



The Influence of Hand Puppet Media on Early Childhood Story Listening Skills

Nurrohmatul Amaliah¹, Zalfa Afifah¹, Arum Fatayan¹✉

Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia

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Abstract

This study aims to determine the effect of using hand puppet media on story-listening skills in children aged 5-7. The method used in this study is a quasi-experimental research design with a control group pretest-posttest design. This study took a sample of 32 experimental and 32 control class students. The instrument of this research is a test. The data analysis technique used the SPSS Statistic 25 program. Based on the study results, it can be seen from the comparison of the average pretest and post-test of the experimental and control classes. In other words, the use of learning media for children aged 5-7 years, both hand puppets and paper puppets, have the same effect on story-listening skills.

Keywords: *listening skills; story; hand puppet media*

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✉ Corresponding author : Arum Fatayan

Email Address: arum_fatayan@uhamka.ac.id (Jakarta, Indonesia)

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Introduction

Listening is listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information and capture content or messages to understand the meaning of communication conveyed by the speaker through voice or spoken language – field (Dance, 2021). Listening skill is a listening activity with expertise that is more directed to the total concentration on an object they hear through spoken language field (Massitoh, 2021). Listening is listening and paying close attention to what is read or expressed by the speaker and capturing and understanding the content and meaning of the communication implied.

Based on several understandings from experts, it can be concluded that listening is an activity of listening and paying close attention to what is said or read by the teacher speaker to capture the content and meaning to be conveyed. Listening is more than just listening; listening includes seeing and hearing. Listening to convince is a person who diligently listens to the speaker to convince himself of a problem or opinion that he has doubted; in other words, he listens persuasively.

Each language skill is closely related to one skill with another skill. In acquiring language skills, we usually start in the phase of learning to listen when we are young, then learn to speak; Listening and speaking skills are developed before entering school. When we enter school, we explore the reading and writing skills field (Camellia et al., 2021). The four language skills are a single unit called chess.

Furthermore, each language skill is closely related to a person's thought process; a person's language reflects his thoughts. The more skilled he is in language, the clearer his way of thinking will be (Astuti et al., 2019). Language skills can only be mastered with a lot of

practice and practice. Practicing language skills means training thinking skills field (Dawson in Tarigan, 2021). Listening and speaking is a direct two-way communication activity between two or more people, usually called the face-to-face communication field (Brooks in Tarigan, 2021).

Talking with the help of visual aids or visual aids can help the listener capture information better. In general, young children use language that they usually hear and listen to field (Dawson in Tarigan, 2021). Listening and reading have something in common; they are both receptive, aka receiving – the difference between the two lies in where the source of information is received. Listening receives information from spoken sources, while reading receives information from written sources. Thus it can also be interpreted that listening receives information from speaking activities while assignment receives information from writing activities. (Brooks in Tarigan, 2021)

Listening skills are also an essential factor for a person's fluency in learning to read effectively. The results of the following research by experts and experts will show us some of the critical relationships between reading and listening. Listening and reading skills are closely related, so an increase in one skill also leads to a rise in other skills. Reading activities should be accompanied by discussions (before, during, and after reading) to enhance further and enrich the vocabulary, general understanding, and ideas of the students we care for – field(Dawson in Tarigan, 2021).

Thus, language teachers must ensure that their instruction and teaching are in the proper context. Teachers must see that learning to listen, speak, and write must be interconnected and closely related to the fourth language skill, reading skills field field(Ghani et al., 2022). Indeed, we must never forget and realize that "learning is an integrated thing."(Dawson in Tarigan, 2021). Listening and reading are closely related to communication tools. Speaking and writing are closely related in terms of expressing meaning. In its use, the four skills are often related to each other. A student takes notes as they listen or read. A speaker interprets the listener's response to his voice. In conversation, it is clear that speaking and listening are almost the same process(Anderson in Tarigan, 2021).

