

## Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research

Ifa Latifah ✉, RA Mansyaul Huda, Indonesia

Ida Safrida, RA Atthohiriyah, Indonesia

✉ ifalatifah44@gmail.com

**Abstract:** The research objectives to be achieved in this study are to describe the language skills of early childhood children as well as teacher performance through Punakawan puppet media in group A at RA Mansyaul Huda. Classroom Action Research using 2 cycles, each cycle consists of planning, implementation, observation and reflection stages. The subjects of this study were group A RA Mansyaul Huda which consisted of 12 children. Data were obtained through observation, documentation, and portfolios. Data analysis used descriptive percentage analysis. Conclusion: the results of the study are that children's language development in cycle I conditions in the category of developing according to expectations (BSH), has increased from the pre-cycle condition, namely 2 (two) children with a percentage of 17% to 3 (three) children with a percentage of 25%. The category of developing very well (BSB) from pre-cycle 1 (one) child to 2 (children) cycle I. While the data on children who are starting to develop (MB) in pre-cycle 2 (children) conditions with a percentage of 17% to cycle I is still the same 2 (two) children. The results in cycle II showed that there were no more data on children who were still not developing (BB). Meanwhile, there were 4 (four) children who had started to develop (MB) in their language development or with a percentage of 33.4%. The language development ability expected by the teacher in the conditions of cycle II in the category of developing according to teacher expectations (BSH) had increased to 7 (seven) children from the first and second meeting activities or with a percentage of 58.3%. Meanwhile, the data obtained for children who were developing very well (BSB) were 3 (children) with a percentage of 25%. The teacher's performance in the learning process carried out in cycle I, activity 1, the number of scores obtained was good, then increased in activity 2 to cycle 2, namely with a very good value.

**Keywords:** Language skills, early childhood, Punakawan puppets, learning media.

**Received** December 15, 2024; **Accepted** January 27, 2025; **Published** March 10, 2025

**Citation:** Latifah, I., & Safrida, I. (2025). Improving Students' Language Skills with Punakawan Wayang Media at RA Mansyaul Huda: A Classroom Action Research. *Journal of Indonesian Primary School*, 2(1), 13–24.

Published by Mandailing Global Edukasia © 2025.

### INTRODUCTION

Language plays an important role in human life because language is a means of human communication in everyday life. With language, someone can convey ideas, thoughts, feelings to others, both verbally and in writing. Language becomes more important at kindergarten age because at this time the child's vocabulary increases greatly. The function of language is for children's understanding and for children's recognition and

children's skills in speaking Indonesian will be useful in the formal education process (Chaer, 2006: 2).

One of the abilities of children that is developing at kindergarten age is language ability. Language mastery is closely related to children's cognitive abilities. Children's speech systematics describe their systematic thinking. One of the things included in language development besides speaking is the ability to listen, read, and write. The language development of kindergarten children is still far from perfect. In reality, there are still many early childhood children who still find it difficult to pronounce vocabulary, ask questions, and answer questions from others. At this time, early childhood requires various stimuli that can improve children's language development, so that by providing the right stimuli, children's language can be achieved optimally. This problem will be solved by a method that is appropriate to the characteristics of kindergarten children, namely storytelling. In kindergarten, storytelling is one method to improve language that can develop several physical and psychological aspects of kindergarten children according to their developmental stage. Gordon & Browne, 1985: 325 (Moeslichatoen, 1999) "storytelling is a way to pass on cultural heritage from one generation to the next". One reason is that through storytelling, children are able to describe and practice language skills and provide unique and interesting learning experiences for children. The use of appropriate media is one alternative to overcome the low language skills of kindergarten children. In this study, the media that will be used is Javanese puppet media with Punakawan characters combined with Punakawan puppet images. The reason for choosing puppet media in this Classroom Action Research (PTK) is because children tend to be more familiar with cartoon characters on television such as Upin Ipin, Doraemon, Masha and the Bear than puppet characters, so that children can be familiar with them from an early age and can become their idols.

In addition, wayang has the potential to be one of the learning media for morals that can optimize children's language skills. The advantages of wayang media are: (1) Re-introducing one of the cultural products of the Indonesian nation. (2) Wayang contains moral, religious, and social teachings. (3) Wayang is timeless, which means it is timeless so that if used as a learning medium, it will produce interesting and ingrained learning for children. The reason for choosing Punakawan is because it contains funny and entertaining characters and has good qualities. In addition, the Punakawan character is still unfamiliar to early childhood children.

