# Development of Hand Puppet Media Based on Surroundings in Storytelling Learning of Children at Pembina State Kindergarten, Padang Hilir Subdistrict, Tebing Tinggi City

**Irayanti Tambunan[1], Anita Yus[2], Wildansyah Lubis[2]**
*[1] Postgraduate Student in State University of Medan, Indonesia*
*[2] Lecturer in State University of Medan, Indonesia*
iratambunan654@gmail.com

**Abstract** *: This research deals with Development of Hand Puppet Media Based on Surroundings in Storytelling Learning of Children at Pembina State Kindergarten, Padang Hilir Subdistrict, Tebing Tinggi City. The purpose of this research is to develop surrounding - based learning media. This thinking underlies the selection of a development model that will make it easier for students to understand the lesson. The learning media products produced are in the form of surrounding -based learning media of the type of visual learning media, namely hand puppets. The research method in this study is a type of Research and Development research. The result shows that surrounding al-based hand puppet media for kindergarten (TK) was developed by researchers. The Surrounding -based hand puppet media for kindergarten (TK) was developed with an attractive appearance and this can motivate students to learn. The average score of assessment by media experts is 84.72% in the good category. The average score for assessment by material experts is 75% with a very good category.*
**Keywords** *: Hand Puppet; Media Based on Surrounding; Kindergarten*

## I. Introduction

One of the goals of learning at the kindergarten level is to improve children's storytelling abilities. The ability to tell children's stories in kindergarten research is an important concern for researchers. In the initial observation, the researcher saw and observed in the learning and teaching process in the classroom, it turned out that the child's ability to tell stories was still having difficulties. The ability of children to tell stories meant by researchers is the ability of children to narrate the lessons delivered by the teacher in the class. One way to reduce the level of difficulty of children in storytelling skills is to use a learning media. As stated by Nusantara (2003: 1) that in delivering abstract material, a teacher needs teaching aids or teaching aids to clarify, facilitate concepts or even achieve the desired teaching goals. Difficulties experienced by children can be simplified by using learning media. Learning media have often been used. The characteristics contained in the media can support in overcoming the difficulties of children in exploring the content of learning.

This illustrates that maximizing learning media in the classroom will always influence the ability and learning outcomes of children. Learning media in the world of education is very much, but the learning media referred to here are Surrounding al-based hand puppet media. Dolls are objects that are familiar and often heard and seen. Dolls are one of the objects that are liked by early childhood and elementary school children. Tompkins and Hoskisson (Mariana, 2014: 47) reveal that puppets can provide opportunities for students to develop their creativity and dramatic skills. The use of hand puppet media helps children to reason, imagine, and form concepts about everything related to objects. In this regard, the use of hand puppet media in learning activities can be used to visualize characters and characterizations in fairy tales through the movements and conversations of hand puppets.

These dolls are often used by children in the process of playing in the family surrounding, and the surrounding community surrounding. Children will be happy and happy if they have a

large collection of dolls in their home. This doll is very much the type and shape. This illustrates and awakens researchers that indeed dolls are objects that are very popular with children in general. This shows that if the object that the child likes is presented in the classroom, it will encourage the child to learn and follow the series of learning processes carried out by the teacher. Hand puppets are one form of many dolls that exist. Hand puppets are designed and designed in such a way that it creates a great interest for students. The intended hand puppets are pictures of chickens, cats, birds, ducks and rabbits. Pictures of these hand puppets are images that are very close to the real world of children, because these types of animals are often seen and encountered by children in the real world.

