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Author Corespondensi : Edhy Rustan

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DEVELOPMENT OF LA GALIGO FOLK STORY-BASED LEARNING MODEL WITH THE ASSISTANCE OF HANDS PUP IN ELEMENTARY SCHOOL
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PENGEMBANGAN MODEL PEMBELAJARAN BERCERITA BERBASIS CERITA RAKYAT *LA GALIGO* BERBANTUAN MEDIA BONEKA TANGAN DI SEKOLAH DASAR

DEVELOPMENT OF LA GALIGO FOLK STORY-BASED LEARNING MODEL WITH THE ASSISTANCE OF HANDS PUP IN ELEMENTARY SCHOOL

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan penggunaan model pembelajaran, mendesain model pembelajaran, dan menguji validitas penggunaan model pembelajaran bercerita. Metode yang digunakan pada penelitian ini yaitu R&D (Research and Development), dengan model pengembangan ADDIE. Penelitian ini dilakukan di kelas IV SDN 60 Salubattang Kota Palopo. Teknik pengumpulan data menggunakan wawancara, angket, dan observasi. Teknik analisis data dilakukan dengan mengklasifikasi data yang diperoleh menjadi data kualitatif dan kuantitatif. Hasil analisis kebutuhan menggambarkan siswa perlu visualisasi konkret yang menarik untuk meningkatkan minat membacanya. Desain model pembelajaran bercerita berbantuan media boneka tangan dijabarkan dalam buku panduan yang berisi komponen model, media dan cara pembuatannya, serta teknis pengaplikasian model pembelajaran. Model pembelajaran yang dikembangkan melalui tahap validasi oleh ahli desain, ahli materi, ahli bahasa, serta ahli praktik instruksional sekolah dasar memperoleh hasil layak untuk digunakan.

Kata Kunci: model pembelajaran bercerita, boneka tangan, sekolah dasar

Abstract

This study aims to analyze the need to use learning and design learning models and test the validity of storytelling learning models. The method used in this research is R&D (Research and Development) with the ADDIE development model. This research was conducted in class IV SDN 60 Salubattang, Palopo City—data collection techniques using interviews, questionnaires, and observation. Data analysis techniques were performed by classifying the data obtained into qualitative and quantitative data. The needs analysis results illustrate that students need interesting concrete visualizations to increase interest in reading. The design of a storytelling learning model assisted by hand puppet media is described in a guidebook which contains model components, media and how to make them, and the technical application of the learning model. The learning model developed through the validation stage by design experts, material experts, linguists, and elementary school instructional practice experts obtained results that were feasible to use.

Keywords: storytelling learning model, hand puppets, elementary school

1. Pendahuluan

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The success of implementing learning cannot be separated from the model educators apply (Hijriati, 2017). Sari et al. (2020) revealed that a learning model determined not only what the teacher had to do but also included the stages, the principles of teacher and student reactions and the required support systems. To

improve learning outcomes, teachers must understand the model used to ensure the learning process runs smoothly (Esminarto et al., 2016). The use of learning models is very important to achieve learning objectives. Students learning ability can be improved using the teacher's learning model, sometimes slow and fast. This is very important because it significantly impacts students and is one of the cores of effective learning, which is also realized by effective teachers (Sunardi, 2023). Without the use of appropriate learning models, it hurts learning activities so that the learning outcomes obtained are not optimal

The results of initial observations on the teacher's learning with fictional story material were carried out by distributing printed books. This makes students less enthusiastic about participating in learning, the stories presented are less interesting and not in accordance with the context of students, and some students have low reading comprehension skills. In the situation that occurs in the classroom, it appears that students interfere with each other and take turns leaving the class so that students do not understand the material being taught. Storytelling learning should involve students actively listening, speaking, feeling, and understanding certain stories. Learning to tell stories needs to include an environment to foster active involvement between students and teachers and between students. This allows students to be more active during learning. In addition, Eliza (2017) suggests that students can learn social and moral principles through storytelling activities, which have historically been used as an interesting educational tool.

Research on the development of storytelling learning models has been carried out by (Sukmawarti & Nurhidayah, 2019) in developing storytelling learning models to develop empathy for early childhood. Wahidah et al. (2019) developed a VAK (Visual Auditory Kinesthetic) based storytelling model using students' senses. Meanwhile, Zein & Puspita (2021) developed a speaking learning model with the help of hand puppets without incorporating elements of local wisdom. In contrast to this research, this study combined a storytelling learning model with South Sulawesi folklore, namely La Galigo, and used hand puppet media as a tool. Although the analysis of telling stories with the help of hand puppets has been carried out a lot, hand puppets with the nuances of local wisdom for material examining characters contained in fictional texts have never been studied before.

Introducing new teaching models to students is crucial in stimulating their interest in learning (Roxita et al., 2015). Learning to Speak in this study uses the folklore of La Galigo as the main material so that students can get to know the story's characters with a cultural background from Luwu, South Sulawesi. Currently, people's knowledge of the history of the kingdom of Luwu is still low due to a lack of interest in reading, and parents rarely teach folklore to their students (Aman & Mustika, 2019). The characters in folklore can inspire readers. In addition to the characters, the series of stories contain excellent educational value. Teachers as professionals can teach educational values through folklore to students, not just explaining but being able to make their students emulate the educational values obtained at school (Gusal, 2015).

Using hand puppets as a tool can also give a new impression, be more interesting and become a tool that makes it easier to convey material. When teachers use hand puppets to present content that is learned in a real and natural way, students better understand what is taught well (Fakhrudin & Inayati, 2015). The use of hand puppet media in telling stories is more beneficial for students because they can immediately see the characters who play a role in folklore. Students are interested in using hand puppets

to imagine and then try to find the right words to convey their thoughts (Sulianto et al., 2014). Through the media of hand puppets, students can construct an understanding of the material being taught (Fahrudin & Inayati, 2015). For students, the hand puppet media is very interesting because it encourages them to improvise in language to increase their desire and ability to present characters in their language (Mariana & Zubaidah, 2015).

Adopting the advantages of alternative solutions and presenting new things from previous studies, this research seeks to develop a storytelling learning model based on folklore. The story adopted is La Galigo because this story is in the context of the surrounding community. Assisted by hand puppet media, this development is intended to be interesting, to help visualize objects, and to get to know the characters directly so that it can make it easier for students to understand the story's contents. This development is expected to increase students' interest in learning, understanding, and activeness in class. The research objectives are to analyze the needs of using learning models, designing learning models, and testing the validity of storytelling learning models.

2. Method

This research uses R&D (Research and Development) with a mixed methods approach. Development is done by combining existing products with other products to develop students' storytelling skills more optimistically. The model in question is the storytelling learning model, the content adopted is local wisdom genre fiction, and the media used is hand puppets. The development ADDIE model used includes analysis, design, development, implementation, and evaluation processes. However, this research is limited only to the development stage. The development procedures referred to are (a) the needs analysis stage, (b) the prototype formulation stage in the form of a flowchart, and (c) the product development stage accompanied by expert validation.

The subjects in the study were 19 students in grade IV at SDN 60 Salubattang. Students have an age range of 9-10 years and enter the final concrete operational stage. His thinking skills are logical and systematic; he can solve problems, strategize, and make connections. His communication skills have developed so he can express thoughts through analytical and methodical words.

This study uses a mixed methods exploratory sequential data analysis technique in combining qualitative and quantitative data. The needs analysis process is more dominant using qualitative approaches, while the validity test uses quantitative methods. The research data was collected as quantitative data from the needs questionnaire instrument, and validation tests were carried out by design experts, materials experts, linguists, and elementary school instructional experts, qualitative data was obtained from mechanisms from interviews with students and homeroom teachers of class IV and data from observation instruments of learning implementation. The design in question is described as follows.

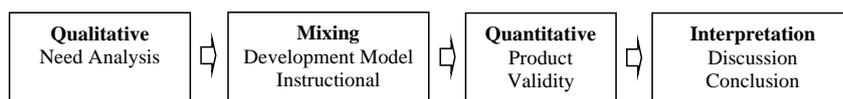| **Qualitative** Need Analysis	⇨	**Mixing** Development Model Instructional	⇨	**Quantitative** Product Validity	⇨	**Interpretation** Discussion Conclusion

Figure 1. Research Design

Product evaluation of the La Galigo folklore-based storytelling learning model product with the help of hand puppets was carried out by learning model design experts, material experts, linguists, and elementary school instructional experts. The following categories are used for scores assessing the acquisition of validity from each expert.

