Demonstration Learning Method Assisted by Hand Puppet Media Improves Children's Language and Social-Emotional Skills

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A R T I C L E   I N F O

A B S T R A K

Selama pembelajaran anak memiliki perasaan bosan dan memiliki sikap malu ketika bertemu dengan orang yang baru dikenal sehingga perlu distimulasi dengan baik untuk mendukung perkembangan sosial emosional anak. Tujuan penelitian ini yaitu menganalisis metode pembelajaran demonstrasiberbantuan media boneka tangan terhadap kemampuan bahasa dan sosial-emosional anak. Jenis penelitian ini adalah Quasi-Eksperimental Design (eksperimen semu). Rancangan penelitian yang digunakan yaitu posttest only control group design. Dalam penelitian ini, populasinya adalah jumlah keseluruhan anak TK B yang berjumlah 185 anak. Teknik pemilihan sampel dalam penelitian ini adalah menggunakan random sampling dengan jumlah sampel yaitu 65 anak. Metode pengumpulan data menggunakan observasi dan lembar kuesioner. Analisis statistik inferensial merupakan analisis yang digunakan untuk menguji hipotesis penelitian. Hasil penelitian menunjukan Metode Pembelajaran Demonstrasi Berbantuan Media Boneka Tangan dapat mempengaruhi kemampuan bahasa dan sosial emosional anak. Hasil penelitian menunjukan terdapat perbedaan Kemampuan Bahasa dan Sosial Emosional anak yang mengikuti Metode Pembelajaran Demonstrasi Berbantuan Media Boneka Tangan dengan anak yang dibelajarkan dengan Metode ceramah. Disimpulkan bahwa Metode Pembelajaran Demonstrasi Berbantuan Media Boneka Tangan dapat meningkatkan kemampuan bahasa dan sosial emosional pada anak TK B.

A B S T R A C T

During learning, children feel bored and shy when meeting new people, so they need to be adequately stimulated to support the child's social-emotional development. This research analyzes the demonstration learning method assisted by hand puppets on children's language and social-emotional abilities. This type of research is Quasi-Experimental Design (quasi-experiment). The research design used was a posttest-only control group design. In this study, the population was the total number of Kindergarten B children, totaling 185 children. The sample selection technique in this research was random sampling with a sample size of 65 children. The data collection method uses observation and questionnaire sheets. Inferential statistical analysis is an analysis used to test research hypotheses. The research results show that the Demonstration Learning Method Assisted by Hand Puppet Media can influence children's language and social-emotional abilities. The research results show differences in the language and social-emotional abilities of children who follow the demonstration learning method assisted by hand puppet media and those taught using the lecture method. It was concluded that the Demonstration Learning Method Assisted by Hand Puppet Media could improve Kindergarten B children's language and social-emotional skills.

1. PENDAHULUAN

Education plays a central role in forming the basis of individual abilities, working on both intellectual and emotional aspects. Educational objectives include developing the spiritual, moral, intellectual, and skills dimensions of students, with a focus on positive contributions to society, nation, and state (Hendriyati Haryani et al., 2023; Juanda, 2019). In Indonesia, educational institutions have an essential responsibility to optimize the potential of the young generation in all aspects of knowledge, skills, and

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attitudes. An effective learning process emerges when students are actively involved, and the basic knowledge that students have forms the foundation for the way they learn in the future (Manullang et al., 2022; Rachman et al., 2021; Septikasari & Frasandy, 2018). In an ideal view, early childhood education will lead to holistic growth. During this critical period, children will be involved in character development, social skills, and early academic skills (Kusuma & Sutapa, 2020; Ningsih & Mahyuddin, 2021). By implementing learning methods that involve the active participation of students and understanding that each individual has diverse prior knowledge, education can provide a strong foundation for their progress to a higher level of education (Amin et al., 2020; Pramana, 2020).

