**DEVELOPING MEDIA LEARNING OF PUPPET TO SUPPORT THE STORYTELLING METHOD AS EFFORT TO DEVELOP EARLY CHILDHOOD MORAL**

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**Abstract:** The aims of this study are to: (1) produce an appropriate media of puppet, (2) to find out the effectivity of puppet as a media to support storytelling method. This research used ADDIE model (analysis, design, development, implementation, and evaluation). Expert trials were conducted by materials, media experts and teachers. The field trial consisted of the initial, main, and operational. The results show: (1) the media of puppet qualified to support storytelling methods, based on material experts' assessment gave very good categories with an average score of 3.54; media experts meanwhile valued a good category with an average score of 3.18; and kindergarten teachers gave very good category for the materials, good category for the media aspect with an average score of 3.28 and 3.22, (2) The media of puppet has a "good" effectivity in instructional based on the calculation of learning outcomes showed an increase 25.01% in nationalism and 87.5% in respectful with N-Gain Score 0.53 and 0.63 belonging to in the middle classification, The implementation of learning based on observed activities of children increased by 25% and the implementation by teachers earned an average percentage of 81.5%.

**Keywords: *storytelling, media, moral, puppet character.***

**PENGEMBANGAN MEDIA WAYANG SEBAGAI PENDUKUNG METODE BERCERITA UNTUK MENGEMBANGKAN MORAL ANAK USIA DINI**

**Abstrak:** Penelitian bertujuan untuk: (1) menghasilkan media wayang yang layak, (2) mengetahui efektivitas media wayang sebagai media pendukung metode bercerita untuk mengembangkan moral anak. Metode penelitian yaitu *Research and Development (R&D)* dengan model pengembangan ADDIE (*analysis, design, development, implementation, dan evaluation*)*.* Uji coba ahli yang dilakukan oleh ahli materi dan ahli media, dengan mengisi skala penilaian. Uji coba lapangan terdiri atas uji coba lapangan awal, utama, dan operasional kepada anak dengan pengumpulan data berupa *pretest*, *posttest*, dan pengisian lembar observasi keterlaksanaan pembelajaran. Hasil penelitian ini adalah (1) media wayang memiliki kriteria kualitas “layak” berdasarkan hasil penilaian ahli materi dalam kategori sangat layak dengan skor rata-rata 3.54; ahli media dalam kategori layak dengan skor rata-rata 3.18; dan guru taman kanak-kanak, media termasuk dalam kategori sangat layak untuk materi, dan layak untuk aspek media dengan skor rata-rata 3.28 dan 3.22. (2) media wayang yang digunakan sebagai pendukung metode bercerita termasuk dalam kategori efektif berdasarkan peningkatan hasil belajar untuk moral cinta tanah air dan saling menghormati sebesar 25.01% dan 87.5% dengan *N-Gain Score* 0.53 dan 0.63 termasuk kategori sedang dan berdasarkan peningkatan aktivitas pembelajaran anak sebesar 25% dan keterlaksanaan guru dengan persentase rata-rata sebesar 81.5%.

**Kata kunci: *bercerita, media, moral, wayang karakter.***

**INTRODUCTION**

The challenge of education in the current disruption era is to produce children who are capable of creative thinking, critical, innovative, and interdisciplinary, and multidisciplinary sensitivity. Further explained by Mayling Oey-Gardiner, et al. (2017: 160), the challenge of the world of education in Indonesia in the era of disruption has resulted in children who have a receptive mind attitude and an attitude of respect for multiculturalism. Having an open minded and receptive mind and also having an understanding of the value of this diversity needed by children in the era of disruption. Children need understanding related to the shared values ​​of multiculturalism, for example good behavior towards others, justice, peace and tolerance. Through this understanding, one will be able to anticipate all possibilities that will occur such as stereotyping and the potential for bias towards a particular ethnicity, religion, or race (Mayling Oey-Gardiner, et al., 2017: 160).

Indonesia is a large country that has a very heterogeneous condition of society in terms of character and culture. This heterogeneous situation makes Indonesia in a state of crisis, for example is a tribal problem that leads to national disintegration (Hafid, 2018). The conditions of Indonesian society are heterogeneous and pluralistic so that inter-ethnic relations need to be maintained as an effort to prevent riots and acts of violence. There needs to be an effort to maintain peace so that everyone is able to respect the rights and freedoms of each person, and ensure the strengthening of social ties (Hafid, 2018).

