



The Effect of Finger Puppets Media on Students' Listening Skills on the Topic of Indonesian Cultural Wealth in Malaysia

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Article History:

Received: Jan 14, 2025

Revised: Mar 20, 2025

Accepted: Mar 29, 2025

Online First: Apr 12, 2025

Keywords:

Finger Puppets,
Listening Skills,
Media.

Kata Kunci:

Finger Puppets,
Kemampuan Menyimak,
Media.

How to cite:

Marpaung, S. R., & Sari, M. (2025). The Effect of Finger Puppets Media on Students' Listening Skills on the Topic of Indonesian Cultural Wealth in Malaysia. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(2), 739-752.

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Abstract: This study aims to determine the effect of finger puppet media on students' listening skills at the Muhammadiyah Kampung Bharu Malaysia Guidance Center on the material of Indonesian cultural wealth. Students have difficulty listening to the learning materials given by the teacher. The approach in this study uses a pre-experimental method with a one-group pretest-posttest design. The population in this study was made up of 15 fourth-grade students who were used as research samples. The instrument used in this study was an observation sheet on students' listening skills. The validity of the research instrument was tested with expert judgment by assessing its feasibility. The data analysis technique used was the t-test with the alternative hypothesis (H_a) accepted and (H_0) rejected the hypothesis carried out using statistical package software for social sciences (SPSS). The results of this study indicate that before the treatment was given, the average value was 65.86, and after the treatment was given, the average value was 86.73. The results of the t-test analysis were accepted to produce a significance value of 0.000 with df 15 with a significance level of less than (<0.05), which indicates that H_0 is rejected and H_a . Based on the hypothesis test results, it was proven that finger puppet media influenced the listening skills of grade IV students at the Muhammadiyah Guidance Studio, Kampung Bharu, Malaysia.

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh media finger puppets terhadap kemampuan menyimak siswa di Sanggar Bimbingan Muhammadiyah Kampung Bharu Malaysia pada materi kekayaan budaya Indonesia. Siswa sulit menyimak materi pembelajaran yang diberikan oleh guru. Pendekatan dalam penelitian ini menggunakan metode pre-experimental dengan desain one group pretest-posttest design. Populasi dalam penelitian ini adalah seluruh siswa kelas IV yang berjumlah 15 siswa yang dijadikan sekaligus sebagai sampel penelitian. Instrumen yang digunakan dalam penelitian ini berupa lembar observasi terhadap kemampuan menyimak siswa. Validitas instrument penelitian diujikan dengan expert judgement dengan menilai kelayakan atas instrument penelitian. Teknik analisis data yang dilakukan adalah uji-t dengan hipotesis alternatif (H_a) diterima dan (H_0) ditolak hipotesis dilakukan dengan menggunakan perangkat lunak statistical package for the social science (SPSS). Hasil penelitian ini menunjukkan bahwa sebelum diberikannya perlakuan memperoleh nilai rata-rata sebesar 65,86 kemudian setelah diberikannya perlakuan memperoleh nilai rata-rata sebesar 86,73. Hasil Analisis uji-t menghasilkan nilai signifikansi 0,000 dengan df 15 dengan taraf signifikansi kurang dari ($< 0,05$), yang mengindikasikan bahwa H_0 ditolak dan H_a diterima. Berdasarkan hasil uji hipotesis yang dilakukan membuktikan bahwa terdapat pengaruh media finger puppets terhadap kemampuan menyimak siswa kelas IV disanggar Bimbingan Muhamadiyah Kampung Bharu Malaysia.

A. Introduction

Education is a process that aims to improve life to a higher level. Education is a process of forming individuals to become quality human beings so that they can contribute to the progress and development of the nation. Education itself lasts a lifetime. This is in line with Law Number 20 of 2003 concerning the National Education System, which emphasizes that education has an important role in creating superior human resources. National Education plays a role in developing individual potential and building a civilized nation's character and civilization to educate the community's lives. The main objective is to optimize the development of students to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and act as democratic and responsible citizens.

The achievement of the educational goals that have been set should meet the criteria of an effective learning process in teaching and learning activities. A teacher must have skills in implementing learning, which can be in the form of using strategies, models, or media to support the skills possessed by students in learning. According to (Dewi et al., 2022), the ability can be interpreted as a series of intelligent actions carried out with full responsibility, which a person has as a qualification to be recognized by society in carrying out tasks in a particular field of work. In the learning process, students should have four aspects of language skills: reading, writing, listening, and speaking. Students must master these aspects of language skills because these four aspects are interrelated. Of these four skills, the first to be mastered by someone is listening skills.

