



Development of Hand Puppet Learning Media for Fairy Tale Listening Skills in Grade II Elementary School

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ABSTRACT

This study aims to develop hand puppet learning media for fairy tale lessons for Grade II elementary school students and to determine the validity and practicality levels of the developed media. The research was conducted at SDN 160 Pekanbaru in 2026. Research subjects included Grade II students and teachers (as users), as well as three validators who assessed language, media, and content aspects. The study employed the Research and Development (R&D) method using the ADDIE model, comprising Analysis, Design, Development, Implementation, and Evaluation. Data were collected through observation, interviews, validation sheets, and teacher and student response questionnaires. Data were analyzed using descriptive quantitative methods, utilizing percentages to determine the media's validity and practicality levels. The resulting product consists of felt hand puppets featuring a rabbit and a turtle as the main characters, accompanied by a banner-style puppet stage and an audio recording of the fable "The Rabbit and the Turtle." Validation results showed an average score of 94.12% (highly valid category) from the linguist, 89.16% (highly valid category) from the media expert, and 84.89% (highly valid category) from the content expert. The combined average validation score was 89.39%, falling into the highly valid category. In student trials, the small group achieved an average score of 87.21% and the large group 87.46%; both were categorized as highly practical. Teacher responses yielded an average of 92.77%, falling into the highly practical category. These results indicate that the developed hand puppet media is suitable for use as an alternative Indonesian language learning medium to support fairy tale listening activities in Grade II elementary school.

Keywords: hand puppets, learning media, fairy tales, listening skills

INTRODUCTION

Indonesian language instruction in elementary schools aims not only for the mastery of linguistic knowledge but also for the development of language skills. Listening is one of the key skills that should be cultivated from the early grades. Through listening activities, students receive, comprehend, and process information conveyed orally. This skill serves as a foundation for the development of speaking, reading, and writing abilities. Therefore, listening activities need to be designed with learning experiences that align with the students' developmental characteristics.

Fairy tales offer great potential for listening instruction because they feature stories, characters, plots, conflicts, and moral messages that resonate with the world of children. However, instruction using fairy tales is less effective if the presentation relies solely on books and verbal explana-

tions. Observations and interviews at SDN 160 Pekanbaru revealed that second-grade students easily lose focus during listening activities. Utilizing existing school technology—such as projectors or smartboards—often consumes significant time during the setup phase. Consequently, there is a need for tangible (concrete) media that are more practical and time-efficient without compromising the quality of the story's visualization. These circumstances highlight the need for media that are concrete, engaging, and interactive.

Second-grade elementary students are at a developmental stage where concrete and visual learning experiences are more easily understood. Hand puppets can bring story characters to life more vividly while allowing teachers to combine movement, voice, facial expressions, and narrative flow. Thus, the media serves not merely as an aid for

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delivering content but also as a stimulus to capture students' attention and foster engagement during listening activities.

Theoretically, instructional media are used to facilitate the delivery of learning messages, making information easier for students to grasp. Fadilah et al. (2023) explain that media serve important functions and offer benefits in supporting the learning process, including enhancing attention and aiding student comprehension. Hasan et al. (2021), Razak et al., (2020) also identifies instructional media as a crucial component in the delivery of educational messages. In the context of storytelling, hand puppets offer an advantage by enabling the visualization of characters and movements found within the story.

The use of hand puppets has also been the subject of several studies. Widowati (2016) reported on the use of hand puppets to teach story-listening skills to second-grade elementary school students. Krisanti, Suprihatien, and Suryarini (2020) developed hand puppet-based instructional media for teaching fairy tale listening comprehension to second-grade elementary students. Al, Widad, & Damayanti (2021) developed hand puppet media to support narrative writing skills among third-grade students. The results of these studies indicate that hand puppets hold potential for use in language instruction at the elementary school level.

This research is distinguished by the specific nature of the product and its usage context. The product was developed for the "The Tortoise and the Hare" fable, intended for second-grade Indonesian language lessons, and is supported by a banner-style puppet stage and an audio recording of the story. The visual elements of the characters were adapted to the local context through the proportional incorporation of Malay cultural elements. The development process followed the systematic ADDIE model, ensuring that each stage provided a foundation for improvements in the subsequent stage.

The research questions addressed were: (1) what is the development process for hand puppet

media based on fable material for second-grade elementary school students; and (2) what is the level of validity and practicality of the developed hand puppet media? The study aimed to produce hand puppet media for fable-based lessons and to determine its validity and practicality. In practical terms, the research findings are expected to offer an alternative media option for teachers, provide a more engaging learning experience for students, and serve as a reference for the development of Indonesian language learning media in elementary schools.

METHOD

This study employed the Research and Development (R&D) method. The product developed was hand puppet learning media designed for fable material within the second-grade Indonesian language curriculum. The ADDIE development model—comprising Analysis, Design, Development, Implementation, and Evaluation—was utilized.