Therefore, the author really wants to introduce children that Indonesia has Javanese wayang characters, namely the Punakawan character as a wayang character in Indonesian cultural heritage. The disadvantages of wayang media include: (1) Availability of tools and supporting materials that support learning activities. (2) Choosing materials that are safe and in accordance with the characteristics of children. (3) Children's ability to focus on activities until the end is still not complete. According to T. Musfiroh (Stories for Early Childhood, 2008) the benefits of using puppets for children's language skills with the storytelling method: "Increasing language mastery, developing fantasy, developing various aspects and potential of children, namely language skills (listening, speaking, reading), cognitive, social emotional, moral and religious values and children's imagination that develops through stories". Initial data obtained by researchers showed that there were still many children who had not developed (BB) in language development, as many as 7 students or with a percentage of 58% of a total of 12 students. While students who had started to develop (MB) in language skills were 2 students or with a percentage of 17%. The development of children's language skills in the pre-cycle condition of the developing category according to teacher expectations (BSH) was 2 students with a percentage of 17%. While students who were included in the very good development category (BSB) showed 1 student or 8% who were already very good in language skills. Based on the problem, the author wants to conduct a Classroom Action Research with the title "Improving Language Skills with Punakawan Wayang Media in Group A Children of An-Nisa Kindergarten, Sayung Lengkong, Sayung, Demak. Language skills are crucial in

children's development, especially during early childhood. At this stage, children are developing fundamental language abilities such as speaking, listening, and understanding new words. One effective method to support children's language development is through the use of engaging media that can stimulate their imagination. In Indonesia, one traditional medium rich in educational value is wayang, particularly Wayang Punakawan, which is filled with humor and portrays everyday life.

Wayang Punakawan consists of characters like Semar, Gareng, Petruk, and Bagong, who often appear in wayang performances to convey moral messages in a way that is easy for the audience to understand. These characters are very familiar to children and possess distinct traits that are easy to recognize. Therefore, this media is highly potential to be used in language teaching as it can capture students' attention and make learning more enjoyable and less boring. Creative and engaging learning media is increasingly recognized in early childhood education. Previous research has shown that visual and auditory media can enhance students' interest in learning and help them understand the material better. In language learning, using media with familiar stories or characters can make it easier for students to grasp conversations, improve speaking skills, and listen more effectively.

RA Mansyaul Huda is an educational institution focused on developing students' language skills from an early age. However, despite the implementation of various teaching methods, there are still challenges in optimizing students' language skills, especially in speaking and active interaction. Therefore, an innovative and enjoyable approach is needed to support the development of students' language abilities. The use of Wayang Punakawan media is expected to serve as an effective alternative to improve language skills in an engaging and relevant way. This study aims to examine the impact of using Wayang Punakawan media in enhancing students' language skills at RA Mansyaul Huda. With a fun and imaginative approach, it is hoped that students will be more motivated to learn language and develop their communication skills. Through this research, it is expected to provide evidence of the effectiveness of Wayang Punakawan as a learning medium that can improve language skills in early childhood education.

## **METHODS**

The form of research is Classroom Action Research (CAR), which is research conducted in class, the main objective of CAR is to solve real problems that occur in class and improve real activities in professional development activities. Soedarsono (2001: 2) defines Classroom Action Research (CAR) as a form of reflective study by the perpetrators of the action carried out to improve rational abilities and the actions taken, as well as to improve the conditions in which these learning practices are carried out. While the research method that will be used in this study is Descriptive research. According to Soedarsono (2001: 5) there are two main objectives that can be achieved in Classroom Action Research (CAR), namely: to improve, enhance, and make changes towards the better as an effort to solve problems and find models and procedures for action that provide guarantees for efforts to solve similar or the same problems, by making modifications and adjustments as necessary. The classroom action research process according to the model developed by Kurt Lewin in Abdul Razak (2011: 28) consists of four main components which also show the steps, namely: planning, acting, observing, and reflecting.