Children's stories are simple stories written for children, talking about children's lives and the environment that affects children. It reflects the subtleties of life that children can understand, explains their feelings, and explains their thoughts. Children's stories are in the form of prose that tells a short and dense event; the whole story gives a single impression and reflects the feelings of children's experiences field (Retnasari et al., 2022). Children's stories are significant for children. Apart from being an entertaining reading, there is another side that is useful for children: a sharpener of empathy in the child's soul. In this case, children's stories can be used to gain valuable experiences that can shape children's souls so that later they become good children field (Mujahidah et al., 2021).

The essence of children's stories is an imaginary essay about children's lives written by children but can also be written by adults. Children's stories reflect the feelings and experiences of children. The reflection of feelings is described as the child's inner world, faces feelings of likes and dislikes, admiration and hatred, tolerance and independence towards various problems encountered in children's lives. Reflection of experience is described as the child's insight and behavior in dealing with multiple life problems field (Mustakim, 2005).

In a realist story, the story writer pays attention to story elements such as 1) setting: which s the time, atmosphere, and place where the story occurs, 2) point of view: the author determines what point of view is taken in the story, 3) story characters are also called story actors (Zuraidah et al., 2020). In children's stories, usually, the perpetrators of the story are children in a family who have several times experienced difficulties, happiness, and sadness in their lives, 4) Plot: the children's storyline is straightforward. The plot usually used by story writers is the forward plot, meaning that the stages of the story start from the beginning of the incident until the completion of the story, such as the introduction of the story characters, when facing problems, climax, anticlimactic then completion of the story, 5) theme: theme

commonly used in stories are generally religious themes or storytellers against both parents. Also, the theme of heroism, adventure stories, and affection among family or friends are themes that children like; the themes of this children's story are written by the author with the hope that it can provide lessons to children about which things are good and which items are wrong, as well as a message conveyed by the author to readers, especially for children, and 6) language: other things that Supporting the success of children's stories, they are widely liked because of the use of simple and communicative language and illustrations of exciting pictures from the story. Usually, the language of children's stories uses short and simple sentences and a choice of vocabulary used by children in the family, school, or play environment. Another thing that supports the success of children's stories is that they are widely liked because of the use of simple and communicative language and illustrations of exciting pictures from the story. Usually, the language of children's stories uses short and simple sentences and a choice of vocabulary used by children in the family, school, or play environment. Another thing that supports the success of children's stories is that they are widely liked because of the use of simple and communicative language and illustrations of exciting pictures from the story. Usually, the language of children's stories uses schoolchildren's stories users and simple sentences, and a choice of vocabulary used by children in the family, school, or play environment – field (Cullinan in Mustakim, 2005).

Media in the learning process is an intermediary or introduction to the message's source with the recipient, stimulating thoughts, feelings, attention, and willingness so that they are encouraged and involved in learning. The media used for learning is called learning media because the learning process is also a Cofield field processed field (Hamid et al., 2020). The Association for Education and Communication Technology (AECT) describes media, namely all forms used in distributing information. Meanwhile, the Education Association (NEA) defines learning media as objects that can be manipulated, viewed, heard, read, or discussed along with the instruments appropriately used in teaching and learning activities, which can affect the effectiveness of instructional programs. (Junaidi, 2019)

Based on the definitions or opinions of the experts above, it can be concluded that learning media are tools used in teaching and learning activities to be able to stimulate students' attention, interests, thoughts, and feelings so that the teacher conveys messages, ideas, or ideas in the form of teaching materials. can be easily understood by students. Media in the world of education has a different function from the media in general, which is to deliver messages that contain learning knowledge to be conveyed to students. Learning media can function well in the delivery process, mainly if the media is used individually or in groups (Widayati & Maulidiyah, 2018).

