# The Hand Puppet Book: The Multicultural-Based Media Developed as Literacy Materials for 4th Grade Students

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| ARTICLE INFO | ABSTRACT |
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| *Article history:*<br><br>Received : 09-07-2023<br><br>Revised : 29-08-2023<br><br>Accepted : 08-09-2023<br><br>Published: 18-09-2023 | *The objective of this research study is to develop a multicultural-based Hand Puppet Book media that is appropriate as literacy material for fourth-grade students. This research follows the Research and Development methodology. The development process adopts seven out of the ten steps formulated by Borg & Gall, which include:1) preliminary study, 2) planning, 3) developing a preliminary form of product, 4) preliminary field testing, 5) main product revision, 6) main field testing, and 7) operational product revisions. The subjects in this study were 4th-grade elementary school students in Depok District. During the initial study, data collection was conducted through various methods including observation, interviews, and questionnaires. The validation process involved material experts, media experts, and gathering feedback from both teachers and students. The outcome of the research is the development of a Hand Puppet Book media that incorporates multicultural content and promotes tolerance values. The media has been deemed suitable for implementation based on the validation results from material and media experts, as well as the trials conducted in schools, which categorized it as "very feasible." This product can serve as effective literacy material for promoting multicultural education among fourth-grade elementary school students.* |

## 1. INTRODUCTION

Indonesia is a nation characterized by its multicultural society, encompassing cultural diversity. One of the provinces with a high level of diversity is the Special Region of Yogyakarta. This diversity in DIY is due to at least two things. First, the long history of the distribution and movement of people

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from one area to another in Indonesia (Collins, 2014). Second, the large number of immigrants who are not only from various regions in Indonesia but also from various parts of the world, both as tourists who are enjoying holidays, or as students who are seeking knowledge in the student city (Juningsih, 2015). Both of these things contribute to the distribution and diversity in Yogyakarta. Therefore, Yogyakarta can be said as a miniature of Indonesia. However, this high diversity is not only a regional wealth, but on the other hand it also creates problems in the structure of the people of Yogyakarta.

Tilaar (2004) suggests that a pluralistic and multicultural society is impossible to build without intelligent and moral human beings. This is in line with the demands of 21st century skills, that education should be a place to maximize literacy in schools. The literacy ability of students in Indonesia is still relatively low, as evidenced by their performance on the PISA test. In the 2018 PISA test, Indonesia ranked 10th lowest out of 79 countries that participated in the test (Shara et al, 2022).

Understanding children's early literacy is an important step in overcoming literacy problems in children (Solikhah, et al, 2022). The Literacy Program aims to create fun and child-friendliness, curiosity in language and communication and love for knowledge and being able to contribute to their social environment. According to Kartikasari & Nuryasana (2022) the Literacy Program aims to create fun and friendliness in children, curiosity in language and communication as well as a love of knowledge and being able to contribute to their social environment. Teachers and students need books that have pictures and narrative stories to enrich knowledge and improve students' literacy skills (Pratiwi et al, 2022).

Sukma et al., (2020) asserts that the solution to overcome low literacy levels is by implementing a literacy movement within schools, introducing the use of media in the literacy learning process. Literacy activities can be maximized for the development of useful skills for students facing the increasingly complex demands of the 21st century. In the 21st century, education is anticipated to cultivate culturally literate individuals who possess civic responsibilities. This enables them to serve as valuable human resources capable of adapting to the challenges presented by industrialization and globalization. One of the life skills that must be possessed by every individual is cultural literacy and citizenship cultural literacy.

The implementation of the 2013 curriculum teaching materials with an integrated thematic approach in elementary schools is confronted with significant challenges due to the impact of the Fourth Industrial Revolution and the demand for 21st-century skills (Desyandri et al., 2021). The 21st century education concepts that have been adapted by the Indonesian Ministry of Education and Culture to be able to develop the curriculum from the Elementary School level include: a) 21st century skills. b) scientific approach. c) authentic learning and authentic assessment. Efforts to develop cultural literacy and citizenship should be maximized in extracurricular activities. One of the extracurricular activities that can be used to develop skills in cultural literacy and citizenship is the School Literacy Movement activity, (Umayah et al., 2020). Sukma et al (2019) stated that literacy can be interpreted as a person's

ability to use language to communicate in different ways according to his goals. This includes literacy skills, reading and writing skills, and writing recognition skills.

