



THE EFFECT OF HAND PUPPET MEDIA ON THE LISTENING SKILLS OF CHILDREN AGED 5–6 YEARS AT TK ISLAM AZ-ZAHRAH PALEMBANG

Fitri Suciati¹, Akmillah Ilhami²

^{1,2}Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Sriwijaya

Email: Fitrisuciati.11@icloud.com

Abstrak

Penelitian ini bertujuan untuk mengetahui sejauh mana penggunaan media boneka tangan berpengaruh terhadap kemampuan menyimak anak usia 5–6 tahun di TK Islam Az-Zahrah Palembang. Metode yang digunakan ialah penelitian kuantitatif dengan desain pre-eksperimen tipe *one group pretest–posttest design*. Subjek penelitian berjumlah 15 anak, terdiri atas 11 anak laki-laki dan 4 anak perempuan. Data dikumpulkan melalui observasi menggunakan lembar ceklis serta tes berupa butir soal. Hasil analisis menunjukkan bahwa uji normalitas memperoleh nilai signifikansi pada pretest sebesar $0,088 > 0,05$ dan posttest sebesar $0,464 > 0,05$, yang menandakan data berdistribusi normal. Sementara itu, hasil uji *Paired Sample t-test* menunjukkan nilai Sig. (2-tailed) = $0,000 < 0,05$, sehingga terdapat perbedaan yang signifikan antara nilai pretest dan posttest. Berdasarkan hasil tersebut, H_0 ditolak dan H_a diterima, yang berarti penggunaan media boneka tangan memberikan pengaruh positif terhadap kemampuan menyimak anak usia 5–6 tahun di TK Islam Az-Zahrah Palembang.

Kata Kunci: ; Boneka tangan, kemampuan menyimak; pendidikan anak usia dini.

Abstract

This study aims to determine the extent to which the use of hand puppet media influences the listening skills of children aged 5–6 years at TK Islam Az-Zahrah Palembang. The research employed a quantitative approach with a pre-experimental design of the one-group pretest–posttest type. The study sample consisted of 15 children, including 11 boys and 4 girls. Data were collected through observation using a checklist sheet and tests in the form of question items. The analysis results showed that the normality test yielded a significance value of 0.088 ($p < 0.05$) for the pretest and 0.464 ($p > 0.05$) for the posttest, indicating that the data were normally distributed. Meanwhile, the results of the Paired Sample t-test revealed a Sig. (2-tailed) value of $0.000 < 0.05$, indicating a significant difference between the pretest and posttest scores. Therefore, H_0 was rejected, and H_a was accepted, meaning that the use of hand puppet media had a positive effect on the listening skills of children aged 5–6 years at TK Islam Az-Zahrah Palembang.

Keywords: Hand puppet, Listening skill, Early childhood education.

Corresponding author :

Email Address: akmillahilhami@fkip.unsri.ac.id

Received 30 October 2025, Accepted 20 November 2025, Published 25 November 2025

A. INTRODUCTION

Early childhood is a crucial stage in human development, during which each child exhibits unique patterns of growth and progress across various domains, including language development. For children aged 5–6 years, language skills—particularly in understanding spoken language—are guided by the standards outlined in the Regulation of the Minister of Education and Culture Number 137 of 2014¹.

The National Standards for Early Childhood Education state that children aged 5–6 years are expected to understand multiple instructions at once, repeat more complex sentences, comprehend the rules of games, and show enjoyment and appreciation for reading activities. One essential aspect of language development at this stage is listening skills. Providing appropriate stimulation is crucial to support the growth of children’s listening abilities, as this skill does not develop

automatically but must be nurtured and practiced from an early age to reach its full potential.

Listening skills refer to an individual’s ability to hear, comprehend, and process information conveyed orally. This aligns with Tarigan’s view, which emphasizes that listening serves as a fundamental component in the process of communication and language learning². Listening skills involve the process of attentively perceiving spoken symbols and comprehending the meaning of the message being communicated. Listening is not merely the act of hearing sounds or words; it also entails understanding their meaning and responding appropriately to the received information. Therefore, effective listening requires concentration, focused attention, and the ability to filter relevant information. Within the field of early childhood education, educators and parents hold

¹ Kementerian Pendidikan Nasional, ‘Permendikbud No 146 Tahun 2014 Tentang Kurikulum 2013 Pendidikan Anak Usia Dini’, *Kementerian Pendidikan Nasional*, 8.33 (2014), 37.

² Askarman Laia, *Menyimak Efektif* (Lutfi Gilang, 2020) <https://www.google.co.id/books/edition/Menyimak_Efektif/dRoeEAAAQBAJ?hl=id&gbpv=1&dq=kemampuan+menyimak+adalah&printsec=frontcover>.

a crucial responsibility in providing appropriate stimulation to help children's listening abilities develop optimally.

A range of strategies and instructional approaches has been applied to improve children's listening abilities, one of which is through the use of engaging learning media suited to their developmental stage. Learning media serve as tools that stimulate children's thinking, attention, and emotions, thereby fostering a more effective and enjoyable learning experience.

