



# Application of Storytelling Method with Hand Puppets to Improve Children's Learning Concentration At RA Asy-Syakur Pekanbaru

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## ABSTRACT

Learning concentration is an important factor in supporting the success of early childhood in absorbing information and understanding learning materials. However, the low level of learning concentration in children is often a challenge in the education process at the Raudhatul Athfal (RA) level. This study aims to analyze the application of the storytelling method with hand puppets in improving children's learning concentration at RA Asy-Syakur Pekanbaru. The research method used is classroom action research (CAR) with a qualitative and quantitative approach. The subjects of this study were children in group B at RA Asy-Syakur Pekanbaru. Data were collected through observation, interviews, and documentation, then analyzed descriptively. The results of the study showed that the storytelling method with hand puppets was able to improve children's attention and concentration during the learning process. Children become more enthusiastic, focused, and able to understand the contents of the story better. In addition, the use of hand puppets as a storytelling medium also helps teachers in delivering material more interactively and interestingly. Thus, this method can be used as an effective learning alternative in improving the learning concentration of early childhood children.

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## Introduction

Concentration in learning is an important factor in supporting the cognitive development of early childhood. Children at this stage are in the exploration and development phase of thinking power, so they need interesting learning methods to stay focused on learning. However, many children at the RA level still have difficulty maintaining attention during the learning process. According to Suryana (2021), early

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childhood tends to have a short attention span, so innovative and interactive learning strategies are needed to help improve their concentration.

One method that can be applied in learning is the storytelling method with hand puppets. Hand puppets as a visual medium can attract children's attention and make them more involved in the learning process. In addition, this method can help stimulate children's imagination and improve their understanding of the material presented (Putri, 2022). In telling stories, teachers can use variations in voice, movement, and expression through hand puppets to make the story more lively and interesting for children.

Although this method has many benefits, in practice, there are still many teachers at RA who use conventional learning methods such as lectures or reading books without sufficient interaction with children. This causes children to lose interest in learning more easily and have less concentration in following lessons. Therefore, teachers need to apply a more innovative approach that is in accordance with the characteristics of early childhood so that learning is more effective.

Research conducted by Rahmawati (2023) shows that the storytelling method with hand puppets can increase children's involvement in learning and extend the duration of their attention to the material presented. When children are interested in the story told through hand puppets, they are more focused and able to understand the contents of the story better. In addition, this method also improves children's social skills because they can interact actively with teachers and friends during the storytelling session.

In addition to increasing concentration, the storytelling method with hand puppets also has benefits in children's language development. According to Nurhayati (2022), children who often hear stories with hand puppets tend to develop vocabulary faster and understand language structures better. This is because they not only hear, but also see and feel emotional involvement in the story being told.

Furthermore, this method also helps children express their feelings and thoughts. Through hand puppets, children can learn to identify emotions, understand moral concepts, and develop their creativity in storytelling. According to a study conducted by Lestari (2021), the use of interactive media in learning can increase children's confidence in speaking and interacting with others.

Therefore, this study aims to analyze the effectiveness of the storytelling method with hand puppets in improving children's learning concentration at RA Asy-Syakur Pekanbaru. This study will use the classroom action method to see changes in children's concentration levels before and after the application of this method. With the results obtained, it is hoped that this study can be a basis for teachers and education practitioners in developing more effective learning methods.

Overall, the storytelling method with hand puppets is an interesting and interactive approach to improving early childhood learning concentration. By implementing this method, it is hoped that children can be more focused, enthusiastic about learning, and develop their language and social skills. The results of this study can later be

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recommendations for teachers at RA in implementing learning strategies that are more enjoyable and in accordance with the development of early childhood.

## Methods

This study uses a classroom action research (CAR) approach with research subjects, namely children in group B at RA Asy-Syakur Pekanbaru. The main data sources in this study include teachers as learning facilitators, children as students, and documentation related to the learning process. Data were collected through direct observation during the implementation of the storytelling method with hand puppets, interviews with teachers and children, and documentation in the form of photos and field notes. In addition, secondary data were obtained from literature and previous research that were relevant to the topic of early childhood learning concentration.

The data obtained were analyzed qualitatively and quantitatively. Qualitative analysis was carried out by describing children's behavior patterns before, during, and after the implementation of the storytelling method with hand puppets. Data from observations and interviews were analyzed using data reduction techniques, data presentation, and drawing conclusions. Meanwhile, quantitative analysis was carried out by calculating the percentage increase in children's learning concentration based on indicators of active involvement during learning. The results of this analysis are used to determine the effectiveness of the methods applied and provide recommendations for educators in improving early childhood learning concentration.

## Result

The results of the study showed that the storytelling method with hand puppets had a positive impact on children's learning concentration at RA Asy-Syakur Pekanbaru. Based on observations made during several meetings, it was seen that children were more focused and enthusiastic in participating in learning compared to conventional methods. Before the implementation of this method, children tended to be easily distracted, less responsive to the material, and often did other activities outside of learning. However, after the storytelling method with hand puppets was implemented, there was an increase in children's active involvement, such as paying close attention to the story, answering questions asked by the teacher, and participating in group discussions.

In addition, the results of interviews with teachers showed that they felt a significant change in the level of children's attention. Teachers stated that children were more interested in listening to stories told through hand puppets compared to the usual storytelling method. Documentation in the form of photos and field notes also showed that the classroom atmosphere became more lively, interactive, and conducive to learning.

