Shadow Puppet Videos to Stimulate Time Vocabulary Speaking Skills for Children Aged 4-6 Years

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ABSTRAK

Seorang anak yang aktif berbicara belum tentu memiliki kemampuan berbahasa yang baik, dan juga anak yang cenderung pendiam bukan berarti anak tersebut mengalami hambatan dalam aspek bahasanya. Penelitian ini bertujuan untuk menghasilkan video wayang kulit yang dapat membantu anak usia 4-6 tahun dalam mengembangkan kemampuan berbicara menggunakan kosa kata waktu. Penelitian pengembangan ini menggunakan metode Research and Development (R&D) dengan model ADDIE. Subjek yang terlibat dalam penelitian ini adalah anak usia dini. Validitas video wayang kulit diukur melalui angket evaluasi yang dinilai oleh dua ahli, yaitu ahli media dan ahli materi. Penelitian ini menggunakan analisis statistik kualitatif digunakan untuk mengolah data deskriptif dan subyektif, seperti ulasan ahli, kritik, dan saran. Berdasarkan temuan ini, dapat disimpulkan bahwa pengembangan video wayang kulit untuk merangsang kemampuan berbicara anak usia 4-6 tahun dalam menggunakan kosa kata waktu memiliki validitas yang sangat tinggi. Oleh karena itu, video wayang kulit ini dapat digunakan sebagai media di lingkungan sekolah untuk mendukung proses pembelajaran.

ABSTRACT

A child who actively speaks does not necessarily have good language skills, and a child who tends to be quiet does not mean that the child experiences obstacles in his language aspect. This research aims to produce shadow puppet videos that can help children aged 4-6 years develop speaking skills using time vocabulary. This development research uses the Research and Development (R&D) method with the ADDIE model. The subjects involved in this research were early childhood children. The validity of the shadow puppet video was measured through an evaluation questionnaire assessed by two experts, namely a media expert and a material expert. This research uses qualitative statistical analysis to process descriptive and subjective data, such as expert reviews, criticism and suggestions. Based on these findings, it can be concluded that the development of shadow puppet videos to stimulate the speaking skills of children aged 4-6 years in using time vocabulary has very high validity. Therefore, this shadow puppet video can be used as media in the school environment to support the learning process.

1. INTRODUCTION

Early childhood education is education carried out between the ages of 0-6 years. Age 0-6 years is a golden period or a period when children are in the sensitive phase to the stimuli to be given (Khaironi, 2018a; Sukatin et al., 2020). In sensitive childhood, there are several stages of developmental aspects that children must complete carefully on time. Why is that, because each stage of development that a child goes through will affect the next stage of development. Education given to children, both education at school and education in the family, is one form of effort to foster aspects of child development so that their potential is well stimulated. Language aspects are an important factor in developmental aspects in each individual early childhood (Oktaria & Putra, 2020; Septiani, 2021). Language has a very important role in mental development, especially in Indonesia, not infrequently many Indonesian children who have high knowledge potential but cannot convey it orally because their mentality is still immature. The formation of physical, mental and emotional human resources as well as the cultivation of values to prepare students to face the future can only be pursued in the world of education (N. Anggraini, 2021; Hayati, 2021). In building human

resources must begin when humans are still at an early age, this is a form of best effort to do as similar research says that "early childhood is the best time to build human resources". educate brain development and appropriately explore its potential. Children aged 4-6 years have a great curiosity about information, so it is necessary to be given various educational stimuli to increase children's interest in learning, especially in language teaching(Diananda, 2021; Novitasari, 2018).

The growth and development of children's language is such a broad scope that will be used to convey all feelings in the surrounding environment (V. Anggraini et al., 2019; Khaironi, 2018b). Children's language development is very necessary in carrying out in daily communication; almost all children's activities need to use language. The way for people to convey what they feel to others is with a language, both orally and through signs (Hermoyo, 2015; Sumaryanti, 2017). Age 4 -6 years old has a tendency for children to learn while doing play activities, so the teacher must create and integrate the learning process with play to attract the attention of each student in learning (Handayani & Istiarini, 2019; Hesti & Somantri, 2017). Adapting to the environment by playing can develop into a more mature child. Play while learning activities carried out by children are activities that can train language skills, where with play activities children use a lot of communication so that vocabulary and sentences can be trained. Children's language development gradually develops with age, both vocabulary and sentence knowledge(Rahmadianti, 2020; Yulianti, 2014).

