lecture method

is often used by teachers everywhere in learning. In addition to the lecture method, teachers also apply discussion methods in discussing themes, practice methods when there are activities that require children's performance, demonstration methods and others. In learning language skills using this puppet stage media, teachers use the storytelling method to tell stories. This method is complemented by other methods when asking questions and discussing. The use of this alternating method is done flexibly because teachers are used to doing this when teaching.

The teacher also showed a fairly good quality of stimulus variation, while monitoring the children's activities in saying dialogue while playing puppets on the puppet stage. The teacher motivates the child who is taking his turn by delivering pieces of the story in the scene in question. In teaching teachers are not monotonous. Teachers always try to pay attention to all students, especially students who are less focused on learning.

The results showed that the teacher's questioning skills were seen when the teacher guided the child to submit questions. Teachers do this by motivating children to ask, answer or give opinions.

The puppet stage used in KB Darul Falah uses hand puppets. Hand puppets are chosen because their shape and size are not too large making it easier to use. Children also have no trouble when using it because the standard size is flexible can be used for both adults and children's hands. The material used in the use of doll media is also very important to note. For the media the hand puppets used are made of flannel fabric. The hand puppet character models used by the teacher are several land animal characters that fit the theme of the day. The puppet stage used is a small stage that can be disassembled.

The results showed that the teacher's skill in closing the lesson was seen when the core activity was completed and the teacher invited the child to recall. The teacher does the recalling after the core activity ends by gathering the child to sit in a semicircle again. The core activity for 60 minutes ended with a learning reflection activity during Recalling which was allocated 15 minutes. When the child is focused, the teacher then asks the child what activities the child plays in a question and answer and discussion and ends with the teacher strengthening the concept of vocabulary that has been learned from the story that has been heard about the animal theme. The teacher also asks the child to repeat the vocabulary and its meaning.

The results of interviews and presentations note that the demands of professionalism have an impact on the experience of teachers who are passionate about providing and using puppet stage media. Darul Falah family planning teachers are challenged to always try to add doll collections to the school inventory so that the puppet stage media will be more varied according to the learning theme. This ultimately has an impact on children showing interest in

media as a learning aid so as to make children able to focus more on learning.

The results of interviews and observations show that the evaluation of the application of language skills learning with puppet stage media is carried out in two forms, namely evaluation of the development of children's language skills in the use of puppet stage media itself and evaluation of the series of processes of applying language skills learning with puppet stage media. Evaluation of children's language skills development in the use of puppet stage media is carried out during the learning process with performance assessment techniques through conversation and observation. Evaluation of the application of a series of language skills learning processes with puppet stage media is carried out through recording data in the learning implementation process, which includes time (day and date), learning material, number of students, stages of activity implementation (preparation, perception, opening, core activities, stories, story material) and the condition of the class and students when learning takes place in the form of daily records .

## Discussion

The discussion of the results of the first research was about planning language skills learning with puppet stage media. The learning planning carried out is to make prosem, RPPM and RPPH. All three are analyzed based on aspects of theme development and basic competencies as well as time allocation, how material is developed, scenario development methods are chosen, media are used, evaluation tools are chosen. The results of the study (observations and interviews) showed that learning planning was in accordance with guidelines, student characteristics and school conditions.

The second is about the implementation of language skills learning with puppet stage media. Data analysis of the use of puppet stage media in learning language skills is carried out through observations and interviews about how teachers prepare for learning, teacher skills in opening lessons, how teachers prepare and develop material, how teachers use methods with various variations in learning, how quality teachers provide various stimuli to children in learning, teacher skills in asking, how the use of media in learning, and how recalling skills are carried out by teachers to motivate children to reflect on learning.

The third research result is about evaluating the application of learning. This evaluation includes authentic assessment on the development of children's language skills through puppet stage media and evaluation of the process of applying the use of puppet stage media in learning language skills of family planning children. Authentic assessment has an understanding as an assessment of student development, because it focuses on their ability to develop to learn, and how the learning process in certain subjects, the situation requires teachers to be more proactive as facilitators of student learning and evaluate the learning

strategies they have implemented.