Responsiveness to culture is one way to accommodate multicultural education. Cultural and civic literacy is literacy which consists of two aspects, namely: cultural literacy and civic literacy. These two aspects are often found in one literacy activity. (Simamora et al., 2019) explained that cultural literacy is a competency that contributes to habits, learning, attitudes, communication and values. Furthermore, (Stigler et al., 2000) assert that cultural literacy demands teachers and students to possess extensive cross-cultural experiences in order to enhance their level of cultural understanding. Cultural literacy refers to the capacity to comprehend and value both the similarities and differences in customs, values, and beliefs among one's own culture and other cultures.

Based on the results of observations and interviews conducted at two different elementary schools, it was found that the media for cultural literacy and citizenship were only limited to pictures. Such media are less able to stimulate problem solving skills and students' moral attitudes towards the existing cultural diversity. The utilization of media in the process of learning is a crucial aspect that should be taken into consideration by every educator when undertaking teaching activities. If there is no evolution in the utilization of media during instructional activities, the teaching and learning process can become monotonous and less engaging. Moreover, there is a possibility that students might be unwilling to actively participate in the learning process. If such a situation occurs, it can be ascertained that the teaching and learning endeavor has experienced failure (Muthoharoh, 2019). According to (Liu et al., 2012) hand hand puppets have been utilized in various countries such as the UK, China, and Taiwan, serving as effective tools in shared storytelling activities. Hand puppets present a promising method for addressing emotional, cognitive, and social obstacles that arise during collaborative storytelling endeavors. Some research results reveal that: direct activities with the help of wayang media can develop students' problem solving skills (Kholiq et al., 2017) wayang (hand puppets) can also be a decent medium in storytelling that can help in developing the character of elementary school students (Sulianto, et al., 2014). Arfianawati et al., (2014) said that creative activities can also improve problem-solving skills. Furthermore, given a needs analysis questionnaire to grade 4 elementary school students and teachers, it was found that 83.87% of students and 82.81% of teachers stated that a multicultural-based Hand Puppet Book media was needed. For this reason, efforts were made to develop a multicultural-based Hand Puppet Book media as material for cultural literacy and citizenship for grade 4 elementary school students.

Based on various research reviews related to the study of developing multicultural-based Hand Puppet Books to enhance student literacy, it has been found that there hasn't been a development quite similar to this research before. However, Hand Puppet Book media indeed exist in the market. However, the existing Hand Puppet Books on the market are limited to stories about animals and are not related to the learning materials in elementary school (SD). Therefore, considering the influence of the components of Hand Puppet Book media on enhancing student literacy skills, as discovered in the

previously discussed research, this study aims to develop a multicultural-based Hand Puppet Book media as literacy material for 4th grade elementary school students.

## 2.    METHOD

This research uses a research and development method. This research uses the Borg & Gall development model. Borg & Gall (1983) states that one of the main objectives in research and development procedures is to produce a product. The development procedures utilized in this study, based on the methods devised by Borg & Gall, encompass seven out of the total of ten steps. These steps are as follows: (1) preliminary study; (2) planning; (3) developing preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; and (7) operational product revisions.  To make it easier, here's a chart showing the flow of research and development with the Borg & Gall model.
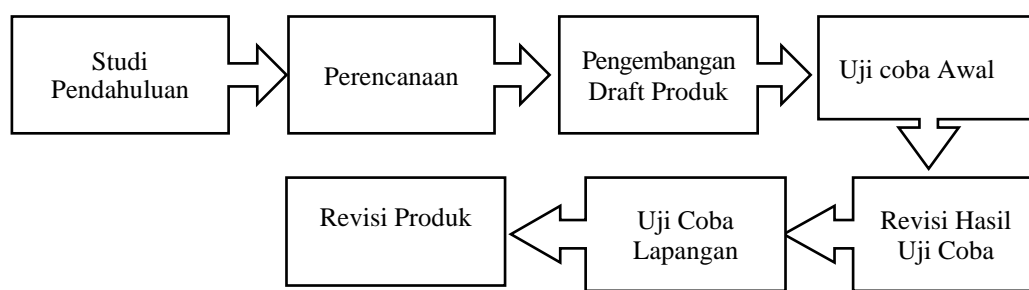


**Figure 1**. **Product Development Steps according to the development stages of Borg and Gall**

The participants involved in this research were fourth-grade students attending elementary schools in the Depok District, Yogyakarta. The initial trial subjects were one teacher and fourth grade students taken from Kentungan Elementary School totaling 26 students, consisting of 12 male students and 14 female students. The characteristics of students are assumed to vary in intellectual level. Students and teachers are given multicultural-based Hand Puppet Book media to study and are given a response scale to get responses and input on the media.