The language development of early childhood will slowly develop from the beginning using cues such as movement which then express sounds, vocabulary, sentences, and until they are able to communicate with those around them with precise and clear speech (Budiman et al., 2023; Sari, 2021). The development of children's language is characterized by vocabulary, number of words, sentence length which will continue to increase until syntax will develop rapidly when children reach the age of 2-6 years (Hayati et al., 2017; Murni, 2017). The skills and success of children's language stimulation are usually influenced by the surrounding environment, where the surrounding environment is a point for gaining new knowledge that is captured through the child's five senses. The child's vocabulary will experience rapid development such as through experiences when interacting with the surrounding environment (Dewi et al., 2020; Mardison, 2017). Language skills at the age of 4-6 years will be seen when children start to actively talk to their parents, teachers and friends. however, a child who is active in speaking does not necessarily have good language skills, and also a child who tends to be quiet does not mean that the child is experiencing obstacles in aspects of his language. Language proficiency is the ability to carry out clear interactions so that the main objectives conveyed can be well received by the interlocutor (Budiman et al., 2023; Khadijah et al., 2022). A child who talks a lot or is active is not a sign of good language skills, and a child who looks quiet or speaks little does not mean the child is stupid or has poor language skills (Lestari, 2018; Murni, 2017).

The current problem is that there are not a few children with weak language skills (Mardison, 2017; Sumaryanti, 2017). Children's language skills can be seen when children communicate by talking to other people. By talking to other people, our emotional intentions are channeled to other people so that there is a response back to answer the emotions that we convey(Mardison, 2017; Sari, 2021). Based on the results of interviews and observations at Kamila Kindergarten, the same problem was found, namely the child's ability to speak vocabulary at that time was not optimal. Based on the learning approach where most of the role of the teacher is compared to the students and the lack of variation in the selection of media which causes children to feel bored with the learning process(Mukholifah et al., 2020; Zaini & Dewi, 2017).

Judging from these problems, there is a solution to deal with the problems that are being experienced, namely by developing a learning media, namely shadow puppet videos to stimulate the ability to speak vocabulary for children aged 4-6 years. Instructional Media give a big influence on success in a lesson, especially learning in stimulating the ability to speak vocabulary time for children. Media is an indispensable part of every lesson, because the role of the media is not only a learning tool, but an important part of the learning process (Karo-Karo & Rohani, 2018; Zaini & Dewi, 2017). Video puppet shows are the right medium to be used as intermediaries to convey information to early childhood. This is due to the content of cultural and artistic values possessed by wayang, where wayang is often used as a means to convey the teachings of the philosophy of life (Mukholifah et al., 2020; Noegroho, 2022). It is hoped that the development of *wayang kulit* videos can increase children's enthusiasm for learning, so that time vocabulary must be owned skillfully in a fun way of learning. *Wayang kulit* performance videos are media that combine elements audio and visual to communicate information (Hadi & Irfansyah, 2022; Mukholifah et al., 2020). An approach through sound and images as a learning tool will make it easier for students to receive information. Learning videos that are structured according to the target make it easier for each child to understand what is seen or heard (Aryani & Ambara, 2021; Sumanto & Sadewo, 2021). With this educational video, there is an interest in learning tense vocabulary in early childhood compared to learning through conventional media.