Pictures of hand puppets are made based on the type of animal and adapted to the user's hand. Hand puppets can be made from *patchwork* fabric and can also be made from other materials. The development of this hand puppet media is very important. Where the development of hand puppet media is assumed to be able to help students in mastering the learning delivered by the teacher. Besides that, the development of this hand puppet media can add creativity to learning in school. The purpose of using this hand puppet is to improve children's storytelling ability, because the use of hand puppet media is considered to be able to improve children's storytelling abilities. This is reinforced by relevant research results, and also in line with the explanation of the author above that indeed the hand puppet media in the form of images of animals that are close to the world of children provide a strong stimulus / stimulus for students. The hand puppet media that will be designed is surrounding based. Because indeed in addition to the material made of patchwork fabric, the shape of the hand puppets that are made are images of animals that are in the living surrounding of students. But in reality on the ground researchers did not find the development of this surrounding -based hand puppet media.

## II. Review of Literatures

### 2.1 Learning Media

Media comes from the word *medius* which means middle, intermediary or introduction (Rusman, et al., 2011: 60). Media is a messenger technology that can be used for learning purposes. Media is a vehicle for channeling learning information or channeling messages (Rusman, 2012: 159). The National Education Association in Sadiman et al (2005: 7) means that the media are forms of communication both printed and audiovisual and their equipment.

Related to learning, media is everything that can be used to convey messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings and attention of students to achieve educational goals. Heinich (1996: 79) defines media as a means of communication channels. In learning activities, there is a teaching and learning process which is basically a process of communication.

In the communication process, the teacher acts as a communicator whose job is to convey an educational message to the recipient that is students. In order for the education messages conveyed by the teacher to be well received by the students, then the educational communication process requires a message channeling vehicle called the education / learning media.

Learning media is one component of the teaching and learning process that has a very important role in supporting the success of teaching and learning. This is in accordance with Miarso's opinion that:

learning media is everything that is used to channel messages and can stimulate the

thoughts of feelings, attention, and willingness of the learning so that it can encourage the learning process that is intentional, purposeful, and controlled (Rusman, 2012: 160).

From all of these descriptions, it can be said that learning media is a tool that makes it easier for students to understand and understand the content or messages of subject matter easily and can remember them for a long time compared to the delivery of subject matter in a face-to-face manner and lectures without assistance tools.

## 2.2 Surrounding al Based Hand Puppet Media

Learning media used by students in learning consist of various forms and types. And sometimes many people think that the learning media used in learning must be expensive and difficult to obtain. Even though the learning media actually already exists in our daily surrounding.

Learning media or materials around us are called Surrounding -based media, for example used materials that are no longer used, such as former milk powder boxes and patchwork scraps can be made into toy cars and dolls. By empowering these used materials, we not only reduce the amount of waste in our surrounding, but we also instill the value of education in children, namely to live a simple and creative life.

Previously discussed about learning media, explained that in learning there are so many media that can be used by a teacher to be able to improve student learning outcomes. The media are basically divided into several types, namely: audio media, visual media and audio-visual media. This type of media is actually often encountered and often heard.

Through this type of media, student learning outcomes can be improved. One type of media that is often used is a type of visual media. In this type of visual media, a teacher / educator tries to use doll tools / media as a solution to improve the ability of kindergarten students to tell stories. Puppet media is one of the many visual media that can be used to improve student learning outcomes. Puppet media is media that can be demonstrated by teachers in front of students in the process of transferring knowledge to them.

Puppet media are usually also teaching aids played by ancient parents when reading stories to their children, with the reason that students are not bored while listening to the stories conveyed by parents. In addition to focusing the attention of students, this media is also used because the shape is very cute and easy to make flannel or patchwork material. This is also reinforced by the opinion of Imawati (2009: 62) that dolls are tiny mascot that is installed to be played when storytelling or storytelling. The virtue of dolls is not only seen from the easy way of making and the funny shape, but the doll is very useful for the learning process for students.

According to Pelicand et.al, (2004: 2) in the journals they write, puppets can be used as learning media adapted to the age of children so that it helps the creative process occur in students. Based on several definitions above, it can be said that puppets are media that are used as a complement in storytelling or storytelling, thus helping the learning process and fostering interest in learning of students.