Subjects in the field trial were more than subjects in the initial field trial involving two class IV from two different schools from the school in the initial field trial, namely: class IV students at SDN Ambarukmo totaling 22 students (10 male students and 12 female students), as well as teachers and fourth grade students at SDN Condongcatur totaling 28 students (18 male students and 10 female students). Thus, the trial subjects amounted to two teachers and 50 students. The characteristics of the students used in the field trials were students who had various intellectual levels. Students and teachers are given multicultural-based Hand Puppet Book media to study and are given a response scale to get responses and input on the media.

To gather data during the initial phase, a combination of techniques such as observation, interviews, and questionnaires was employed. In the preliminary study, there are three data collection

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techniques, namely as follows; (a) Observations are used in the needs analysis stage to determine the availability and needs of multicultural-based learning media; (b) Semi-open structured interviews for use in the needs analysis stage to find out the teacher's response to the development of learning media in the form of a multicultural-based Hand Puppet Book. (c) Questionnaires are used in need assessment activities given to teachers and students to find out the need for multicultural-based Hand Puppet Book media in a broader scope; (d) The Group Discussion Forum is held to obtain opinions and suggestions used in the development of multicultural-based Hand Puppet Book media products.

The validation of the product was carried out through the assessment of material and media experts, as well as soliciting feedback from teachers and students. In validating the multicultural-based Hand Puppet Book media, a product assessment scale was used. The product rating scale uses the Rating Scale. This scale is used to assess the feasibility of multicultural-based Hand Puppet Book media using a rating scale, which is between 1-5 conducted by media experts and material experts.

## 3.    RESULTS & DISCUSSION

This research and development uses seven stages to produce the product The Hand Puppet Book: The Multicultural-Based Media Developed as Literacy Materials for 4th Grade Students. The following is an explanation of the seven stages of media development.

### 3.1.   Preliminary Study

This study builds upon prior research that emphasizes the significance of integrating cultural elements and multiculturalism in the creation of comics with the goal of enhancing students' character (Rina et al., 2020). Sulianto et al., (2014) say that hand puppet media is suitable for fourth grade elementary school students because hand puppets are shaped according to the characters in the story to be played. According to (Mujahidah et al., 2021) Hand Puppet media comes in diverse forms, captivating colors, and user-friendly features, making it an engaging tool that effectively captures children's attention, thereby enhancing their focus during studies. The preliminary study was carried out by conducting field studies (covering: observation activities, interviews with teachers, and distributing needs analysis questionnaires to teachers and students) and literature studies. First, the field study was carried out by observation.

The results of observations in two classes at two separate elementary schools found that learning activities seemed to only train students to think only at the level of knowledge and understanding. Students encounter challenges when it comes to offering solutions to the problems presented by the teacher. Furthermore, there is a lack of well-established interaction among students within the classroom. Students are seen learning individually. The relationship between students looks less. Students seem to lack empathy for students who do not understand the learning material in class. Teachers and students in learning activities are still fixated on the theme handbook as the main source.

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The use of learning media that can stimulate students' thinking has not been used in learning. Learning resources seem unable to support the psychomotor aspects and positive character of students.

The final outcome of the teacher interview indicated a demand for multicultural-based learning media in the form of Hand Puppet Books. Additionally, a literature review was conducted to gather relevant theoretical materials from research pertaining to the development of Hand Puppet Books with a multicultural focus. A study of the results of the study was conducted by reviewing the availability and use of multicultural-based media that are already available and still less effective in schools. Multicultural-based literacy media found in schools are in the form of pictures and a kind of catalog book containing traditional houses, regional dances, regional languages, and others. In addition, activities were also carried out to collect and study theories about multicultural-based Hand Puppet Book media for 4th grade elementary school students.