Table 1. Expert Validation Rating Score

Category	Score
Very Good (VG)	4
Good (G)	3
Moderate (M)	2
Low (L)	1

Source: (Anggraeni, 2015).

Furthermore, the percentage formula is used to assess the categories that have been determined. To interpret the final value of validity, grouping is carried out as shown in the validity criteria table below.

Table 2. Validity Criteria

Validity Result	Validity Criteria
$0,80 < V \leq 1,00$	Very High
$0,60 < V \leq 0,80$	High
$0,40 < V \leq 0,60$	Moderate
$0,20 < V \leq 0,40$	Low
$0,00 < V \leq 0,20$	Very Low

Source: (Yuliandari & Wahjudi, 2017).

3. Result and Discussion
3.1 Result
3.1.1 Analysis of the needs of storytelling learning models

The results of the initial analysis obtained during the learning process took place; the teacher did not interestingly convey folklore material. The learning process that takes place monotonously makes students not eager to learn. When teaching folklore, the teacher only refers to the subject matter in books. The teacher does not use an interesting learning model. This is based on the results of interviews with fourth-grade teachers who stated that when learning takes place, it usually applies a question-and-answer learning model, lectures, discussions and independent assignments. The teacher's creativity in creating an interesting and fun learning process in getting to know characters in folklore is needed so that students are enthusiastic about learning.

Data was obtained From the student questionnaire, namely that around 56% of students experienced difficulties learning folklore material (Figure 1). This hurts student learning outcomes, making it difficult for students to understand the information so that the teacher reads the storybook directly and repeats the story conveyed.
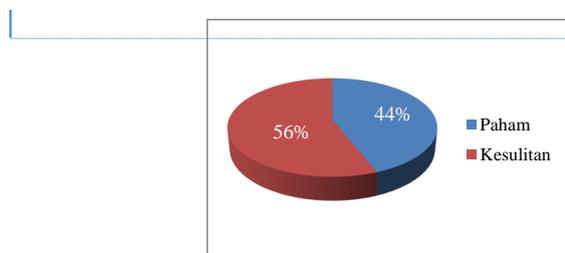
Figure 2. Student Understanding Diagram

The data shows that the number of students who have difficulty understanding the material in learning is higher than students who understand the material. The results of the questionnaire showed that 62.5% of students stated that the desired learning was that students were guided by the teacher telling stories directly in front of the class paying attention to tone and vocals. Based on the analysis of the material, to support the effective application of the storytelling learning model, the content of the material must be modified according to the needs and levels of the students.

Likewise with the results of the document review on learning content that needs to adopt contextual folklore. The basic competency studied is 3.9 observing the characters in fictional texts. 4.9 convey the results of the identification of the characters contained in fictional texts orally, in writing, and visually. The purpose of learning is that by reading fictional story texts students can name the characters in fictional story texts correctly, by practicing retelling fictional story texts students can tell stories with clear articulation, expressive, precise intonation and confident, students can explain clearly verbal understanding and characteristics of fiction story text. Observing this, it is necessary to develop a learning model so that students can name the characters in the story. Students can retell stories with clear articulation, expressiveness, appropriate intonation, and confidence by using hand puppets. So that all learning activities carried out by students can build their own understanding related to the understanding and characteristics of fictional story texts.

3.1.2 The design of the storytelling learning model developed

Model design is done by making a product flowchart as a reference. Several things are done to design the product to be utilized properly, namely the preparation of learning steps (syntax), social systems, principles of responsibility, support systems, and impacts. The model's components then developed a learning model manual to facilitate its application. The description chart can be seen in Figure 3.

Figure 3. Development Framework Chart

This developed guidebook is made in the form of a printed book with an attractive book appearance. The paper used is A5 size, the language used is in accordance with PUEBI. The guidebook in question is displayed as follows.

Figure 4. Display of the resulting Learning Model Handbook

This hand puppet-assisted storytelling learning model handbook contains a theory of storytelling learning models which include (syntax, reaction principles, social systems, support systems, instructional impacts and accompaniment impacts), La Galigo folklore, lesson plans which contain a series of stages of the learning process, as well as

the process of making hand puppet media. The resulting product content is described in the following figure.

Figure 5. Product Component Braiding

The design of the storytelling learning model is formulated into six learning activities: a) giving motivation, students are given the motivation to be enthusiastic about participating in learning. B) dividing groups, students are divided into several small groups. C) telling stories, the teacher carries out storytelling activities in front of the class. D) discussion, students are allowed to discuss together with their group mates about the material that the teacher e have conveyed) retelling, group representative students are allowed to retell stories 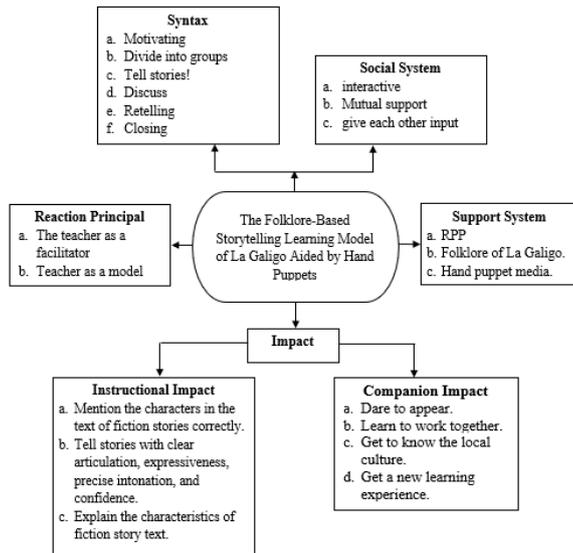the teacher has told in their language. F) In closing, the teacher and students conclude the results of today's learning activities. This learning step is arranged based on the analysis of student needs.

The main material is storytelling, using the folklore of La Galigo, which contains elements of local wisdom and good cultural values to be taught to students. These cultural values include Siri' and Pesse meaning shame and sympathy; Sumangeq and Ininnawa, meaning spirit and conscience, caring for the environment suggest that humans must protect nature so that it is not easily affected by natural disasters; the idea of democracy means that people must obey the king who protects property rights. The people, Lempuk (honesty) means being honest with fellow human beings, oneself and creators, Getteng (firmness to principles) being firm in one's stance and not taking sides with the wrong, and finally, respecting one another.

Furthermore, hand puppets were made to depict the characters in the folklore of La Galigo. Hand puppets are made from pieces of flannel cloth that are made to resemble characters in the story of La Galigo.

Figure 6. Process of Making Media and Hand Puppets Produced

3.1.3 Product Validation Results

Validation is carried out if the product has been developed through 4 experts/validators: material experts, design experts, linguists, and elementary school instructional experts. The purpose of this is to determine the feasibility of the product being developed, and if it still does not meet the feasibility of use, then further improvements are made. The following presents the validation results of each expert in question.

Table 3. Suggestions and product revisions as a result of validation

Validator	Suggestion
Material Expert	*Include the author's name on the top right side of the manual cover.*
	Add hand puppet images and materials.
Design Expert	*Move the contents of the story in part III (support system).*
	The table should not be too close to the edge of the paper.
Language Expert	*The text should not be too tight to make it more interesting to read.*
	Change the font type, make the layout more attractive, and write according to PUEBI guidelines

The validation results from the material experts showed that the storytelling learning model manual needed to be revised, adding the author's name to the book's front cover and adding pictures that matched the material. Validation by design experts obtained input to move the content of the La Galigo folklore in CHAPTER III (support system) and table positions that need to pay attention to graphics. Validation by linguists obtained revision notes to change the position of the text so that it is not too tight, change the type of font so that it is not too stiff, improve the layout to make it more attractive, and writing must be adjusted to the general guidelines for Indonesian

spelling (PUEBI). After making improvements, the three validators stated that the product was feasible to use.

Table 6. Expert Validation Results

No.	Expert	Validity
1.	Material	100%
2.	Design	82,5%
3.	Language	90%
4.	SD Instructional	100%

Likewise, the quantitative analysis results are also categorized as valid and feasible to use. This is evidenced by the results of the calculation of the design validity of 82.5% or the valid category, the validity of the material obtained is 100% in the very good category, the validity of the language is 90% included in the very good category, the instructional validity of SD is 100% included in the very valid category.

