DEVELOPING A STORY LEARNING MODEL USING HAND POOLS IN ELEMENTARY SCHOOLS

PENGEMBANGAN MODEL PEMBELAJARAN BERCERITA MEGGUNAKAN MEDIA BONEKA TANGAN DI SEKOLAH DASAR

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Abstract

This study aims to analyze the learning model needs, design a learning model, and test the validity of the storytelling learning model. The method used in this research was R&D (Research and Development) with the ADDIE development model. This research was conducted in class IV SDN 60 Salubattang, Palopo City. Data collection techniques were through interviews, questionnaires, and observation. Data analysis techniques were performed by classifying the data obtained into qualitative and quantitative data. The needs analysis results illustrated that students needed interesting concrete visualizations to increase interest in reading. The design of a storytelling learning model assisted by hand puppet media was described in a guidebook which contained model components, media and how to make them, and the technical application of the learning model. The learning model developed through the validation stage by design, material, linguists, and elementary school instructional practice experts obtained results that were feasible to use.

Keywords: Storytelling Learning Model, Hand Puppets, Elementary School

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan penggunaan model pembelajaran, mendesain model pembelajaran, dan menguji validitas penggunaan model pembelajaran bercerita. Metode yang digunakan pada penelitian ini yaitu R&D (Research and Development), dengan model pengembangan ADDIE. Penelitian ini dilakukan di kelas IV SDN 60 Salubattang Kota Palopo. Teknik pengumpulan data melalui wawancara, angket, dan observasi. Teknik analisis data dilakukan dengan mengklasifikasi data yang diperoleh menjadi data kualitatif dan kuantitatif. Hasil analisis kebutuhan menggambarkan siswa perlu visualisasi konkret yang menarik untuk meningkatkan minat membacanya. Desain model pembelajaran bercerita berbantuan media boneka tangan dijabarkan dalam buku panduan yang berisi komponen model, media, dan cara pembuatannya, serta teknis pengaplikasian model pembelajaran. Model pembelajaran yang dikembangkan melalui tahap validasi oleh ahli desain, ahli materi, ahli bahasa, dan ahli praktik instruksional sekolah dasar memperoleh hasil layak untuk digunakan.

Kata Kunci: Model Pembelajaran Bercerita, Boneka Tangan, Sekolah Dasar

1. Introduction

The success of implementing learning cannot be separated from the model educators apply (Buchori & Setyawati, 2015; Hijriati, 2017). Sari, Dewi, & Ayuningsih (2020) revealed that a learning model determined not only what the teacher had to do

but also included the stages, the principles of teacher and student reactions, and the required support systems. To improve learning outcomes, teachers must understand the model used to ensure the learning process runs smoothly (Esminarto, Sukowati, & Suyowati, 2016). The use of learning models is very important to achieve learning objectives. Students' learning abilities can be improved using the teacher's learning model. This is very important because it significantly impacts students and is one of the cores of effective learning teachers realize (Sunardi, 2023). Without appropriate learning models, learning activities and outcomes are not optimal.

The results of initial observations on the teachers' teaching with fictional story material were carried out by distributing printed books. This made students less enthusiastic about participating in learning, the stories presented were less interesting and not following the context, and some students had low reading comprehension skills. In the situation that occured in the classroom, it appeared that students interfered with each other and took turns leaving the class so that students did not understand the material being taught. Storytelling learning should involve students actively listening, speaking, feeling, and understanding certain stories. Learning to tell stories must foster active involvement between students and teachers. This allowed students to be more active during learning. In addition, Eliza (2017) suggested that students learned social and moral principles through storytelling activities, which had historically been used as an interesting educational tool.

Research on the development of storytelling learning models has been carried out by Sukmawati & Nurhidayah (2019) in developing storytelling learning models to develop empathy for early childhood. Wahidah, Mulyana, & Yasbiati (2019) developed a VAK (Visual Auditory Kinesthetic) based storytelling model using students' senses. Meanwhile, Zein & Puspita (2020) developed a speaking learning model with the help of hand puppets without incorporating elements of local wisdom. In contrast to those researches, this study combined a storytelling learning model with South Sulawesi folklore, namely *La Galigo*, and used hand puppet media as a tool. Although the analysis of telling stories with the help of hand puppets has been carried out a lot, hand puppets with local wisdom for material examining characters in fictional texts have never been studied before.