The results of research obtained through observation and interviews will be discussed in this section. In the process of implementing learning, teachers can estimate and use the time allocated appropriately to apply techniques in the development of children's language skills using puppet stage media. The results of interviews conducted by the author with teachers about how to manage the learning process of language skills with puppet stage media in the classroom, which are preceded by teacher activities to plan or design how learning is managed, provide lessons that teachers really need techniques and strategies to design learning to be implemented. The strategies chosen in learning can be a determinant of educational success. This is as Abdullah & Azis (2019) argue that strategy is a pattern designed and determined to carry out actions. Likewise, teachers of course need appropriate learning strategies for learning. For this reason, there needs to be an environmental conditioning that is able to support and maintain the ideas and desires of students in learning. Teachers as teachers must be able to choose suitable and interesting learning models with the aim that students can take an active role and be more interested in following lessons (Widayat, 2023).

Family planning teacher Darul Falah in an interview when asked how the stimulus variation stated that the strategy chosen by teachers in managing learning is an exploratory learning strategy, because it makes it easier for teachers to monitor children's language development directly. Learning is made according to RPPH using a variety of methods, namely storytelling, question and answer, and singing. The media used is puppet stage media.

Learning activities begin with the opening then the second activity is the core, and the third activity is closing, and the last activity is assessment. In the opening stage, the teacher begins the lesson by greeting the child, then praying. The teacher then asks the child how he is doing while absents the child, usually. This activity is done by singing to encourage active children to participate further. After that, the teacher gives an explanation of learning activities and conveys the rules that must be followed during learning.

Before the children enter the classroom, the teacher prepares RPPH, prepares a puppet stage along with hand puppets related to the theme of the story to be delivered, and story scripts in the form of story books. The arrangement of the classrooms remains the same. After explaining the material to be implemented, the place and playground equipment are in the same condition. Learning media is one component that plays a very important role in learning activities. The media, of course, must attract children's attention during learning activities. This shows that the task of teachers to create learning media is to streamline the way of achieving learning objectives.

When the learning process takes place, the teacher speaks a language that is easily understood by children so that they can understand explanations and commands

simultaneously. When the learning activity ends, the teacher motivates the children to tidy up their toys, and invites the children to gather in a semicircle to reflect on language skills learning activities with the puppet stage media carried out. The teacher invites the children to sit in a semicircular circle with the teacher in the center and asks how they feel about today's activities. The child answered happily when the teacher agreed to the child's feelings in following the learning. Others said they wanted to hear the teacher's story again with another. After asking the children's feelings, the teacher then asked about what play activities they had done in learning. The teacher invites children to ask questions and answers and discuss about puppet stage story activities. The teacher then announces to the child about tomorrow's assignment. After that the teacher ends the lesson with a prayer together, the teacher says hello to the child and is answered by the child, and shakes hands with the child.

The results of the interview showed that the teacher used an approach aimed at making children feel happy and interested in the stories conveyed by the teacher using the media of the puppet stage. Ahira said that it was called a hand puppet because it played one doll with one hand and consisted of only a head and two hands. Using hand puppets when telling stories can help develop children's language, so teachers should use hand puppets according to the content of the story, choose stories that are familiar to children, and make questions that make children curious. Hand puppets are also suitable to be used as a learning medium because they can improve student learning outcomes. Hand puppets are very suitable to be used as an educational playground. Hand puppets are easier to move according to the storyline compared to other types of dolls (Marwah, 2022).

The use of hand puppets using a puppet stage and supported by the delivery of stories with sounds according to characters and facial expressions can increase children's attention and involvement in learning (Yunita, 2014). This shows that the media is one of the indicators of having a major influence on the learning process in the classroom. Learning media that are in accordance with learning objectives and the application of methods that vary according to learning objectives and conditions are very important to be applied in the learning process to make the learning process interesting, especially for early childhood learning. The interview results showed that in addition to using the storytelling method, teachers also used discussion and question and answer methods to manage oral learning to be active. The question and answer method is a two-way way of communication that allows teachers and students to talk to each other (Hamidah & Mais, 2020). When children give answers in question and answer activities, children communicate using their daily language. The child usually gives answers orally using Indonesian and regional languages