3.2 Discussion

The results of the needs analysis want interesting storytelling learning in the material of observing the characters found in fictional texts. Thus, the student's environment needs a storytelling learning model based on folklore. This is so students can more easily absorb the material presented when an interesting learning model supports the learning process Muwallidah et al., (2017). Supporting that opinion, it is said that a fun learning model helps students try to gain in-depth experiences about themselves and their environment (Sukmawarti & Nurhidayah, 2019). By selecting the right learning model, students can be guided to achieve learning objectives because each learning model assigns different roles to students, physical space, and class social structure (Sembiring & Situmorang, 2015), especially by choosing storytelling activities to understand the characters in the story. Apart from facilitating understanding, Duilan (2017) suggests that speaking activities, especially storytelling, can foster mental and emotional relationships with other people.

The speaking learning model in this study was compiled as a learning model manual to help students understand the learning steps. This aligns with Dalton & Rachman (2014), who argued that the learning model is structured in a manual that is easy to understand and implement. The importance of compiling a complete model book, in accordance with the opinion that the learning model is an overview of the whole teaching and learning process specifically provided by the teacher. Approaches, methods, strategies, or other applications of a learning technique are packaged or used in a learning model (Sunardi, 2023). In order to design a learning model for this study, a flowchart was first made. Flowchart to describe the flow from one stage to another (Firdaus, 2019). Flowcharts are arranged clearly and do not insert unnecessary objects or images (Arywiantari et al., 2015). Teaching materials are prepared according to predetermined subject standards, must be in accordance with the basic competencies contained in the curriculum content, and must be easy for students to understand. Selection of the right material in accordance with the main focus of learning is very influential for students. This is supported by the research of Annisa & Lubis (2020). So that it finally produces the final form of the syntax of the La Galigo folklore-based

storytelling learning model assisted by hand puppet media whose main activities are discussion, question and answer, and storytelling.

Furthermore, the resulting learning steps are arranged based on the analysis of student needs. This is in accordance with Jayawardana & Djukri (2015) which suggests teachers must be able to change the existing syntax to suit the needs of the subject matter and needs in the field. Sembiring & Situmorang (2015) revealed that the syntax of the learning model describes the overall series of classroom actions followed by several activities carried out by the teacher or students as well as specific tasks that students must complete. The model's components as a product focus on syntax, social systems, and reaction principles that are set with critical questions, whether it occurs during the learning process and whether the support system helps in the implementation of learning (Rochmad, 2012). The learning model plays an important role as a conceptual framework, describing all procedures systematically in organizing student learning experiences to achieve predetermined learning objectives (Marliani, 2015). The learning model includes theory-based tactics such as rationale, a series of learning processes, learning support systems, and techniques for evaluating student learning developments that involve teachers and students from the beginning to the end of the learning process (Sundari, 2015).

The story raised is the story of La Galigo. The story is the folklore of the people of Luwu, South Sulawesi. Students can get to know the characters in the story with a cultural background and the context around them. Through this folklore content, knowledge of the history of the Luwu kingdom can also be fostered, which is still low and can increase students' low interest in reading (Aman & Mustika, 2019). The characters in folklore can inspire readers. The folklore of La Galigo contains various cultural values (Perdana, 2019). The selection of folklore is because it can stimulate students' cognitive, affective and psychomotor growth. By learning folklore, students are trained to have feelings of sympathy and foster empathy and sensitivity through the moral messages of the characters in the story (Wachidah et al., 2017). With the potential of folklore in the surrounding environment, teachers can prohibit and emulate educational values through folklore to students (Gusal, 2015).

The media used in this speaking learning model is hand puppets. Hand puppets are learning media made of pieces of flannel, cotton, gloves, and so on, decorated and shaped in such a way as to resemble story characters and played by inserting your palms into the dolls (Nadifa, 2018). The use of hand puppet media is adapted to the results of the needs of students who want media in the learning process. Students will much more effectively absorb the material conveyed by the teacher to students if the hand puppet media is used as a supporting medium. Aside from being a tool, hand puppet media can encourage students to pay more attention to the subject matter (Prihanjani et al., 2016). Apart from their attractive function, hand puppets are a medium that is easy and safe to play with students (Suradinata & Maharani, 2020).

By maximizing the product produced, the product validity test results of the development model of speaking with the help of hand puppets were found to be valid by four experts. The validity of the model obtained is based on the opinion of Wijayanto & Santoso (2017), which state that if the average score of the validity assessment is minimal, the resulting product is considered valid. This was reinforced by Humaidi et al. (2022), which stated that the overall validity of the product was assessed as having very good validity, stated based on the average score of all aspects of the assessment. Thus, the developed speaking learning model can be used. The intended use is, of

course, for further research. With these findings, it is hoped that further researchers will carry out implementation or trials. This review is also a limitation of the research conducted because it does not reach trials.

4. Conclusion

Based on the needs analysis results, it is necessary to design an interactive storytelling lesson and build interaction between the teacher and students in learning to look at the characters found in fiction texts. For this reason, a storytelling learning model based on La Galigo folklore was developed with the help of hand puppets. The resulting model components include syntax, reaction principles, social systems, support systems, and instructional and accompanying impacts. The learning model formulated is described in a guidebook which contains components of the learning model, media and how to make it, and the technical application of the storytelling learning model. The learning model developed through the validation stage by design experts, material experts, linguists, and elementary school instructional practice experts obtained results that were feasible to use.

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PENGEMBANGAN MODEL PEMBELAJARAN BERCERITA ~~BERBASIS CERITA RAKYAT *LA GALIGO*~~ BERBANTUAN MEDIA BONEKA TANGAN DI SEKOLAH DASAR

Commented [F1]: Kurang efektif judulnya

DEVELOPMENT OF LA GALIGO FOLK STORY-BASED LEARNING MODEL WITH THE ASSISTANCE OF HANDS PUP IN ELEMENTARY SCHOOL

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan penggunaan model pembelajaran, mendesain model pembelajaran, dan menguji validitas penggunaan model pembelajaran bercerita. Metode yang digunakan pada penelitian ini yaitu R&D (Research and Development), dengan model pengembangan ADDIE. Penelitian ini dilakukan di kelas IV SDN 60 Salubattang Kota Palopo. Teknik pengumpulan data menggunakan wawancara, angket, dan observasi. Teknik analisis data dilakukan dengan mengklasifikasi data yang diperoleh menjadi data kualitatif dan kuantitatif. Hasil analisis kebutuhan menggambarkan siswa perlu visualisasi konkret yang menarik untuk meningkatkan minat membacanya. Desain model pembelajaran bercerita berbantuan media boneka tangan dijabarkan dalam buku panduan yang berisi komponen model, media dan cara pembuatannya, serta teknis pengaplikasian model pembelajaran. Model pembelajaran yang dikembangkan melalui tahap validasi oleh ahli desain, ahli materi, ahli bahasa, serta ahli praktik instruksional sekolah dasar memperoleh hasil layak untuk digunakan.

Kata Kunci: model pembelajaran bercerita, boneka tangan, sekolah dasar

Commented [F2]: Sebaiknya fokus ke analisis kebutuhannya saja, jika belum memiliki data mengenai kepraktisan maupun keefektifannya.

Oleh karena itu, bagian yang dipublikasi cukup analisis penegembangan modelnya.

Abstract

This study aims to analyze the need to use learning and design learning models and test the validity of storytelling learning models. The method used in this research is R&D (Research and Development) with the ADDIE development model. This research was conducted in class IV SDN 60 Salubattang, Palopo City—data collection techniques using interviews, questionnaires, and observation. Data analysis techniques were performed by classifying the data obtained into qualitative and quantitative data. The needs analysis results illustrate that students need interesting concrete visualizations to increase interest in reading. The design of a storytelling learning model assisted by hand puppet media is described in a guidebook which contains model components, media and how to make them, and the technical application of the learning model. The learning model developed through the validation stage by design experts, material experts, linguists, and elementary school instructional practice experts obtained results that were feasible to use.