## 3.2. Planning

*First*, planning begins by formulating research objectives, namely: to produce a product in the form of multicultural-based Hand Puppet Book media as literacy material for 4th grade elementary school students. *Second*, analyzing the basic competencies in each learning content, namely: *Indonesian Language*: 3.7 Exploring new knowledge contained in the text and 4.7 Conveying new knowledge from non-fiction texts into writing in their own language, *Pancasila and Citizenship Education*: 1.4 Being grateful for various forms of ethnic diversity nation, social, and culture in Indonesia that are bound by unity and integrity as a gift from God Almighty, 2.4 Displaying cooperative attitudes in various forms of ethnic, social and cultural diversity in Indonesia which are bound by unity and integrity, 3.4 Identifying various forms of ethnic diversity nation, social, and cultural diversity in Indonesia that is bound by unity and integrity, and 4.4 Presenting forms of ethnic, social and cultural diversity in Indonesia that are bound by unity and integrity, *Social Studies*: 3.2 Identifying social, economic, cultural, ethnic and religious diversity in the local province as Indonesian national identity; and its relation to spatial characteristics, and 4.2 Presenting the results of identification regarding social, economic, cultural, ethnic, and religious diversity in the local province as a national identity, understanding the importance of balancing and preserving natural resources in the environment. *Third*, the media was developed with reference to Theme 7 "Indahnya Keragaman di Negeriku" Subtheme 3 "Indahnya Persatuan dan Kesatuan di Negeriku".

In the fourth step, an analysis of the multicultural-based Hand Puppet Book media was conducted, taking into consideration the specific characteristics of fourth-grade students. It was discovered that the material took the form of stories that depicted everyday experiences commonly encountered by students at this grade level in elementary school. In addition, the development of multicultural- based Hand Puppet Book media is also adjusted by creating characters in the form of children who are the same age as the research subjects. This also has an impact on the development of hand puppets in the media. The

hand puppet was developed in the form of a human head to provide a real experience for students as users of multicultural-based Hand Puppet Book media (Grenman, 2010) in his book The Future Printed School Books explains that the ideal learning book is prepared based on the needs of students. In this case Grenman recommends the development of books with illustrations and full color will provide a different experience for students.

According to Mariana & Zubaidah (2015) puppet media was chosen in storytelling learning because in storytelling students must have story ideas or materials, courage, mastery of language, and expression. The use of puppet media can be an alternative as well as an innovation for teachers in growing students in storytelling. Regarding pictures and illustrations, Carney & Levin (2002) said that the illustrations made with precision will give more value to the text of the story. (Kroflič & Teovizija, 2012) argues that the hand puppets used by teachers in learning can have an impact on reducing fear and can build student interactions with their environment. Furthermore, the role of the teacher is very important for the success of learning, including character education (Rahim & Rahiem, 2013).Thus, a teacher must build a learning atmosphere by providing media that can develop students' abilities.

*Fifth*, the research instrument was structured as a tool to collect research data. The research instruments compiled include: (1) product assessment instruments by material experts, (2) product assessment instruments by media experts, (3) teacher response questionnaires, and (4) student response questionnaires.

### 3.3. Developing Preliminary Form of Product

*First*, the development of a multicultural-based Hand Puppet Book was designed using Adobe Illustrator and Adobe Photoshop programs. The outline of the multicultural-based Hand Puppet Book media, namely: (1) stories are arranged by determining the elements developed including: themes, characters and characterizations, and settings. These elements are arranged to describe problem solving activities and reflect the character of tolerance as an exemplary value from the story. (2) Multicultural-based Hand Puppet Book media are arranged in two types. The first form is an A3-sized storytelling medium containing pictures and hand puppets. The second form is in the form of a media companion book containing KI, KD, Guidelines for the Use of Multicultural-Based Hand Puppet Book Media, and stories as material in multicultural-based Hand Puppet Book media. (3) The multicultural-based Hand Puppet Book media contains five stories that describe life in diverse cultures, religions, and family backgrounds. The following are the five story titles: (a) "Kapila, Teman Baru Kami", (b) "Sungai yang Kotor dan Bau", (c) "Menghias Kelas Menyambut Hari Kemerdekaan RI", (d) "Majalah Dinding", dan (e) "Tugas Menari dari Bu Guru Bela". At the end of each story, a summary of the tolerance value and problem- solving steps is given. (4) The final part of the multicultural-based Hand Puppet Book media is presented with a glossary, reference list, and about the author. (5) The final part of the multicultural-based Hand Puppet Book media is presented with a glossary, reference list, and about the author.

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**Figure 2**. Multicultural-Based Hand Puppet Book Media and Companion Books

The initial draft of the developed product underwent validation by both material and media experts. The validation process yielded suggestions from the material experts, which included the following: (1) the concept of diversity needs to be reviewed for several parts of the story, (2) the writing system needs to be considered again. The results of the validation carried out in two stages can be seen in Table 1.