Introducing new teaching models to students is crucial in stimulating their interest in learning (Roxita, Hadi, & Meikayanti, 2015). In this study, learning to speak used the folklore of *La Galigo* as the main material so that students got to know the story's characters with a cultural background from Luwu, South Sulawesi. Currently, people's knowledge of the history of the kingdom of Luwu is still low due to a lack of interest in reading, and parents rarely teach folklore to their students (Aman & Mustika, 2019). The characters in folklore can inspire readers. In addition to the characters, the series of stories contain excellent educational value. Teachers as professionals can teach educational values through folklore to students, not just explaining but being able to make their students emulate the educational values obtained at school (Gusal, 2015).

Using hand puppets as a tool can also give a new impression, be more interesting, and become a tool that makes it easier to convey material. When teachers use hand puppets to present content that is learned in a real and natural way, students better understand what is taught well (Fakhruddin & Inayati, 2015). The use of hand puppet media in telling stories is more beneficial for students because they can immediately see the characters who play a role in folklore. Students are interested in using hand puppets to imagine and then try to find the right words to convey their

thoughts (Sulianto, Untari, & Yulianti, 2014). Through the media of hand puppets, students can construct an understanding of the material being taught (Fakhruddin & Inayati, 2015). Hand puppet media is very interesting for students because it encourages them to improvise in language to increase their desire and ability to present characters in their language (Mariana & Zubaidah, 2015).

Adopting the advantages of alternative solutions and presenting new things from previous studies, this research aimed to develop a storytelling learning model based on folklore. The story adopted was *La Galigo* because this story was in the context of the surrounding community. Assisted by hand puppet media, this development was intended to be interesting, to help visualize objects, and to get to know the characters directly so that it can make it easier for students to understand the story's contents. This development is expected to increase students' interest in learning, understanding, and activeness in class. The research objectives were to analyze the need for using learning models, designing learning models, and testing the validity of storytelling learning models.

2. Research Method

This research used a mixed methods approach for R&D (Research and Development) using the ADDIE model. Development was done by combining existing products with other products to develop students' storytelling skills more optimistically. The model in question was the storytelling learning model, the content adopted was local wisdom genre fiction, and the media used was hand puppets. The ADDIE model included analysis, design, development, implementation, and evaluation processes. However, this research was limited only to the development stage. The development procedures referred to: (1) the needs analysis, (2) the prototype formulation in the form of a flowchart, and (3) the product development accompanied by expert validation.

The subjects in the study were 19 students in grade IV at SDN 60 Salubattang. Students had an age range of 9-10 years and entered the final concrete operational stage. Their thinking skills were logical and systematic, could solve problems, strategize, and make connections. Their communication skills have developed so they can express their thoughts through analytical and methodical words.

The needs analysis process was more dominant using qualitative approaches, while the validity test used quantitative methods. The research data was collected from the needs questionnaire instrument and validation tests were carried out by experts in learning design and material, linguists, and elementary school instructional experts. Qualitative data was obtained from mechanisms from interviews with students and homeroom teachers of class IV and data from observation instruments of learning implementation. The design in question is described as follows.

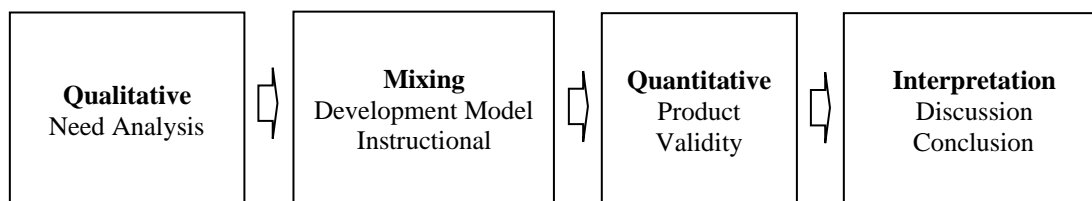| **Qualitative** Need Analysis | **Mixing** Development Model Instructional | **Quantitative** Product Validity | **Interpretation** Discussion Conclusion |

Figure 1. Research Design

Product evaluation of the *La Galigo* folklore-based storytelling learning model product with the help of hand puppets was carried out by learning model design and material experts, linguists, and elementary school instructional experts. The following categories were used for scores assessing each experts' validity acquisition.

Table 1. Expert Validation Rating Score

Category	Score
Very Good (VG)	4
Good (G)	3
Moderate (M)	2
Low (L)	1

Source: Anggraeni (2015)

Furthermore, the percentage formula was used to assess the categories that have been determined. Grouping was carried out to interpret the final value of validity, as shown in the validity criteria in table 2.