Keywords: storytelling learning model, hand puppets, elementary school

1. Pendahuluan

The success of implementing learning cannot be separated from the model educators apply (Hijriati, 2017). Sari et al. (2020) revealed that a learning model determined not only what the teacher had to do but also included the stages, the principles of teacher and student reactions and the required support systems. To

improve learning outcomes, teachers must understand the model used to ensure the learning process runs smoothly (Esminarto et al., 2016). The use of learning models is very important to achieve learning objectives. Students learning ability can be improved using the teacher's learning model, sometimes slow and fast. This is very important because it significantly impacts students and is one of the cores of effective learning, which is also realized by effective teachers (Sunardi, 2023). Without the use of appropriate learning models, it hurts learning activities so that the learning outcomes obtained are not optimal

The results of initial observations on the teacher's learning with fictional story material were carried out by distributing printed books. This makes students less enthusiastic about participating in learning, the stories presented are less interesting and not in accordance with the context of students, and some students have low reading comprehension skills. In the situation that occurs in the classroom, it appears that students interfere with each other and take turns leaving the class so that students do not understand the material being taught. Storytelling learning should involve students actively listening, speaking, feeling, and understanding certain stories. Learning to tell stories needs to include an environment to foster active involvement between students and teachers and between students. This allows students to be more active during learning. In addition, Eliza (2017) suggests that students can learn social and moral principles through storytelling activities, which have historically been used as an interesting educational tool.

Research on the development of storytelling learning models has been carried out by (Sukmawarti & Nurhidayah, 2019) in developing storytelling learning models to develop empathy for early childhood. Wahidah et al. (2019) developed a VAK (Visual Auditory Kinesthetic) based storytelling model using students' senses. Meanwhile, Zein & Puspita (2021) developed a speaking learning model with the help of hand puppets without incorporating elements of local wisdom. In contrast to this research, this study combined a storytelling learning model with South Sulawesi folklore, namely La Galigo, and used hand puppet media as a tool. Although the analysis of telling stories with the help of hand puppets has been carried out a lot, hand puppets with the nuances of local wisdom for material examining characters contained in fictional texts have never been studied before.

Introducing new teaching models to students is crucial in stimulating their interest in learning (Roxita et al., 2015). Learning to Speak in this study uses the folklore of La Galigo as the main material so that students can get to know the story's characters with a cultural background from Luwu, South Sulawesi. Currently, people's knowledge of the history of the kingdom of Luwu is still low due to a lack of interest in reading, and parents rarely teach folklore to their students (Aman & Mustika, 2019). The characters in folklore can inspire readers. In addition to the characters, the series of stories contain excellent educational value. Teachers as professionals can teach educational values through folklore to students, not just explaining but being able to make their students emulate the educational values obtained at school (Gusal, 2015).

Using hand puppets as a tool can also give a new impression, be more interesting and become a tool that makes it easier to convey material. When teachers use hand puppets to present content that is learned in a real and natural way, students better understand what is taught well (Fakhrudin & Inayati, 2015). The use of hand puppet media in telling stories is more beneficial for students because they can immediately see the characters who play a role in folklore. Students are interested in using hand puppets

to imagine and then try to find the right words to convey their thoughts (Sulianto et al., 2014). Through the media of hand puppets, students can construct an understanding of the material being taught (Fahrudin & Inayati, 2015). For students, the hand puppet media is very interesting because it encourages them to improvise in language to increase their desire and ability to present characters in their language (Mariana & Zubaidah, 2015).

Adopting the advantages of alternative solutions and presenting new things from previous studies, this research seeks to develop a storytelling learning model based on folklore. The story adopted is La Galigo because this story is in the context of the surrounding community. Assisted by hand puppet media, this development is intended to be interesting, to help visualize objects, and to get to know the characters directly so that it can make it easier for students to understand the story's contents. This development is expected to increase students' interest in learning, understanding, and activeness in class. The research objectives are to analyze the needs of using learning models, designing learning models, and testing the validity of storytelling learning models.

2. Method

This research uses R&D (Research and Development) with a mixed methods approach. Development is done by combining existing products with other products to develop students' storytelling skills more optimistically. The model in question is the storytelling learning model, the content adopted is local wisdom genre fiction, and the media used is hand puppets. The development ADDIE model used includes analysis, design, development, implementation, and evaluation processes. However, this research is limited only to the development stage. The development procedures referred to are (a) the needs analysis stage, (b) the prototype formulation stage in the form of a flowchart, and (c) the product development stage accompanied by expert validation.

The subjects in the study were 19 students in grade IV at SDN 60 Salubattang. Students have an age range of 9-10 years and enter the final concrete operational stage. His thinking skills are logical and systematic; he can solve problems, strategize, and make connections. His communication skills have developed so he can express thoughts through analytical and methodical words.

This study uses a mixed methods exploratory sequential data analysis technique in combining qualitative and quantitative data. The needs analysis process is more dominant using qualitative approaches, while the validity test uses quantitative methods. The research data was collected as quantitative data from the needs questionnaire instrument, and validation tests were carried out by design experts, materials experts, linguists, and elementary school instructional experts, qualitative data was obtained from mechanisms from interviews with students and homeroom teachers of class IV and data from observation instruments of learning implementation. The design in question is described as follows.

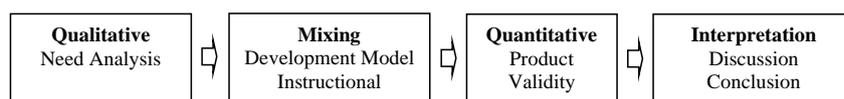| **Qualitative** Need Analysis | ⇨ | **Mixing** Development Model Instructional | ⇨ | **Quantitative** Product Validity | ⇨ | **Interpretation** Discussion Conclusion |

Figure 1. Research Design

Product evaluation of the La Galigo folklore-based storytelling learning model product with the help of hand puppets was carried out by learning model design experts, material experts, linguists, and elementary school instructional experts. The following categories are used for scores assessing the acquisition of validity from each expert.

Table 1. Expert Validation Rating Score

Category	Score
Very Good (VG)	4
Good (G)	3
Moderate (M)	2
Low (L)	1

Source: (Anggraeni, 2015).

Furthermore, the percentage formula is used to assess the categories that have been determined. To interpret the final value of validity, grouping is carried out as shown in the validity criteria table below.

Table 2. Validity Criteria

Validity Result	Validity Criteria
$0,80<V\leq1,00$	Very High
$0,60<V\leq0,80$	High
$0,40<V\leq0,60$	Moderate
$0,20<V\leq0,40$	Low
$0,00<V\leq0,20$	Very Low

Source: (Yuliandari & Wahjudi, 2017).

3. Result and Discussion
3.1 Result
3.1.1 Analysis of the needs of storytelling learning models

The results of the initial analysis obtained during the learning process took place; the teacher did not interestingly convey folklore material. The learning process that takes place monotonously makes students not eager to learn. When teaching folklore, the teacher only refers to the subject matter in books. The teacher does not use an interesting learning model. This is based on the results of interviews with fourth-grade teachers who stated that when learning takes place, it usually applies a question-and-answer learning model, lectures, discussions and independent assignments. The teacher's creativity in creating an interesting and fun learning process in getting to know characters in folklore is needed so that students are enthusiastic about learning.

Data was obtained From the student questionnaire, namely that around 56% of students experienced difficulties learning folklore material (Figure 1). This hurts student learning outcomes, making it difficult for students to understand the information so that the teacher reads the storybook directly and repeats the story conveyed.
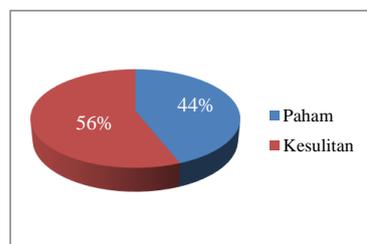
Figure 2. Student Understanding Diagram

The data shows that the number of students who have difficulty understanding the material in learning is higher than students who understand the material. The results of the questionnaire showed that 62.5% of students stated that the desired learning was that students were guided by the teacher telling stories directly in front of the class paying attention to tone and vocals. Based on the analysis of the material, to support the effective application of the storytelling learning model, the content of the material must be modified according to the needs and levels of the students.

Likewise with the results of the document review on learning content that needs to adopt contextual folklore. The basic competency studied is 3.9 observing the characters in fictional texts. 4.9 convey the results of the identification of the characters contained in fictional texts orally, in writing, and visually. The purpose of learning is that by reading fictional story texts students can name the characters in fictional story texts correctly, by practicing retelling fictional story texts students can tell stories with clear articulation, expressive, precise intonation and confident, students can explain clearly verbal understanding and characteristics of fiction story text. Observing this, it is necessary to develop a learning model so that students can name the characters in the story. Students can retell stories with clear articulation, expressiveness, appropriate intonation, and confidence by using hand puppets. So that all learning activities carried out by students can build their own understanding related to the understanding and characteristics of fictional story texts.

3.1.2 The design of the storytelling learning model developed

Model design is done by making a product flowchart as a reference. Several things are done to design the product to be utilized properly, namely the preparation of learning steps (syntax), social systems, principles of responsibility, support systems, and impacts. The model's components then developed a learning model manual to facilitate its application. The description chart can be seen in Figure 3.