The results of previous research on learning videos show that newspaper *wayang* videos as a medium can significantly improve student learning achievement(Hadi & Irfansyah, 2022; Mukholifah et al., 2020). Another research finding is that the *Wayang Gapit* video media which is applied in the storytelling method can improve children's speaking skills (Noegroho, 2022; Pairunan & Saehana, 2021). There is a weakness in previous research, namely learning videos that are made less attractive in terms of content*background* video, and has no variations*background* other so that children quickly experience saturation. The advantages of developing this research are that the video is developed using *wayang* media which transmits the teachings of artistic and cultural values in Indonesia, besides that from this *wayang kulit* video media that can be media that is easy for children to learn, why is that because this media can be used using media Mobile and laptops, and can be accessed on social media in the form of Youtube, Facebook and so on, and in this media there is an attractive display accompanied by audio, and pictures that support the interest of children in learning time vocabulary. In this digital era, video has become a popular and effective medium for conveying information to children. The short duration of the video can help keep children's concentration focused on the knowledge objectives that will be captured by the child. This research aims to produce shadow puppet videos that can help children aged 4-6 years develop speaking skills using time vocabulary. It is hoped that the development of *wayang* videos will be carried out to produce shadow puppet videos that can help children aged 4-6 years in developing the ability to speak using time vocabulary,

2. METHOD

Known development research (Research and Development) uses a systematic approach to develop and test a product. One model that is often applied in research is ADDIE. The ADDIE model consists of five stages, namely: Analysis, Design, Development, Implementation, and Evaluation (Cahyadi, 2019; Rustandi, 2021). The following is a brief explanation of each stage. First is *Analysis* (Analysis): This stage involves collecting and analyzing data to understand the needs and existing problems. Researchers will identify the goals, objectives, and characteristics of users and analyze the context and obstacles that may arise. The results of this analysis will be the basis for developing the right solution. The second *Design* (Design): At this stage, the researcher will design a design or model that will be used in product or process development. This design includes the overall structure, the elements involved, and aims to achieve the aspects that have been planned before. The aim of the design stage is to produce a clear and structured plan. The third D*evelopment* (Development): The development phase involves the implementation of the pre-designed design. Researchers will develop products or processes in accordance with the plans that have been made. This process includes iterative prototyping, testing, and revision to ensure conformance with the stated objectives. The fifth *Implementation* (Implementation): At the implementation stage, the product or process that has been developed will be applied in the appropriate context. This involves the use of the product or process by the intended users or participants. During this stage, researchers will monitor and document the experiences and input from users. The sixth E*valuation* (Evaluation): The evaluation phase involves assessing the success of the product or process being developed. Evaluation is carried out based on predetermined criteria. The purpose of the evaluation is to evaluate the effectiveness, efficiency and user satisfaction. The results of this evaluation can be used for improvement or the next improvement step.

The stages in the ADDIE model provide a systematic approach in conducting development research, ensuring that the product or process produced is in accordance with the user's needs and the goals set previously. The main reason for using the ADDIE model is that it is systematic and easy to understand. This research involves two experts, namely experts who have expertise in the fields of media and materials, in which the two experts will have collaborations to ensure that learning media are developed according to needs and also support the learning process. The use of techniques to collect data such as interview and observation methods to find problems in the field and the use of the questionnaire method as a technique to find values to be validated. The lattice of the developed instrument is shown in Table 1 and Table 2.

Table 1. Instrument Grid for Material Expert Test

No.	Dimension	Indicator
1.	Content	1. Suitability of *Wayang Kulit* Video Media to support children's learning activities
		2. Suitability The material taught in the Wayang Kulit Video media can help students improve vocabulary skills in children's time
2.	Clarity of Material	1. Clarity of material on shadow puppet video media is needed to attract children's attention to learn
3.	Language Purpose	1. Simplicity and ease of understanding of the word used

No.	Dimension	Indicator
4.	Motivation	1. The suitability of learning materials taught in the form of media can increase children's motivation in learning

Table 2. Instrument Grid for Media Expert Test

No	Dimension	Indicator
1.	Aesthetics	1. Interesting shadow puppet videos. 2. Suitability of the type of shadow puppet image size 3. Suitability of letters used 4. The attractiveness of shadow puppet video sound
2.	Technical	1. Youth Use of shadow puppet video products 2. Practical and easy-to-use products 3. Can be used for a long time 4. The product is conceptualized with long use in the future 5. The product concept is uniquely packaged and interesting