In this study, the author used two forms of data collection techniques in the form of direct observation, interviews, and documentation. While the data collection tools were in the form of interview guidelines, interview guides, and documentaries. Increasing the importance of the classroom action research mentioned above, this study aims to improve language skills with Punakawan media in early childhood in Group A of An-Nisa Kindergarten, Sembungharjo Perum, Genuk, Semarang. This Classroom Action Research was conducted in Group A of An-Nisa Kindergarten, Sembungharjo Perum, Genuk, Semarang, this study was conducted for 4 months starting from April 2019 to July 2019. The factors investigated in the classroom action research were improving language skills

in children in Group A of An-Nisa Kindergarten, Sembungharjo Perum, Genuk, Semarang. In this study, the subjects of the study were students of group A of An-Nisa Kindergarten, Sembungharjo, Genuk, Semarang, consisting of 12 children consisting of 8 boys and 4 girls. This research procedure has 2 cycles, each cycle contains planning, action, observation, and reflection. The data collection tools used in this classroom action research are as follows; 1) Source of observation of children's learning; 2) Source of children's interviews after the implementation of learning; 3) Source of children's knowledge assessment; 4) Documentation of the learning process. This classroom action research was carried out in a descriptive quantitative manner, namely a research method that describes reality or facts according to the data obtained with the aim of knowing the development of learning achieved, especially language skills through the storytelling method with Punakawan media, and also obtaining children's responses to learning activities during the learning process. Analysis of this data can be used to determine the percentage of success by comparing the completeness of children's learning before learning using Punakawan media and after learning using Punakawan media.

## RESULTS

Before conducting classroom action research activities, the researcher as a class teacher applies initial activities or activities before the cycle, this is because to find out the extent of the ability of group A students in An-Nisa Kindergarten in language knowledge. So that the researcher has initial data to provide actions that are in accordance with the characteristics of the research object. Activities before the cycle, the researcher provides learning media in the form of Punakawan picture media to group A children of An-Nisa Kindergarten as an initial learning tool to collect data on children's language skills. From the initial activities that have been carried out, it can be seen that the results of observations of children's language skills are still low.

The development of children's sex knowledge taken from student observation sheet data in participating in pre-cycle learning activities can be categorized into several developments according to research indicators. The data shows that there are still many children who have not developed (BB) at all in language development, as many as 7 students or with a percentage of 58% of a total of 12 students. While students who have started to develop (MB) in language development there are 2 students or with a percentage of 17%.

The development of children's language in the pre-cycle condition of the developing category according to teacher expectations (BSH) there are 2 (two) students out of 12 students with a percentage of 17%. While the data on the student observation sheet in the very well developing category (BSB) shows 1 student out of 12 students whose language development is very good or with a percentage of 8%. The results of the research from cycle I are: 1) Action Planning, This classroom action research conducted by the researcher in order to run well, careful planning is needed, through this action it is expected to be truly in accordance with the objectives and expectations of the researcher. What needs to be prepared by the researcher in order to improve children's language skills with Punakawan media in group A of An-Nisa Kindergarten is as follows; 1) the author prepares research tools, including: Learning implementation plan, namely the Daily Learning Implementation Plan (RPPH) for two meetings which include basic competencies, learning outcomes, indicators, learning objectives, learning materials, learning methods, learning steps, tools and sources/materials, and assessment (scoring). Then create and prepare student observation sheets, teacher observations and summaries of student observation results; 2) apply various learning media sequentially. Introduce Punakawan puppet media to children, explain the nature and characteristics of Punakawan puppets, explain how to make Punakawan puppets a learning medium for children. Then the child is invited by the teacher to play Punakawan puppets according to the theme and explain the storyline being played.



Then the child is given time to explore with Punakawan puppet media, then the teacher will ask how far the child understands Punakawan puppets and the story played by the teacher; 3) after carrying out learning activities using Punakawan puppet media, the teacher conducts question and answer activities and observations about the child's ability to listen and pay attention to the teacher in the activity. This is intended to find out the extent to which the child's learning outcomes with the teacher in improving children's language skills; 2) Implementation of Actions, Implementation of research planned in learning has been prepared at the planning stage which is stated in the RPPH, then fully implemented at this implementation stage. In general, the activities include the following; 1) Initial activities include: students carry out marching activities, singing, opening, greetings, learning prayers, apperception, and motivation given to students; 2) Core activities: delivering material with Punakawan puppet media as the core material for observation activities, which can be sequenced as follows; a) The first activity is the teacher practicing playing Punakawan puppet media about Punakawan member figures, the characteristics of each Punakawan puppet, and the characteristics possessed by each Punakawan puppet.