Learning media can fulfill three main functions if the media is used for individuals, groups, or large listeners. The first function is to motivate interest or action (Hermanto et al., 2021). Learning media can be achieved with drama and entertainment techniques. The expected result is to be exciting and encourage students to act. The second function is to present information. Learning media can be used to give information in front of a group of students. The content and form of the presentation are very general and serve as an introduction, summary, or background information for the report (Nakaya, 2018). The third function learning objective is the display of entertainment, drama, or motivational techniques. Learning media functions for learning purposes, and the information in the media needs to attract students' interest mentally and in the form of actual activities so that learning can take place. The material must be designed systematically when viewed in terms of learning principles to prepare for effective education. Learning media must meet the personal needs of students by providing a pleasant experience field (Kemp & Dayton in Hasan et al., 2021).

Learning media has many benefits. Several research results show the positive impact of using media as an integral part of classroom learning or as the primary way of direct understanding follows: 1) denature of delivering lessons can be standardized, 2) classes can be exciting and more effective, 3) the time used in learning can be shortened, 4)

effectiveness during education can be increased, 5) can increase the positive attitude of students, and 6) educators do not need to explain repeatedly (Kemp & Dayton in Zahwa & Syafi'i, 2022).

The benefits of learning media in the teaching and learning process are: 1) learning media serves as a means of clarifying the messages and information presented so that learning outcomes can be improved 2) attracting attention and increasing motivation in learning. With this media, it is expected that students can be interested and focus attention on the teaching delivered so that learning outcomes can improve, 3) there is the interaction between students and their environment, 4) help students learn independently according to their talents and interests, 5) overcome the limited space and time, and 6) providing student experiences so that there is a common experience in events that occur around them (Yusuf et al., 2020). Hand puppets are dolls made of flannel cloth in the form of patterns resembling the shape of humans, animals, fruit, and so on, which are inserted into the fingers of the human hand and played according to the character being played (Khotijah et al., 2019).

Hand puppets are very interesting for children because they have various shapes, such as animals, fruit, and others, but some of those that can be obtained per sets, such as hand puppets with family sets consisting of family members, namely father, mother, daughter, and son. Hand puppets can also be made by forming animated or cartoon-themed characters. A hand puppet is a doll moved from below by someone placing his hand under the doll's clothes (Sudjana & Rivai, 2019).

Based on the understanding of learning media that has been described above, if it is associated with the notion of hand puppets, it can be concluded that hand puppet media is an artificial medium of living things that are moved from below by someone whose hands are put under the doll's clothes. There are signs in playing beauty: 1) without a stage, and 2) using a stage (Chakra, 2012).

Listening skills are needed to follow various lessons. In listening to stories, students are asked to know and understand the contents of the short messages contained in the stories conveyed by the teacher (Arini et al., 2022). In listening to the report, there is an interaction and communication process in the form of delivering messages from the teacher to the recipients of the message, namely students.

Listening skills are language skills that are included in receptive language. In other words, it is a skill that a child must acquire as a basis for other language skills. In Permendiknas No. 58, listening skills that must be possessed by children aged 4-5 years include listening to what people say, understanding what is read, and telling what is heard. (Mianawati et al., 2019). In a study in Germany, data obtained that the ratio of the activities of the four language skills is 8: 7: 4:1, which means that listening activities are 80%, speaking 70%, reading 40%, and writing is only 10% of a person's life (Andriyati et al., 2020). In 1929, Paul T. Rankin surveyed the use of the four language skills, and the result was that 45% of language use time was devoted to listening, 30% to speaking, 16% to reading, and 9% to writing. But the reality that happened at school, Paul T. Rankin found that in his teaching, reading skills gained 52% while listening only 8% (Dance, 2021).

Based on the results of observations and interviews conducted by researchers, teachers have not used any media in listening to stories. The teacher only reads the story's text in the printed book. Even when the teacher reads it, the teacher seems flat or inexpressive, so the students become bored and lose their focus. When the teacher held an oral test after the story was read, only a few students could answer correctly; some were unable to answer because they did not understand the story read by the teacher.