Table 2. Validity Criteria

Validity Result	Validity Criteria
$0.80<V\leq1.00$	Very High
$0.60<V\leq0.80$	High
$0.40<V\leq0.60$	Moderate
$0.20<V\leq0.40$	Low
$0.00<V\leq0.20$	Very Low

Source: Yuliandari (2014)

3. Results and Discussion
3.1 Results
3.1.1 Analysis of the Needs of Storytelling Learning Models

The initial analysis results were obtained during the learning process; the teachers did not interestingly convey folklore material. The learning process monotonously made students not eager to learn. The teachers only referred to the subject matter in books when teaching folklore. They did not use an interesting learning model. This was based on the results of interviews with a fourth-grade teacher who stated that she/he usually applied a question-and-answer learning model, lectures, discussions, and independent assignments. The teachers' creativity in creating an interesting and fun learning process in getting to know characters in folklore was needed so that students were enthusiastic about learning.

Data were obtained from the student questionnaire. Around 56% of students experienced difficulties learning folklore material (figure 2). This affected student learning outcomes, making it difficult to understand the information because the teachers read the storybook directly and repeated it several times.
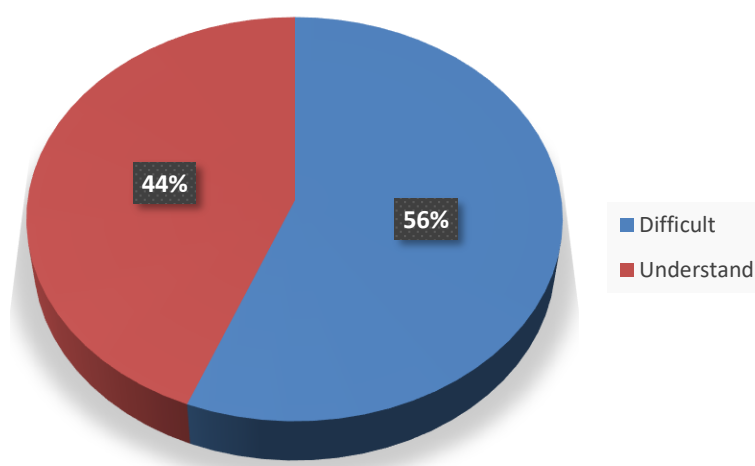
Figure 2. Student Understanding Diagram

Figure 2 shows that the number of students who had difficulty understanding the material in learning was higher. The questionnaire results showed that 62.5% of students stated that they were guided by the teachers telling stories directly in front of the class paying attention to tone and vocals. Based on the analysis of the material, to support the effective application of the storytelling learning model, the material's content must be modified according to the needs and levels of the students.

Likewise, with the document review results on learning content that needed to adopt contextual folklore, observing the characters in fictional texts was the basic competency studied. The results of identifying the characters in fictional texts were conveyed orally, in writing, and visually. The purpose was that by reading a fictional story, students could name the characters in the fictional story correctly. By practicing retelling the fictional story, students could tell stories with clear articulation, expressive, precise intonation, and confidence. Students could explain their understanding and characteristics of the fiction story. By observing this, it was necessary to develop a learning model so that students could name the story's characters. Students could retell stories using hand puppets with clear articulation, expressiveness, appropriate intonation, and confidence. So that all learning activities carried out by students built their understanding related to the understanding and characteristics of fictional story texts.