Listening is listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message, and understand the meaning of the communication the speaker conveys through speech or spoken language (Derta & Padilah, 2022). According to (Kurniawati, 2023), listening is a process that includes the activities of hearing language sounds, identifying, interpreting, assessing, and reacting to the meaning contained therein.

Listening skills have significant goals for educational purposes where (Derta & Padilah, 2022) states. Listening is a strategic process in developing communication and intellectual abilities. Fundamentally, listening aims to obtain in-depth information and knowledge from the source of the conversation or material being listened to. Effective listening encourages a person to develop intellectual skills, broaden horizons, and build deeper connections of understanding with various sources of information (Faizah, 2024).

According to Nurhasanah (2024), listening skills can be trained by providing appropriate learning media that are by student development. The stages of listening start with (1) preparing oneself, namely focusing and eliminating distractions to listen well. (2) capturing the primary information through understanding the verbal and non-verbal message. (3) After that, relevant information is filtered, and (4) new information is linked with existing knowledge. Stage (5) summarizes the information obtained and stores it in memory for use (Nurazizah, 2024). Good listening skills can significantly influence the success of the learning objectives that have been set.

The statement is based on the facts researchers have found when conducting real lecture work internationally at the Muhammadiyah Kampung Baru Malaysia Guidance Center in class IV, which was held in the month. The mastery of thematic learning on the material of Indonesian cultural wealth, especially in students' listening skills, is classified as very low. This can be seen from the results of student tests on thematic learning of cultural wealth material for 1 semester of learning. Many students still have not achieved the minimum passing grade (KKM), which is > 75 ; only three students, or 20%, have completed it, and 12 students, or 80%, have not completed it. It cannot be denied that in addition to students having difficulty understanding the learning taught, students are also less able to listen to the learning given by the teacher. In addition, students are less directly involved in learning activities in the learning process. There are still many students who are just busy themselves and chatting when the teacher explains the learning material, especially in listening skills lessons.

Seeing this problem, the author uses media expected to influence students' listening skills in thematic learning of cultural wealth material. One media that can be used is finger puppets, more commonly known as *katangan* puppet media. Finger puppets are a medium that can help solve problems caused by students' low listening skills. This is because elementary school students like learning processes that attract their attention, are unique, and the latest. Teachers' use of media in the teaching and learning process can create a sense of activity and enthusiasm in students to follow the learning process.

Teachers can use learning media as a tool to support the learning process and can be used to stimulate thoughts, attention, feelings, abilities, or skills to encourage the learning process. Learning media is a set of tools or a container for conveying messages or information that can be in the form of learning materials so that it can foster a person's interest in learning so that the goal is achieved (Rahmiati & Azis, 2023). Learning media is one of the learning components that has an important role in teaching and learning activities. Media use should be a part that must receive attention from teachers/facilitators in every learning activity (Ar et al., 2024).

One type of media that teachers can use to develop students' listening skills is finger puppets, or what we are more familiar with as hand puppets (Nurfathanah et al., 2023). Hand puppet media is a learning aid in the form of a cloth doll designed to resemble various human and animal characters. Hand puppets are included in the visual media category and are one example of model media. How to use it is by inserting the hand into the doll, while the fingers are used to move the head and hands of the doll.

The definition of finger puppets is further explained by Maryam et al (2020) that Finger Puppets are dolls made of origami paper material and formed into the desired pattern. The dolls are made in such a way that they can be inserted into the fingers so that they can be played. Finger puppets will entertain and attract children's attention, increasing students' storytelling creativity in elementary schools. Finger puppets are also teaching aids, namely tools teachers use to help teachers in their teaching process and help students in the learning process (Afifah, 2019). Finger puppet media are tools teachers use to convey the

material through paper shapes inserted into the fingers with patterns corresponding to the material being taught.

The benefits of using finger puppets media, according to (Sumitra et al., 2019), are to develop children's cognitive and fine motor skills, provide a unique and enjoyable learning experience, raise enthusiasm, and foster feelings of joy in listening to the teacher stories, and can improve children's oral storytelling skills. Using finger puppets media improves children's communication skills and develops children's imagination so that children can understand the material by using the media (Khotimah et al., 2021). Finger puppet media can help students easily listen effectively, thus creating a more dynamic and enjoyable learning environment.