In this study, an instrument validity test was conducted to evaluate the feasibility of the instrument to be used. Instrument validity is a measure of the extent to which the instrument can accurately measure the variables studied. Measuring validity in this study using the method Judgment Experts by formula Cross Tabulation Matrix. This method involves experts or experts who will evaluate the instruments that have been prepared. The expert will provide an assessment and response to questions or items in the instrument. This expert's assessment will be used to calculate the value of the validity of the instrument. The analysis in this study is to use qualitative and quantitative statistical analysis. In processing data such as expert input, criticism and suggestions using qualitative statistical analysis. Qualitative statistical analysis is used to process descriptive and subjective data, such as expert reviews, criticisms, and suggestions. This method does not use directly measurable numbers, but rather focuses on interpreting and understanding qualitative data. In qualitative statistical analysis, data in the form of suggestions and comments provided by experts will be collected and categorized into relevant groups. The selection of these categories can be done based on themes, issues, or characteristics that arise from the data being analyzed. By grouping the data, researchers or analysts can understand general trends, patterns, or aspects that need attention. In addition, a formula is used to measure the validity of *wayang kulit* videos Content Validity Ratio (CVR). Formula CVR is a method used to measure the level of agreement or suitability between the contents of an instrument or media with the objectives to be achieved. *CVR* used to measure the content validity of the developed learning media. Results of analysis *CVR* will provide information regarding the extent to which the learning media can be considered valid and relevant. By using the various analytical methods mentioned above, this study will ensure that the instruments used in the study have high validity. It is important to ensure that the data collected from these instruments is reliable and accurate, so that research results can be interpreted correctly and can be trusted. The instruments in measuring validity can be seen from Table 3.

Table 3. Time Vocabulary Speaking Ability Instrument Lattice

No.	Variable	Dimension	Indicator	Grain	Amount
1.	Stimulation of Ability to Speak Vocabulary Time	Expressing Thoughts	1. Child able to mention the vowel letters of the names of the days 2. Child able to name letters day name consonants	1,2	2
		Say the word	1. Children are able to imitate the words of the days. 2. Child able to show the name of the designated day by the teacher.	2,3	2
		Storytelling	1. Child able to share experiences by mentioning the name of the day by coming forward. 2. Child capable moving forward tells the story through the songs of the names of the days.	6,7	2

3.   RESULT AND DISCUSSION

Result

The ADDIE development used in this research is in developing shadow puppet videos. The development model for shadow puppet videos begins with the stages of analysis, planning, development, implementation and evaluation. The results of each development stage are presented as follows. The first step is analysis. In the analysis stage, namely an analysis of the needs of children and media analysis. Based on the results of the analysis, it was found that the child's vocabulary in conveying a word related to the word time was not fluent and precise. In addition, the lack of a learning environment that can encourage children's independence. based on the results of observations and interviews with the leaders of the Kamila Kindergarten school, it is known that the learning media currently used is still not supportive in learning vocabulary. Therefore, it is assumed that the product to be developed by the researcher will meet the learning needs, namely the ability to speak vocabulary at KAMILA Singaraja Kindergarten.

The second step is planning. At this stage, shadow puppet media planning is carried out based on the analysis carried out through educational videos. The design of making media, namely: 1). Selection of wayang videos. At this stage of selecting puppets, researchers choose to use genuine leather puppets in making learning media, 2). Collection of design materials. After the puppet selection stage, the researcher collects materials such as pictures *background*, video recorder, *audio*, obtained from various sources which are then included in the learning media to support the material presented, 3). Preparation of design materials into a learning media, supporting components that have been prepared in the previous stage, then compiled starting with recording videos of puppet movements that are matched to the sounds that will be conveyed in learning, 4). Editing Process, the results of the recording are then inputted into *software Adobe Premiere Pro CC 2018* for the editing process. In the editing process the researcher added several pictures and sound effects to make the resulting media more attractive. The third stage is development. At this stage, the media development application is adjusted to the design. The results of the development of wayang media using learning videos are shown in Figure 1.