In reality, Indonesia's early childhood education sector still faces various challenges. The period of development that occurs rapidly at this stage significantly influences various aspects of life in the future (Herlina et al., 2019; Husain & Kaharu, 2021). Although general development patterns are seen in early childhood, each individual has unique characteristics and experiences a different developmental journey from one another. Challenges in early childhood education include various problems, ranging from limited interaction between teachers and students to a lack of stimulation that can trigger language growth and the development of social-emotional components (Tatminingsih, 2019; Wakhid et al., 2019). The complexity of challenges in early childhood education is reflected in the diversity of problems. They are starting from limited educational interactions between educators and children to a lack of stimulation that supports language growth and encourages children's social-emotional development. Recognition of general development patterns is only sometimes sufficient, considering that each individual has a unique development path (Anggraini et al., 2019; Saranani, 2022). This is confirmed by research, which reveals that the lack of stimulation provided by teachers during learning activities impacts children's social and emotional abilities in children's gardens. (Fitri & Nurhafizah, 2023; Nuraeni et al., 2019). Other research also reveals that children feel bored and shy when meeting new people during learning, so they must be stimulated appropriately to support their social-emotional development (Fitriani et al., 2019; Nisa et al., 2021).

The solution to overcome this problem is to apply innovation in learning methods. In order to respond to children's unique needs to acquire vital language skills and healthy social-emotional development, learning approaches must be more effective and exciting (Rosalina, 2011; Yuniati & Rohmadheny, 2020). The first step is to involve creative and play elements in the learning process, which can foster interest and maintain children's attention (Arbibah et al., 2018; Marlina et al., 2020; Prameswari & Anik Lestariningrum, 2020). This way, the learning environment becomes more interactive and supports language exploration and social interaction. Innovation in learning methods is critical in solving the lack of interaction that can encourage children's language growth and social-emotional development. As a solution, the use of demonstration learning methods through the use of hand puppets appears as an alternative that has the potential to improve this situation. The demonstration method is a way of teaching that uses demonstration to clarify an understanding (Ginting & Zulmiyetri, 2018; Gumay & Bertiana, 2018). The term demonstration in learning activities describes a way of teaching that generally provides verbal explanations using the operation of a tool or object. This method provides opportunities for children to participate directly in the learning process and face challenges more practically (Ginting & Zulmiyetri, 2018; Gumay & Bertiana, 2018; Husna Fitria & Yuliasma, 2023; Putri et al., 2017). In addition, this method can stimulate analytical abilities and encourage students' active participation in speaking and thinking.

Hand puppets allow children to express their ideas and thoughts more freely, which in turn helps in practicing communication skills (Marwah, 2022; Sari, 2017). Language is an essential communication tool; through this method, children can gain better communication experiences (Anggraini et al., 2019; Saranani, 2022). This activity also encourages social-emotional development because children learn to interact well through dialogue played with hand puppets. Hand puppets in this learning method offer a more interactive and involved learning experience, which can build children's critical thinking skills (Krisanti et al., 2020; Ramadani, 2016). In this way, they are invited to solve problems independently, broaden their thinking patterns, and hone their analytical skills. Active involvement in dialogue and interaction with hand puppets also encourages the development of speaking and communicating skills more effectively (Chrisyarani, 2018; Izzati & Yulsyofriend, 2020). Through this method, children can build strong foundations to overcome learning barriers and develop social and emotional skills in a supportive and stimulating environment.

Previous research revealed that the demonstration method can provide experience because students help carry out demonstrations so that students receive experience and can increase student understanding (Gumay & Bertiana, 2018; Kusrini, 2018). The choice of demonstration learning method with the help of hand puppets is based on its effectiveness and relevance. Hand puppets are a learning medium to improve children's language skills (Dewi et al., 2014; Krisanti et al., 2020; Wardono, M. S. & Kurniawati, 2022). Hand puppets are made from pieces of flannel, cotton, gloves, socks, and so on, and they

are shaped or decorated so that they can be displayed as various figures with their characters by adopting a demonstration learning method assisted by hand puppets. There are no studies regarding demonstration learning methods assisted by hand puppet media to improve children's language and social-emotional skills. Based on this, this research aims to analyze the demonstration learning method assisted by hand puppet media on children's language and social-emotional abilities.

2. METODE

This type of research is Quasi-Experimental Design (quasi-experiment). The research design used was a posttest-only control group design. In this design, there are two groups of subjects, one receiving treatment and one group as a control group. The location or place of this research is the Sukawati Gugus IV Kindergarten. In this study, the population was the total number of kindergarten children in Cluster 4 Sukawati, namely 185 children. The results of the normality test for data distribution using the Kolmogorov-Smirnov test with the help of SPSS obtained all sig values. > 0.05 means that all data groups are normally distributed. Next, a homogeneity test was carried out with the help of SPSS. Box's test is used to test the homogeneity of covariance between groups. The results of the data analysis show a significance value of 0.988 > 0.05, meaning there is no difference in the covariance/variance matrix between groups, so the population is homogeneous.