The use of engaging learning media can foster positive emotions and enhance children's motivation to learn. One of the most effective media is hand puppets, as they combine educational, interactive, and entertaining elements in the learning process. A hand puppet is an educational tool shaped like a person or an animal that is operated by hand and is often used in storytelling activities. This medium is easy to use, captures children's attention, and effectively helps them engage actively with the learning material. In addition

to serving as a visual aid, hand puppets can also evoke positive emotions and encourage children's active participation during listening activities. Through dialogues or stories performed by the puppets, children are motivated to listen attentively, understand the context of the story, recognize new vocabulary, and develop their overall language skills.

Based on preliminary observations at TK Islam Az-Zahrah Palembang, particularly in class B2 Darussalam, it was found that some children aged 5-6 years still had difficulty listening attentively and often lost focus when receiving multiple instructions simultaneously. In addition, teachers rarely used engaging learning media that were appropriate to the characteristics of early childhood learners, resulting in monotonous learning activities that made children easily bored. This condition was identified as one of the contributing factors to the low listening skills observed in the class.

Previous studies have shown that the use of varied and innovative

learning media can significantly improve children's listening abilities. For instance, earlier research demonstrated that the use of pop-up book media had a positive effect on children's listening skills through storytelling activities.

Research ³ also indicated that the use of 3D picture storybook media had a significant effect on enhancing children's listening skills. Furthermore, Research⁴ revealed that the "message chain" game effectively improved the listening abilities of children aged 5-6 years.

Based on the findings of previous studies, it can be concluded that creative, interactive, and enjoyable learning media play a vital role in developing young children's listening skills. However, research specifically

focusing on the use of hand puppet media remains limited, even though this medium has great potential to create an active,⁵ engaging, and enjoyable learning environment. This limitation highlights a research gap, specifically, the limited empirical evidence on the effectiveness of hand puppet media in improving young children's listening skills.

Therefore, this study offers a novelty by examining the effect of hand puppet media on the listening skills of children aged 5-6 years. The results of this research are expected to contribute scientifically toward the advancement of language acquisition strategies for early childhood education and serve as a practical reference for educators in selecting and utilizing learning media

³ Ainul Annisa, Muhammad Akil Musi, and Azizah Amal, 'Pengaruh Metode Bercerita Menggunakan Media Pop-Up Book Terhadap Kemampuan Menyimak Anak Kelompok B Di Taman Kanak-Kanak Mentari Kabupaten Takalar', *Al Ihsan: Jurnal Pendidikan Islam Anak Usia Dini*, 3.1 (2022), 1-12.

⁴ Wa Wiwin Ali, Munirah Munirah, and Fadhilah Latief, 'Pengaruh Metode Bercerita Menggunakan Media Buku

Bergambar 3D Terhadap Kemampuan Menyimak Anak Usia 5-6 Tahun', *Jurnal Panrita*, 3.1 (2022), 11-18 <<https://doi.org/10.35906/panrita.v3i1.199>>.

⁵ Retyuningsih, Nur Aliyah, and Aprilia Wahyuning Fitri, 'Pengaruh Permainan Bisik Berantai Terhadap Kemampuan Menyimak Pada Anak Usia 5-6 Tahun', *Journal on Teacher Education*, 4.3 (2023), 74-84.

that are effective, enjoyable, and developmentally appropriate.

Based on the description above, the purpose of this study is to determine and analyze the effect of hand puppet media on the listening skills of children aged 5–6 years at TK Islam Az-Zahrah Palembang.

B. RESEARCH METHOD

This study employed a quantitative experimental method with a pre-experimental one-group pretest-posttest design. This method was chosen to determine the effect of using hand puppet media on the listening skills of children aged 5–6 years at TK Islam Az-Zahrah Palembang. The design allowed the researcher to compare children's listening abilities before and after receiving treatment through hand puppet activities.

The participants in this study were children aged 5–6 years from TK Islam Az-Zahrah Palembang. The sample was chosen through a purposive sampling method, determined by the following criteria variation of listening abilities (low, moderate, good, and very

good). Based on these considerations, class B1 was selected, consisting of 15 children (11 boys and 4 girls).

The main instruments used in this study included hand puppets corresponding to the story characters, observation sheets, pretest-posttest sheets, and documentation tools such as a camera and activity notes. Data were collected through observation and documentation. Observations were conducted to directly assess children's listening behavior during storytelling sessions using hand puppets, while documentation was used to support the findings through activity records, photos, and school archives.

The primary variable in this study was children's listening skills, measured through three indicators: listening, understanding, and responding. The listening indicator was assessed by observing the children's ability to stay focused and follow verbal instructions during storytelling. The understanding indicator was evaluated based on their ability to answer simple questions and retell the story using their own words. Meanwhile, the responding indicator measured how

children expressed verbal or nonverbal reactions to the story. Based on these indicators, several oral test items were developed, including sitting attentively while listening to the story, identifying animal characters, imitating sounds or movements, counting the number of characters, describing the setting and ending, and evaluating the main character's attitude.

The instrument's validity was tested using the Product-Moment correlation, where an item was considered valid if $r_{calculated} > r_{table}$ ($r_{table} = 0.514$; $\alpha = 5\%$). The reliability test was conducted using Cronbach's Alpha, with a reliability coefficient of $\alpha > 0.6$. The collected data were analyzed using a four-point Likert scale representing levels of development: very well developed (4), developing as expected (3), emerging (2), and not yet developed (1). Statistical analysis was then carried out to examine the differences in results before and after the treatment.