**Table 1. Results of Material Aspect Product Assessment**

| Indicator | Score | |
|---|---|---|
| | Stage 1 | Stage 2 |
| Narrative text in Hand Puppet Book media | 11 | 15 |
| Hand Puppet Book media language | 8 | 9 |
| Contents of the Hand Puppet Book media | 10 | 13 |
| The suitability of the material in the media with the objectives to be achieved | 12 | 19 |
| The suitability of the material with the characteristics of students | 9 | 12 |
| Total Score | 50 | 68 |

The validation results obtained suggestions from media experts, namely: (1) trim the distance between words in the media companion book page 16 in the first and third paragraphs, and (2) choose a background color that has high contrast with the text color (if the text is black, then look for a light background color). The results of media validation can be seen in Table 2.

**Table 2. Results of Media Aspect Product Assessment**

| Indicator | Score |
|---|---|
| Presentation form | 34 |
| The effectiveness and efficiency of multicultural-based Hand Puppet Book media materials | 19 |
| Ease of use of multicultural-based Hand Puppet Book media | 28 |
| Total Score | 81 |

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Based on the validation results, a revision of the multicultural-based Hand Puppet Book media was carried out, several improvements were carried out as follows.

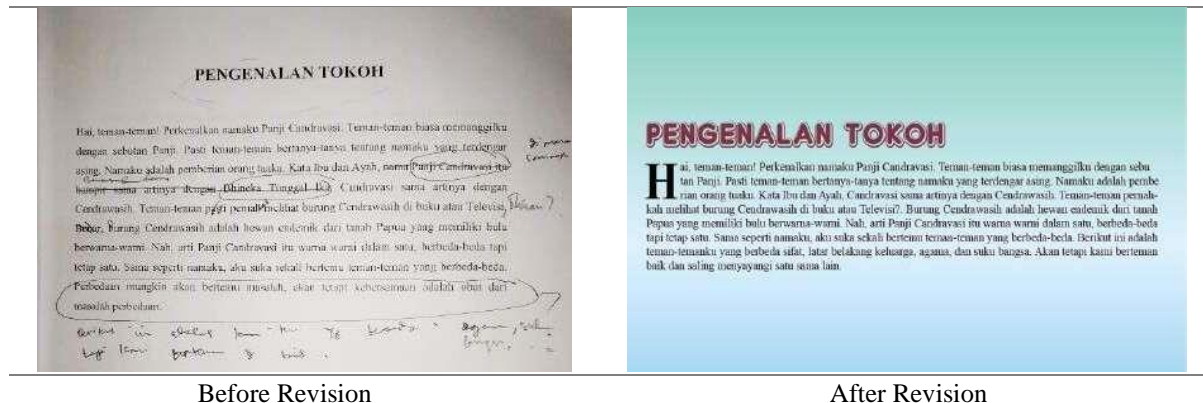### 3.3.1. Revision of spelling and writing on the material of Multicultural based Hand Puppet Book media.



| Before Revision | After Revision |

**Figure 3. Revision of Spelling and Grammar**

### 3.3.2. Changing the story entitled "Hari Raya Idhul Adha di Desaku" to a story entitled "Majalah Dinding".
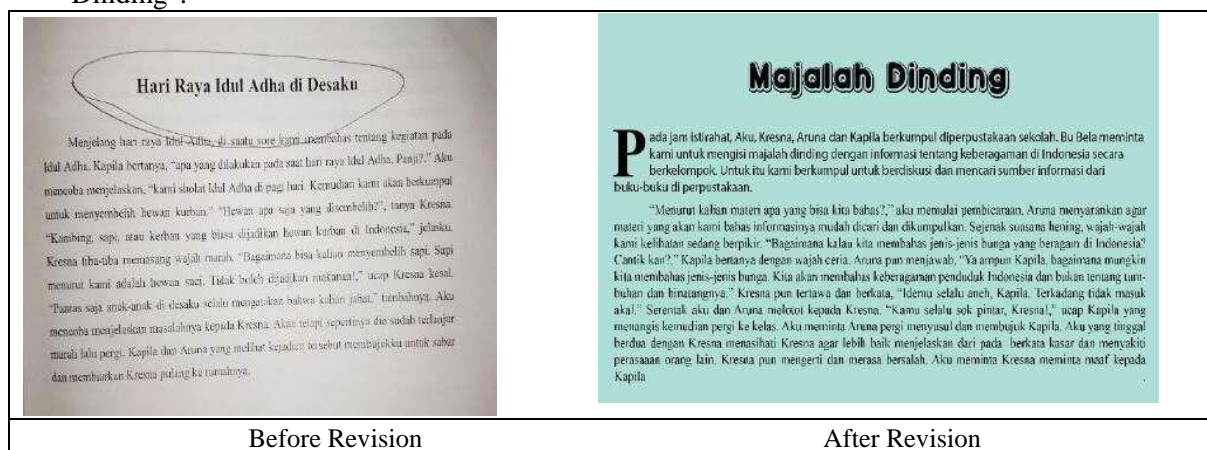