3.1.2 The Design of the Storytelling Learning Model Developed

The model design was done by making a product flowchart as a reference. Several things were done to design the product to be utilized properly, namely the preparation of learning steps (syntax), social systems, principles of responsibility, support systems, and impacts. The model's components were then developed as a learning model manual to facilitate its application. The description chart can be seen in figure 3.
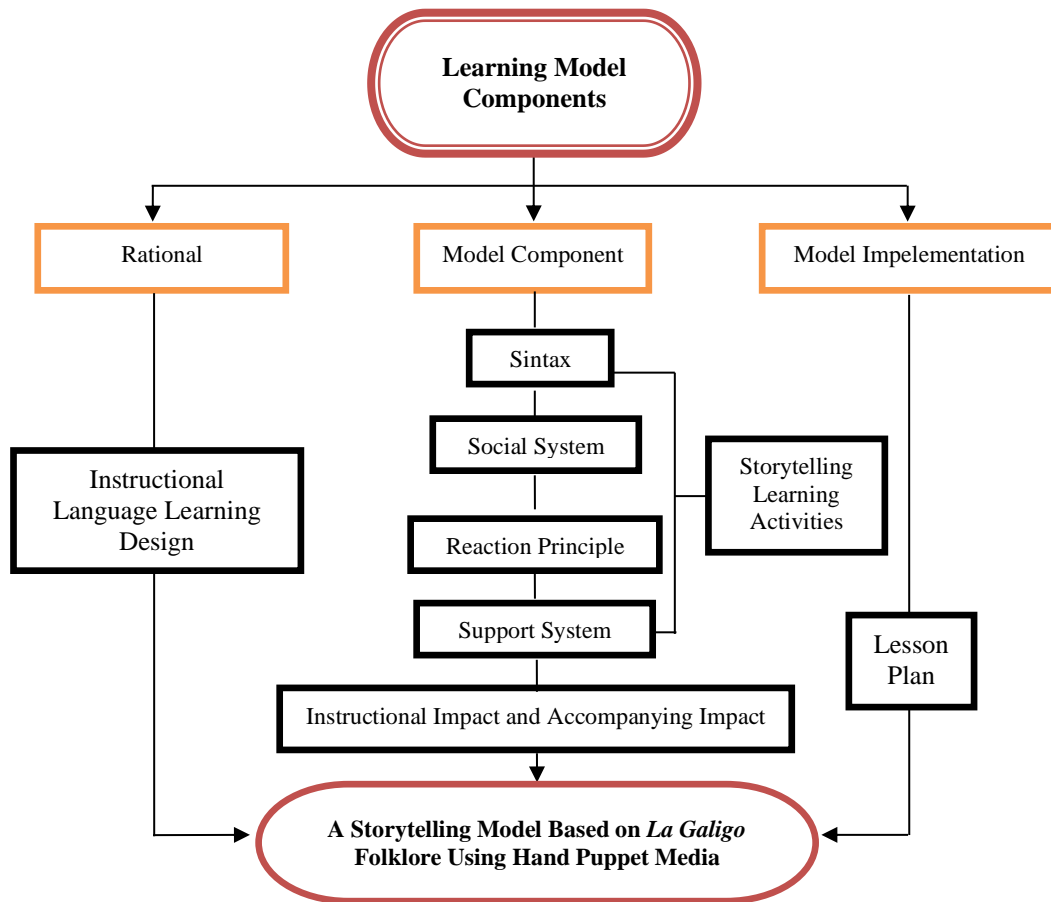
Figure 3. Development Framework Chart

This developed guidebook was made as a printed book with an attractive book appearance. The paper was A5 size and the language followed General Guidelines for Indonesian Spelling. The guidebook in question is displayed as follows.

Figure 4. Display of the Resulting Learning Model Handbook

This hand puppet-assisted storytelling learning model handbook involved a theory of storytelling learning models. It included syntax, reaction principles, social systems, support, instructional, and accompaniment impacts. *La Galigo* folklore lesson plan contained a series of stages of learning and making hand puppet media. The resulting product content is described in the following figure.
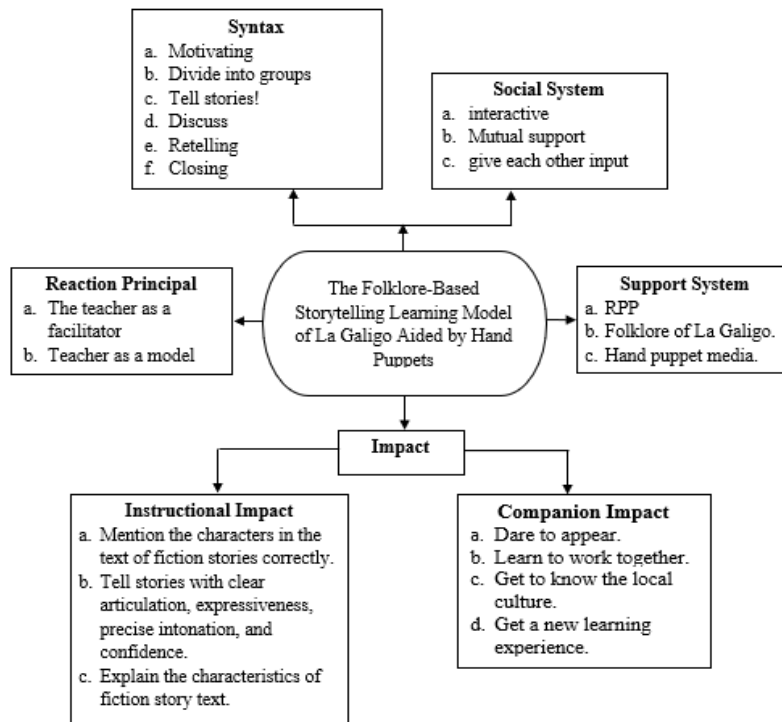