## 2.3 Learning Storytelling

Storytelling is defined as one to one or more listeners through voice and gesture (Miller, S & Penicuff, L, 2008: 37). This statement can be interpreted as telling stories as a link between a story to one or more listeners through sound and movement.

Bachri (2005: 10) defines storytelling as telling something that tells about an act or event and is delivered verbally with the aim of sharing experience and knowledge with others. According to Tampubolon (1991: 50) telling stories to children plays an important role not

only in developing children's language and mind.

According to Nugiyantoro (1995: 286) storytelling is one aspect of pragmatic speaking skills. Storytelling is an activity that trains students to be able to express and communicate their heart's content to others (Supriyadi, 2006: 91). Whereas Abas (2006: 91-92) states that storytelling as a means of linguistic communication is strong and entertaining, able to provide experience to students to recognize rhythm, intonation, and imagination and the nuances of language.

The benefits of storytelling are as follows: 1) assisting personal formation and morality of children, 2) channeling imagination and fantasy needs, 3) stimulating children's verbal abilities, 4) stimulating interest in writing children, 5) stimulating children's interest in reading, 6) opening up children's knowledge horizons (Musfiroh, 2005: 95).

In order for the presentation of the story to be presented in an interesting manner, it is necessary to do some preparation, starting from choosing the type of story, preparing the place, preparing the props, and so on. According to Moeslichatoen (2004: 179) the steps of storytelling activities, namely: (1) communicating goals and themes in storytelling activities, (2) arranging children's seats. For example, the child sits on the floor and is given a mat or carpet, or sits in a chair with a semicircular formation, (3) the opening of storytelling activities, where the teacher explores the children's experiences in relation to the theme of the story, (4) the development of stories told by the teacher. The teacher presents facts around the child's life related to the theme of the story, (5) tells the contents of the story with pronunciation, intonation and facial expressions that describe the atmosphere of the story, (6) concludes the storytelling activities by asking questions related to the content of the story.

## III. Research Methods

In general, research methods are interpreted as scientific ways to obtain data with specific purposes and uses (Sugiyono, 2012: 2). The research method in this study is a type of research and development research. According to Sugiono (2010: 407) research and development methods or in English the Research and Development is a research method used to produce certain products, and test the validity, practicality and effectiveness of these products.

The purpose of this research is to develop surrounding -based learning media. This thinking underlies the selection of a development model that will make it easier for students to understand the lesson. The learning media products produced are in the form of surrounding -based learning media of the type of visual learning media, namely hand puppets.

This development research was carried out in Pembina State Kindergarten, Padang Hilir Subdistrict, Tebing Tinggi City in the odd semester of TP. 2017-2018. The reason the researchers chose this school was because:

1. In this school no one has ever conducted research on the development of Surrounding-based learning media.
2. The teacher does not yet have Surrounding -based learning media of the type of visual learning media, namely hand puppets to be applied in the learning process.

Subjects in this study were students of Pembina State Kindergarten, Padang Hilir Subdistrict, Tebing Tinggi City, amounting to 18 people. The object in this study is surrounding-based learning media of the type of visual learning media, namely hand puppets.

# IV. Discussion

This study produced an Surrounding-based hand puppet media for learning kindergarten (TK) children's storytelling made by researchers. In the Surrounding -based hand puppet media on learning to tell children kindergarten (TK) consists of several main parts. The following are the results of the development of Surrounding -based hand puppet media in learning kindergarten (TK) children's storytelling made by researchers.

The hand puppets developed by researchers are hand puppets that use leftover materials or materials. The remaining materials or materials used in making surrounding al-based hand puppets are materials that can still be reused and are safe for use by kindergarten children.

Testing is a very important stage in the process of developing hand puppet media, in this study the development of Surrounding -based hand puppet media in learning kindergarten (TK) children's storytelling. This test was conducted with the aim to determine the quality of surrounding al-based hand puppet media for kindergarten children. Tests in this study include black box test, media expert validation test, and material expert validation test.