Then students are given Punakawan picture media and children mention the Punakawan figures; b) The second activity is the teacher telling a story about Punakawan puppets using Punakawan puppet media then children are given Punakawan puppet media. Then the children mention letters and match words; 3) Closing activities include: children are invited to ask questions about the activities that have been carried out, singing, praying, going home, and greetings; 3) Observation and Evaluation Results, the implementation of observation activities is carried out from the beginning to the end of the learning process of cycle I both in the first, second and third activities to record student participation (child behavior in class) related to the development of the child's language skills.

So that from the child's observation sheet, data will be obtained about the ability of each child in participating in activities that have been carried out by the teacher. Children's abilities are measured according to the indicators on the child's observation sheet, including children being able to recognize and mention Punakawan figures, children knowing the characteristics possessed by Punakawan members, children knowing the characteristics of Punakawan members, recognizing visual media, understanding Punakawan puppet media. The learning outcomes of children who have carried out activities in the form of actions given by the teacher through learning, which are stated in the summary of the child's observation sheet, will obtain the following data, Sabrina, and Satriya are able to participate in Punakawan puppet activities about introducing Punakawan figures, because they are able to repeat what the teacher tells and are willing to tell their friends. They are also able to imitate the movements of how to play Punakawan puppets according to the teacher's instructions, obtaining an average score of 3.5 with the category of developing values according to expectations (BSB). Sa'adah, Habibie, and Rico are quite good at participating in learning activities. They are able to follow the story told by the teacher, and are also willing to hold and practice the Punakawan puppets in front of their friends.

The average value obtained was 2.75, which is in the category of developing according to expectations (BSH). Alfito and Devan did not follow the activities given by the teacher optimally so that what was done was sometimes incomplete. They already know the Punakawan characters. Their language skills are quite good but need to learn more and their average value is 2.25 which is in the category of starting to develop (MB). Syahrul, Izzan, Andro, Davina, and Putri are children who still do not want to imitate the teacher. When asked by the teacher, they often do not want to practice, even a student named Syahrul always cries. Often the tasks given are not completed or seem careless. The value of his language development obtained in this assessment is 1.83 which is in the category of not developing (BB); 4) Reflection, after carrying out learning activities in cycle I by the researcher according to the planning that has been made previously, an

evaluation needs to be carried out as material for teacher reflection, so that the next activity can be carried out better. This is because the results of the children's activities have not met the researcher's expectations, only half of the number of students developed according to the researcher's expectations.

In the cycle I activities, colleagues have made observations and input to the researcher with the results of reflections including; 1) The teacher in delivering the activity is not focused enough, because what is discussed can go outside the flow of the material, and there are children who are nosy with their friends, so that the children who are nosy do not understand the teacher's intentions; 2) The Punakawan puppet media used in the activities in cycle I is only one Punakawan puppet, so the children fight to play, then there is a commotion that makes learning less effective; 3) The suitability of the time used in the activity is not optimal because there are still some children who are not touched by the learning media optimally. The results of the research in cycle II starting from planning are; 1) before carrying out activities in cycle II, action planning is carried out including including the results of reflection as input to improve the quality of learning that will be implemented.

Planning is even better than cycle I by paying attention to weaknesses and details of existing obstacles, the planning is as follows; 1) The author prepares research tools, including: Learning implementation plan, namely the Daily Learning Program Plan (RPPH) for the first, second and third activities which include basic competencies, learning outcomes, indicators, learning objectives, learning materials, learning methods, learning steps, tools and sources/materials, and assessment (scoring). Then make student observation sheets and summaries of student observation results; 2) apply Punakawan puppet media sequentially and clearly and can be witnessed by all children. Punakawan puppet media is made more interesting to students as expected by the teacher. The delivery made as interesting as possible so that children are more focused on listening to the contents of the story so that it is easier for students to remember; 3) The teacher invites colleagues to carry out monitoring or observation in collaboration so that the implementation of learning can later take place better.