In this study, researchers used hand puppet media. Researchers hope that using hand puppets as a medium in listening to stories can attract students' attention and can help students understand the content of the story well. A hand puppet is an imitation tool/media

or replica of animals and humans moved from below by someone whose hands are put under the doll's clothes. Dolls are children's favorite items, so choosing this hand puppet is considered very appropriate because it can easily attract students' attention. In addition, making hand puppet media is very simple and easy, so teachers don't have to bother looking for the media. Tompkins and Hoskisson revealed that simple dolls could provide opportunities for children to develop their creativity and dramatic skills. Hand puppet media help children infer, imagine, and form concepts about things. In this regard, hand puppet media in story listening activities can be used to visualize the characters and features of the story through hand puppet movements and conversations – field (Mariana & Zubaidah 2015).

The similarity of this study with previous research is that it discusses learning media and the difference. This study looks at the effect of hand puppet media on children's story-listening skills. The targets in this study were children aged 5-7 years. This study aimed to determine hand puppet media's effect on listening skills for early childhood stories. The urgency of this study is to improve children's story-listening skills using hand puppet media; besides that, children become more enthusiastic when listening and can understand the story well.

Methodology

The research method used in this study is a quantitative experimental research method. The quantitative practical research method aims to prove the hypothesis with the facts in the field. While the quantitative research method is commonly used to examine a particular population or sample, statistical data analysis and research data collection aim to test the truth of previously determined hypotheses (Sugiyono, 2019).

The experimental research method used in this study is a Quasi-Experimental type. This form of experimental design is a development of True Experimental Design, which is challenging to implement in education. Experimental research is research that is used to find out the effect of the treatment on the sample under the planned conditions (Sugiyono, 2019).

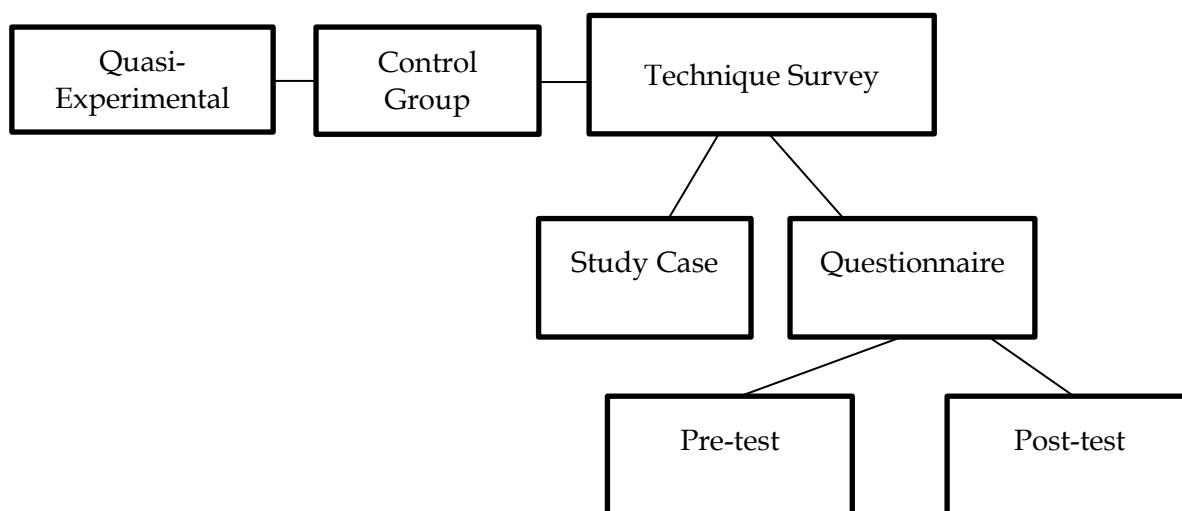


Figure 2. Research Design

The experimental design used in this study is the Control Group Pretest-Posttest Design. In this design, the tests carried out before the experiment are called pretests, and after the investigations are called posttests. This research involves two classes that were compared, namely the experimental and control classes. The practical course in learning to listen to stories used hand puppet media. At the same time, the control class uses paper puppets as teaching media. The research is described in the table 1.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment	O_1	X_1	O_3
Control	O_2	X_2	O_4

The instrument that will be used in this research is a written test. The test instrument is in the form of multiple-choice questions related to the story that has been told. The choice of ice is suitable for measuring and assessing students' story-listening skills. Instrument Grid is presented in table 2.