The validation test by media experts in this study was conducted by 2 (two) respondents. The results of the assessment conducted by media experts on the Surrounding -based hand puppet media for kindergarten (TK) developed are as follows.

**Table 4.1** Results of Evaluation by Media Experts

| No. | Item | Respondent | | Total Score | Average | Percentage |
|---|---|---|---|---|---|---|
| | | **Respondent 1** | **Respondent 2** | | | |
| 1. | 1 | 4 | 3 | 7 | 3,5 | 87,5% |
| 2. | 2 | 4 | 3 | 7 | 3,5 | 87,5% |
| 3. | 3 | 4 | 4 | 8 | 4 | 100% |
| 4. | 4 | 3 | 3 | 6 | 3 | 75% |
| 5. | 5 | 4 | 3 | 7 | 3,5 | 87,5% |
| 6. | 6 | 3 | 3 | 6 | 3 | 75% |
| 7. | 7 | 3 | 3 | 6 | 3 | 75% |
| 8. | 8 | 3 | 3 | 6 | 3 | 75% |
| 9. | 9 | 4 | 4 | 8 | 4 | 100% |
| **Total Score** | | 32 | 29 | 61 | 30,5 | 762,5% |
| **Maximum Score** | | 36 | 36 | 72 | 36 | |
| **Percentage** | | 88,89% | 80,56% | 84,72% | 84,72% | |

Based on the data contained in Table 4.1 above, it can be seen that the percentage results for respondent 1 are 88.89%. If the value of 88.89% is consulted in Table 3.3, then the value of 88.89% includes very valid criteria. The percentage results for respondent 2 were 80.56%. If the value of 80.56% is consulted in Table 3.3, then the value is 80.56% including the valid criteria.

Validation test by material experts in this study was conducted by 2 (two) respondents. The results of the assessment carried out by material experts on the Surrounding -based hand puppet media for kindergarten (TK) developed are as follows.

**Table 4 2.** Results of Material Assessment

| No. | Item | Respondent | | Total Score | Average | Percentage |
|---|---|---|---|---|---|---|
| | | Respondent 1 | Respondent 2 | | | |
| 1. | 1 | 4 | 3 | 7 | 3,5 | 87,5% |
| 2. | 2 | 3 | 2 | 5 | 2,5 | 62,5% |
| 3. | 3 | 3 | 3 | 6 | 3 | 62,5% |
| 4. | 4 | 3 | 3 | 6 | 3 | 75% |
| 5. | 5 | 4 | 2 | 6 | 3 | 75% |
| 6. | 6 | 4 | 3 | 7 | 3,5 | 87,5% |
| 7. | 7 | 3 | 3 | 6 | 3 | 62,5% |
| 8. | 8 | 3 | 3 | 6 | 3 | 75% |
| 9. | 9 | 3 | 4 | 7 | 3,5 | 62,5% |
| 10. | 10 | 3 | 2 | 5 | 2,5 | 62,5% |
| 11. | 11 | 2 | 3 | 5 | 2,5 | 62,5% |
| Total Score | | 35 | 31 | 66 | 33 | |
| Maximum Score | | 44 | 44 | 88 | 44 | |
| Percentage | | 79,55% | 70,45% | 75% | 75% | |

Black box test (small group tryout) is done by involving a subject consisting of 12 students. The results of this small group trial were used to revise the product being developed by the researcher.

Black box test (small group tryout) is conducted on 12 students. The results of black box testing (small group tryout) conducted on 12 students are as follows.