In addition, colleagues help researchers in applying Punakawan puppet media to children to be better; 2) Implementation of Actions The action activities contained in the learning plan in the RPPH and the prepared media are fully implemented at the implementation stage of this second cycle. The learning activities went very well, which began with activities including; 1) Initial activities include: marching, singing, greetings, learning prayers, apperception and motivation given to students; 2) Core activities: delivering material with Punakawan puppet media as the core material for observation activities, which can be sequenced as follows; a) The first activity is that the teacher uses Punakawan puppet media to convey stories about Punakawan characters, the characteristics of Punakawan puppets, and the characteristics possessed by Punakawan puppets.

Then the children are given materials to make puppets from paper; b) The second activity is the teacher tells a story using Punakawan puppet media about the characters, characteristics and traits of Punakawan, then the students are given the task of arranging a Punakawan picture puzzle; 3) Closing activities include: students are invited to ask questions about the activities that have been carried out, sing, pray to go home and greet; 3) Observation and Evaluation Results In the implementation of observation activities, it is carried out from the beginning to the end of the learning process in cycle II, namely to record children's participation (children's behavior in class) related to their language development. So that from the child's observation sheet, data will be obtained about the ability of each child to participate in activities that have been carried out by the teacher. Children's abilities are measured according to the child's development indicators stated in the learning observation sheet. Most children have experienced improvement in participating in activities using Punakawan puppet media.

The learning outcomes of children who have carried out activities in the form of actions given by the teacher through learning, which are stated in the summary of the child's observation sheet, will obtain the following data, Sabrina, Sa'adah, and Satriya are able to follow the Punakawan puppet activity about the introduction of Punakawan characters, because they are able to repeat what the teacher tells and are willing to tell their friends. They are also able to imitate the movements of how to play the Punakawan puppet according to the teacher's instructions, obtaining an average score of 3.5 with the category of developing according to expectations (BSB). Devan, Alfito, Habibie, Izzan, Andro, and Rico in participating in learning activities are quite good, they are able to follow the story brought by the teacher, are also willing to hold and practice the Punakawan puppet in front of their friends. The average score they obtained was 2.75, which is included in the category of developing according to expectations (BSH). Putri, and Syahrul did not follow the activities given by the teacher optimally so that what was done was sometimes not complete. Already familiar with the Punakawan characters. Their language skills are quite good but need to learn more and the average score is 2.25 which is categorized as starting to develop (MB).

In the learning activities of cycle II, quite good results were obtained and there were no children who had not developed (BB) in children's language skills. The results of the student observation sheets for the first and second activities in following the learning process in cycle II, can be categorized into several developments according to the research indicators. The data above shows that there are no more children who have not developed, this indicates that the children are good in their language skills. The number of children who have not developed (BB) is 0 (zero) or with a percentage of 0% of the 12 students. Meanwhile, there are 2 (two) children who have started to develop (MB) in language skills or with a percentage of 16.7%. The children's language skills expected by the teacher in the conditions of cycle II in the category of developing according to teacher expectations (BSH), have increased by 7 children or 58.3% from the first and second activities. Meanwhile, the data on the student observation sheet in the category of developing very well (BSB) shows an increase to 3 children or 25%.

The performance capability of teachers in cycle II shows data on teacher ability in carrying out learning activities in this study with an average value of 3.65 or a very good category. This value was obtained from the teacher observation sheet carried out by colleagues who assessed teacher performance during learning activities in the classroom. In addition, colleagues provided input and suggestions to researchers regarding research deficiencies during learning activities; 4) Reflection, after carrying out learning activities in the first, second and third activities in cycle II by researchers in accordance with the previously made planning, then an analysis and reflection were carried out on the results that had been prepared by researchers. In general, the results of activities in cycle II increased from the previous cycle because teachers had fixed several deficiencies and weaknesses in implementing cycle I. The results of the study in cycle II have shown results in accordance with the indicators of research success, therefore no further cycle activities are needed.

This is because it has been considered that the research has been declared successful. The summary of the results of the children's activities has met the researcher's expectations, more than half of the number of students who developed as expected. While there are no more children who have not developed. In the cycle II activities, the results of the reflection include; 1) The teacher in conveying the activities is clear and loud enough so that children are able to hear everything; 2) The Punakawan puppet media used is more than one so there is no more fighting over it; 3) The teacher has been able to organize children who have not touched or practiced the Punakawan puppet media so that all children have the opportunity, therefore all children have the same opportunity in their language development.