Table 2. Instrument Grid

Indicator	Ability Level			Many Questions
	C1	C2	C3	
1.3.1 Students mention the themes contained in the story.		1, 14		2
1.3.2 Students name the characters in the story.	4, 5	15, 16, 17, 18, 19, 20, 27		9
1.3.3 Students name the antagonists and protagonists in the story.	13, 24, 25	2		4
1.3.4 Students mention the characteristics of the characters in the story.		3, 6, 21		3
1.3.5 Students mention the background of the events in the story.	7, 8, 11, 22, 29			5
1.3.6 Students mention the message in the story.		9, 26		2
1.3.7 Students apply the values contained in the story in everyday life.		10	12, 23, 28, 30	5
Amount				30

Results and Discussion

Language skills are also known as Language Skills. Language skills are closely related to a person's thought process: a person's language reflects his thoughts. Listening skill is an important language skill. By listening, children can get a variety of information about knowledge, values, and attitudes to be lived and applied in everyday life. If children are trained to listen well, they will be trained to be good listeners, creative, and able to think critically. However, the reality on the ground shows that listening learning is still low. So that the improvement of storytelling activities is expected to be able to train students' listening skills. The use of appropriate learning media also needs to be considered so that listening learning objectives can be achieved. In learning to listen to story content, students are required to have good listening skills. Therefore, the learning process for listening to stories must be dialogical, interactive, interesting, and fun. Therefore,

This is as Jean Piaget's opinion that (children aged 5 - 11 years) are at the stage of concrete operational thinking, namely work-work can be done with the help of concrete objects (Marinda, 2022). Learning to listen to stories using hand puppet media can be done to improve students' story listening skills. With the use of various hand puppet media and supported by the delivery of interesting stories, it can also have good implications for children. Children will be motivated to see and listen to the story to the end, enthusiastic to participate in an activity, and able to answer and respond to questions about the content of the story being told.

Dolls are representations of many objects that have appeal and are very liked by children. A very strong attraction for children makes hand puppet media able to foster learning motivation in themselves (Tambunan et al., 2019). Therefore, in the learning process, hand puppet media are used to motivate students to be able to understand the content of the story conveyed.

Story listening skills affect students who are given treatment using hand puppets and paper puppets. The students' listening skills have increased compared to before they were given treatment with learning media. This is evidenced after the research. The results of the calculation of the average value of the pretest and posttest experimental class and control class showed a significant difference between before and after being given treatment. Data description and data distribution is presented in table 3 and figure 1.

Table 3. Data Description

	N	Minimum	Maximum	mean	Std. Deviation
Pretest Experiment	32	30	95	66.09	17,215
Pretest Control	32	35	95	73.28	14,458
Posttest Experiment	32	70	100	87.19	10,846
Posttest Control	32	70	100	84.22	10,859
Valid N (listwise)	32				