Learning media is important in improving students' listening skills because it can present materials in a more enjoyable, interactive, and easy-to-understand way. With audio, video, and multimedia presentations, students can focus more on listening to the information conveyed, thus helping them better understand the message's contents (Kamaliyah et al., 2024). In addition, learning media also allows students to access a variety of learning resources, such as recordings of speeches, interviews, or stories, which can train them to listen to various speaking styles and intonations.

The use of varied media can also increase students' motivation in learning because they do not only rely on lecture methods, which are sometimes dull. Furthermore, Derta & Padilah (2022) state that learning media allows for repeated practice so that students can repeat poorly understood material and correct listening mistakes. Thus, the use of learning media not only enriches students' learning experiences but also helps them develop better and more effective listening skills.

The learning media teachers use plays a vital role in creating a more enjoyable learning atmosphere, encouraging students to be active and enthusiastic in the learning process, and facilitating teachers and students in more interactive learning. This study aims to examine the impact of the use of finger puppet media on the listening skills of fourth-grade students in the subject of Indonesian cultural wealth, where the focus is on how this media can affect students' listening skills in the overall student learning process.

B. Method

Using an experimental research approach, this study was conducted on fourth-grade students at the Muhammadiyah Guidance Studio, Kampung Bharu, Malaysia. This research aimed to determine the effect of finger puppets on students' listening skills in the material on Indonesian cultural wealth in thematic learning for fourth grade. In this study, the researcher employed the pre-experimental research method. According to Sugiyono (in Said et al., 2023), the research method is a series of processes that include data collection, analysis, and interpretation related to the research objectives. This research design adopts a one-group pretest-posttest design model, where, according to Sugiyono (in Lenaini, 2021), this method includes a pretest conducted before administering the treatment. As a result, the

effectiveness of the treatment can be assessed more accurately by comparing the outcomes with the initial conditions before the treatment.

This study involved 15 fourth-grade students, all of whom were also utilized as research samples. Researchers employed several methods to collect data, including observation, interviews, and documentation. The sampling technique used in this study was saturated sampling. According to Sitepu & Pulungan (2024), saturated sampling is a technique in which all members of a relatively small population are included as research samples. This method ensures that the study represents the entire population, allowing for a more comprehensive analysis of the observed phenomena.

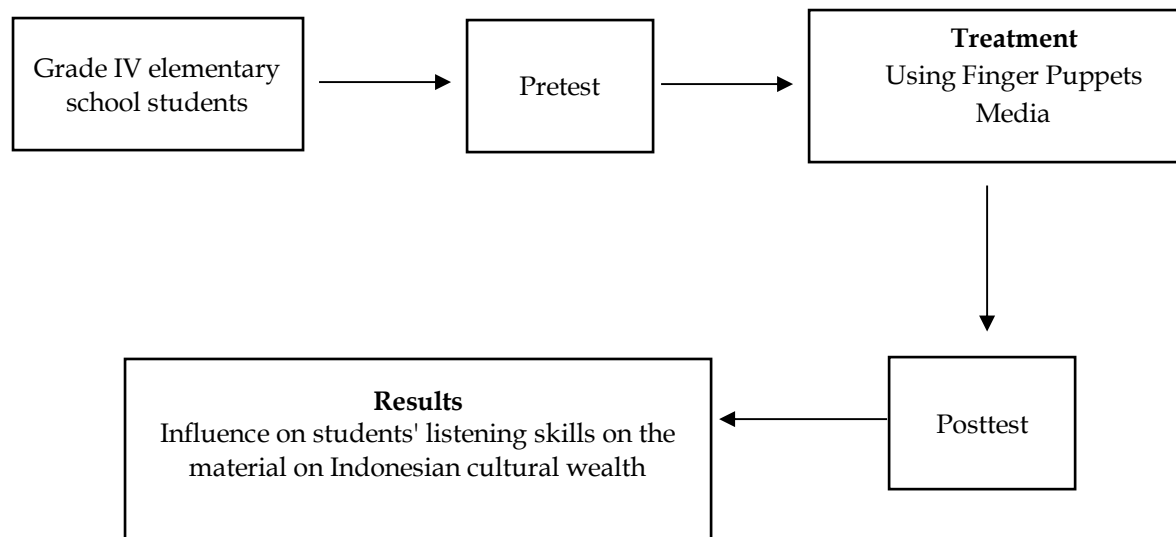


Figure 1. Research Flow

According to Sugiyono (in Purwanto, 2019), a research variable is anything determined by the researcher to be studied so that information about it can be obtained and conclusions drawn.