**Table 4.3** Black Box Test Results

| No. | Tested Components | Designed Function | Test result | |
|---|---|---|---|---|
| | | | Appropriate | Inappropriate |
| 1. | Product practicality. | Ease in using hand puppet learning media. | √ | |
| 2. | Product winnings. | Students' interest in learning uses hand puppet learning media. | √ | |
| 3. | Product effectiveness. | The value of evaluating students in storytelling activities. | √ | |
| 4. | Product efficiency. | The use of hand puppet learning media can make learning goals easier to achieve as much as possible with minimal time and effort. | √ | |
| 5. | Applying puppet learning media in storytelling activities. | The application of hand puppet learning media to improve students' storytelling abilities. | √ | |

| 6. | Media creativity. | The media can lay real foundations for the development of learning so that learning outcomes become more stable. | √ | |
| 7. | Product conformity with topics and learning objectives. | The use of hand puppet learning media can help students in capturing and understanding the learning material provided by the teacher, because the material is clearer in its meaning, so that it can be better understood by students and allows students to master the learning objectives better. | √ | |
| 8. | Media authenticity. | Covering the truth and authenticity of hand puppet learning media. | √ | |
| 9. | Understanding of product usage. | Teacher skills in using hand puppet learning media. | √ | |

The Surrounding -based hand puppet media for kindergarten (TK) made by researchers was tested on kindergarten (TK) students aged 5 - 6 years, amounting to 18 children. From the results of observations regarding the attractiveness of Surrounding -based hand puppet media for kindergarten (TK), data obtained there were 17 children (94.44%) who argued that Surrounding -based hand puppets for kindergarten (TK) were very good.

Development in this study produced hand puppets. The hand puppets produced in this study are made from materials or materials that can be recycled and are safe for use by kindergarten (TK) because the Surrounding -based hand puppet media in learning tells the story of kindergarten (TK) children who used in this study was designed with regard to the level of security and safety of children.

Making Surrounding -based hand puppet media on kindergarten (TK) children's storytelling learning is preceded by analyzing learning programs and the curriculum used in schools. By analyzing this learning program, the researcher can develop Surrounding -based hand puppet media in learning kindergarten (TK) children's storytelling that is in accordance with the demands and needs of the program. Then the researchers made surrounding al-based hand puppet media in accordance with the design that had been made.

Surrounding al-based hand puppets are made using colorful flannel fabric, scissors, needles, glue and embroidery thread. The cloth provided is then shaped according to the figure of the story that will be told to the child. The cloth used is a colorful planel cloth because children like colorful things and it is hoped that the Surrounding -based hand puppet media in

learning kindergarten children can introduce the concept of color to children. Fabric pieces are adjusted to the size of the hand. The making of the doll is completed by sewing process so that it produces interesting hand puppets.

After the hand puppets are finished, the hand puppets are ready to use. When using hand puppets in storytelling learning, the teacher must first mention the title of the story and introduce the character to attract the child's interest. The use of dolls should be no more than 2 puppets, so that the child is focused and the storyteller is not busy changing dolls. Then the teacher attaches a hand puppet to the hand by inserting a hand puppet into the determined hand.

The teacher then starts telling stories that have been planned to be told to the children. The teacher gives the opportunity for children to follow the story by listening to the story. The teacher starts telling stories by moving the puppet according to the sentence that is played by moving his hand. Clear and interesting voice intonation is very priority in storytelling. Then give the child the opportunity to ask questions and interact directly with the doll they are using. Then the teacher gives the opportunity for the children to retell (communicate) stories that are told with puppets in their own language individually.

The teacher motivates and encourages them to be brave to retell the stories they hear and see through the puppet show performed by the teacher. When the child retells the story that is heard, the teacher observes the child's ability to respond to the story and retells according to the child's imagination. The teacher gives an assessment of the aspects of assessment that have been determined by the researcher.

Based on the results of data analysis, the average value of the test results obtained by media experts is 84.72%. If this value is consulted in Table 3.3, then the value of 84.72% includes valid criteria.