The sample selection technique in this research was random sampling. The experimental class was selected randomly, namely Jambe Kumara Kindergarten,, which consisted of 32 children. The control class was selected randomly, namely Darma Santana Kindergarten, which consisted of 33 children. The data collection method uses observation and questionnaire sheets. Observation is used to collect data regarding learning, problems, and activities in the field. Questionnaire sheets collect data on children's language and social-emotional abilities. The data collection instrument uses a questionnaire sheet. The questionnaire grid is presented in Table 1, and Table 2.

Table 1. Language Ability Research Instrument Grid

Variable	Sub Variable	Indicator
Language skill	Express your opinion with simple sentences	Express opinions about fairy tale characters
		Express your opinion about the content of the story
	Retell the contents of the story simply	Retell the contents of the story simply
		Continuing part of the story/fairy tale

Table 2. Social Emotional Skills Research Instrument Grid

Variable	Sub Variable	Indicator
Social Development	Self-awareness	Understand rules and discipline
		Demonstrate an independent attitude in choosing activities
	A sense of responsibility for yourself and others	Want to share, help and help friends
		Appreciate the advantages of others
	Prosocial Behavior	Show enthusiasm in playing competitive games in a positive way
		Have empathy with friends

Inferential statistical analysis is an analysis used to test research hypotheses. This research investigates the effect of one independent variable on two dependent variables. Before testing the hypothesis, a prerequisite test is carried out consisting of a normality test and a homogeneity test. The data normality test was carried out using SPSS-26.00 for windows Kolmogorov-Smirnov statistical test at a significance level of 5%. In this research, the homogeneity test of the variance/covariance matrix was carried out with the help of the SPSS 26 for Windows program. Hypothesis testing uses the Manova formula (Multivariate Analysis of Variance) with the help of SPSS Statistics 26.

3. HASIL DAN PEMBAHASAN

Hasil

The first stage is to describe the child's language abilities. Information regarding the post-test results of language abilities in this study's experimental and control group children is presented as

minimum scores, maximum scores, averages, and standard deviations (SD). The average score for children's language skills in the experimental group was 51.31. The child's minimum score is 48, and the child's maximum score is 55. The mean score is 51.50, and the standard deviation is 1.991. The results of the data analysis show that the average value of children's language abilities in the experimental class is greater than the value of children's language abilities in the control class. This shows that the experimental group tends to score higher in children's language abilities than the control group. Apart from that, the standard deviation in the experimental group was 1.991, while the control group was 2.611. Lower standard deviation values in the experimental group indicate a more minor degree of data dispersion, indicating higher consistency in the language abilities of children in that group.

The second stage is to describe the child's social-emotional language. Information regarding the results of the social-emotional post-test for experimental and control group children in this study is presented in the form of minimum scores, maximum scores, averages, and standard deviations (SD). In the experimental group, the average social-emotional score for children was 87.78. The child's minimum score is 80, and the child's maximum score is 95. The mean score is 88.50, and the standard deviation is 3.774. The results of the data analysis showed that the average social-emotional score of children in the experimental class was more significant than the language ability score of children in the control class. The minimum score shows this for children in the experimental group, namely 80, and the control group, namely 72. Apart from that, the average social-emotional score for children in the experimental group is 87.78, and the average score for children's language skills is 79.73. The maximum score for children in the experimental group was 95, and the maximum for children in the control group was 87. This shows that the experimental group scored higher in social-emotional abilities than the control group. Next, the prerequisites of the analysis are tested. The results of the language ability normality test are presented in Table 3.

Table 3. Normality Test Results of Children's Language Abilities

class		Shapiro-Wilk		
		Statistic	df	Sig.
Language skill	Experiment	0.135	32	0.150
	Control	0.175	33	0.127

The results of the data analysis of the normality test of children's language abilities in the Shapiro-Wilk column in the experimental group obtained a value of 0.150, namely 0.150 > 0.05, so the data was normally distributed. The results of the data analysis of the normality test of children's language abilities in the control group in the Shapiro-Wilk column in the experimental group obtained a value of 0.127, namely 0.127 > 0.05, so that the data was normally distributed. Children's language abilities in the experimental and control groups are normally distributed. The results of data analysis of children's social-emotional normality test in the Shapiro-Wilk column in the experimental group obtained a value of 0.065, namely 0.065 > 0.05, so the data was normally distributed. The results of data analysis of the social-emotional normality test of children in the control group in the Shapiro-Wilk column showed that the control group obtained a value of 0.774, namely 0.774 > 0.05, so the data was normally distributed. The social emotionality of children in the experimental and control groups is usually distributed. The results of the child's social-emotional normality test are presented in Table 4.