| Before Revision | After Revision |

**Figure 4. Story Revision**

### 3.3.3. Smoothing the distance between words in the media companion book page 16 in the first and third paragraphs.



Before Revision                    After Revision

**Figure 5. Revision of Spacing Between Words**

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3.3.4. Choose a colora background that has a high contrast with the color of the text (if the text is black, then look for a light background color).
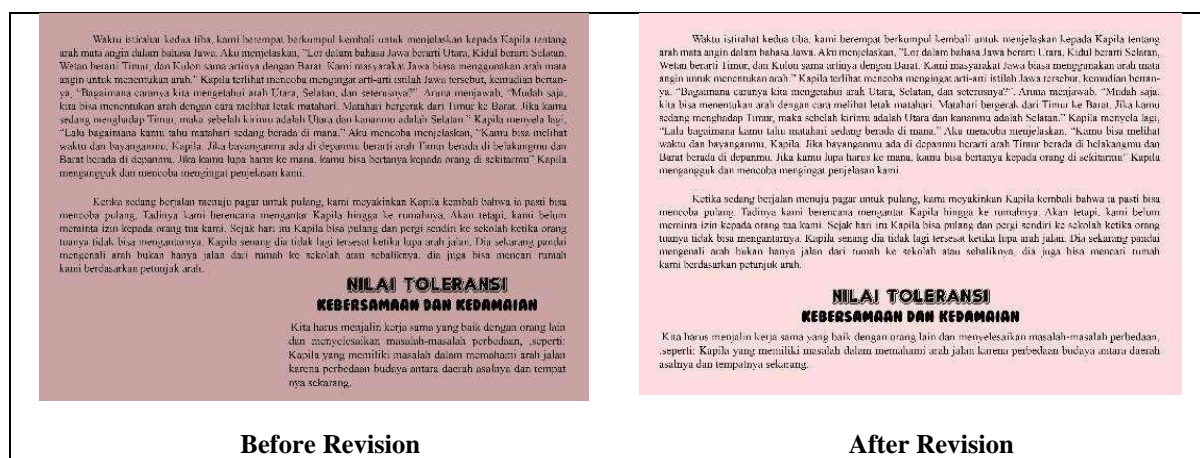


| Before Revision | After Revision |
|---|---|

**Figure 6. Revision of Background Color**

Shabiralyani et al. (2015) argues that using visuals for learning can stimulate students' thinking and increase the effectiveness of the learning environment.

## 3.4. Preliminary Field Testing

This initial trial involved teachers and fourth grade students at Elementary School Kentungan. Respondents in this initial trial amounted to one teacher and 26 students. Activities at this stage are carried out by providing opportunities for teachers and students to observe multicultural-based Hand Puppet Book media. After the activity of observing the multicultural-based Hand Puppet Book media was carried out, teachers and students were given response questionnaires filled out based on their experience of observing the media. Table 3 presents the data regarding the teacher's feedback obtained from the initial trial.

**Table 3. Teacher Response Results in the Initial Trial**

| Indicator | Score |
|---|---|
| Narrative text in multicultural based Hand Puppet Book media | 12 |
| Multicultural based Hand Puppet Book media language | 8 |
| Multicultural based Hand Puppet Book media content | 8 |
| Ease of using the multicultural-based Hand Puppet Book media | 16 |
| The suitability of the material in the media with the purpose problem solving skillsand the character of tolerance to be achieved | 16 |
| The suitability of multicultural material with student characteristics | 12 |
| Total Score | 72 |

The average scores for each indicator indicate that the multicultural-based Hand Puppet Book media is deemed viable or feasible. Respondents in this initial trial were 26 students of class IVA

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Elementary School Kentungan. Data on the results of student responses in the initial trial can be seen in Table 4.