Figure 3. Development Framework Chart

This developed guidebook is made in the form of a printed book with an attractive book appearance. The paper used is A5 size, the language used is in accordance with PUEBI. The guidebook in question is displayed as follows.

Figure 4. Display of the resulting Learning Model Handbook

This hand puppet-assisted storytelling learning model handbook contains a theory of storytelling learning models which include (syntax, reaction principles, social systems, support systems, instructional impacts and accompaniment impacts), La Galigo folklore, lesson plans which contain a series of stages of the learning process, as well as

the process of making hand puppet media. The resulting product content is described in the following figure.

Figure 5. Product Component Braiding

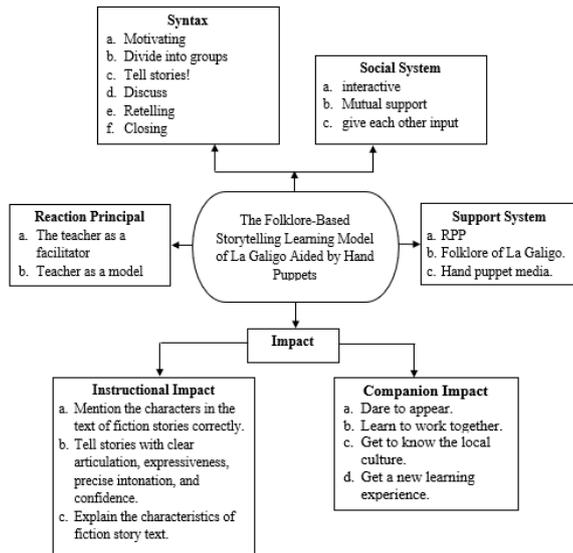The design of the storytelling learning model is formulated into six learning activities: a) giving motivation, students are given the motivation to be enthusiastic about participating in learning. B) dividing groups, students are divided into several small groups. C) telling stories, the teacher carries out storytelling activities in front of the class. D) discussion, students are allowed to discuss together with their group mates about the material that the teacher e have conveyed) retelling, group representative students are allowed to retell stories the teacher has told in their language. F) In closing, the teacher and students conclude the results of today's learning activities. This learning step is arranged based on the analysis of student needs.

The main material is storytelling, using the folklore of La Galigo, which contains elements of local wisdom and good cultural values to be taught to students. These cultural values include Siri' and Pesse meaning shame and sympathy; Sumangeq and Ininnawa, meaning spirit and conscience, caring for the environment suggest that humans must protect nature so that it is not easily affected by natural disasters; the idea of democracy means that people must obey the king who protects property rights. The people, Lempuk (honesty) means being honest with fellow human beings, oneself and creators, Getteng (firmness to principles) being firm in one's stance and not taking sides with the wrong, and finally, respecting one another.

Furthermore, hand puppets were made to depict the characters in the folklore of La Galigo. Hand puppets are made from pieces of flannel cloth that are made to resemble characters in the story of La Galigo.

Figure 6. Process of Making Media and Hand Puppets Produced

3.1.3 Product Validation Results

Validation is carried out if the product has been developed through 4 experts/validators: material experts, design experts, linguists, and elementary school instructional experts. The purpose of this is to determine the feasibility of the product being developed, and if it still does not meet the feasibility of use, then further improvements are made. The following presents the validation results of each expert in question.

Table 3. Suggestions and product revisions as a result of validation

Validator	Suggestion
Material Expert	*Include the author's name on the top right side of the manual cover.*
	Add hand puppet images and materials.
Design Expert	*Move the contents of the story in part III (support system).*
	The table should not be too close to the edge of the paper.
Language Expert	*The text should not be too tight to make it more interesting to read.*
	Change the font type, make the layout more attractive, and write according to PUEBI guidelines

The validation results from the material experts showed that the storytelling learning model manual needed to be revised, adding the author's name to the book's front cover and adding pictures that matched the material. Validation by design experts obtained input to move the content of the La Galigo folklore in CHAPTER III (support system) and table positions that need to pay attention to graphics. Validation by linguists obtained revision notes to change the position of the text so that it is not too tight, change the type of font so that it is not too stiff, improve the layout to make it more attractive, and writing must be adjusted to the general guidelines for Indonesian

spelling (PUEBI). After making improvements, the three validators stated that the product was feasible to use.

Table 6. Expert Validation Results

No.	Expert	Validity
1.	Material	100%
2.	Design	82,5%
3.	Language	90%
4.	SD Instructional	100%

Likewise, the quantitative analysis results are also categorized as valid and feasible to use. This is evidenced by the results of the calculation of the design validity of 82.5% or the valid category, the validity of the material obtained is 100% in the very good category, the validity of the language is 90% included in the very good category, the instructional validity of SD is 100% included in the very valid category.

3.2 Discussion

The results of the needs analysis want interesting storytelling learning in the material of observing the characters found in fictional texts. Thus, the student's environment needs a storytelling learning model based on folklore. This is so students can more easily absorb the material presented when an interesting learning model supports the learning process Muwallidah et al., (2017). Supporting that opinion, it is said that a fun learning model helps students try to gain in-depth experiences about themselves and their environment (Sukmawarti & Nurhidayah, 2019). By selecting the right learning model, students can be guided to achieve learning objectives because each learning model assigns different roles to students, physical space, and class social structure (Sembiring & Situmorang, 2015), especially by choosing storytelling activities to understand the characters in the story. Apart from facilitating understanding, Duilan (2017) suggests that speaking activities, especially storytelling, can foster mental and emotional relationships with other people.

The speaking learning model in this study was compiled as a learning model manual to help students understand the learning steps. This aligns with Dalton & Rachman (2014), who argued that the learning model is structured in a manual that is easy to understand and implement. The importance of compiling a complete model book, in accordance with the opinion that the learning model is an overview of the whole teaching and learning process specifically provided by the teacher. Approaches, methods, strategies, or other applications of a learning technique are packaged or used in a learning model (Sunardi, 2023). In order to design a learning model for this study, a flowchart was first made. Flowchart to describe the flow from one stage to another (Firdaus, 2019). Flowcharts are arranged clearly and do not insert unnecessary objects or images (Arywiantari et al., 2015). Teaching materials are prepared according to predetermined subject standards, must be in accordance with the basic competencies contained in the curriculum content, and must be easy for students to understand. Selection of the right material in accordance with the main focus of learning is very influential for students. This is supported by the research of Annisa & Lubis (2020). So that it finally produces the final form of the syntax of the La Galigo folklore-based

storytelling learning model assisted by hand puppet media whose main activities are discussion, question and answer, and storytelling.

Furthermore, the resulting learning steps are arranged based on the analysis of student needs. This is in accordance with Jayawardana & Djukri (2015) which suggests teachers must be able to change the existing syntax to suit the needs of the subject matter and needs in the field. Sembiring & Situmorang (2015) revealed that the syntax of the learning model describes the overall series of classroom actions followed by several activities carried out by the teacher or students as well as specific tasks that students must complete. The model's components as a product focus on syntax, social systems, and reaction principles that are set with critical questions, whether it occurs during the learning process and whether the support system helps in the implementation of learning (Rochmad, 2012). The learning model plays an important role as a conceptual framework, describing all procedures systematically in organizing student learning experiences to achieve predetermined learning objectives (Marliani, 2015). The learning model includes theory-based tactics such as rationale, a series of learning processes, learning support systems, and techniques for evaluating student learning developments that involve teachers and students from the beginning to the end of the learning process (Sundari, 2015).

The story raised is the story of La Galigo. The story is the folklore of the people of Luwu, South Sulawesi. Students can get to know the characters in the story with a cultural background and the context around them. Through this folklore content, knowledge of the history of the Luwu kingdom can also be fostered, which is still low and can increase students' low interest in reading (Aman & Mustika, 2019). The characters in folklore can inspire readers. The folklore of La Galigo contains various cultural values (Perdana, 2019). The selection of folklore is because it can stimulate students' cognitive, affective and psychomotor growth. By learning folklore, students are trained to have feelings of sympathy and foster empathy and sensitivity through the moral messages of the characters in the story (Wachidah et al., 2017). With the potential of folklore in the surrounding environment, teachers can prohibit and emulate educational values through folklore to students (Gusal, 2015).