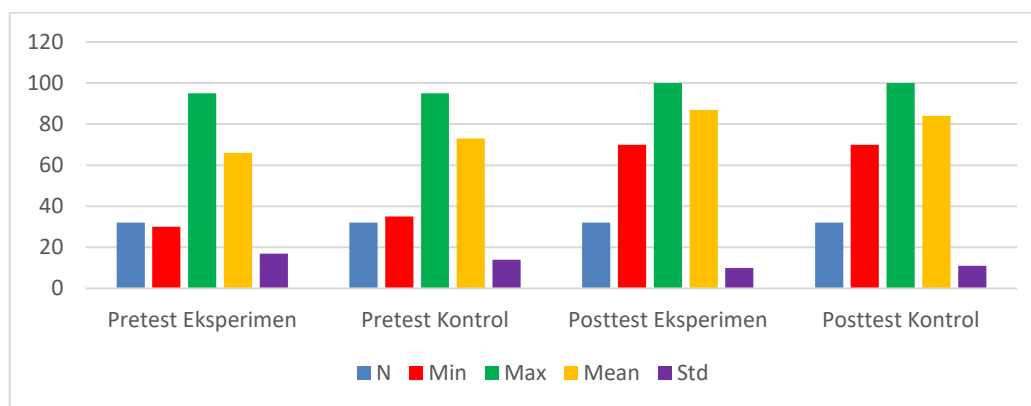


Figure 2. Data Distribution

Before being given treatment, the experimental class and the control class were pretested first. In the practical class, the highest pretest score was 95, the lowest score was 30, and had the average score of 66.09. As for the control class, the highest pretest score was 95, the lowest score was 35, and it has an average value of 73.12. After being treated with learning media, where the experimental class was treated with hand puppet media and the control class was treated with paper puppet media, posttest data was taken for the two class samples, and the average value was different from the pretest value (before the given treatment). The experimental class obtained the highest score for the posttest 100, the lowest score of 70, and the average score was 87.5. As for the control class, the highest score for the post-test was the same as the experimental class, which was 100; the lowest score was 70, and the average value obtained was 84.21. This shows that the student's listening skills increased after treatment, as seen from the posttest average value received by the two class samples, which increased compared to the pretest average value.

This is also evidenced by the results of the Independent Sample Test, and the post-test score of stories listening skills in the experimental and control classes. The purpose of this sample t-test was to find out how much influence the use of hand puppets and paper puppets had on the story-listening skills of the experimental class and control class students. This test's probability value at significance (2-tailed) is 0.887. This means there is no significant difference

between the post-test mean scores of the two class samples. In other words, the experimental and control classes experienced an average increase after being given treatment.

Listening can add knowledge and valuable life experience because listening has an informative value, such as providing specific inputs that can make us better individuals, increasing sensitivity to social concerns, increasing appreciation, appreciating the work or opinions of others, honing intellectuality, and deepening the repertoire of knowledge. By listening to a lot, we will get a variety of inspiration and valuable life experiences. This will encourage us to be active and creative (Mustakim, 2005). By learning to listen to the contents of the story, students are expected to be able to take the message content, and positive values contained in a story as knowledge and experience to be applied in everyday life. (Andriyati et al., 2020).

In addition, the researcher conducted several interviews with students at random by asking their opinion about the media of hand puppets and paper puppets. Four students were interviewed by the researcher with the same question, namely their opinion about the statement press of hand puppets and paper puppets. The four students admitted that they prefer hand puppets because they look funnier and feel alive because when the story is read, the teacher can move the doll's head and hands. Meanwhile, paper puppets can only be carried through the wood attached to the back of the paper puppets.

So, the results of the children's story-listening skills in the experimental class were better than the children's story-listening skills in the control class. This can be seen from the average value of the practical class children, which is higher than the control class. So, it can be concluded that the use of using hand puppet media affects child story-listening skills. Therefore, hand puppet media can be used as a reference for teachers in carrying out the Indonesian language learning process, especially in listening to stories so that learning in class can be more interesting so that students feel happy, more responsive, and become good listeners and can understand the content of the story being told. They were delivered by the teacher well.

Conclusion

Based on the research and data analysis results, it can be concluded that using hand puppets and paper puppets influences students' story-listening skills. Cap The advantages of using hand puppet media are that students become more interested in the stories conveyed, and the teaching staff can show the actions and expressions of each story character. However, the disadvantage of using hand puppet media is that some teaching staff are not free to read stories if they must be accompanied by playing hand puppets. Instead of bringing students into the account, the focus of the teaching staff was divided because they had to tell the story while playing with the hand puppet's expressions. Meanwhile, the advantage of using paper puppet media is that it is more practical; the teaching staff only needs to shake the paper puppet when showing the characters' actions.

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