Table 4. Results of Children's Social Emotional Normality Test

class		Shapiro-Wilk		
		Statistic	df	Sig.
Social Emotional	Experiment	0.938	32	0.065
	Control	0.980	33	0.774

Homogeneity tests were carried out on paired variances between the experimental group and the control group. The homogeneity test in this study was carried out using SPSS Statistics 26. The results of the data analysis of the homogeneity test of children's language abilities in the experimental group and the control group obtained a value of 0.321, namely 0.321 > 0.05 so that the variance of the two groups was homogeneous. The results of the Homogeneity Test of children's language abilities are presented in Table 5. The results of data analysis of the social emotional homogeneity test of children in the experimental group and the control group obtained a value of 0.076, namely 0.076 > 0.05 so that the variance of the two groups was homogeneous. The results of the social emotional homogeneity test are presented in Table 6.

Table 5. Results of the Homogeneity Test of children's language abilities

		Leven Statistic	df1	df2	Sig.
Language skill	Based on Mean	1.000	1	63	0.321
	Based on Median	0.573	1	63	0.452
	Based on Median and with adjusted df	0.573	1	52.920	0.453
	Based on trimmed mean	0.917	1	63	0.342

Table 6. Results of children's social emotional homogeneity test

		Levene Statistic	df1	df2	Sig.
Social Emotional	Based on Mean	3.260	1	63	0.076
	Based on Median	3.022	1	63	0.087
	Based on Median and with adjusted df	3.022	1	61.258	0.087
	Based on trimmed mean	3.279	1	63	0.075

Hypothesis testing uses the Manova formula (Multivariate Analysis of Variance) with the help of SPSS Statistics 26. The testing criteria for hypothesis III is that if the F value for the Pillai's Trade, Wik Lamda, Hotelling Trance, Roy's Large Root analysis is significant < 0.05 then H0 is rejected and H1 is accepted. The results of data analysis show that the significance value in the Pillai's Trade, Wik Lamda, Hotelling Trance, Roy's Large Root column is 0.000. The results of the hypothesis test analysis are presented in Table 7.

Table 7. Summary of Multivariate Test

	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	0.999	22407.179[b]	2.000	62.000	0.000
	Wilks' Lambda	0.001	22407.179[b]	2.000	62.000	0.000
	Hotelling's Trace	722.812	22407.179[b]	2.000	62.000	0.000
	Roy's Largest Root	722.812	22407.179[b]	2.000	62.000	0.000
Metode pembelajaran	Pillai's Trace	0.620	50.510[b]	2.000	62.000	0.000
	Wilks' Lambda	0.380	50.510[b]	2.000	62.000	0.000
	Hotelling's Trace	1.629	50.510[b]	2.000	62.000	0.000
	Roy's Largest Root	1.629	50.510[b]	2.000	62.000	0.000

This shows that 0.000 < 0.05, so the Demonstration Learning Method Assisted by Hand Puppet Media can influence children's language and social emotional abilities. Based on the results of hypothesis III, it can be concluded that there are differences in the Language and Social Emotional Abilities of children who follow the Demonstration Learning Method Assisted with Hand Puppet Media and children who learn using the lecture method at Kindergarten B Gugus 4 Sukawati.

Pembahasan

The data analysis results show differences in the language and social-emotional abilities of children who follow the demonstration learning method, are assisted with hand puppet media, and are taught using the lecture method. The following factors cause this. First, the Demonstration Learning Method Assisted by Hand Puppet Media can improve children's language skills. One of the reasons for improving children's language skills is the application of the Hand Puppet Media-Assisted Demonstration Learning Method. In learning activities, the teacher demonstrates using materials appropriate to the learning objectives. This demonstration method involves using hand puppets as a learning tool to make it easier for children to understand the information provided by the teacher. Research states that hand puppets can help children internalize language patterns, improve listening skills, develop risk-taking skills, and increase self-confidence in participating in lessons and group discussions (Chrisyarani, 2018; Insani, 2017). In addition, hand puppets can involve and encourage children to use their imagination to express themselves during play (Triutami et al., 2014; Wardono, M. S. & Kurniawati, 2022). This method has been proven effective in improving young children's language skills. In learning activities, the teacher invites children to see and follow the steps taken by the teacher. The exciting and interactive nature of this method can explain the increasing activeness of children in communicating through the Demonstration Learning Method. Research shows that demonstration can improve active learning and communication skills (Ariep Hidayat et al., 2020;

