

# Stimulation of Hearing Sensors for Toddler Children through Stuffed Stories in Early Childhood Education

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**Abstract:** This study aims to determine the effect of finger puppet media on sensory auditory stimulation for toddlers in Padang TPA / PAUD. The type of research used is a quantitative method with the type of quasy experimental research using finger puppet media. Based on the results of data analysis, the average value of the ability to hear experimental class children using finger puppet media is higher (93.75) than the control class using storybook media (87.5). Based on the calculation of the t-test, it is found that t count (2,10092) is greater than t table (0,9259), this indicates that there is a significant influence on children's listening ability. Thus it was concluded that by using finger puppets it is very effective in the ability to hear toddlers in TPA / PAUD.

**Keywords:** sensory hearing stimulation, finger puppets, toddler

## I. INTRODUCTION

Education is an important asset for the progress of a country. Developed countries can be seen from the level of success of education in the country. Therefore every citizen must follow the level of education, starting from the level of early childhood education, basic education, secondary education to higher education. Referring to Law Number 20 of 2003, Article 1 Point 14 concerning the National Education System that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness in entering further education.

PAUD is a form of education that focuses on laying the foundation for physical growth and development (fine and rough motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behavior and religion ), language and communication, in accordance with the uniqueness and developmental stages that are passed on by early childhood. Child Care Park (TPA) is a form of ECD institution in the non-formal education pathway that organizes educational programs as well as parenting and social welfare for children from birth to six years (Wiyani, 2016: 29). Child Care Park is a form of early childhood education in the non-formal education pathway that organizes educational programs as well as parenting and social welfare for children from birth to the age of six (Dirjen PAUDNI, 2015: 3) Children are the generation of the nation that must be prepared early on both physically and spiritually, so that all aspects of development in children develop optimally. Every child born has their own potential in the child. The potential will develop optimally if educators in PAUD / TPA provide sensory stimuli to children continuously.

One of the abilities that must be developed in early childhood is the ability to hear children. Therefore TPA or

pre-school education is a very important vehicle in developing children's listening skills. Dierich, Paul in Hamalik (2011: 90) says one of the learning activities is through listening activities such as: listening to conversations, listening to presentation of materials and so on.

There are a number of children's listening skills that need to be developed, one of which is the ability to listen to children's stories. Ideally in toddler age children are able to listen to the contents of the story, able to mention the characters in the story, able to repeat the story that has been told. Wiyani (2016: 116) explains that toddlers are able to repeat stories or fairy tales simply and answer questions with short sentences according to the stories that have been delivered. In developing listening skills in children, learning media are needed that can support the learning process. The use of learning media can clarify the presentation of messages and information so that it can direct children's attention and motivate children to take part in learning.

In early childhood learning media plays an important role because the principle of early childhood learning is concrete or real, meaning that children are expected to learn something in real terms. The principle implies the need to use media as a channel for delivering messages from teachers to children so that messages can be received by children properly. Through observations of researchers on toddlers in TPA / PAUD the ability to hear children is not well developed. Where in TPA lack of stimulation of auditory conditions in children and only using media books or magazines. So from that it is necessary to have a change that must be done by the teacher, namely by procuring interesting media to develop hearing abilities in children. One of the media used to develop listening skills in children is by using media finger puppet stories. Finger puppets are included in the form of models or artificial objects. Children in general like to play dolls, moreover the dolls are made with the appearance of characters who are funny and attractive to

children. By using finger puppet media, children get firsthand experience by looking at the model or doll being played. Therefore researchers assume that finger puppet media is one medium that can develop listening skills in children.

The use of finger puppets on toddler children can be applied using the storytelling method. According to Moeslichatoen (2004: 157) storytelling is one of providing learning experiences for children by bringing stories to children verbally. The story brought by the teacher must be interesting, and invite the attention of the child and can not be separated from the purpose of education for children. Whereas according to Isjoni (2011: 90) telling stories is a medium to convey the values that apply in society. A good storyteller will make the story something interesting and alive. The involvement of children in telling will provide a fresh, interesting atmosphere and become a unique experience for children.