Figure 5. Product Component Braiding

The design of storytelling learning model was formulated into six learning activities: (1) giving motivation, students were given the motivation to be enthusiastic about participating in learning, (2) dividing groups, students were divided into several small groups, (3) telling stories, the teacher carried out storytelling activities in front of the class, (4) discussion, students were allowed to discuss together with their group mates about the material that the teacher had conveyed, (5) retelling, group representative students were allowed to retell stories the teacher had told in their language, and (6) in closing, the teacher and students concluded the results of today's learning activities. This learning step was arranged based on the analysis of student needs.

The main material was storytelling, using the folklore of *La Galigo*, which involved elements of local wisdom and good cultural values being taught to students. These cultural values include *Siri'* and *Pesse* meaning shame and sympathy; *Sumangeq* and *Ininnawa*, meaning spirit and conscience, caring for the environment suggest that humans must protect nature so that it is not easily affected by natural disasters; the idea of democracy means that people must obey the king who protects property rights. The people, *Lempuk* (honesty) means being honest with fellow human beings, oneself and creators, *Getteng* (firmness to principles) being firm in one's stance and not taking sides with the wrong, and finally, respecting one another.

Furthermore, hand puppets were made to depict the characters in the folklore of *La Galigo*. Hand puppets are made from pieces of flannel cloth that were made to resemble characters in the story of *La Galigo*.

Figure 6. Process of Making Media and Hand Puppets Produced

3.1.3 Product Validation Results

Validation was carried out if the product had been developed through 4 experts/validators: (1) material, (2) design, (3) linguists, and (4) elementary school instructional experts. The purpose was to determine the feasibility of the product being developed, and if it still did not meet the feasibility of usage, then further improvements should be made. The following are the validation results of each question expert.

Table 3. Suggestions and Product Revisions as A Result of Validation

Validator	Suggestion
Material Expert	Include the author's name on the top right side of the manual cover.
	Add hand puppet images and materials.
Design Expert	Move the contents of the story to part III (support system).
	The table should not be too close to the edge of the paper.
Language Expert	The text should not be too tight to make reading more interesting.
	Change the font type, make the layout more attractive, and write according to General Guidelines for Indonesian Spelling.

The validation results from the material experts showed that the storytelling learning model needed to be revised, adding the author's name to the book's front cover and adding pictures that matched the material. Validation by design experts obtained input to move the content of the *La Galigo* folklore in chapter III (support system) and table positions that need to pay attention to graphics. Validation by linguists obtained revision notes to change the position of the text so that it was not too tight, change the type of font so that it is not too stiff, improve the layout to make it more attractive, and

writing must be adjusted to the general guidelines for Indonesian spelling (PUEBI). After making improvements, the three validators stated that the product was feasible to use.

Table 6. Expert Validation Results

No	Expert	Validity
1	Material	100%
2	Design	82.5%
3	Language	90%
4	Elementary School Instructional	100%

Likewise, the quantitative analysis results were categorized as valid and feasible. This was evidenced by the results of the calculation of the design validity of 82.5% or the valid category, the validity of the material obtained was 100% in the very good category, the validity of the language was 90% included in the very good category, and the instructional validity was 100% included in the very valid category.

3.2 Discussion

The needs analysis results indicated that students wanted interesting storytelling learning in fictional texts. Thus, the students needed a storytelling learning model based on folklore. Students absorb the material more easily when an interesting learning model supports the learning process (Muwallidah, Sedyati, & Ani, 2018; Slavin, 2015). In addition, the fun learning model helped students gain in-depth experiences about themselves and their environment (Sukmawati & Nurhidayah, 2019). By selecting the right learning model, students were guided to achieve learning objectives because each learning model assigned different roles to students, physical space, and class social structure (Sembiring & Situmorang, 2015), especially by choosing storytelling activities to understand the characters in the story. Apart from facilitating understanding, Duilan (2017) suggested that speaking activities, especially storytelling, could foster mental and emotional relationships with other people.