To measure the effectiveness of the storytelling method with hand puppets, observations were made on several indicators of children's learning concentration. The indicators used in this study include: (1) the duration of children's focus when listening to stories, (2) children's responses to teacher questions, (3) participation in learning

activities, and (4) the level of children's involvement during learning. The following are data from observations before and after the application of the storytelling method with hand puppets:

Table 1. Increase in Children's Learning Concentration Before and After the Application of the Storytelling Method with Hand Puppets

No	Concentration Indicators	Before Implementation (%)	After Implementation (%)	Improvement (%)
1	Duration of children's focus when listening to stories	45%	85%	40%
2	Children's responses to teacher questions	50%	80%	30%
3	Participation in learning activities	55%	90%	35%
4	Level of children's involvement during learning	48%	88%	40%

Based on the table above, there was a significant increase in all aspects of children's learning concentration. The duration of children's focus when listening to stories increased from 45% to 85%, indicating that children were better able to maintain their attention to the story being told. In addition, children's responses to teacher questions also increased by 30%, indicating that they were more active in understanding the material given.

Children's participation in learning activities also increased from 55% to 90%. This shows that children are more enthusiastic in participating in learning and feel more comfortable interacting with teachers and their friends. Finally, the level of children's involvement during learning also increased significantly, from 48% to 88%, indicating that children are more motivated to learn when the storytelling method with hand puppets is used.

Data verification was carried out using triangulation techniques, namely comparing the results of observations, interviews with teachers, and documentation during the learning process. The results of observations showed that children were more interested in learning with hand puppets than with conventional methods. This was reinforced by interviews with teachers who stated that children became more active and easily understood the material. Documentation in the form of photos and field notes also shows that the class becomes more dynamic and conducive to the learning process.

In addition, the results of this study are in line with previous research conducted by Rahmawati (2023), which states that the storytelling method with hand puppet media can increase children's involvement and extend the duration of their attention to learning materials. According to Nurhayati (2022), the use of interactive media in storytelling can also help children develop language skills and improve their understanding of the concepts being taught.

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Thus, this study shows that the storytelling method with hand puppets is an effective strategy in increasing the concentration of early childhood learning. The application of this method can be a solution for educators in creating a more interesting, interactive, and enjoyable learning atmosphere. The results of this study are expected to be recommendations for teachers at RA Asy-Syakur Pekanbaru and other educational institutions in developing more innovative learning methods that are in accordance with the needs of early childhood.

## Discussion

To ensure the validity of the research results, data validation was carried out using triangulation techniques, namely comparing data from various sources and data collection methods. This technique includes method triangulation (observation, interviews, and documentation) and source triangulation (teachers, children, and field notes). Observations were carried out during several meetings to see changes in children's behavior before and after the application of the storytelling method with hand puppets. Interviews with teachers were also conducted to understand their experiences in implementing this method and to see how this method affects children's learning concentration. In addition, documentation in the form of photos and field notes was used as supporting evidence in describing the dynamics of learning in the classroom.

In addition, a comparison with previous studies also showed the appropriateness of the results. Research by Rahmawati (2023) stated that interactive media such as hand puppets can increase children's attention and involvement in learning. Meanwhile, Nurhayati's study (2022) also stated that the storytelling method with hand puppets can help children develop language comprehension and increase their learning motivation. The consistency between this study and previous studies further strengthens the validity of the findings obtained.

Overall, data validation shows that the storytelling method with hand puppets can be used as an alternative effective learning method to improve the concentration of early childhood learning. Thus, this study not only contributes to learning practices at RA Asy-Syakur Pekanbaru, but also becomes a reference for other educators and researchers in developing innovative learning strategies for early childhood.

## Conclusion

The results of this study indicate that the storytelling method with hand puppets significantly increases children's learning concentration at RA Asy-Syakur Pekanbaru. Based on observation, interview, and documentation data, it was found that children were more focused, responsive, and active in participating in learning compared to conventional methods. Concentration indicators such as focus duration, response to teacher questions, participation in activities, and active involvement of children experienced a significant increase after the implementation of this method. Teachers also confirmed that the storytelling method with hand puppets helped children understand the material better, were more interested in learning, and remembered the contents of the story more easily. Data validation through triangulation also

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strengthened the fact that these findings were accurate and relevant in the context of early childhood education.

From an academic perspective, this study contributes to the development of innovative learning strategies for early childhood. The implementation of the storytelling method with hand puppets can be used as an effective approach in increasing children's learning concentration, which will ultimately support their cognitive, language, and social skills development. These findings also support previous research showing that interactive media in learning can increase children's involvement and understanding of the subject matter.

In terms of social contribution, this study provides benefits for educators, parents, and educational institutions in creating a more enjoyable and effective learning environment for early childhood. Teachers can adopt this method as part of their teaching strategy to increase children's motivation and engagement in learning. In addition, parents can also use this method at home to help children focus more on listening to stories and develop their communication skills. Thus, the method of storytelling with hand puppets not only has a positive impact on the world of education, but also on the development of children's character and social interactions in their environment. This study is expected to be a reference for further researchers in exploring other interactive learning methods that can help improve the quality of early childhood education.

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