## DISCUSSION

This classroom action research in improving children's language skills has been carried out very well. Then in the implementation of the activity, the results of learning activities have been obtained through observation activities that have been carried out. Both from child observation and teacher observation in implementing learning. This research activity has been carried out with 2 cycles of activities, so that the following discussion can be carried out; 1) this research activity was carried out for 2 cycles, consisting of pre-cycle observation activities, cycle I actions and cycle II actions. The activities that have been carried out have been very good, this is stated by the data from the results of child observations which always increase in each cycle. The researcher has carried out evaluations and reflections on activities very well to detect weaknesses and deficiencies.

The things that are obstacles or deficiencies in the research have been minimized by the researcher; 2) in the pre-cycle observation activity, it can be observed that almost half of the class conditions show that students have not developed in their language development. If made in percentage terms, it is 60% of the total number of students. The data above is the teacher's focus in improving children's language development with various appropriate methods and methods. So that children develop according to the teacher's expectations and the expectations of all of us, in pre-cycle conditions only 17% of children fall into this category.

From the data above, it can be used as a guide for teachers in an effort to improve children's language development better; 3) cycle I research activities from the summary of the first, second and third activities show that teachers have taken action quite well, this is indicated by data that most or half of the children have developed according to expectations. This shows very good progress, for the actions of change given by the teacher through activities with Punakawan puppet media. While children who have not developed have decreased drastically by 58% to 41.6% then 0% this indicates that children have a preference for the media presented by the teacher. Meanwhile, students who develop according to the teacher's expectations have increased from 17% to 25% then 58.3%.

The data above has indeed experienced a very good increase, but has not shown the results of language skills according to the teacher's expectations. Therefore, there are several obstacles and shortcomings that need to be fixed. Then the teacher conducts an evaluation and reflection to improve the abilities of students in cycle II. It is hoped that the shortcomings and obstacles can be overcome properly so that the performance indicators in this study can be achieved as expected; 4) In the implementation of the second cycle of activities, it has shown a very significant increase in children's language skills, this is because the teacher has been able to improve the shortcomings and obstacles that occurred previously in cycle I. From the observation sheet data in cycle II, it was obtained that 25% of children had developed very well from 12 students who developed according to the expected performance indicators. Meanwhile, there are no more children who have not developed, or the percentage is 0% because the teacher has sought solutions and root causes for the children and the learning activities that have been carried out. The abilities of students who developed according to expectations and developed very well in cycles I and II were not very significant.

This is because some children are unstable in carrying out activities from the teacher. In addition, the ability factor children who are the main obstacle for teachers in improving children's language skills. More interaction is needed between teachers and parents to work together to overcome the obstacles of children who are still not optimal in their language development. Fifth, the performance ability of teachers in cycle I and cycle II shows data on the ability of teachers to carry out learning activities that have increased significantly, namely in the study cycle I the average value was 2.92 or a good category. Then it increased in cycle II to an average of 3.65 or a very good category. This value was obtained from the teacher observation sheet carried out by colleagues who assessed the



teacher's performance during the implementation of learning activities in the classroom. In addition, colleagues provided input and suggestions to researchers regarding the shortcomings of the research during the implementation of learning activities. With the results of reflection on input from colleagues, researchers were able to improve their ability to carry out learning activities in the classroom. The obstacles and shortcomings in cycle I have been evaluated and improved by researchers very well.

The results of this classroom action research are very suitable to be applied in activities in kindergartens because education in kindergartens is the foundation for children in stepping into basic education or further education. While the development of language skills is a very important and primary ability in school later to communicate and interact with others, in addition, the development of language skills is closely related to the mental, social and emotional development of children. Therefore, it is very urgent for both teachers and parents with certain efforts so that the development of children's language skills is not hampered or disturbed. There are many cases of children who become victims of ridicule from their friends because the vocabulary they use is unclear, there are also children who are shy to speak in public and even do not want to communicate and interact with others, then parents only realize when the incident has happened many times, this is usually due to the lack of knowledge of the child's vocabulary and sometimes also because parents rarely invite communication and interaction with children. Once again, this is due to the lack of children's language skills and parental support is very influential in improving children's language skills.