The media used in this speaking learning model is hand puppets. Hand puppets are learning media made of pieces of flannel, cotton, gloves, and so on, decorated and shaped in such a way as to resemble story characters and played by inserting your palms into the dolls (Nadifa, 2018). The use of hand puppet media is adapted to the results of the needs of students who want media in the learning process. Students will much more effectively absorb the material conveyed by the teacher to students if the hand puppet media is used as a supporting medium. Aside from being a tool, hand puppet media can encourage students to pay more attention to the subject matter (Prihanjani et al., 2016). Apart from their attractive function, hand puppets are a medium that is easy and safe to play with students (Suradinata & Maharani, 2020).

By maximizing the product produced, the product validity test results of the development model of speaking with the help of hand puppets were found to be valid by four experts. The validity of the model obtained is based on the opinion of Wijayanto & Santoso (2017), which state that if the average score of the validity assessment is minimal, the resulting product is considered valid. This was reinforced by Humaidi et al. (2022), which stated that the overall validity of the product was assessed as having very good validity, stated based on the average score of all aspects of the assessment. Thus, the developed speaking learning model can be used. The intended use is, of

course, for further research. With these findings, it is hoped that further researchers will carry out implementation or trials. This review is also a limitation of the research conducted because it does not reach trials.

4. Conclusion

Based on the needs analysis results, it is necessary to design an interactive storytelling lesson and build interaction between the teacher and students in learning to look at the characters found in fiction texts. For this reason, a storytelling learning model based on La Galigo folklore was developed with the help of hand puppets. The resulting model components include syntax, reaction principles, social systems, support systems, and instructional and accompanying impacts. The learning model formulated is described in a guidebook which contains components of the learning model, media and how to make it, and the technical application of the storytelling learning model. The learning model developed through the validation stage by design experts, material experts, linguists, and elementary school instructional practice experts obtained results that were feasible to use.

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PENGEMBANGAN MODEL PEMBELAJARAN BERCERITA BERBANTUAN MEDIA BONEKA TANGAN DI SEKOLAH DASAR

DEVELOPMENT OF A STORY LEARNING MODEL USING HAND POOLS IN ELEMENTARY SCHOOLS

Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan penggunaan model pembelajaran, mendesain model pembelajaran, dan menguji validitas penggunaan model pembelajaran bercerita. Metode yang digunakan pada penelitian ini yaitu R&D (Research and Development), dengan model pengembangan ADDIE. Penelitian ini dilakukan di kelas IV SDN 60 Salubattang Kota Palopo. Teknik pengumpulan data menggunakan wawancara, angket, dan observasi. Teknik analisis data dilakukan dengan mengklasifikasi data yang diperoleh menjadi data kualitatif dan kuantitatif. Hasil analisis kebutuhan menggambarkan siswa perlu visualisasi konkret yang menarik untuk meningkatkan minat membacanya. Desain model pembelajaran bercerita berbantuan media boneka tangan dijabarkan dalam buku panduan yang berisi komponen model, media dan cara pembuatannya, serta teknis pengaplikasian model pembelajaran. Model pembelajaran yang dikembangkan melalui tahap validasi oleh ahli desain, ahli materi, ahli bahasa, serta ahli praktik instruksional sekolah dasar memperoleh hasil layak untuk digunakan.

Kata Kunci: model pembelajaran bercerita, boneka tangan, sekolah dasar

Abstract

This study aims to analyze the need to use learning and design learning models and test the validity of storytelling learning models. The method used in this research is R&D (Research and Development) with the ADDIE development model. This research was conducted in class IV SDN 60 Salubattang, Palopo City—data collection techniques using interviews, questionnaires, and observation. Data analysis techniques were performed by classifying the data obtained into qualitative and quantitative data. The needs analysis results illustrate that students need interesting concrete visualizations to increase interest in reading. The design of a storytelling learning model assisted by hand puppet media is described in a guidebook which contains model components, media and how to make them, and the technical application of the learning model. The learning model developed through the validation stage by design experts, material experts, linguists, and elementary school instructional practice experts obtained results that were feasible to use.

Keywords: storytelling learning model, hand puppets, elementary school

1. Introduction

The success of implementing learning cannot be separated from the model educators apply (Buchori & Setyawati, 2020; Hijriati, 2017). Sari et al. (2020) revealed that a learning model determined not only what the teacher had to do but also included the stages, the principles of teacher and student reactions and the required support systems. To improve learning outcomes, teachers must understand the model used to ensure the learning process runs smoothly (Esminarto et al., 2016). The use of learning models is very important to achieve learning objectives. Students learning ability can be

improved using the teacher's learning model, sometimes slow and fast. This is very important because it significantly impacts students and is one of the cores of effective learning, which is also realized by effective teachers (Sunardi, 2023). Without the use of appropriate learning models, it hurts learning activities so that the learning outcomes obtained are not optimal

The results of initial observations on the teacher's learning with fictional story material were carried out by distributing printed books. This makes students less enthusiastic about participating in learning, the stories presented are less interesting and not in accordance with the context of students, and some students have low reading comprehension skills. In the situation that occurs in the classroom, it appears that students interfere with each other and take turns leaving the class so that students do not understand the material being taught. Storytelling learning should involve students actively listening, speaking, feeling, and understanding certain stories. Learning to tell stories needs to include an environment to foster active involvement between students and teachers and between students. This allows students to be more active during learning. In addition, Eliza (2017) suggests that students can learn social and moral principles through storytelling activities, which have historically been used as an interesting educational tool.

Research on the development of storytelling learning models has been carried out by Sukmawarti & Nurhidayah (2019) in developing storytelling learning models to develop empathy for early childhood. Wahidah et al. (2019) developed a VAK (Visual Auditory Kinesthetic) based storytelling model using students' senses. Meanwhile, Zein & Puspita (2021) developed a speaking learning model with the help of hand puppets without incorporating elements of local wisdom. In contrast to this research, this study combined a storytelling learning model with South Sulawesi folklore, namely La Galigo, and used hand puppet media as a tool. Although the analysis of telling stories with the help of hand puppets has been carried out a lot, hand puppets with the nuances of local wisdom for material examining characters contained in fictional texts have never been studied before.

Introducing new teaching models to students is crucial in stimulating their interest in learning (Roxita et al., 2015). Learning to Speak in this study uses the folklore of La Galigo as the main material so that students can get to know the story's characters with a cultural background from Luwu, South Sulawesi. Currently, people's knowledge of the history of the kingdom of Luwu is still low due to a lack of interest in reading, and parents rarely teach folklore to their students (Aman & Mustika, 2019). The characters in folklore can inspire readers. In addition to the characters, the series of stories contain excellent educational value. Teachers as professionals can teach educational values through folklore to students, not just explaining but being able to make their students emulate the educational values obtained at school (Gusal, 2015).

Using hand puppets as a tool can also give a new impression, be more interesting and become a tool that makes it easier to convey material. When teachers use hand puppets to present content that is learned in a real and natural way, students better understand what is taught well (Fakhrudin & Inayati, 2015). The use of hand puppet media in telling stories is more beneficial for students because they can immediately see the characters who play a role in folklore. Students are interested in using hand puppets to imagine and then try to find the right words to convey their thoughts (Sulianto et al., 2014). Through the media of hand puppets, students can construct an understanding of the material being taught (Fahrudin & Inayati, 2015). For students, the hand puppet media

is very interesting because it encourages them to improvise in language to increase their desire and ability to present characters in their language (Mariana & Zubaidah, 2015).

Adopting the advantages of alternative solutions and presenting new things from previous studies, this research seeks to develop a storytelling learning model based on folklore. The story adopted is La Galigo because this story is in the context of the surrounding community. Assisted by hand puppet media, this development is intended to be interesting, to help visualize objects, and to get to know the characters directly so that it can make it easier for students to understand the story's contents. This development is expected to increase students' interest in learning, understanding, and activeness in class. The research objectives are to analyze the needs of using learning models, designing learning models, and testing the validity of storytelling learning models.

2. Method

This research uses R&D (Research and Development) with a mixed methods approach. Development is done by combining existing products with other products to develop students' storytelling skills more optimistically. The model in question is the storytelling learning model, the content adopted is local wisdom genre fiction, and the media used is hand puppets. The development ADDIE model used includes analysis, design, development, implementation, and evaluation processes. However, this research is limited only to the development stage. The development procedures referred to are (a) the needs analysis stage, (b) the prototype formulation stage in the form of a flowchart, and (c) the product development stage accompanied by expert validation.