The Shapiro-Wilk normality test was conducted to verify that the data followed a normal distribution, and a one-sample t-test was applied to examine whether there was a

significant difference in children's listening skills before and after the use of hand puppet media.

Table 1. Hasil Uji Validitas

No Item	R calculated Value	R table value	Description
Item 1	0,755	0,514	Valid
Item 2	0,585	0,514	Valid
Item 3	0,811	0,514	Valid
Item 4	0,554	0,514	Valid
Item 5	0,533	0,514	valid

It was found that the sample size (N) was 15, indicating that the r_{table} value at a 5% significance level was 0.514. Therefore, the instrument was considered valid based on the testing criteria, namely when the $r_{calculated}$ value exceeds the r_{table} value. Furthermore, a reliability test was conducted to assess the consistency of the instrument using the Cronbach's Alpha formula.

Table 2. Uji Reliabilitas

Cronbach's Alpha	N of Items
0,704	5

Reliability is considered achieved when the *r-calculated* value is greater than the *r-table* value; therefore, the instrument is deemed reliable. Based on the calculation results, this instrument was found to be reliable, with a Cronbach's Alpha value of 0.704, which exceeds the *r-table* value ($n = 15$, *r-table*=0.514).

Furthermore, a normality test was carried out to assess whether the data for the research variables were distributed normally. Normally distributed data indicate that the observed values are symmetrically spread around the mean. ⁶Normally distributed data are characterized by a bell-shaped and symmetrical pattern, indicating that the data are not skewed

to the left or right. In other words, the data follow a normal distribution curve, with values concentrated around the mean and median. The Shapiro-Wilk test is especially suitable for evaluating normality in small to medium sample sizes (typically $n < 50$), but it can also be applied to larger samples.

This study employed a paired sample t-test to determine whether there was a significant difference in children's listening abilities before and after the implementation of hand puppet media⁷.

$$t = \frac{d}{sd/\sqrt{n}}$$

Notes:

t = Calculated *t* value

\bar{d} = Mean difference between paired scores (post-test and pre-test values) for each subject

⁶ Rahmi Ramadhani and Nuaraini sri Bina, *Penelitian Pendidikan Analisis Perhitungan Matematis Dan Aplikasi SPSS* (Jakarta: KENCANA, 2021).

⁷ N Sudarti and T Herawati, *Menyimak - Wicara Bahasa Indonesia* (Yogyakarta: Deepublish, 2023) <<https://books.google.co.id/books?id=E78yEQAAQBAJ>>.

sd = Standard deviation of the differences between each pair of data

n = Number of sample members

The testing criterion states that H_0 is rejected if the calculated t-value ($t_{\text{calculated}}$) $\geq t_{\text{table}}$, indicating a significant effect of the treatment on the studied variable.

C. RESULTS AND DISCUSSION

The study was conducted over 16 sessions, consisting of one pretest, fourteen treatment sessions, and one posttest. Prior to the treatment, the children completed a pretest to assess their initial listening skills at TK Islam Az-Zahrah Palembang. They then participated in fourteen learning sessions using hand puppet media as the instructional tool. After the treatment phase was completed, a posttest was administered to evaluate improvements in the children's listening skills following the learning activities designed by the researcher using hand puppets.

The posttest data reflected the children's performance after receiving

the treatment aimed at enhancing their listening abilities. The average pretest score was 58.66, while the average posttest score increased to 82.00. These results were analyzed to examine whether there was a significant difference between the pretest and posttest results.

Based on the pretest data distribution, it was found that no children (0%) scored within the 0–25 or 26–50 ranges. All 15 children (100%) achieved scores within the 51–75 range, and none (0%) scored within the 76–100 range before the treatment.

Table 3. Frequency Distribution of Pretest Scores

Interval	Frequency	Percentage
0-25	0	0%
26-50	0	0%
51-75	15	100%
76-100	0	0%
Total	15	100%

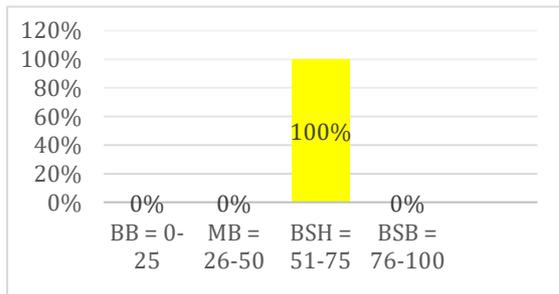


Figure 1. Bar Chart Showing the Distribution of Pretest Scores

Based on the data recap after the treatment, it was found that no children (0%) scored within the ranges of 0–25 or 26–50. A total of 6 children (40%) fell within the 51–75 range, while 9 children (60%) achieved scores between 76 and 100.

Table 4. Frequency Distribution of the Posttest Results

Interval	Frequency	Percentage
0-25	0	0%
26-50	0	0%
51-75	6	40%
76-100	9	60%
Total	15	100%

The results can be seen in the bar chart below.