The research was conducted at SDN 160 Pekanbaru, Riau Province, in 2026. The trial subjects consisted of second-grade students and teachers. A small-group trial involved six students, while a large-group trial involved 27 students. User feedback was also gathered from three teachers who assessed the media's practicality.

The Analysis stage involved identifying the needs of teachers and students and analyzing the curriculum. The Design stage encompassed the creation of character designs, puppet patterns, the stage setup, fable content, audio components, and assessment instruments. The Development stage involved transforming the designs into the final product and conducting validation by experts in language, media, and subject matter, followed by necessary revisions. The Implementation phase was carried out through small-group trials, large-group trials, and trials conducted by teachers. The Evaluation phase served to assess the results of validation and trials, as well as to refine the product.

Data collection instruments consisted of interview guidelines, expert validation sheets, and user response questionnaires. Validation covered



aspects of language, media, and content. Student questionnaires assessed the media's appeal, the ease of understanding the story, engagement, and motivation. Teacher questionnaires evaluated ease of use, alignment with content and learning objectives, student engagement, and the media's utility. Data were analyzed using descriptive quantitative methods. Obtained scores were converted into percentages by comparing the actual score to the maximum possible score and multiplying by 100%. The resulting percentages were interpreted based on the study's established categories. The media was deemed highly practical if it achieved a score between 85% and 100%. Qualitative data, in the form of suggestions from validators, served as the basis for product revisions.

RESULTS

1. Field Needs Analysis

The analysis phase was conducted to identify the fundamental requirements for teaching fairy tale listening comprehension, focusing on four key areas:

- 1) Teacher Needs Analysis: Interviews with a Grade II teacher at SDN 160 Pekanbaru revealed that students often lose focus during listening activities, resulting in suboptimal story comprehension. Teachers require interactive, concrete media to capture attention, facilitate the conveyance of moral messages, and boost active student engagement.
- 2) Curriculum Needs Analysis: Under the Independent Curriculum and the "Friendship in Diversity" unit, students are expected to comprehend the messages within literary texts that are read aloud (aural texts). The fairy tale "The Tortoise and the Hare" was selected due to its simple plot and rich character values—specifically perseverance and humility—which are relevant to student development.
- 3) Media Availability Analysis: The school possesses modern facilities such as smartboards and LCD projectors; however,

these require relatively long setup times, making them impractical for limited lesson durations. Consequently, teachers rely more on storybooks and oral explanations, which fail to provide a tangible visualization of the characters. The school also lacks hand puppets, which would serve as a concrete, time-efficient alternative for instruction.

- 4) Student Needs Analysis: Grade II students are at the concrete operational stage of development, necessitating interactive visual media. Monotonous, purely oral instruction tends to bore students quickly, whereas hand puppets can accommodate visual-kinesthetic learning styles in an enjoyable manner.

2. Hand Puppet Media Development Process

The analysis phase revealed that fairy tale instruction in Grade II faces challenges regarding limited media resources and poor student focus during listening activities. Teachers require media that can help visualize characters, capture student attention, and facilitate the effective delivery of the story's content. From the students' perspective, media that are concrete, colorful, and involve visual activity are considered well-suited to their learning characteristics.

During the design phase, the product was created using felt fabric as the primary material for the puppets. The main characters developed were a rabbit and a turtle, based on the selected fable. The content was structured around learning objectives, focusing on the ability to understand characters, plot, narrative content, and moral messages. The product also included a puppet stage. The initial stage design was simplified to reduce visual clutter, and the central area was enlarged to allow for better freedom of movement.

In the development phase, validators provided input to refine the product. A language expert recommended using distinct voices for the characters and the narrator, as well as increasing voice volume and clarity to ensure a better balance with the

background audio. A media expert offered suggestions regarding the inclusion of tanjak (traditional headgear) elements on the characters and the practicality of the stage. The stage, originally made of cardboard, was redesigned as a banner-style stage that was easier to set up, dismantle, store, and transport. Following revisions, the product was re-evaluated and met the validity criteria.

During the implementation phase, the product was used in instruction and tested with small groups and large groups, alongside gathering teacher feedback. The evaluation phase integrated validation results and user feedback to determine the product's suitability and ensure that revisions had been implemented.

3. Validity of the Learning Media

Validation results indicated that the media received high ratings across all three aspects. A summary of the validation results is presented in Table 1.

Table 1
Content Validation Results

Validator	Average Index	Category
Language Expert	94.12%	Highly valid
Media Expert	89.16%	Highly valid
Subject Matter Expert	84.89%	Highly valid
Overall Average	89.39%	Highly valid

The language expert validation yielded a score of 94.12%. Aspects evaluated included language clarity, suitability for student characteristics, conceptual understanding, listening skills, media compatibility, and oral presentation. These results indicate that the language used is appropriate for second-grade students.

The media expert provided an average score of 89.16%. The assessment covered media design, suitability for student characteristics, practicality and durability, as well as the stage setup and story visualization. Revisions to the stage

design and audio were made to enhance practicality and presentation quality.