The subjects in the study were 19 students in grade IV at SDN 60 Salubattang. Students have an age range of 9-10 years and enter the final concrete operational stage. His thinking skills are logical and systematic; he can solve problems, strategize, and make connections. His communication skills have developed so he can express thoughts through analytical and methodical words.

This study uses a mixed methods exploratory sequential data analysis technique in combining qualitative and quantitative data. The needs analysis process is more dominant using qualitative approaches, while the validity test uses quantitative methods. The research data was collected as quantitative data from the needs questionnaire instrument, and validation tests were carried out by design experts, materials experts, linguists, and elementary school instructional experts, qualitative data was obtained from mechanisms from interviews with students and homeroom teachers of class IV and data from observation instruments of learning implementation. The design in question is described as follows.

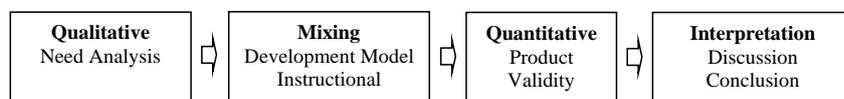| **Qualitative** Need Analysis | ⇨ | **Mixing** Development Model Instructional | ⇨ | **Quantitative** Product Validity | ⇨ | **Interpretation** Discussion Conclusion |

Figure 1. Research Design

Product evaluation of the La Galigo folklore-based storytelling learning model product with the help of hand puppets was carried out by learning model design experts, material experts, linguists, and elementary school instructional experts. The following categories are used for scores assessing the acquisition of validity from each expert.

Table 1. Expert Validation Rating Score

Category	Score
Very Good (VG)	4
Good (G)	3
Moderate (M)	2
Low (L)	1

Source: (Anggraeni, 2015).

Furthermore, the percentage formula is used to assess the categories that have been determined. To interpret the final value of validity, grouping is carried out as shown in the validity criteria table below.

Table 2. Validity Criteria

Validity Result	Validity Criteria
$0,80 < V \leq 1,00$	Very High
$0,60 < V \leq 0,80$	High
$0,40 < V \leq 0,60$	Moderate
$0,20 < V \leq 0,40$	Low
$0,00 < V \leq 0,20$	Very Low

Source: (Yuliandari & Wahjudi, 2014).

3. Result and Discussion
3.1 Result
3.1.1 Analysis of the needs of storytelling learning models

The results of the initial analysis obtained during the learning process took place; the teacher did not interestingly convey folklore material. The learning process that takes place monotonously makes students not eager to learn. When teaching folklore, the teacher only refers to the subject matter in books. The teacher does not use an interesting learning model. This is based on the results of interviews with fourth-grade teachers who stated that when learning takes place, it usually applies a question-and-answer learning model, lectures, discussions and independent assignments. The teacher's creativity in creating an interesting and fun learning process in getting to know characters in folklore is needed so that students are enthusiastic about learning.

Data was obtained From the student questionnaire, namely that around 56% of students experienced difficulties learning folklore material (Figure 1). This hurts student learning outcomes, making it difficult for students to understand the information so that the teacher reads the storybook directly and repeats the story conveyed.
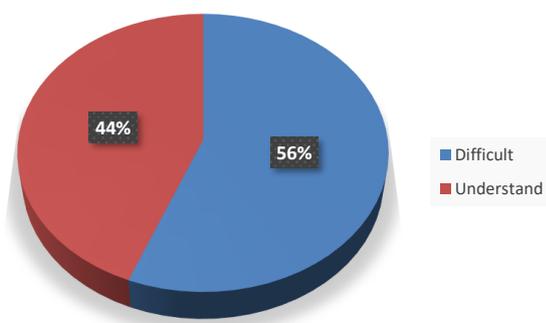
Figure 2. Student Understanding Diagram

The data shows that the number of students who have difficulty understanding the material in learning is higher than students who understand the material. The results of the questionnaire showed that 62.5% of students stated that the desired learning was that students were guided by the teacher telling stories directly in front of the class paying attention to tone and vocals. Based on the analysis of the material, to support the effective application of the storytelling learning model, the content of the material must be modified according to the needs and levels of the students.

Likewise with the results of the document review on learning content that needs to adopt contextual folklore. The basic competency studied is 3.9 observing the characters in fictional texts. 4.9 convey the results of the identification of the characters contained in fictional texts orally, in writing, and visually. The purpose of learning is that by reading fictional story texts students can name the characters in fictional story texts correctly, by practicing retelling fictional story texts students can tell stories with clear articulation, expressive, precise intonation and confident, students can explain clearly verbal understanding and characteristics of fiction story text. Observing this, it is necessary to develop a learning model so that students can name the characters in the story. Students can retell stories with clear articulation, expressiveness, appropriate intonation, and confidence by using hand puppets. So that all learning activities carried out by students can build their own understanding related to the understanding and characteristics of fictional story texts.

3.1.2 The design of the storytelling learning model developed

Model design is done by making a product flowchart as a reference. Several things are done to design the product to be utilized properly, namely the preparation of learning steps (syntax), social systems, principles of responsibility, support systems, and impacts. The model's components then developed a learning model manual to facilitate its application. The description chart can be seen in Figure 3.
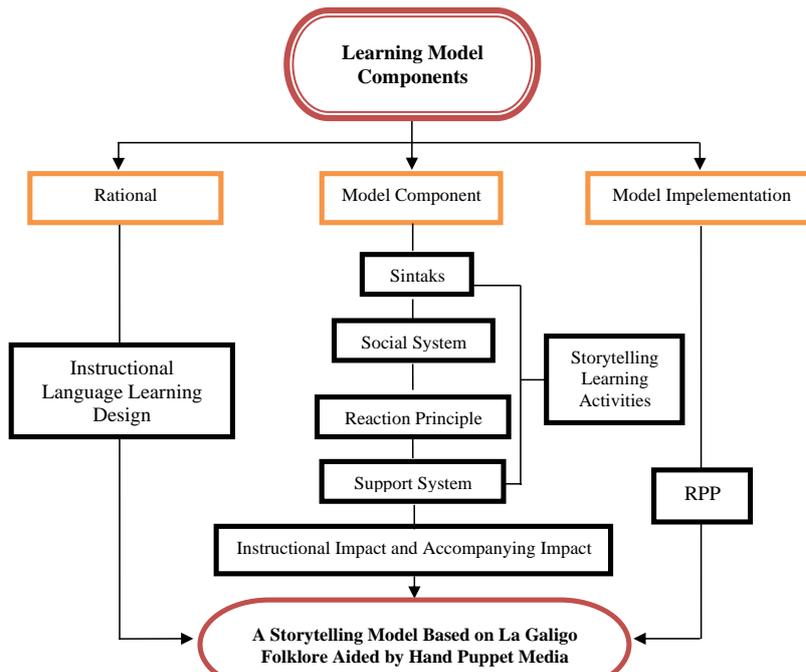
Figure 3. Development Framework Chart

This developed guidebook is made in the form of a printed book with an attractive book appearance. The paper used is A5 size, the language used is in accordance with PUEBI. The guidebook in question is displayed as follows.

Figure 4. Display of the resulting Learning Model Handbook

This hand puppet-assisted storytelling learning model handbook contains a theory of storytelling learning models which include (syntax, reaction principles, social systems, support systems, instructional impacts and accompaniment impacts), La Galigo folklore, lesson plans which contain a series of stages of the learning process, as well as the process of making hand puppet media. The resulting product content is described in the following figure.
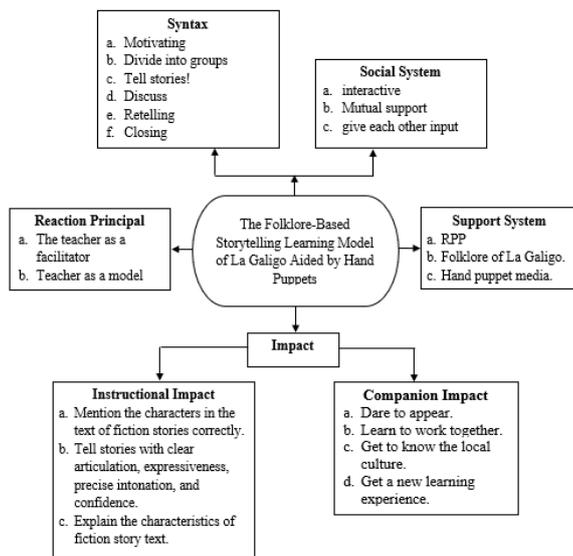

Figure 5. Product Component Braiding

The design of the storytelling learning model is formulated into six learning activities: a) giving motivation, students are given the motivation to be enthusiastic about participating in learning. B) dividing groups, students are divided into several small groups. C) telling stories, the teacher carries out storytelling activities in front of the class. D) discussion, students are allowed to discuss together with their group mates about the material that the teacher e have conveyed) retelling, group representative students are allowed to retell stories the teacher has told in their language. F) In closing, the teacher and students conclude the results of today's learning activities. This learning step is arranged based on the analysis of student needs.