In this study, the variables are:

1. Independent Variable (x) : Media Finger Puppets
2. Dependent Variable (y) : Listening skills

The data analysis techniques used in this study are validity testing and hypothesis testing. Data analysis used in this study was collected and then processed using the SPSS for Windows program with version 25.

1. Validity Test

An instrument is considered valid when the measuring tool used to obtain data is accurate and capable of measuring what it is intended to measure. Therefore, a valid instrument is genuinely suitable for assessing the intended variables. This study ensures content validity by involving experts in the validation process. Content validity indicates that the instrument has been designed and aligned with the curriculum, learning materials, and expected learning objectives. The validity test is conducted by analyzing the scores

given by experts on the instrument used in the study. The following is a framework of observation sheets tested for validity by experts.

Table 1. Grid of Listening Ability Observation Sheet

No	Indicator	Item Number	Amount
1	Hear	1,2,3,	3
2	Notice	4,5	2
3	Understand	6,7	2
4	Respond	8,9,10	3
Amount			10

2. Hypothesis Testing

Hypothesis is a process of estimating parameters in a population, which involves formulating a group of rules that can lead to a final decision, namely rejecting or accepting the statement. The t-test is used to see the sample average. It is a statistical test that compares the average of two samples that are safe to test whether or not a hypothesis is true in a population.

The first way of making decisions is:

- The significant value $\alpha < 0.05$ then H_a is accepted, meaning that there is a significant influence between the influence of finger puppets media on students' listening skills in cultural wealth material at the Kampung Baru learning studio.
- The significant value $\alpha > 0.05$ means H_o is rejected, meaning there is no significant influence between the influence of finger puppet media and the influence of finger puppet media.

C. Result and Discussion

Result

The research was conducted by administering the instrument to fourth-grade students at the Muhammadiyah Guidance Center in Kampung Bharu, Malaysia, during the 2024/2025 academic year. The instrument used in this study was an observation sheet that had undergone expert validation to ensure its accuracy and reliability. This observation sheet consisted of four primary indicators: listening, paying attention, understanding, and responding, which were further detailed into 10 specific items. Each item was carefully designed to assess different aspects of students' listening skills in a structured manner. The instrument's validity was tested through expert evaluation, and the results of this validity test are presented in the following table.

Table 2. Expert Validity Results

Indicator	Statement Items	Score Acquisition	Maximum Score
Hear	1,2,3	13	15

Indicator	Statement Items	Score Acquisition	Maximum Score
Notice	4.5	10	10
Understand	6.7	9	10
Respond	8,9,10	15	15
Total		47	50

The table above shows the results of the validity test of the instrument carried out by experts using the Linkert scale measurement of 1-5. The results of the expert validity test obtained a score of 47, which means that it is included in the valid category with a maximum score of 50.

After completing the expert validity test, the instrument used in this study was deemed to meet the requirements. The research then collected initial data by conducting learning sessions before introducing the treatment using media. Observational assessments were conducted to evaluate students' listening skills during the learning process. The data collected served as a reference to determine whether there was a difference in the listening skills of fourth-grade students at the Muhammadiyah Kepong Guidance Studio before and after receiving the treatment using finger puppets as a learning medium. The results of students' listening skills before the treatment are presented in the following table.

Table 3. Pre-Treatment Observation Values

No	Student Code	Mark
1	XA	60
2	XB	52
3	XC	58
4	XD	80
5	XE	55
6	XF	58
7	XG	63
8	XH	70
9	XI	73
10	XJ	60
11	XK	88
12	XL	78
13	XM	74
14	XN	65
15	XO	54
Total		988

The table above presents the observation scores of students' listening skills during the learning process without finger puppets. At this stage, the teacher implemented conventional teaching methods. The data in the table indicate that students' average listening skill score remains below the minimum mastery criterion (KKM) of 75. Specifically, only three students achieved scores above the KKM, while the remaining 13 scored below

the required threshold. The average student performance is detailed in the following to provide a clearer understanding.

Table 4. Pre-Treatment Results

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-Treatment Results	15	52.00	88.00	65,8667	10.76945
Valid N (listwise)	15				

The data processing results on listening skills were done using the SPSS 25 program. Where the average results obtained for students were 65.86, this indicates that students' learning objectives were not achieved before the treatment was given, and students' listening skills were still low, with the results of students' listening skills below the minimum completion criteria (KKM) <75.

Furthermore, the researcher treated the students by implementing the learning process using finger puppet media in the learning process. The values obtained after the treatment using the media can be seen in the following table.