The advantages of learning language skills with puppet stage media carried out with a variety of various methods are as follows: (1) the atmosphere becomes more active; (2)

Children have the opportunity to ask questions that are not yet understood, either individually or in groups; (3) Teachers can find out the level of mastery of children over the material presented, the level of understanding of children, and their level of mastery. The results of observations and interviews conducted by researchers showed that teachers evaluated the closing activities by asking children to recall what had been learned today through activities (1) Performing tasks according to commands after following the puppet stage, (2) Repeating the sentences listened to, (3) Answering questions about the puppet stage story, (4) Expressing opinions or ideas about the puppet stage story, and the characters in the story, (5) Mention the vocabulary in the puppet stage story and its meaning, (6) Continue some of the stories heard on the puppet stage with their own sentences. Teachers then assess students as they conduct Q&A, discussion and storytelling. Teachers give appreciation to children to increase children's enthusiasm. The teacher also assesses the child according to the indicators of the development of the child's language skills. Assessment is the process of collecting various information to establish learning process policies (Hidayati, 2020). Questions and answers, discussions and storytelling activities are important for children so that children can communicate verbally with the people around them.

In the assessment of the indicator of Doing tasks according to commands, when the teacher asks children to do something with the object of the doll, for example mention the name of the doll, 6 children can do the command correctly, 4 children must be guided, and 2 children do not do commands, while the indicator repeats the sentence that is listened to shows the fact that there are 2 children who develop very well because they repeat themselves without having to be guided and even teach their friends to following the sentence, and 4 children have not developed because they have not been able to repeat the sentence that the teacher told them

By indicator Answering a question about the story of the puppet stage, the teacher asked: "Has anyone ever seen ducks and chickens in person? Can you tell me!". There are 4 children whose language skills are very well developed because children dare to tell stories in front of the class confidently about chickens and ducks they have seen, can even provide explanations about the differences between the two animals There are 6 children who develop as expected, it can be seen from children who dare to tell stories by having to be motivated by teachers with provocation questions but only in their seats. Meanwhile, the indicator of expressing ideas to others about the story can be seen when the teacher asks the question: "How do children raise chickens and ducks?". There are 2 children who have developed seen when the child expresses by answering the teacher's question that at home he has chickens and the chickens are treated by being fed, one child states that feeding uses rice mixed with rice bran the other states that his chicken food is corn. They also state that the chicken coop is cleaned regularly. Four developing children answered how to care for rabbits by feeding alone. There are 4 children

whose language skills are not yet developed because they are still confused about the question of how to care for and raise chickens and ducks

The children's language skills on the continuing indicator of some of the stories heard from the puppet stage story were seen when the teacher asked the children to continue the piece of the story delivered by the teacher. There are 3 children who have developed very well because the child can continue the story in front of the class well and even give additional explanation to the story, 5 children can continue the teacher's story with the help of the teacher. There were 5 children who were still shy when asked to continue the story to the front of the class. Based on the indicator Mentioning vocabulary, the teacher asks questions about the nature of the characters in the story. There are 4 children who have developed very well, namely children can explain that chicken characters who have good and helpful natures, ducks who have arrogant nature, they can also mention the limbs of chickens and ducks and distinguish them by using their own words. There are 2 developing children, who can explain the nature of chickens and ducks, but the choice of words is still not good. There are 4 undeveloped children seen when the child is not able to mention the character traits well.

Regarding descriptive data analysis, this section describes the results of observations and interviews from learning language skills with puppet stage media in Darul Falah KB children, including: (1) Teachers make language skills learning plans with puppet stage media in accordance with guidelines, student characteristics and school conditions; (2) The teacher estimates the appropriate allocation of time used to implement the learning; (3) The teacher uses hand puppet media with a puppet stage according to the content of the story, including accessories on the puppet stage; (4) The teacher motivates the child to focus by clapping, singing and conversing and telling stories in an interesting distinctive voice; (5) The teacher develops the child's language in conveying stories using hand puppets that are in accordance with the theme; (6) When telling stories using hand puppets and puppet stages, teachers use variations of sound according to character characters, movements and facial expressions; (7) In the question and answer session and discussion after the storytelling activity, the teacher uses language that is easy for children to understand; (8) Teachers recalling children to obtain achievements in the development of language skills learning with puppet stage media through question and answer and discussion methods; (9) The teacher's experience in adding puppet media to attract children's attention is coupled with utilizing puppet stage media that were previously rarely used.