**Table 4. Student Response Results in the Initial Trial**

| Indicator | Average Score |
|---|---|
| Interest in the appearance of the multicultural-based Hand Puppet Book media | 4.92 |
| Ease of using the multicultural-based Hand Puppet Book media | 2.92 |
| Ease of understanding the content of the story | 3.92 |
| Story information | 2.73 |
| Total Score | 14.50 |

The overall average score of 14.50 indicates that the multicultural-based Hand Puppet Book media falls under the category of "very feasible." (Yulianti & Latief, 2014) that puppets are an effective way to create an atmosphere of positive communication between the narrator and the audience.

### 3.5. Main Product Revision

After conducting the initial trial, input was obtained for media improvement *Hand Puppet Book* based on multiculturalism, so that improvements are made based on these inputs. Improvements were made by changing the color of the title and subtitle so that it looks more attractive.
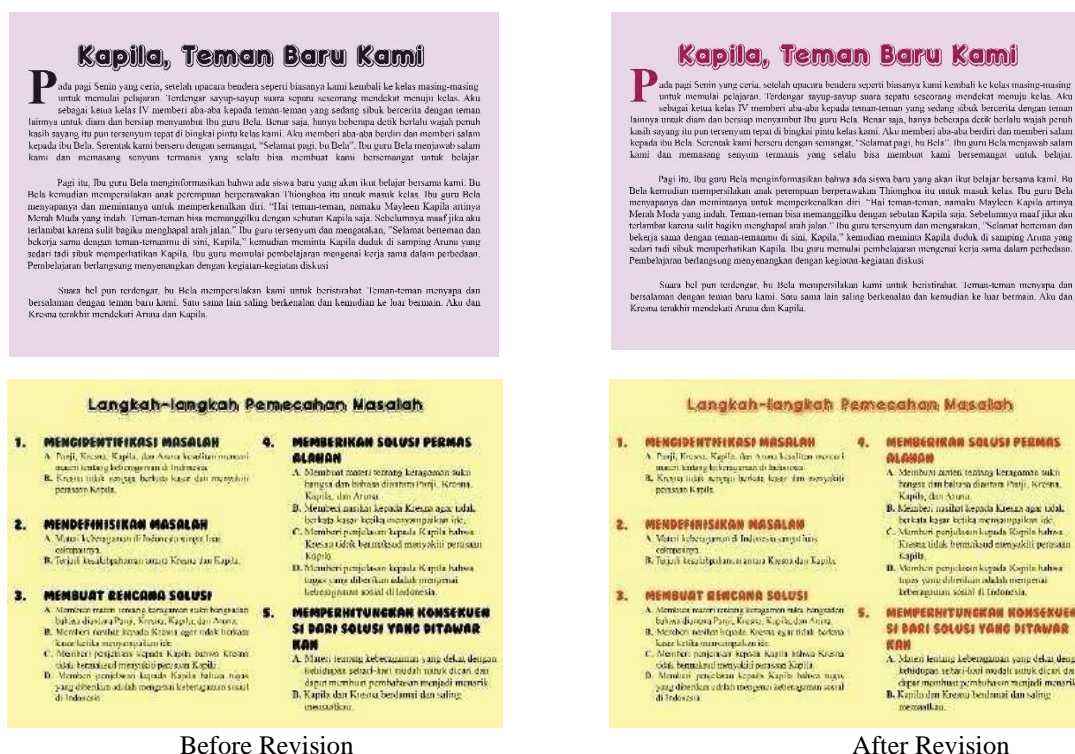


Before Revision                    After Revision

**Figure 7. Revision of Font Color**

### 3.6. Main Field Testing

Respondents in this trial involved teachers and fourth grade students of Elementary School Ambarukmo and Elementary School Condongcatur. The number of respondents involved were two

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teachers and 50 fourth grade elementary school students. The data from the teacher's response to the field trial can be seen in Table 5.

**Table 5. Teacher Response Results in Field Trials**

| Indicator | Total Score | |
|---|---|---|
| | Teacher I | Teacher II |
| Narrative text in multicultural based Hand Puppet Book media | 14 | 13 |
| Multicultural based Hand Puppet Book media language | 9 | 10 |
| Multicultural based Hand Puppet Book media content | 10 | 10 |
| Ease of using the multicultural-based Hand Puppet Book media | 13 | 20 |
| The suitability of the material in the media with the purposeproblem solving skillsand the character of tolerance to be achieved | 18 | 19 |
| The suitability of material with student characteristics | 14 | 15 |
| Total Score | 82 | 87 |

The table provides a breakdown of the scores given by each fourth-grade teacher for each indicator. It is evident that Teacher I awarded a total score of 82, categorizing the multicultural-based Hand Puppet Book media as "very decent." There is a difference in the score obtained from teacher II, namely 87 with the "very decent" category.