The value of the results obtained through this media expert test is very good. This can be interpreted as Surrounding -based hand puppet products that are being developed that are feasible to be used as media for learning in the classroom. With a note, researchers must make revisions and improvements to Surrounding -based hand puppet products that are being developed in accordance with the comments and inputs provided by experts so that Surrounding -based hand puppet products are being developed in accordance with functions designed and achieved. Development goals set by the researcher.

The researcher then immediately revises and improves the product being developed. This is done in order to immediately test the product phase I (black box test) on surrounding al-based hand puppet products that are being developed.

Black box test is a trial of hand puppet products based on stage 1. The black box test was conducted to determine the level of feasibility of the product being developed by researchers. Black box testing was conducted in small groups involving subjects consisting of 12 children.

Based on the results of the black box test, it is known that there are still some parts of surrounding al-based hand puppet products that need to be improved so that Surrounding - based hand puppet products are feasible to use. By revising Surrounding al-based hand puppet products in accordance with the results of the black box test, it can produce better and perfect Surrounding -based hand puppet products than the previous ones.

The revision of surrounding -based hand puppet products must be in accordance with the results of the black box test, and besides that it must also be in accordance with the comments and inputs provided by media experts. This is done to be able to obtain Surrounding -based hand puppet media that is truly feasible to use in classroom learning as a learning medium.

Based on the results of the black box test that has been done, a revision is made to the

shape and size of the hand puppets developed. In addition, there are several parts of the doll that were added as additional accessories to the doll to make the appearance of the developed hand puppets look more attractive.

From the results of testing Surrounding -based hand puppets that were developed against children of kindergarten (TK) aged 5-6 years totaling 18 children regarding the attractiveness of surrounding al-based hand puppet media for kindergarten (TK). Based on the test data obtained there were 17 children (94.44%) who argued that Surrounding -based hand puppets for kindergarten (TK) were very good and 1 student (5.56%).

Looking at the results of this study, it can be concluded that the Surrounding -based hand puppet media developed is very good and feasible to be used as a medium in classroom learning. As a learning media, Surrounding -based hand puppet media can be said to be in accordance with the functions designed and achieve the development goals set by the researcher.

It is said that it is in accordance with the functions designed because the Surrounding -based hand puppets that have been developed can already be used as learning media in classroom learning in storytelling learning. With the existence of Surrounding -based hand puppets, the teacher can use hand puppets to make it easier for children to understand learning material telling stories in class. In addition, Surrounding al-based hand puppet media can also increase children's interest and motivation in learning material that is being studied and increase children's interest in exploring and understanding the material they are learning.

Children become more interested in understanding learning material because this Surrounding -based hand puppet that is being developed has a very attractive appearance and has varied or colorful colors. With the colors they like in the hand puppets that the researchers developed, the child becomes eager to try these hand puppets more and more. This is of course very good because children become more focused on hand puppets and always want to try and tell stories.

When the teacher tells a story and moves a hand puppet by moving his hand according to the sentence that is played with different intonations and characters, the child is very enthusiastic to listen. Children really enjoy and listen well. Not only that, children also try to imitate what is said by the figure of the hand puppet in the story.

The children were also very enthusiastic to ask the teacher questions about the stories the teacher told us by using Surrounding -based hand puppets. The students are very interested in hand puppets as learning media that are used to convey learning material that is conveyed through stories that are dialogued by story characters played by Surrounding -based hand puppets. And the child also gives a very good response when the teacher gives questions to the children regarding the material of the story they are listening to through the dialogues spoken by the characters portrayed by hand puppets.

## V. Conclusion

Surrounding al-based hand puppet media for kindergarten (TK) was developed by researchers. The Surrounding -based hand puppet media for kindergarten (TK) was developed with an attractive appearance and this can motivate students to learn. The average score of assessment by media experts is 84.72% in the good category. The average score for assessment by material experts is 75% with a very good category.

# References

Abas, Saleh. 2006. *Pembelajaran Bahasa Indonesia yang Efektif di Sekolah Dasar*. Jakarta: Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Tinggi Direktorat Ketenagaan.

Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.

Arsyad, Azhar. 2011. *Media Pembelajaran*. Jakarta: Rajawali.

Bachri, S. Bachtiar. 2005. *Pengembangan Kegiatan Bercerita, Teknik dan Prosedurnya*. Jakarta: Depdikbud.

Cakra, Ki Heru. 2012. *Mendongeng dengan Mata Hati*. Surabaya: Mumtaz Media.

Daryanto. 2013. *Media Pembelajaran*. Yogyakarta: Gava Media.

Depdiknas. 2000. *Modul Pelatihan Pelatihan Pengelola dan Tenaga Pendidik Kelompok Bermain*. Jakarta: Departemen Pendidikan Nasional.

Dhieni, Nurbiana at el. 2006. *Metode Pengembangan Bahasa*. Jakarta: Universitas Terbuka.

Divtahari, I Gusti Ayu Ketut, at. el. 2015. *Penerapan Metode Bercerita Berbantuan Boneka Media Boneka Untuk Meningkatkan Kemampuan Menyimak Anak. e-Journal PG PAUD* Universitas Pendidikan Ganesha Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (Volume 3 No.1 – Tahun 2015).

Djamarah, Syaiful Bahri. 2010. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Ekasriadi. 2005. Metodelogi Pengembangan Kemampuan Motorik dan Bahasa. Denpasar: IKIP PGRI Bali.

Gunarti, W. 2010. *Metode Pengembangan Perilaku dan Kemampuan Anak Usia Dini*. Jakarta: Universitas Terbuka.

Hamalik, Oemar. 2009. *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*. Jakarta: PT. Bumi Aksara.

Heinich, R., et. al. 1996. *Instructional Media and Technologies for Learning*. New Jersey: Prentice Hall, Englewood Cliffs.

Imawati, Emi Risna. 2009. *Kreasi Tokoh Fantasi dari Kain Felt*. Jakarta: Gramedia.

Kustandi, Cecep. 2011. *Media Pembelajaran Manual dan Digital*. Bogor: Ghalia Indonesia.

Marini, Ketut, Pudjawan, Ketut, dan Nice Maylani Asril. Penerapan Metode Bercerita Berbantuan Media Boneka Tangan untuk Meningkatkan Keterampilan Berbicara Pada Anak Kelompok B3. e-Journal *Pendidikan Anak Usia Dini* Universitas Pendidikan Ganesha: Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (Volume 3. No. 1 - Tahun 2015)

Mariana, Siti. 2014. *Pengaruh Penggunaan Media Boneka Tangan Terhadap Keterampilan Berbicara Siswa Kelas V SD Se-Gugus 4 Kecamatan Bantul*. Tesis. Universitas Negeri Yogyakarta.

Miller, S. & Pennycuff, L. 2008. *The Power of Story: Using Storytelling to Improve Literacy Learning. Journal of Cross-Disciplinary Perspectives in Education Vol. 1, No. 1 (May 2008) 36 – 43.* Diakses dari http://jcpe.wmwikis.net/file/view/miller.pdf

Moeslichatoen. 2004. *Metode Pengajaran Di Taman Kanak-Kanak*. Jakarta: PT. Rineka Cipta.

Munadi, Yudhi. 2008. *Media Pembelajaran, Sebuah Pendekatan Baru*. Jakarta: Gaung Persada Press.

Munir. 2008. *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*. Bandung: Alfabeta.

Musfiroh, Tadkiroatun. 2005. *Bercerita untuk Anak Usia Dini*. Jakarta: Depdiknas.

Nugiyantoro, Burhan. 1995. *Penilaian Dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE Yogyakarta.

Nusantara, Toto, at. el. 2003. *Penerapan Teknologi Multimedia Komputer untuk Pengembangan dan Pembuatan Media Pembelajaran yang Dilengkapi Alat Peraga Virtual*. Malang: UM.