Suyeni et al., 2016). By using hand puppets in learning, children are encouraged to participate actively, engage in dialogue, and express themselves creatively

Second, the Demonstration Learning Method Assisted by Hand Puppet Media can improve children's social and emotional abilities. The Demonstration Learning Method Assisted by Hand Puppet Media can increase children's self-confidence by creating a supportive and exciting learning environment. Hand puppets allow students to act as characters, fostering courage and confidence in actively participating in learning (Izzati & Yulsyofriend, 2020; Mariana & Zubaidah, 2015). This method encourages active participation, increasing children's self-esteem and confidence in speaking and communicating. Using hand puppets as a learning medium encourages children to express themselves creatively and confidently, thereby increasing their self-confidence and overall learning experience (Chrisyarani, 2018; Krisanti et al., 2020). Apart from that, hand puppets can help children overcome shyness and fear of speaking in public, thus increasing the child's self-confidence. Children are invited to participate in learning activities to increase student activity. The demonstration learning method encourages active participation to increase cooperation and teamwork (Gumay & Bertiana, 2018; Putri et al., 2017). Demonstrations can make learning more exciting and motivating, fostering a positive learning environment that encourages cooperation and collaboration between children (Sulfemi & Nurhasanah, 2018; Suyeni et al., 2016). The Demonstration Learning Method can improve children's social and emotional abilities, especially collaboration skills, by providing a practical, exciting, and motivating learning environment that encourages active student participation and collaboration.

Third, the Demonstration Learning Method Assisted by Hand Puppet Media can improve children's language and social-emotional skills. Children can use short sentences when interacting with their friends in learning activities. Applying the demonstration learning method invites children to re-draw using more straightforward language. This will undoubtedly train verbal and non-verbal language skills in early childhood. Hand puppets are exciting tools to help children internalize language patterns, improve listening skills, and develop expressive language abilities (Chrisyarani, 2018; Krisanti et al., 2020). By interacting with dolls, children can improve their vocabulary and language skills. The use of dolls in teaching encourages the development of social skills. Puppets encourage imaginative play, allowing children to express themselves creatively and engage in group activities, encouraging social interaction and collaboration (Prananta et al., 2017; Sumitra et al., 2019). Learning with dolls helps create a supportive and interactive environment where children feel more confident to actively participate in learning and express themselves freely (Chrisyarani, 2018; Triutami et al., 2014). This increase in self-confidence can improve language fluency and social interactions.

Previous research states that demonstration learning methods can increase student motivation and learning outcomes (Ginting & Zulmiyetri, 2018; Sulfemi & Nurhasanah, 2018). Other findings also confirm that using hand puppets in learning can stimulate young children's (Izzati & Yulsyofriend, 2020; Marwah, 2022). The advantage of the Hand Puppet Media-Assisted Demonstration Learning Method is that it offers a dynamic approach that improves children's language skills and fosters their social-emotional development by fostering creativity, communication, collaboration, self-confidence, and a positive learning environment. This is the advantage of the Demonstration Learning Method Assisted by Hand Puppet Media over that not taught using the Demonstration Learning Method Assisted by Hand Puppet Media. The limitation of this research is that it only measures the Demonstration Learning Method Assisted by Hand Puppet Media on language and social-emotional abilities in children. Based on the findings in this research, several implications are that using the Hand Puppet Media-Assisted Demonstration Learning Method positively impacts children's language and social-emotional abilities. Children become more enthusiastic and active, collaborate, and are enthusiastic about participating in learning activities in class.

4. SIMPULAN

The data analysis results show differences in the language and social-emotional abilities of children who follow the demonstration learning method assisted by hand puppet media and those taught using the lecture method. It was concluded that the Demonstration Learning Method Assisted by Hand Puppet Media can improve children's Language and social-emotional skills. Using the Hand Puppet Media-Assisted Demonstration Learning Method provides teachers with innovative and exciting experiences, and teachers can use this method to create practical and student-centered learning activities that make learning more meaningful.

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