Respondents in the field trial were 50 students consisting of 22 grade IV students at Elementary School Ambarukmo and 28 students in grade IVB at Elementary School Condongcatur. During the activity, students seemed very interested in the media. This field trial activity was aimed at knowing students' responses to the advantages and disadvantages of multicultural-based Hand Puppet Book media. Table 6 displays the data regarding the student responses obtained from the field trials.

**Table 6. Student Response Results on Field Trials**

| Indicator | Average Score |
|---|---|
| Interest in the appearance of the multicultural-based Hand Puppet Book media | 4.98 |
| Ease of using the multicultural-based Hand Puppet Book media | 2.96 |
| Ease of understanding the content of the story | 3.98 |
| Story information | 3 |
| Total Score | 14.92 |

The results of the response are very good which can be seen from the total score obtained, namely 14.92 which is in the "very feasible" category.

### 3.7. Operational Product Revisions

Based on the feedback received from the field trials, the recommendation is to modify the illustration of the tie on page 15 of the story titled "Tugas Menari dari Guru Bela" in the Girl Scout section. The picture of a tie that was previously different from a men's tie, was asked to change it to be the same as a men's tie. Following are the results of the revisions made as follows.
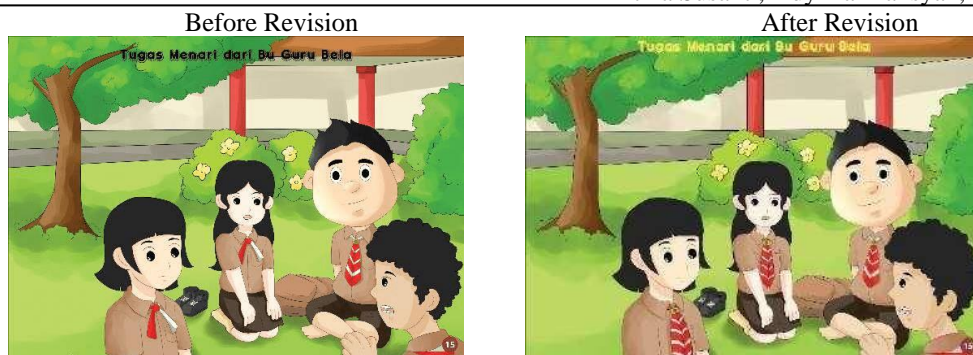
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| Before Revision | After Revision |
|---|---|
|  |  |

**Figure  8. Revision of the Scout Tie Image**

Cambria & Guthrie (2010) revealed that the pictures in the book can have an effect on students' interest in the contents of the book. Rahayu et al., (2023) has found that learning through comic media has proven to enhance students' understanding of concepts and their learning motivation. The findings of Krisna et al., (2020) study suggest that there is a necessity for the creation of educational media incorporating local wisdom to cater to the requirements of elementary school students. This initiative aims to promote character development among students. Canbulut and Kılıç (2022) conducted a study that demonstrates how educational media can improve communication between students and teachers while effectively capturing students' attention. The research emphasizes the significance of acknowledging educational comics as a preferred medium for conveying specific concepts. (Senen et al., (2020) argues that utilizing Hand Puppet Books as a medium is essential for enhancing students' character development.

## 4.    CONCLUSION

Based on the findings of the research and development of the multicultural-based Hand Puppet Book media, it can be concluded that the media is highly viable and valuable for fourth-grade elementary school students in the Depok District. Material experts, media experts, teachers, and students all categorized it as "very feasible," "very feasible," and "very worthy," respectively. This indicates that the multicultural-based Hand Puppet Book media serves as effective literacy material for the target audience. The suggestion that can be provided concerning the utilization of multicultural-based Hand Puppet Book media is that it can be employed as a tool to foster tolerance and enhance students' speaking and communication abilities. Furthermore, this form of media can serve as an exemplar for development, specifically for creating varied educational materials spanning various themes. Additionally, it has the potential to contribute to the cultivation of higher-order thinking skills.

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