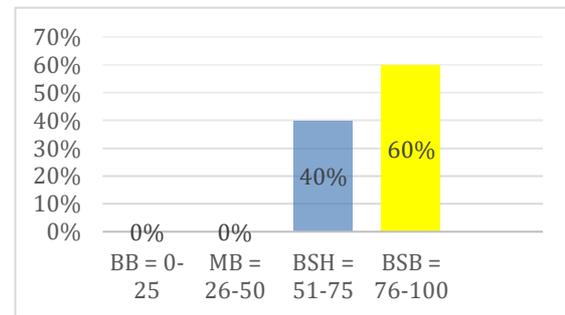


Figure 2. Bar Chart Showing the Distribution of Posttest Scores

In this study, the normality test was conducted using the Shapiro–Wilk Test through SPSS. The results of the normality analysis obtained from this method are presented below.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,176	15	,200 [*]	,898	15	,088
POSTTEST	,164	15	,200 [*]	,946	15	,464

^{*} This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 3. Results of the Normality Analysis

Based on the normality test conducted using SPSS version 27, it can be observed in the Shapiro–Wilk

section that the significance value exceeded 0.05, suggesting that the data followed a normal distribution.

The t-test was employed to determine whether the independent variable (X) has an effect on the dependent variable (Y). The test decision was made using a paired samples t-test at a 0.05 (5%) significance level, with calculations performed using SPSS version 27.

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	PRETEST	58,6667	15	6,93507	1,79063
	POSTTEST	82,0000	15	12,50714	3,22933

Figure 4. Paired samples statistics

The results of the paired sample t-test indicated that the mean score for the pretest was 58.66, while the mean score for the posttest increased to 82.00. Thus, the average score after the treatment using hand puppet media was higher than before the treatment. This demonstrates an improvement in the children's listening skills as a result of using hand puppet media.

Paired Samples Correlations

		N	Correlation	Sig.
Pair1	PRETEST & POSTTEST	15	,548	,035

Figure 5. Paired samples correlation

The results of the paired samples correlations showed a correlation score of $r = 0.548$, indicating a strong relationship between the pretest and posttest scores. The significance value (Sig. 2-tailed = 0.035) is less than 0.05, demonstrating that this correlation is statistically significant. Therefore, there is a strong and significant relationship between the pretest and posttest scores ($r = 0.548, p = 0.035$).

		Mean	Std. Deviation	Paired Differences		t	df	Sig. (2-tailed)
				Mean	Std. Error			
Pair1	PRETEST-POSTTEST	-23,3333	10,4628	2,7024	-.281206	-17,53701	-0,635	,000

Figure 6. Paired samples test

The results of the paired sample t-test indicated a Sig. (2-tailed) value of 0.035, which is less than 0.05, indicating a significant difference between the pretest and posttest results. This finding demonstrates that a meaningful

variation existed between the two sets of scores ($t = 8.635$, $p = 0.000$). Therefore, H_0 is rejected and H_a is accepted, indicating a positive effect of using hand puppet media on the listening skills of children aged 5–6 years at TK Islam Az-Zahrah Palembang. Hand puppet media can stimulate multiple aspects of child development, including cognitive, language, artistic, socio-emotional, religious and moral values, as well as physical and motor skills.

Regarding the first indicator, attention, the study demonstrated improvement in children's abilities after receiving treatment with hand puppet media. Before the treatment, all 15 children (100%) were categorized as Not Yet Meeting Expectations (NME), indicating difficulties in listening to stories, such as lack of focus, limited understanding of the storyline, and inappropriate responses to teacher

questions. After the treatment, scores improved, with 6 children (40%) remaining in the NME category and 9 children (60%) reaching the Meeting Expectations (ME) category. This indicates that children were able to listen more effectively, maintain focus on the story, comprehend the content and moral messages, and provide accurate responses to questions.

This aligns with Walker's perspective on the stages of listening development, which states that children's listening skills progress through several stages, beginning with passive hearing and gradually advancing to understanding and actively responding. ⁸Capturing the sounds of language requires attentive hearing and focused concentration. At this stage, children begin to listen to everything conveyed by the speaker, whether in speech or conversation. Based on the study's findings ⁹The

⁸ Syamsuardi Saodi, Andi Irmayani, and Parwoto Parwoto, 'Metode Bercecerita Dengan Boneka Tangan Untuk Meningkatkan Kemampuan Menyimak Anak', *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini*, 3.1 (2021), 19–27

<<https://doi.org/10.30631/smartkids.v3i1.72>>.

⁹ Titi Rachmi, Diana Rohmawati, and Siti Lutfiah Mubaroh, 'Upaya Meningkatkan Kemampuan Menyimak Melalui Media Boneka Tangan Pada Anak Usia 5-6 Tahun Di PAUD Raudho', 8.1 (2025), 454–62.

study's findings indicate that the implementation of storytelling using hand puppet media positively influenced the development of children's listening skills, as evidenced by the increase in posttest scores compared to pretest scores.

Based on ¹⁰ The use of hand puppet media not only helps children comprehend the content of stories but also enhances their self-confidence, communication skills, and social abilities. In addition, hand puppet media has proven to be highly effective as a learning tool, in accordance with ¹¹ The use of hand puppet media as a strategy for promoting children's language development is also

supported by previous research. Finger puppets used as aids in storytelling activities have been proven effective in gradually stimulating children's language skills. Children become more engaged in following the storyline and begin to attempt ¹² Children begin to respond to or retell the story, which aligns with the first indicator, namely their ability to pay attention to and comprehend the story¹³.