Pelicand, Julie. Et. al. 2004. *A Therapeutic Education Programme for Diabetic Children: Recreational, Creative Methods, and Use of Puppets*. Elsevier Journal. Vol 60:152-163.

Prihanjani, Ni Luh., at el. 2016. *Penerapan Metode Bercerita Berbantuan Media Boneka Tangan untuk Meningkatkan Kemampuan Berbicara Anak Usia 5-6*. e-Journal *Pendidikan Anak Usia Dini* Universitas Pendidikan Ganesha: Jurusan *Pendidikan Guru Pendidikan Anak Usia Dini* (Volume 4. No. 3 - Tahun 2016)

Risnayanti, Devi Ni Putu. 2009. *Efektivitas Alat Peraga Pendukung Metode Bercerita dalam Membantu Mengembangkan Kemampuan Dasar Bahasa Di Taman Kanak-Kanak*. Tugas Akhir. PGTK, IKIP PGRI Bali Denpasar.

Rusman. 2012. *Model-model Pembelajaran*. Jakarta: Rajawali Pers.

Rusman, at el. 2011. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi: Mengembangkan Profesionalitas Guru*. Jakarta: PT. Rajagrafindo Persada.

Sadiman, A. S., at el. 2005. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Pustekkom Dikbud dan PT. Raja Grafindo Persada.

Sudaniti, Wulan Teny. 2011. *Peningkatan Keterampilan Bercerita Siswa Kelas VII B SMP Negeri 1 Prambanan Sleman dengan Menggunakan Media Boneka Tangan*. Skripsi. Universitas Negeri Yogyakarta.

Sudarmadji, at el. 2010. *Teknik Bercerita*. Yogyakarta: Kurnia Kalam Semesta.

Sudjana. 2007. *Metoda Statistika*. Bandung: PT. Tarsito Bandung.

Sugiono. 2009. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.

Sugiono. 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.

Sugiyono. 2012. *Metode Penelitian Bisnis*. Bandung: CV. Alfabeta.

Sujiono, Yuliani Nurani. 2011. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT. Indeks.

Sulianto, Joko, at el. *Profil Cerita Anak dan Media Boneka Tangan Dalam Metode Bercerita Berkarakter untuk Siswa SD*. Jurnal Mimbar Sekolah Dasar, Volume 1 Nomor 2 Oktober 2014 (halaman 113-122).

Sulianto, Joko, at el. 2014. *Media Boneka Tangan Dalam Metode Berceritera untuk Menanamkan Karakter Positif kepada Siswa Sekolah Dasar*. Jurnal Pendidikan Volume 15.

Supriyadi. 2006. *Pembelajaran Satra yang Apresiatif dan Integratif di Sekolah Dasar*. Jakarta: Direktorat Jenderal Pendidikan Tinggi.

Susilana, Rudi and Riyana, Cepi. 2009. *Media Pembelajaran: Hakikat, Pengembangan, Pemanfaatan, dan Penilaian*. Bandung: CV. Wacana Prima.

Tampubolon. 1991. Mengembangkan Minat dan Kebiasaaan Membaca pada Anak. Bandung: Angkasa.

Triutami, I Gusti Ayu Arry Diah, at el. 2014. *Penerapan Metode Bercerita Berbantuan Media Boneka Tangan untuk Meningkatkan Perkembangan Bahasa Pada Anak*. Bali: e-Journal *PG-PAUD* Universitas Pendidikan Ganesha Jurusan Pendidikan Guru Pendidikan Anak Usia Dini (Volume 2 No 1 Tahun 2014).

Zaman, Badru and Eliyati, Cucu. 2010. *Bahan Ajar Pendidikan Profesi Guru: Media Pembelajaran Anak Usia Dini*. Universitas Pendidikan Indonesia Jurusan Pedagogik Fakultas Ilmu Pendidikan.