Table 5. Post-Treatment Student Observation Values

No	Student Code	Mark
1	XA	85
2	XB	82
3	XC	80
4	XD	90
5	XE	86
6	XF	92
7	XG	80
8	XH	78
9	XI	94
10	XJ	88
11	XK	92
12	XL	85
13	XM	93
14	XN	90
15	XO	86
	Total	1301

The table above displays the observation results of students' listening skills during the learning process, which was conducted using finger puppets as a teaching medium. Based on the data presented, it is evident that the average listening skill score of the students has met the minimum mastery criterion (KKM), with scores exceeding 75. This indicates a significant improvement in students' listening skills compared to the previous stage, where conventional teaching methods were used. Furthermore, all students successfully achieved scores above the KKM threshold, demonstrating the effectiveness of the finger puppet media in enhancing their listening abilities. A total of 15 students completed the learning

process with this method, showing a more consistent and satisfactory level of achievement. The detailed average student performance is presented in the following table for a clearer understanding of the overall improvement.

Table 6. Post-Treatment Results

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-Treatment Results	15	78.00	94.00	86,7333	5.11952
Valid N (listwise)	15				

The data processing results of students' listening skills after implementing finger puppet media in the learning process were analyzed using SPSS 25. The analysis revealed that the lowest score obtained by students was 78, while the highest score reached 94, with an overall average score of 86.73. These findings indicate that all students successfully met the learning objectives, demonstrating significant improvements in their listening skills following the use of finger puppets in the learning process. Furthermore, all students' listening skill scores exceeded the minimum mastery criteria (KKM) of 75, confirming the positive impact of this teaching method.

The results highlight that finger puppet media is an effective and efficient teaching tool for educators. This method enhances students' listening abilities and creates an engaging and interactive learning environment. By incorporating finger puppets, teachers can encourage students to participate more actively in lessons, fostering enthusiasm and motivation throughout the learning process. Additionally, the hands-on nature of the media helps students maintain and retain the material being taught. Based on these findings, it can be concluded that integrating finger puppet media into the teaching process significantly improves students' listening skills while making the classroom experience more dynamic and enjoyable. A detailed comparison of students' listening skills before and after the implementation of finger puppet media can be observed in the following image.

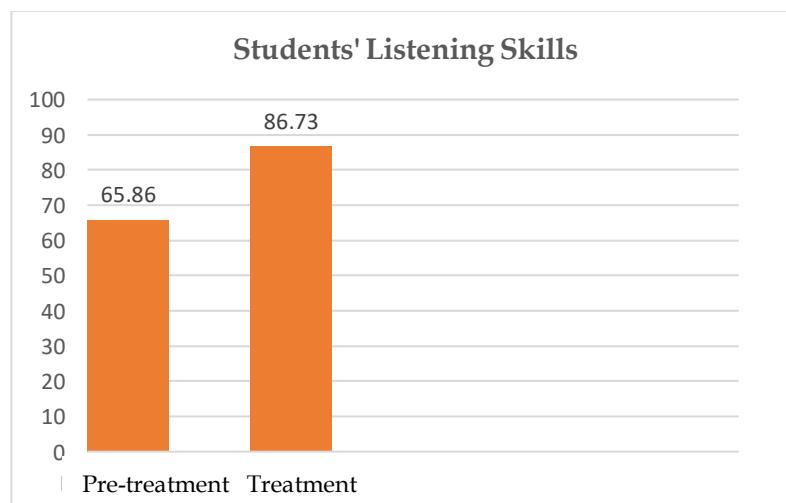


Figure 2. Diagram of Students' Listening Ability

The results of the average value of students using SPSS show a significant difference between the two average values before and after being given treatment using finger puppets media on the listening ability of class IV students of Sanggar Bimbingan Muhammadiyah Kepong Malaysia. Furthermore, to determine the effect of finger puppet media on students' listening ability, a hypothesis test was conducted using the SPSS program version 25 for Windows.

Based on the calculation results using SPSS version 25 for Windows, the significance value (2-tailed) obtained is 0.000. According to the established criteria, a hypothesis is accepted if the significance value (2-tailed) is less than 0.05. Since the test results in the table above indicate a value of 0.000, it confirms that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. This finding suggests that finger puppet media has a significant and measurable impact on the listening skills of fourth-grade students at the Muhammadiyah Guidance Studio in Kampung Baru, Malaysia. The effectiveness of this media in enhancing students' listening abilities highlights its potential as an engaging and interactive learning tool. Please refer to the following table for a more detailed analysis of the results.