For the second indicator, which evaluates children's ability to respond to or follow given instructions, the study's findings indicate¹⁴. The study demonstrated a significant improvement in children's ability to respond to instructions following the

¹⁰ Sitti Muliya Rizka and Vani Monita Mulia, 'Aulad : Journal on Early Childhood Peningkatan Perkembangan Bahasa Anak Melalui Media Boneka Tangan Tematik', 8.2 (2025), 959-68 <<https://doi.org/10.31004/aulad.v8i2.1335>>.

¹¹ Laia, *Menyimak Efektif* (Jawa Tengah: Penerbit Lutfi Gilang, 2020) <<https://books.google.co.id/books?id=dRoeEAAAQBAJ>>.

¹² Dalman, *Keterampilan Menyimak* (Sumatera Barat: Cv. AZKA PUSTAKA, 2025) <<https://books.google.co.id/books?hl=id&lr=&id=66iAEQAAQBAJ&oi=fnd&pg=PA198&dq=dengan+pendapat+yang+menjelaskan+bahwa+kemampuan+menyimak>>

+bukan+hanya+mendengar+secara+pasif,+tetapi+juga+mencakup+kemampuan+mengemahami+pesan+dan+memberikan+respons+yang+sesuai&ots>.

¹³ Linda Alfitriani, Malpaleni Satriana, and Febry Magfirah, 'Pengaruh Media Boneka Tangan Terhadap Kemampuan Berbicara Anak Usia 5-6 Tahun', *Aulad: Journal on Early Childhood*, 8.1 (2025), 302-11 <<https://doi.org/10.31004/aulad.v8i1.994>>.

¹⁴ Dina Kairiah and others, *Keterampilan Bercerita Anak Usia Dini* (Jawa Tengah: wawasan Ilmu, 2025) <https://www.google.co.id/books/editio n/KETERAMPILAN_BERCERITA_ANAK_USIA_DINI/H1FIEQAAQBAJ?hl=id&gbpv=1>.

treatment. Before the intervention, the majority of children (15 children, 100%) were in the Not Yet Meeting Expectations (NME) category, indicating difficulties in understanding simple instructions and often failing to respond appropriately. After the intervention using hand puppet media, 6 children (40%) remained in the NME category, while 9 children (60%) reached the Meeting Expectations (ME) category. This indicates that children began to respond to instructions more accurately, both verbally and through actions. This improvement aligns with the developmental characteristics of listening skills in children aged 5–6 years.¹⁵ Children aged 5–6 years are learning to respond to stories or questions they hear. At this stage, they can be encouraged to answer questions or share simple opinions, such as expressing what they like or dislike

about a story. According to¹⁶ which explains that listening skills are not merely about passive hearing but also involve the ability to comprehend the message and provide an appropriate response. Furthermore, according to¹⁷ Listening skills in early childhood encompass the ability to receive messages, comprehend meanings, and respond appropriately to instructions. Therefore, the use of hand puppet media has been proven to encourage children's active engagement in listening and to enhance their ability to respond to directions.

For the third indicator, the study's findings revealed an improvement in children's ability to answer simple questions after being given treatment using hand puppet media. Before the treatment, most children could only give short or irrelevant answers that did not match

¹⁵ Askarman Laia.

¹⁶ Lilis Madyawati, *Strategi Pengembangan Bahasa Pada Anak* (Jakarta: KENCANA, 2017)

<https://www.google.co.id/books/edition/Strategi_Pengembangan_Bahasa_Pada_Anak/rpADwAAQBAJ?hl=id&gbpv=1&dq=media+boneka+tangan+efektif+kemampuan+menyimak&pg=PA186&printsec=frontcover>.

¹⁷ Yaumi Aulia Fadira, Chandra Chandra, and Inggria Kharisma, 'Analisis Kemampuan Menyimak Informasi Dari Media Audio Pada Siswa Kelas VI SD', *Semantik: Jurnal Riset Ilmu Pendidikan, Bahasa Dan Budaya*, 3.2 (2025), 74–86 <<https://doi.org/10.61132/semantik.v3i2.1644>>.

the story content. However, after the intervention, they began to provide more accurate answers and even added simple explanations. This indicates that storytelling activities using hand puppet media are effective in helping children listen attentively, understand story content, and respond appropriately to the teacher's questions.

This finding is consistent with the opinion of ¹⁸ Storytelling helps children learn to think systematically. Through this activity, various aspects of children's development can be stimulated, including thinking ability, language skills, logical reasoning, and early literacy awareness. By listening to

stories, children¹⁹ can learn about various patterns, forms, and character traits from what they hear. In line with expert opinions, through listening to stories, children not only gain information but also learn to understand plot structures, recognize characters, and imitate appropriate language use in an enjoyable context. ²⁰Experts suggest that hand puppets can be used as an engaging learning medium for children, as they are highly effective in supporting language learning. Through hand puppets, children can imitate speech, expand their vocabulary, and learn to express ideas and emotions verbally in an enjoyable atmosphere²¹. ²² Experts state

¹⁸ Fitria Susanti and others, 'Peran Interaksi Anak-Anak Dalam Pengembangan Kemampuan Bahasa Di Kelompok Bermain Ra Ar Rohmah Kalibatur Tahun Ajaran 2024/2025', *Jurnal Inovasi Pendidikan Dan Pembelajaran*, 1.2 (2025), 36-42 <<https://doi.org/10.63980/eduvasi.v1i2.46>>.