From the opinion above, it can be concluded that storytelling is an activity that is delivered orally by using tools or without tools, delivered interestingly to invite the attention of children so that the learning objectives are achieved. Sensory hearing of children can be stimulated properly through storytelling activities with finger puppets. According to Eliyawati (2005: 71) finger puppets are dolls made from cloth. Fabrics are formed according to story figures, and the completion of finger puppets can be sewn. Whereas according to Sukerti (2013) finger puppets are one form of learning media that can be drawn directly on the fingertips or can also be made from cloth or other materials that are shaped like faces or various shapes with various kinds of properties that can be played using the fingertips .

From the opinion above, it can be concluded that finger puppets are educational learning media using dolls made of cloth (flannel) with various colors, then played with the tips of the fingers.

## II. METHOD

Based on the problems studied, this type of research is a quantitative method with a quasi experimental approach. The population in this study was PAUD Hikari Kids Club Padang. This PAUD is located at Kampung Baru Street, Gg, Masjid Ikhwan RT 06 RW 05, Sawahan Timur. The sampling technique carried out in the study was purposive sampling technique. Based on the above concept, the groups that will be sampled in this study are toddlers aged 18 months to 36 months. Where 10 children were made into the control class and 10 more were made into the experimental class by considering the number of children of the two groups, 10 each, age of the same child, level of ability of the same child, similar learning facilities, and recommendations from teachers and PAUD headmaster in Hikari Kids Club Padang. The research instrument used in this study was a test. The test is said to be valid if the test can measure what you want to measure. This instrument uses a scale that is in accordance with the assessment of recruitment of toddler age children. With the criteria of assessment that is Not Developing (BB) given a score of 1, Starting Developing (MB) given a score of 2, Developing according to

Expectations (BSH) given a score of 3, Very Good Developing (BSB) given a score of 4 (Ministry of Education: 2015).

According to Arikunto (2010: 211) Validity is a measure that shows the levels of validity or validity of an instrument. A valid or valid instrument has high validity. Conversely, instruments that are less valid means having low validity.

The reliability of the test is a measure of the accuracy of a test when tested on the same object, to determine the reliability of the test used by the Alpha formula presented by Arikunto (2012: 122) The data analysis technique used in this study is to compare the differences between the two average values, so that it is done by t test (t-test). But before that, first do a normality test and homogeneity test.

To analyze the difference, a normality test is needed. According to Syafril (2010: 211) that the normality test is used to determine whether the data to be processed comes from normally distributed data. The normality test is done before processing the data with product moment correlation techniques, regression, t-test, and anava and so on. The technique often used for data normality testing is the Liliefors test technique.

Before the data is processed, so that it is known that a data is normally distributed or not, the Liliefors test is done first. One technique that is often used to test the variance homogeneity of the population is by using the Bartlett test. If it is known that a data is normally distributed and homogeneous, then the data analysis is carried out in accordance with the analysis techniques that have been carried out. That is by looking for comparisons using the t-test. Test the data obtained by using the t-test formula.

## III. RESULT AND DISCUSSION

To draw conclusions from the results of the study, hypothesis testing was carried out using the t test. Before carrying out the t test, the normality test and homogeneity test on the results of the study are conducted first. Based on the results of the experimental group normality test the value of L count 0.2026 is smaller than the L table 0.258 to 0.05. Thus the value of the experimental group comes from data that are normally distributed. For the control group, L count 0.1389 is smaller than L table 0.258 to 0.05. This means that the control group data comes from data that is normally distributed. So the data of children comes from populations that are Normal distribution. This is explained according to Syafril (2010: 211): The normality test is used to determine whether the data to be processed comes from normally distributed data. The normality test is done before processing data with product moment correlation techniques, regression, t-test, and anava and so on. The technique often used for data normality testing is the liliefors test. If  $F(Z_i) - S(Z_i)$  is smaller than the table, then the data is normally distributed.