The main material is storytelling, using the folklore of La Galigo, which contains elements of local wisdom and good cultural values to be taught to students. These cultural values include Siri' and Pesse meaning shame and sympathy; Sumangeq and Ininnawa, meaning spirit and conscience, caring for the environment suggest that humans must protect nature so that it is not easily affected by natural disasters; the idea of democracy means that people must obey the king who protects property rights. The people, Lempuk (honesty) means being honest with fellow human beings, oneself and creators, Getteng (firmness to principles) being firm in one's stance and not taking sides with the wrong, and finally, respecting one another.

Furthermore, hand puppets were made to depict the characters in the folklore of La Galigo. Hand puppets are made from pieces of flannel cloth that are made to resemble characters in the story of La Galigo.

Figure 6. Process of Making Media and Hand Puppets Produced

3.1.3 Product Validation Results

Validation is carried out if the product has been developed through 4 experts/validators: material experts, design experts, linguists, and elementary school instructional experts. The purpose of this is to determine the feasibility of the product being developed, and if it still does not meet the feasibility of use, then further improvements are made. The following presents the validation results of each expert in question.

Table 3. Suggestions and product revisions as a result of validation

Validator	Suggestion
Material Expert	*Include the author's name on the top right side of the manual cover.*
	Add hand puppet images and materials.
Design Expert	*Move the contents of the story in part III (support system).*
	The table should not be too close to the edge of the paper.
Language Expert	*The text should not be too tight to make it more interesting to read.*
	Change the font type, make the layout more attractive, and write according to PUEBI guidelines

The validation results from the material experts showed that the storytelling learning model manual needed to be revised, adding the author's name to the book's front cover and adding pictures that matched the material. Validation by design experts obtained input to move the content of the La Galigo folklore in CHAPTER III (support system) and table positions that need to pay attention to graphics. Validation by linguists obtained revision notes to change the position of the text so that it is not too tight, change

the type of font so that it is not too stiff, improve the layout to make it more attractive, and writing must be adjusted to the general guidelines for Indonesian spelling (PUEBI). After making improvements, the three validators stated that the product was feasible to use.

Table 6. Expert Validation Results

No.	Expert	Validity
1.	Material	100%
2.	Design	82,5%
3.	Language	90%
4.	SD Instructional	100%

Likewise, the quantitative analysis results are also categorized as valid and feasible to use. This is evidenced by the results of the calculation of the design validity of 82.5% or the valid category, the validity of the material obtained is 100% in the very good category, the validity of the language is 90% included in the very good category, the instructional validity of SD is 100% included in the very valid category.

3.2 Discussion

The results of the needs analysis want interesting storytelling learning in the material of observing the characters found in fictional texts. Thus, the students need a storytelling learning model based on folklore. Students can absorb the material more easily when an interesting learning model supports the learning process (Muwallidah et al., 2018; Slavin, 2015). Supporting that opinion, it is said that a fun learning model helps students try to gain in-depth experiences about themselves and their environment (Sukmawarti & Nurhidayah, 2019). By selecting the right learning model, students can be guided to achieve learning objectives because each learning model assigns different roles to students, physical space, and class social structure (Sembiring & Situmorang, 2015), especially by choosing storytelling activities to understand the characters in the story. Apart from facilitating understanding, Duilan (2017) suggests that speaking activities, especially storytelling, can foster mental and emotional relationships with other people.

The speaking learning model in this study was compiled as a learning model manual to help students understand the learning steps. This aligns with Dalton & Rachman (2014), who argued that the learning model is structured in a manual that is easy to understand and implement. The importance of compiling a complete model book, in accordance with the opinion Buchori & Setyawati (2020) that the learning model is an overview of the whole teaching and learning process specifically provided by the teacher. Approaches, methods, strategies, or other applications of a learning technique are packaged or used in a learning model (Sunardi, 2023). In order to design a learning model for this study, a flowchart was first made. Flowchart to describe the flow from one stage to another (Firdaus, 2019). Flowcharts are arranged clearly and do not insert unnecessary objects or images (Arywiantari et al., 2015). Teaching materials are prepared according to predetermined subject standards, must be in accordance with the basic competencies contained in the curriculum content, and must be easy for students to understand. This is supported by the research of Annisa & Lubis (2020) that the selection of the right material in accordance with the main focus of learning is very influential for students. So that it

finally produces the final form of the syntax of the La Galigo folklore-based storytelling learning model assisted by hand puppet media whose main activities are discussion, question and answer, and storytelling.

Furthermore, the resulting learning steps are arranged based on the analysis of student needs. This is in accordance with Jayawardana & Djukri (2015) which suggests teachers must be able to change the existing syntax to suit the needs of the subject matter and needs in the field. Sembiring & Situmorang (2015) revealed that the syntax of the learning model describes the overall series of classroom actions followed by several activities carried out by the teacher or students as well as specific tasks that students must complete. The model's components as a product focus on syntax, social systems, and reaction principles that are set with critical questions, whether it occurs during the learning process and whether the support system helps in the implementation of learning (Rochmad, 2012). The learning model plays an important role as a conceptual framework, describing all procedures systematically in organizing student learning experiences to achieve predetermined learning objectives (Marliani, 2015). The learning model includes theory-based tactics such as rationale, a series of learning processes, learning support systems, and techniques for evaluating student learning developments that involve teachers and students from the beginning to the end of the learning process (Buchori & Setyawati, 2020; Sundari, 2015).

The story raised is the story of La Galigo. The story is the folklore of the people of Luwu, South Sulawesi. Students can get to know the characters in the story with a cultural background and the context around them. Through this folklore content, knowledge of the history of the Luwu kingdom can also be fostered, which is still low and can increase students' low interest in reading (Aman & Mustika, 2019). The characters in folklore can inspire readers. The folklore of La Galigo contains various cultural values (Perdana, 2019). The selection of folklore is because it can stimulate students' cognitive, affective and psychomotor growth (Uge et al., 2019). By learning folklore, students are trained to have feelings of sympathy and foster empathy and sensitivity through the moral messages of the characters in the story (Wachidah et al., 2017). With the potential of folklore in the surrounding environment, teachers can prohibit and emulate educational values through folklore to students (Gusal, 2015; Uge et al., 2019).

The media used in this speaking learning model is hand puppets. Hand puppets are learning media made of pieces of flannel, cotton, gloves, and so on, decorated and shaped in such a way as to resemble story characters and played by inserting your palms into the dolls (Nadifa, 2018). The use of hand puppet media is adapted to the results of the needs of students who want media in the learning process. Students will much more effectively absorb the material conveyed by the teacher to students if the hand puppet media is used as a supporting medium. Aside from being a tool, hand puppet media can encourage students to pay more attention to the subject matter (Prihanjani et al., 2016). Apart from their attractive function, hand puppets are a medium that is easy and safe to play with students (Suradinata & Maharani, 2020).

By maximizing the product produced, the product validity test results of the development model of speaking with the help of hand puppets were found to be valid by four experts. The validity of the model obtained is based on the opinion of Wijayanto & Santoso (2017), which state that if the average score of the validity assessment is minimal, the resulting product is considered valid. This was reinforced by Humaidi et al. (2022), which stated that the overall validity of the product was assessed as having very good

validity, stated based on the average score of all aspects of the assessment. Thus, the developed speaking learning model can be used. The intended use is, of course, for further research. With these findings, it is hoped that further researchers will carry out implementation or trials. This review is also a limitation of the research conducted because it does not reach trials.

4. Conclusion

Based on the needs analysis results, it is necessary to design an interactive storytelling lesson and build interaction between the teacher and students in learning to look at the characters found in fiction texts. For this reason, a storytelling learning model based on La Galigo folklore was developed with the help of hand puppets. The resulting model components include syntax, reaction principles, social systems, support systems, and instructional and accompanying impacts. The learning model formulated is described in a guidebook which contains components of the learning model, media and how to make it, and the technical application of the storytelling learning model. The learning model developed through the validation stage by design experts, material experts, linguists, and elementary school instructional practice experts obtained results that were feasible to use.

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