¹⁹ Riwayati Zein and Vivi Puspita, 'Model Bercerita Untuk Peningkatan Keterampilan Menyimak Dan Berbicara Anak Usia 5-6 Tahun', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5.2 (2020), 1199-1208 <<https://doi.org/10.31004/obsesi.v5i2.581>>.

²⁰ putri Rizki Febriani, Zikrayanti, And Nurhayati Ali Hasan, 'Evaluasi Keterampilan Storyteller Dalam

Menyampaikan Cerita Pada Anak Usia Dini Di Taman Kanak-Kanak Ruman Putri', *Bunayya : Jurnal Pendidikan Anak*, 11.2 (2025), 265-81.

²¹ R Muthamainnah, R Febriyanti, and R Adhiani, 'Penerapan Metode Bercerita Dengan Media Boneka Tangan Untuk Meningkatkan Kemampuan Menyimak Anak Kelompok B Di RA PERSIS 16', *Journal of 21st Century Learning*, 1.1 (2025), 31-35 <<https://ojs.jurnalstuditindakan.id/j21cl>>.

²² Dwi Hanny Putri Aulia and Akmillah Ilhami, 'Pengaruh Permainan Uno Stacko Terhadap Kemampuan Berpikir Logis Anak Usia 5-6 Tahun Di TK Islam Az-Zahrah Palembang.', 11.2 (2025), 239-49.

that listening skills are closely related to oral response abilities, as through listening activities, children learn to comprehend the received message and express it appropriately through verbal responses.²³ Scholars also emphasize that social interaction through question-and-answer activities can stimulate children's language development. Therefore, the indicator of answering simple questions reflects the growth of both listening and language skills in early childhood. Furthermore, in the fourth indicator, children's ability to retell the story from beginning to end using their own words demonstrates progress in both listening and speaking skills.

In line with the opinion of²⁴ Storytelling can enhance children's listening comprehension of what they hear, including the characters, their traits, the distinction between good and

bad figures, the storyline, and the conclusion of the story.

This listening ability stimulates children's speaking skills, enabling them to retell the story coherently from beginning to end. Moreover, storytelling also stimulates other aspects of children's development, in line with the opinion of²⁵ It is stated that storytelling plays an essential role in strengthening children's intellectual, emotional, and cognitive aspects.

In addition, it enhances speaking abilities, builds imagination, and instills life values from an early age. Ultimately, storytelling aims to shape young children's character positively and holistically. According to the opinion of,² Children begin to summarize and retell simple stories in their own words while also understanding the values conveyed

²³ Noor Iz Zumara and others, 'Stimulating Oral Communication through Drawing and Storytelling Activities at KBTK Al Hikmah Surabaya', *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 14.2 (2025), 425-39 <<https://doi.org/10.26877/paudia.v14i2.1544>>.

²⁴ Desiani M, natalina and Gilar Gandana, *Komunikasi Dalam PAUD* (Tasikmalaya:

Ksatria Siliwangi, 2019) <https://www.google.co.id/books/edition/Komunikasi_Dalam_Paud/Ts-oDwAAQBAJ?hl=id&gbpv=1>.

²⁵ Febriani P R., Zikrayanti., Hasan N A. 2025. Evaluasi keterampilan storytelling dalam mneyampaikan cerita pada Anak Usia Dini di Taman Kanak-kanak. *Bunayya : Jurnal Pendidikan Anak*. 11 (2). 265-281. Doi:10.22373/bunayya.v11i2.28710

within the story. A child's ability to retell the story coherently indicates that they are not merely passive listeners but also comprehend the plot, recall characters and events, and grasp the moral messages embedded in the story²⁶. Before the treatment, most children were only able to mention fragments of the story or repeat the teacher's words verbatim, indicating that they were still at the verbal imitation stage.

However, after the implementation of hand puppet media, the children became more motivated to retell the story using their own sentences. They were able to reconstruct the sequence of events from the beginning, middle, to the end, even though their language remained simple. This improvement indicates that the use of hand puppet media is effective in stimulating children's engagement in listening activities ²⁷

This is because hand puppet media presents stories in a more concrete, engaging, and easily understandable way. Children not only listen but also visualize the storyline and connect it with their personal experiences, which helps them retell the story in their own words. Consequently, this medium not only stimulates children's language and socio-emotional development but also enhances their cognitive, artistic, and physical-motor skills.

In the fifth indicator, children are expected to demonstrate responses to the stories they hear, either through verbal responses (such as answering questions, giving comments, or asking questions) or nonverbal responses (such as nodding, smiling, showing facial expressions, or using body movements).

In line with this view ²⁸ it is stated that children who participate in

²⁶ Muthamainnah, Febriyanti, and Adhiani.

²⁷ Muthamainnah R, Febriyanti R, Adhiani R. Penerapan Metode Bercerita dengan Media Boneka Tangan untuk Meningkatkan Kemampuan Menyimak Anak Kelompok B di RA PERSIS 16. *J 21st*

Century Learn. 2025;1(1):31-35.
<https://ojs.jurnalstuditindakan.id/j21cl>

²⁸ Aulia DHP., & Ilhami A., (2025). Pengaruh permainan uno stacko terhadap kemampuan berpikir logis anak usia 5-6 tahun di TK Islam Az-Zahrah Palembang.

storytelling activities demonstrate the ability to understand rules, follow the storyline, and adapt to the ongoing communication context²⁹ This indicates that through storytelling activities, children can enhance their communication skills and social interactions more actively.