Figure 1. Wayang Kulit Media Show Through Learning Videos

After the development process is complete, validation is carried out by experts. The results of research and development with the title "Development of Shadow Puppet Videos to Stimulate Time Vocabulary Speaking Ability for Children Aged 4-6 Years". Based on the results of the CVR and CVI small group tests and large group tests obtained results CVR is 1.00 and yields CVI is 1.00 where this result is categorized as very high validity, so that the results of the media development are suitable for use as early childhood learning media,

Discussion

This research will produce a product of *Wayang Kulit* Video learning media. This *Wayang Kulit* video aims to stimulate the ability to speak time vocabulary for children aged 4-6 years. Learning about *wayang kulit* videos is expected to be able to increase students' enthusiasm in learning, especially learning time vocabulary. In early childhood, learning time vocabulary with *wayang kulit* video media is considered very suitable because children's learning requires special media examples such as pictures and sound. Shadow puppet videos are educational videos that combine elements *audio* and *visual* when conveying information (Hadi & Irfansyah, 2022; Pairunan & Saehana, 2021).In addition, learning videos can facilitate children's learning through both audio and visual learning styles. Educational videos that are properly packaged make learning materials easier for children to understand (Aryani & Ambara, 2021; Sumanto & Sadewo, 2021).

The results of this study make an important contribution to early childhood learning, especially for children aged 4-6 years at Kamila Kindergarten. Kamila Kindergarten, which initially had never implemented learning with supporting media so that problems were found in the field with a lack of children's understanding of time vocabulary, so with this media children will know or be able to learn with concrete examples, namely *wayang kulit* videos as the medium. Teachers can use *wayang kulit* video media as a tool in the learning process in class in stimulating the ability to recognize children's vocabulary. The advantages of *wayang kulit* video media are that it can be a medium that is easy for children to learn, why is that because this media can be used using digital media? Mobile and laptops, and can be accessed on social media in the form of YouTube, Facebook and so on (Abdullah, 2021; Rupnidah & Suryana, 2022). In addition, this media has an attractive display accompanied by audio and supporting images. Meanwhile, the disadvantages of *wayang kulit* video media cannot make children challenged to try playing puppets because *wayang* media is already electronic media.

This study concluded that with the help of competent media, teachers can use the media that was developed to facilitate the learning process, especially to apply the use of vocabulary in Kamila Kindergarten. The use of wayang kulit video media, especially to stimulate the ability to recognize time vocabulary in children aged 4-6 years, is very suitable to be applied so that the teaching and learning process runs smoothly according to the expectations of the teacher(Hadi & Irfansyah, 2022; Mukholifah et al., 2020). Apart from that, *wayang kulit* video learning media can make it easier for teachers in the learning process, especially to stimulate the ability to speak vocabulary in children and this *wayang kulit* video media can be used for a prolonged period of time. Before teaching children, the teacher should first understand the use of *wayang kulit* videos so that the teacher can carry out learning very well so that it is in accordance with the design that has been prepared. For children besides learning to know time vocabulary with this media, *wayang kulit* videos have the advantage that children will have new experiences, where children can learn with electronic devices such as laptops, and help stimulate fine motor skills when moving their hands when playing videos.

The *wayang kulit* video media developed by the researcher has limitations that need to be refined by subsequent researchers. The limitations of *wayang kulit* video media are as follows. The *wayang kulit* video media can only stimulate the ability to speak time vocabulary, namely the names of the days. *Wayang kulit* video media requires a supporting technology in the form of projector when used in classrooms in groups so that the video display is larger and visible to children. The *wayang kulit* video media needs the help of a loudspeaker, a sound system, so that the sound can be heard clearly when used in class. The solution that can be done for further research is the ability to stimulate the vocabulary of time, not only the names of the days, namely being able to develop more, such as the names of the months and the names of important days in Indonesia. Apart from that the setup projector and sound system (Speakers) must be prepared in advance before implementing class learning because there are many students in the class who must be able to see and hear the shadow puppet learning videos clearly.

4. CONCLUSION

Based on the results of the research that has been done, it can be concluded that *wayang kulit* video media in learning facilitates teachers in learning activities to stimulate the ability to speak time vocabulary, the process of developing wayang kulit video media in stimulating the ability to recognize vocabulary when children aged 4-6 years in kindergarten Kamila uses aSoftware Adobe Premiere Pro CC 2018. Obtained from small group and large group tests as well as validation from two experts, namely material experts and media experts in the development of shadow puppet videos as learning media, received very high qualifications.

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