The subject matter expert gave an average score of 84.89%, falling into the "highly valid" category. Aspects evaluated included curriculum alignment, story content and flow, listening skills, and the presentation of the folktale. Thus, the product meets content suitability standards for use in instruction.

4. Media Practicality Based on Student and Teacher Responses

A small-group trial was conducted with six students. Questionnaire results showed a total score of 314, an average score of 52.33, and an average value of 87.21%. These results fall into the "highly practical" category. Students responded positively to the shapes, colors, characters, and the storytelling presentation using hand puppets.

The large-group trial yielded a total score of 1,417, an average score of 52.48, and an average value of 87.46%. These results also fall into the "highly practical" category. Students showed interest in the puppet characters, the movements during storytelling, and the more interactive learning atmosphere. Teacher feedback yielded a total score of 167, an average score of 55.6, and an average rating of 92.77%, placing it in the "highly practical" category. Teachers assessed the media as easy to use, engaging, and well-suited to student characteristics; they noted that it facilitated storytelling and helped sustain student attention during listening activities.

Table 2
Material Validation Results

Trial	Subjects	Mean	Category
Small group	6	87.21%	Highly practical
Large group	27	87.46%	Highly practical
Teacher feedback	3	92.77%	Highly practical

DISCUSSION

Research results indicate that developing hand puppet media using the ADDIE model yields a product that meets the criteria for being highly valid



and highly practical. These findings demonstrate that the need for concrete, engaging media can be translated into a product aligned with the subject matter, student characteristics, and teacher requirements. The use of hand puppets allows characters and storylines to be visualized directly, ensuring that listening activities involve more than just the reception of verbal information.

The product's validity is substantiated by the assessments of three validators. A score of 94.12% from the language expert indicates that the linguistic aspects and oral presentation align with the needs of second-grade students. A score of 89.16% from the media expert shows that the product's design, durability, practicality, and visualization meet the established criteria. A score of 84.89% from the content expert confirms the acceptability of the story's content and narrative flow, as well as its alignment with the curriculum. Overall, the average score of 89.39% places the product in the "highly valid" category.

These findings align with the work of Krisanti, Suprihatien, and Suryarini (2020), who developed hand puppet media for teaching fairy tale listening skills to second-grade elementary students. Both studies share a common approach: utilizing hand puppets to support fairy tale listening activities. Research by Widowati (2016) also demonstrates the relevance of hand puppets in teaching story-listening skills to second-grade students. Thus, this study reinforces the evidence that hand puppets serve as relevant media for language learning among elementary school students.

Regarding practicality, scores of 87.21% (small group) and 87.46% (large group) reflect consistently positive student responses. Teacher feedback was even more positive, reaching 92.77%. These high scores are understandable given the product's concrete form, easily recognizable characters, and simple usage procedures. Furthermore, the decision to switch the stage material from cardboard to a banner directly addresses the need for portability and convenient storage. Thus, practicality is determined not only

by appearance but also by the product's ease of use in a learning context.

Using distinct voices for characters and the narrator represents a significant revision to the product. In the context of learning through folktales, voice serves to distinguish characters while helping students follow the narrative flow. Adjustments to volume levels and the balance with background audio highlight the importance of audio quality, even when the primary medium consists of tangible objects. This demonstrates that media development requires an integrated approach combining visual, motion, and audio elements.

Research by Al, Widad, and Damayanti (2021) indicates that hand puppets can also be adapted for other language skills, such as narrative writing. Similarly, Hamidah and Mursalim (2021) reported on the use of hand puppets to enhance storytelling abilities. These findings demonstrate the versatility of hand puppets, showing they can be developed for use not only in listening activities but also in productive tasks like speaking and writing. The unique aspect of this study lies in its integration of puppets, a banner-style stage, and audio to facilitate folktale listening lessons for second-grade students.

From a pedagogical perspective, the product's strength lies in its ability to provide a concrete and interactive learning experience without relying entirely on digital devices. Teachers can use the product for live storytelling activities, and it is relatively easy to transport. From a development perspective, the phased validation process allowed for the correction of weaknesses before the product saw wider use. Limitations include the fact that the study was conducted at a single school and the trials focused on user response and product feasibility. Therefore, results should be generalized with caution, and future research could test effectiveness using an experimental design with a larger sample.

CONCLUSION

Hand puppet learning media for storytelling lessons in second-grade elementary school was

successfully developed using the ADDIE model, comprising the analysis, design, development, implementation, and evaluation stages. The product—consisting of flannel hand puppets (rabbit and turtle characters), a banner stage, and storytelling audio—was revised based on validator feedback.

The developed media demonstrated a very high level of validity. Validation scores were 94.12% from the linguist, 89.16% from the media expert, and 84.89% from the subject matter expert, resulting in an overall average of 89.39% (categorized as "highly valid"). Practicality was also rated as "highly practical," evidenced by student responses of 87.21% (small group) and 87.46% (large group), and a teacher response of 92.77%. Thus, the hand puppet media is suitable for use as an alternative Indonesian language learning tool to support storytelling and listening activities in second-grade elementary school classrooms.

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