Verbal and nonverbal communication constitute an integrated whole that cannot be separated, in line with the opinion emphasizing the importance of integrating both forms of communication in early childhood development.³⁰ Verbal and nonverbal communication work synergistically to create understanding and meaning in the communication process.

According to experts³¹ verbal responses are a crucial element in human interaction, encompassing all

forms of communication that use words. Meanwhile, nonverbal responses reflect a person's emotions and behaviors, such as facial expressions, body movements, or other forms of gestures.

D. CONCLUSION

Based on the research findings, it can be concluded that the use of hand puppet media has a positive effect on the listening skills of children aged 5–6 years at TK Islam Az-Zahrah Palembang. The normality test indicated that the pretest data ($0.088 > 0.05$) and posttest data ($0.464 > 0.05$) were normally distributed, while the paired t-test showed a significant difference between the pretest and posttest scores (Sig. 2-tailed = $0.000 < 0.05$), resulting in the rejection of H_0 and acceptance of H_a .

Bunayya: Jurnal Pendidikan Anak. 11(2): 239-249. Doi:10.22373/bunayya.v11i2.31326

²⁹ Zumara NI, Kristanto A, Adhe KR, Fitri R. Stimulating Oral Communication through Drawing and Storytelling Activities at KBTk Al Hikmah Surabaya. *PAUDIA J Penelit dalam Bid Pendidik Anak Usia Dini*. 2025;14(2):425-439. doi:10.26877/paudia.v14i2.1544

³⁰ M, natalina D, Gandana G. *Komunikasi*

Dalam PAUD. Ksatria Siliwangi; 2019. https://www.google.co.id/books/edition/KOMUNIKASI_DALAM_PAUD/Ts-oDwAAQBAJ?hl=id&gbpv=1

³¹ Manuirung. Lesmana. *Melampaui Batas Kata-Kata: Komunikasi Yang Efektif*. Goresan Pena; 2025. <https://books.google.co.id/books?id=cIRiEQAAQBAJ>

Hand puppet media has proven to be effective in training children's listening skills, including listening, understanding, and responding to verbal information. Furthermore, this media also stimulates other areas of development, including:

- Religious and moral values, where children naturally internalize positive values;
- Cognitive skills, by training memory and listening comprehension through storylines and moral messages;
- Social-emotional skills, by enhancing empathy and positive interactions, although shy children may remain more passive;
- Physical-motor skills, through hand and body movements while manipulating the puppets, although initial abilities may limit motor practice;
- Language skills, by expanding vocabulary, practicing simple sentence construction, and imitating dialogue;
- Artistic skills, through imagination and creative

expression, although less interested children may show limited imagination.

Therefore, learning using hand puppet media not only improves listening skills but also supports the holistic development of children across multiple domains.

E. BIBLIOGRAPHY

Alfitriani, Linda, Malpaleni Satriana, and Febry Maghfirah, 'Pengaruh Media Boneka Tangan Terhadap Kemampuan Berbicara Anak Usia 5-6 Tahun', *Aulad: Journal on Early Childhood*, 8.1 (2025), 302-11 <<https://doi.org/10.31004/aulad.v8i1.994>>

Ali, Wa Wiwin, Munirah Munirah, and Fadhilah Latief, 'Pengaruh Metode Bercerita Menggunakan Media Buku Bergambar 3D Terhadap Kemampuan Menyimak Anak Usia 5-6 Tahun', *Jurnal Panrita*, 3.1 (2022), 11-18 <<https://doi.org/10.35906/panrita.v3i1.199>>

Annisa, Ainul, Muhammad Akil Musi, and Azizah Amal, 'Pengaruh Metode Bercerita Menggunakan Media Pop-Up Book Terhadap Kemampuan Menyimak Anak Kelompok B Di Taman Kanak-Kanak Mentari Kabupaten Takalar', *Al Ihsan: Jurnal Pendidikan Islam Anak Usia Dini*, 3.1 (2022), 1-12