However, in learning activities, obstacles are still found, namely when applying the learning model. Some of the obstacles found are as follows: (1) When applying language skills learning with puppet stage media, there are still some learners how to express opinions and even answer questions. The student is seen as daydreaming, silent, and has difficulty focusing on

discussions. This results in teachers having to find ways so that learning is completed according to the allocation of time that has been set, (2) When talking to answer questions there are still some students who see their friends, students are still not confident in doing tasks independently, (3) Some students seem not focused on following learning and disturb other friends during the learning process.

From the obstacles encountered above, solutions can be found to overcome them, namely teachers pay special attention to crowded children during the learning process. The use of media in the form of a puppet stage can also make it easier for students to develop their imagination when answering questions and when expressing opinions. The application of language skills learning with puppet stage media is used to help students understand learning material, think creatively and express their ideas orally. Teachers give rewards to students to motivate students so that they are more active in participating in learning. Rewards are given by teachers to students by giving rewards for positive things done by children. Reward giving is intended to shape children more actively in their efforts to learn and do better.

## **Conclusion**

Based on the data that has been collected and the data analysis that has been carried out can be concluded as follows.

The planning stage shows data that the Learning Implementation Plan (RPP) made by Darul Falah KB teachers consists of prosem, RPPM, and RPPH. The planning is carried out through the stages of (a) Theme Development and Basic Competencies (KD), Indicators and Determination of Time Allocation carried out during the preparation of the program, (b) Material Development, (c) The selection of storytelling methods aims to provide experience to children in receiving language and expressing language so that a storytelling method is chosen where children can listen to stories, understand stories and then answer questions about the stories heard, give opinions or ideas about the story and retell the story that has been heard, (d) Development of scenarios, (e) The selection of media by the teacher in this learning is a puppet stage media with puppets chosen by hand puppets intended for children to better understand the material and help children imagine, and (f) selection of evaluation tools.

The second conclusion is the implementation of Indonesian learning with puppet stage media at KB Darul Falah in terms of learning preparation, teacher skills to open lessons, mastery of material, use of storytelling methods with variations in learning, quality of stimulus variations, questioning skills, use of media, skills to close learning. The preparation made by the teacher before learning is that the teacher prepares the material to be taught, the methods and media to be used and what evaluation is chosen for the end of the lesson later. The teacher tries to make the children interested in what the teacher will say. Teachers use a scientific

approach in delivering material in the form of puppet stories with hand puppet media. The use of the storytelling method is carried out by the teacher when the teacher delivers the story with a puppet stage, while the discussion and question and answer methods are applied after the delivery of the story. The learning medium used in learning is the puppet stage. In recalling, the teacher guides children to state what concepts of knowledge they have gained by asking children what they have done, how they did the tasks given, and what vocabulary they have gained that day by stimulating questions. After that, the teacher invites the children to summarize what they learned that day and what concepts of knowledge they gained.

The third conclusion is that there are two evaluations carried out during learning and after learning. The two evaluations are an evaluation of the development of children's language skills in the use of puppet stage media itself and an evaluation of the learning process. With an evaluation of these 2 things, teachers can find out the level of effectiveness of learning language skills with puppet stage media in children with KB Darul Falah.

Based on these conclusions, the following suggestions can be developed. To the teacher, as input in using learning media that will be used in the learning process in class to explain learning material and as a motivation to pay more attention to children's learning discipline factors. Hand puppet media has been able to improve storytelling learning outcomes to be higher, therefore teachers can consider applying it in the classroom. And with high child learning discipline, children can achieve good learning outcomes as well.

To the school as input to the school in planning the creation of interesting learning media for children, and educators, such as teacher training. So that with the trainings held for teachers, it is hoped that teachers can be more innovative in choosing learning models and can apply them in classroom learning.

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