Table 7. Hypothesis Test Results

		Paired Differences				T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Before treatment - After treatment	-2.08667E1	9.81156	2.53333	-26.30013	-15.43321	-8.237	.000

Discussion

Based on the results of the presentation and analysis of the data that has been presented, the average value of students before the treatment in the form of finger puppets media was 65.86, while after the treatment in the form of finger puppets media was 86.73. So, the researcher concluded that the average acquisition value of the listening ability of grade IV students after the treatment was more significant than the average value of students in grade IV before the treatment was given. Hence, the difference in the average value between before and after the treatment in finger puppet media was 20.87%.

The students' listening skills calculation results show a significance value of 0.000, less than 0.05. This significance value indicates a statistically significant influence or difference in the tested variables related to students' listening skills. In other words, this result rejects the null hypothesis and accepts the alternative hypothesis, meaning that the treatment or independent variable studied significantly impacts students' listening skills.

This finding has important implications in the learning context, demonstrating that the applied methods, strategies, or interventions effectively contribute to developing students' listening skills. Therefore, this study provides strong empirical evidence to support the implementation or further development of the examined approach to improve the listening skills of fourth-grade students at Sanggar Bimbingan Muhammadiyah Kampung Baru, Malaysia.

This study's findings also indicate that finger puppet media use is highly effective in the learning process, as it encourages students to be more active during classroom teaching and learning activities. By utilizing hand puppet media, students exhibit more enthusiasm in engaging with lessons and listening to stories from the teacher. This is because the media provides a concrete and tangible representation, making it easier for students to concentrate and absorb the presented material (Rosmila et al., 2024). These results align with a study by Kurniawati (2023) titled "*Pengaruh Penggunaan Media Boneka Tangan terhadap Keterampilan Menyimak Anak Usia 5-6 Tahun*". The study demonstrated that hand puppet media positively influenced children's listening skills, as evidenced by the Wilcoxon test results, which showed an Asym.sig value of $0.000 < 0.05$. Hand puppets represent real objects, such as humans or animals, making them highly concrete learning tools for young children. Therefore, incorporating hand puppet media in learning can significantly enhance students' listening skills.

Research conducted by (Khaliq et al., 2020) also stated that in this study, the media used hand puppets were not only teachers but students also participated in telling stories by acting out the characters in the story using hand puppets. This shows that students learn based on direct experience, making it easier for them to listen and remember the story's contents. Based on Purnawati & Mustika (2021), stated that the advantages of finger puppets are 1) they do not require a lot of space, time, costs, and too much-complicated preparation, 2) they do not require complicated skills for those who will play them, 3) they can develop children's imagination, 4) they can attract children's interest in reading letters.

Opinions expressed by Sumitra et al (2019), finger puppets also help children visualize characters and storylines, strengthening their understanding of the content of the story they hear. In addition, finger puppets encourage children to connect what they see with what they hear, improving their ability to remember detailed information, understand concepts, and draw conclusions from the stories they hear (Nuriyanti & Gumelar, 2021). Thus, finger puppet media becomes an effective tool in developing children's listening skills because it involves more senses in learning.

In this study, the media used finger puppets, not only the teacher who told the story but also involved students in actively participating in using the media by telling stories about Indonesian culture by taking turns using the media. This shows that students learn through direct experience, making it easier for them to focus more and remember the story's contents. Based on Edgar Dale's cone of experience theory (Rahmayani et al., 2024), students' direct experience from their activities tends to produce a more concrete and accurate understanding.

D. Conclusion

Learning media is a tool that greatly helps teachers and students create a more enjoyable learning process. Teachers can more easily convey the material being taught, and students actively receive the learning. This study aims to test the effect of finger puppets on students' listening skills in class IV of the Muhammadiyah Kampung Bharu Malaysia Guidance Center.

His research underscores the crucial role of learning media in establishing a conducive learning environment, encouraging student participation, and maintaining their engagement to prevent boredom during the learning process. The study's findings specifically highlight the effectiveness of finger puppet media in enhancing students' listening skills, particularly in subjects that explore cultural heritage. By incorporating interactive and visually appealing media such as finger puppets, students become more attentive and actively involved in lessons, making absorbing and retaining information more manageable. This demonstrates that the use of appropriate learning media not only improves comprehension but also fosters a more dynamic and enjoyable educational experience.

This research is expected to be a reference for future researchers, who will produce more detailed and accurate research related to the application of finger puppets media. Studying the research topic more deeply using a comprehensive research method can increase understanding and ensure the validity of the research results.

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