Aulia, Dwi Hanny Putri, and Akmillah

- Ilhami, 'Pengaruh Permainan Uno Stacko Terhadap Kemampuan Berpikir Logis Anak Usia 5-6 Tahun Di TK Islam Az-Zahrah Palembang.', 11.2 (2025), 239-49
- Dalman, *Keterampilan Menyimak* (Sumatera Barat: Cv. AZKA PUSTAKA, 2025) <<https://books.google.co.id/books?hl=id&lr=&id=66iAEQAAQBAJ&oi=fnd&pg=PA198&dq=dengan+pendapat+yang+menjelaskan+bahwa+kemampuan+menyimak+bukan+hanya+mendengar+secara+pasif,+tetapi+juga+mencakup+kemampuan+memahami+pesan+dan+memberikan+respons+yang+sesuai&ots>>
- Febriani, Putri Rizki, Zikrayanti, and Nurhayati Ali Hasan, 'EVALUASI KETERAMPILAN STORYTELLER DALAM MENYAMPAIKAN CERITA PADA ANAK USIA DINI DI TAMAN KANAK-KANAK RUMAN Putri', *Bunayya : Jurnal Pendidikan Anak*, 11.2 (2025), 265-81
- Kairiah, Dina, Nadiya Oxtarina, Wenni Wardani, Anita Puspitasari, and Nilla Hanifa, *Keterampilan Bercerita Anak Usia Dini* (Jawa Tengah: wawasan Ilmu, 2025) <https://www.google.co.id/books/edition/KETERAMPILAN_BERCERITA_ANAK_USIA_DINI/H1FIEQAAQBAJ?hl=id&gbpv=1>
- Kementerian Pendidikan Nasional, 'Permendikbud No 146 Tahun 2014 Tentang Kurikulum 2013 Pendidikan Anak Usia Dini', *Kementerian Pendidikan Nasional*, 8.33 (2014), 37
- Laia, *Menyimak Efektif* (Jawa Tengah: Penerbit Lutfi Gilang, 2020) <<https://books.google.co.id/books?id=dRoeEAAAQBAJ>>
- Laia, Askarman, *Menyimak Efektif* (Lutfi Gilang, 2020) <https://www.google.co.id/books/edition/Menyimak_Efektif/dRoeEAAAQBAJ?hl=id&gbpv=1&dq=kemampuan+menyimak+adalah&printsec=frontcover>
- M, natalina, Desiani, and Gilar Gandana, *Komunikasi Dalam PAUD* (Tasikmalaya: Ksatria Siliwangi, 2019) <https://www.google.co.id/books/edition/KOMUNIKASI_DALAM_PAUD/Ts-oDwAAQBAJ?hl=id&gbpv=1>
- Madyawati, Lilis, *Strategi Pengembangan Bahasa Pada Anak* (Jakarta: KENCANA, 2017) <https://www.google.co.id/books/edition/Strategi_Pengembangan_Bahasa_Pada_Anak/r-pADwAAQBAJ?hl=id&gbpv=1&dq=media+boneka+tangan+efektif+kemampuan+menyimak&pg=PA186&printsec=frontcover>
- Muthamainnah, R, R Febriyanti, and R Adhiani, 'Penerapan Metode Bercerita Dengan Media Boneka Tangan Untuk Meningkatkan Kemampuan Menyimak Anak Kelompok B Di RA PERSIS 16', *Journal of 21st Century Learning*, 1.1 (2025), 31-35 <<https://ojs.jurnalstuditindakan.id/j21cl>>

- Rachmi, Titi, Diana Rohmawati, and Siti Lutfiah Mubaroh, 'Upaya Meningkatkan Kemampuan Menyimak Melalui Media Boneka Tangan Pada Anak Usia 5-6 Tahun Di PAUD Raudho', 8.1 (2025), 454-62
- Ramadhani, Rahmi, and Nuaraini sri Bina, *Penelitian Pendidikan Analisis Perhitungan Matematis Dan Aplikasi SPSS* (Jakarta: KENCANA, 2021)
- Retyuningsih, Nur Aliyah, and Aprilia Wahyuning Fitri, 'Pengaruh Permainan Bisik Berantai Terhadap Kemampuan Menyimak Pada Anak Usia 5-6 Tahun', *Journal on Teacher Education*, 4.3 (2023), 74-84
- Rizka, Sitti Muliya, and Vani Monita Mulia, 'Aulad : Journal on Early Childhood Peningkatan Perkembangan Bahasa Anak Melalui Media Boneka Tangan Tematik', 8.2 (2025), 959-68 <<https://doi.org/10.31004/aulad.v8i2.1335>>
- Saodi, Syamsuardi, Andi Irmayani, and Parwoto Parwoto, 'Metode Bercerita Dengan Boneka Tangan Untuk Meningkatkan Kemampuan Menyimak Anak', *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini*, 3.1 (2021), 19-27 <<https://doi.org/10.30631/smartkids.v3i1.72>>
- Sudarti, N, and T Herawati, *Menyimak - Wicara Bahasa Indonesia* (Yogyakarta: Deepublish, 2023) <<https://books.google.co.id/books?id=E78yEQAAQBAJ>>
- Susanti, Fitria, Prisca Sampe, Izak Jakobis Makulua, Rusnawati Ellis, and Neleke Huliselan, 'Peran Interaksi Anak-Anak Dalam Pengembangan Kemampuan Bahasa Di Kelompok Bermain Ra Ar Rohmah Kalibatur Tahun Ajaran 2024/2025', *Jurnal Inovasi Pendidikan Dan Pembelajaran*, 1.2 (2025), 36-42 <<https://doi.org/10.63980/eduvasi.v1i2.46>>
- Yaumi Aulia Fadira, Chandra Chandra, and Inggria Kharisma, 'Analisis Kemampuan Menyimak Informasi Dari Media Audio Pada Siswa Kelas VI SD', *Semantik: Jurnal Riset Ilmu Pendidikan, Bahasa Dan Budaya*, 3.2 (2025), 74-86 <<https://doi.org/10.61132/semantik.v3i2.1644>>
- Zein, Riwayati, and Vivi Puspita, 'Model Bercerita Untuk Peningkatan Keterampilan Menyimak Dan Berbicara Anak Usia 5-6 Tahun', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5.2 (2020), 1199-1208 <<https://doi.org/10.31004/obsesi.v5i2.581>>
- Zumara, Noor Iz, Andi Kristanto, Kartika Rinakit Adhe, and Ruqoyya Fitri, 'Stimulating Oral Communication through Drawing and Storytelling Activities at KBTK Al Hikmah Surabaya', *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 14.2 (2025), 425-39 <<https://doi.org/10.26877/paudia.v14i2.1544>>