For the homogeneity test, from the data of the two classes it was obtained a count of 0.1381 and for Chi squared (2-1), the table obtained was 3.841 for a significant level of  $\alpha$  0.05 (5%). Based on these results it can be seen that the count < table (0.1381 < 3,841). So

that it can be concluded that the data of children came from homogeneous groups at the 0.05 level. In accordance with the opinion of Syafril (2010: 206): If the results of calculations of 2 counts smaller than 2 tables means that the data comes from a homogeneous group.

From the results of hypothesis testing using t-test obtained tcount of 2.10092, while ttable for the real level  $\alpha$  0.05 (5%) with df of 18 is = 0.9259. So it can be seen that tcount is greater than t table at the real level of  $\alpha$  0.05 (5%), that is (2,10092 > 0,9259). So it can be concluded that there are significant differences between the results of the ability to hear experimental class children using finger puppet media, with the control class using storybook media.

Storytelling is the beginning for children to learn to talk and interact with other people, this is beneficial for the survival of children in their environment for the future. So that an effort is needed in developing children's listening skills, namely by presenting interesting and fun media, one of them is a finger puppet.

Finger puppets are learning media that provide direct experience and one of the tools to create more varied and enjoyable learning. By utilizing finger puppets as a direct medium that can be seen by the eye and can stimulate sensory children's listening abilities and enhance children's creativity.

Based on the results of the research using the finger puppet media at PAUD Hikari Kids Club Padang, all the children seemed enthusiastic to take part in the story telling because telling stories with finger puppets had never been used specifically to train children's hearing. With finger puppets the child will tell stories expressing his thoughts in oral form, and this is one of the first steps for children to interact with their surroundings. From the finger puppet media used by children, they can mention the characters told by the teacher, then the child can retell the story told by the teacher. Susanto (2011: 165) says children under five think the ability to develop first through their senses, for example hearing a voice, through words that are heard and taught the child will understand everything there is a name.

According to the results of research conducted by Glenn Doman if the teacher does a program or stimulation of hearing well and consistently to children, toddlers will begin to understand the two words of the language of conversation. If done continuously, the child will understand far more than two words of conversation. Fakhrudin (2010: 111) states that hearing a child can be stimulated by imaginative stories suggestive so that the child learns to capture the power of capture and analysis of the child on the story.

According to Bredekamp (1996: 70), explaining that listening to short stories to children can stimulate sensory hearing in children better. Soejanto (2005: 71) teachers train children to listen to instructions or orders and then children are asked to do so, according to their abilities so that children can receive it. This can be done by telling what the child hears. Sumanto (2014: 26) at the age of one year the lining of the brain for hearing forms words begin to interact, two years old children have heard a lot of words and have extensive vocabulary, and

children's language begins to become an adult language after age three year.

So, the results of hearing ability in children in the experimental class are better than the results of listening ability in children in the control class, can be seen from the average experimental class children higher than the control class. So it can be concluded that the use of finger puppet media affects the ability to hear in children, as well as provide knowledge or stimulate children's thinking and creativity.

#### IV. CONCLUSION

Based on the results of the research data analysis that has been stated above, there will be some conclusions and suggestions for the results of the study.

The results of the research obtained were differences in the results of children's hearing ability in PAUD HIKARI Kids Club Padang which were significant, namely between the experimental class and the control class. This proves that using finger puppet media can affect listening ability in children, so the average value obtained from the experimental class is higher (93.75) than the control class (87.5).

From the results of hypothesis testing, tcount <ttable where 0,9259 <2,10092 is proven by the significance level  $\alpha$  0,05 means that there is a significant difference between the results of the ability to hear children in the experimental class using finger puppet media with the control class using media storybook. By using finger puppet media it is proven that it can influence the ability to hear children in PAUD Hikari Kids Club Padang.

It is expected that PAUD managers will be more concerned in providing motivation and direction as well as tools or media for children's education that further support learning in schools to develop various aspects of children's development, especially children's listening ability.

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