This study aims to enhance students' language skills at RA Mansyaul Huda by utilizing the media of Wayang Punakawan. Wayang Punakawan, characters from traditional puppet performances known for their humorous traits and reflection of daily life, is seen as an effective tool in language learning. Given the importance of language development in early childhood, this media is expected to stimulate speaking, listening, and interactive skills in a fun way for young children. The amusing and memorable characters of Wayang Punakawan make the learning process more engaging and motivating for the students. The use of Wayang Punakawan in teaching can improve both verbal and non-verbal communication skills. With this media, students are expected to understand dialogues and mimic the language used by the characters in the performance. Additionally, teachers can introduce new vocabulary, improve pronunciation, and enhance listening skills through the puppet stories. This learning process also helps students understand sentence structures in an enjoyable context. In addition to linguistic benefits, this research highlights the social aspect of language development. By incorporating Wayang Punakawan, students are encouraged to engage in dialogue, interact, and collaborate with their peers.

This fosters an active and cooperative learning environment where students not only learn independently but also as part of a group. Such interactions can boost students' confidence in speaking and help them develop their language skills more fluently. During implementation, teachers at RA Mansyaul Huda play a crucial role as facilitators, providing examples and guidance on using Wayang Punakawan as a learning tool. Teachers can tailor the puppet stories to suit the age and language development levels of the students and encourage them to act out the characters in the story. This approach not only helps improve the students' language skills but also stimulates their creativity and imagination, which are essential for their cognitive development. Overall, the use of Wayang Punakawan as a language learning medium proves to be beneficial in enhancing students' language abilities at RA Mansyaul Huda. This media is not only enjoyable and engaging but also effective in developing fundamental language skills such as speaking, listening, and understanding sentence structures. Therefore, this study is expected to contribute to the effort of introducing traditional media as an effective tool in early childhood education.

## CONCLUSION

Based on the results of the classroom action research that has been carried out through two research cycles, namely cycle I and cycle II and the results of the discussion and analysis that have been carried out previously, it can be concluded that the application of Punakawan puppet media can have an effect on improving language skills in group A children at An-Nisa Kindergarten. Teacher performance in the learning process carried out in cycle I, activity 1, the number of scores obtained was good, then increased in activity 3 to cycle 2, namely with a very good value. The ability of teachers to carry out activities from cycle I and cycle II has increased significantly. The research activity to improve language skills in group A children at An-Nisa Kindergarten is said to be successful because it is in accordance with the success indicators that have been compiled in the study. So that learning activities using Punakawan puppet media are very good to be applied in school institutions. This study shows that the use of Wayang Punakawan media has a positive impact on improving students' language skills at RA Mansyaul Huda. This media proves to be effective in stimulating the development of basic language skills such as speaking, listening, and understanding new vocabulary.

The characters in Wayang Punakawan, which are humorous and easily recognizable, provide a unique appeal for students, making them more interested and actively engaged in the language learning process. The use of Wayang Punakawan not only helps students master verbal skills but also non-verbal skills, such as facial expressions and body movements that align with the conversation. This allows students to better understand the meaning and context of the dialogue, while also improving their pronunciation and intonation. Teachers can utilize Wayang stories to teach sentence structure and proper grammar in an enjoyable and engaging atmosphere. This study also highlights that social interaction among students increases with the use of this media. Through dialogue and collaboration in the roles played within the story, students not only improve their language skills but also build self-confidence.

Collaborative learning like this enables students to learn from one another, enrich their learning experience, and strengthen their communication skills. The success of using Wayang Punakawan in language learning greatly depends on the role of the teacher as a facilitator. Teachers who can guide and facilitate learning effectively will have a greater impact on students' language development. The use of this media requires adjustments to suit the students' age and language proficiency level, as well as the teacher's ability to manage the class and lead discussions. Overall, this study concludes that Wayang Punakawan is an effective and engaging media for improving students' language skills at RA Mansyaul Huda. This media not only aids in language mastery but also in the development of students' social and cognitive skills. Therefore, Wayang Punakawan can serve as a valuable alternative learning tool in early childhood education and could be more widely implemented to enhance the quality of language learning at this level.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.

- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Daliha Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.

- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.