The speaking learning model in this study was compiled as a learning model manual to help students understand the learning steps. This aligned with Dalton & Rachman (2014), who argued that the learning model was structured in a manual that was easy to understand and implement. The importance of compiling a complete model book, following the opinion Buchori & Setyawati (2015) that the learning model was an overview of the whole teaching and learning process specifically provided by the teacher. Approaches, methods, strategies, or other applications of a learning technique were packaged or used in a learning model (Sunardi, 2023). A flowchart was first made to design a learning model for this study. Flowchart described the flow from one stage to another (Firdaus, 2019). Flowcharts were arranged clearly and did not insert unnecessary objects or images (Arywiantari, Agung, & Tastra, 2015). Teaching materials were prepared according to predetermined subject standards, must follow the basic competencies contained in the curriculum content, and must be easy for students to understand. This was supported by the research of Annisa & Lubis (2020), that selecting the right material under the main focus of learning is very influential for students. So that it finally produced the final form of the syntax of the *La Galigo* folklore-based storytelling learning model assisted by hand puppet media whose main activities were discussion, question and answer, and storytelling.

Furthermore, the resulting learning steps were arranged based on the analysis of student needs. This aligned with Jayawardana & Djukri (2015), which suggested teachers must be able to change the existing syntax to suit the needs of the subject matter and needs in the field. Sembiring & Situmorang (2015) revealed that the syntax of the learning model described the overall series of classroom actions followed by several activities carried out by the teacher or students and specific tasks that students must complete. The model's components as a product focus on syntax, social systems, and reaction principles that were set with critical questions, whether it occurred during the learning process, and whether the support system helped implement the learning (Rochmad, 2012). The learning model played an important role as a conceptual framework, describing all procedures systematically in organizing student learning experiences to achieve predetermined learning objectives (Marliani, 2015). The learning model included theory-based tactics such as rationale, a series of learning processes, learning support systems, and techniques for evaluating student learning developments that involve teachers and students from the beginning to the end of the learning process (Buchori & Setyawati, 2015; Sundari, 2017).

The story raised was the story of *La Galigo*. The story was the folklore of the people of Luwu, South Sulawesi. Students got to know the characters in the story with a cultural background and the context around them. Through this folklore content, knowledge of the history of the Luwu kingdom could also be fostered (Aman & Mustika, 2019). The characters in folklore could inspire readers. The folklore of *La Galigo* contains various cultural values (Perdana, 2019). Folklore is selected because it can stimulate students' cognitive, affective, and psychomotor growth (Uge, Neolaka, & Yasin, 2019). By learning folklore, students were trained to have feelings of sympathy and foster empathy and sensitivity through the moral messages of the characters in the story (Wachidah, Suwignyo, & Widiati, 2017). With the potential of folklore in the surrounding environment, teachers can prohibit and emulate educational values through folklore to students (Gusal, 2015; Uge, Neolaka, & Yasin, 2019).

The media used in this speaking learning model is hand puppets. Hand puppets are learning media made of pieces of flannel, cotton, gloves, and so on, decorated and shaped in such a way as to resemble story characters and played by inserting your palms into the dolls (Nadifa, 2018). The use of hand puppet media is adapted to the results of the needs of students who want media in the learning process. Students were much more effectively absorbed by the material conveyed by the teacher to students if the hand puppet media was used as a supporting medium. Aside from being a tool, hand puppet media can encourage students to pay more attention to the subject matter (Prihanjani, Wirya, & Tirtayani, 2016). Apart from their attractive function, hand puppets are a medium that is easy and safe to play with students (Suradinata & Maharani, 2020).

By maximizing the product produced, the product validity test results of the development model of speaking with the help of hand puppets were found to be valid by four experts. The validity of the model obtained was based on the opinion of Wijayanto & Santoso (2018), which stated that if the average score of the validity assessment was minimal, the resulting product was considered valid. This was reinforced by Humaidi, Irhasyuarna, & Hafizah (2022), which stated that the overall validity of the product was assessed as having very good validity based on the average score of all aspects of the assessment. Thus, the developed speaking learning model can be used. The intended use is, of course, for further research. With these findings, it is hoped that further

researchers will carry out implementation or trials. This review is also a limitation of the research conducted because it does not reach trials.

4. Conclusion

Based on the needs analysis results, designing an interactive storytelling lesson and building interaction between the teacher and students in learning by looking at the characters found in fiction texts was necessary. For this reason, a storytelling learning model based on *La Galigo* folklore was developed with the help of hand puppets. The resulting model components include syntax, reaction principles, social systems, support systems, and instructional and accompanying impacts. The learning model formulated was described in a guidebook which contains components of the learning model, media and how to make it, and the technical application of the storytelling learning model. The learning model developed through the validation stage by design, material, linguists, and elementary school instructional practice experts obtained feasible results.

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