Children are the next generation of the nation who need to get the right attention and education, in order to have personality, morals and skills. One of the concerns in education is moral issues. The world of education must be able to facilitate moral development through the learning process at school. This is because it will determine the next life, the actions of children towards friends, teachers and their parents. The ideal children's morality is having awareness and being able to distinguish between good and bad things or values, may or may not be ethical or unethical (Asri Budiningsih, 2013: 5). The moral importance of children is not only to have knowledge of good and bad, but also in actions that are consciously carried out by children. Responding to the importance of morality, it is necessary to develop moral education for children as early as possible through the learning process so that awareness of goodness can develop well.

Other moral problems that are currently prevalent include narcotics abuse and drugs which are prohibited, pornography and pornography, rape, destruction of people's property, robbery, fraud, abortion, abuse, gambling, prostitution and murder. (Asri Budiningsih. 2013: 1 and Pupuh Fathurrohman. 2013: 13). The impacts that have arisen have also not been referred to as simple problems, because various of these actions have begun to refer to criminal acts. Such a situation is very concerning for various parties including parents and teachers, this is because the perpetrators and victims are teenagers as the next generation.

Good moral development cannot just develop in a child. Necessary moral learning for children optimally to facilitate children's moral development. Moral learning is the obligation of the world of education through the learning process carried out by children. The role of education through learning activities that develop morals is certainly in the hope that children not only know good and bad, have the desire to do good, but also are able to implement in life. Therefore, in addition to the role of the family, it also needs the role of an educational institution that is responsible for providing various kinds of learning processes in the form of methods and media that are suitable for moral learning goals so as to form a moral generation.

Moral learning needs to be done as early as possible, according to the stages of children's moral development. Early childhood has a share in developing morals reaching 75% while the portion for general education is 25% (Yamin, 2016: 120). Further explained by Yamin (2016: 3) in early childhood having brain development reaches 80%, therefore the developmental stage in this golden age must be optimized through learning activities in developing children's morals.

The learning method used to convey the contents of the story that is appropriate for children is through telling stories (Zubaedi, 2017: 35). The storytelling method is a way to provide an explanation of a story to children or listeners orally (Abdul Majid, 2013: 28). Through the method of storytelling internalization of moral values ​​can be done through the integration of moral values ​​in stories that children listen to in learning activities. By telling stories, it is hoped that the development of moral values ​​can be carried out so that a process of internalizing moral values ​​in the story can be conveyed well. According to Suparno in Asri Budiningsih (2013: 2) internalizing learning for morals with a model that is integrated in various fields of study.

Moral learning for early childhood must be facilitated using processes and learning resources that match the characteristics of children (Januszewski, 2008). Children's morale is facilitated through the internalization of moral education through story messages that are heard by early childhood. This story message is a learning resource that must be packaged as attractive as possible to get the child's attention. By paying attention to the contents of the story, the hope is that the child is able to understand the moral message that is internalized through the stories he hears. The advantages of puppet media are viewed from supporting resources, namely from two main elements, namely visual and story or fairy tales. Wayang media is a wiracarita that tells the heroics of protagonists who face bad character (antagonist) (Nurgiyantoro, 2011). Through a combination of storytelling methods and puppet media, children will pay attention to the message of the story so that the internalization of moral learning takes place.

The advantage of puppet media which is the main concern as a media is that this media can be a messenger of morality through stories and figures and speech styles of each character. The advantages of puppet media are viewed from supporting resources, namely from two main elements, namely visual and story or fairy tales. Wayang media is a wiracarita that tells the heroics of protagonists who face bad character (antagonist) (Nurgiyantoro, 2011). Through stories that children notice, this is the internalization of moral learning. Early childhood will be more interested in listening to stories if the media used are in accordance with their character both in terms of mental development and culture. This interest must be maintained in terms of motivation to listen to the stories presented so that efforts to develop morals will be achieved optimally. Children's interest in puppet media is expected to raise children's attention to the moral message that is delivered using the storytelling method. This child's attention is expected to motivate children to listen to stories so that moral messages can be understood by children.

Based on these descriptions, wayang characters are needed to support the method of telling stories in conveying moral messages, especially the value of the love of the homeland and mutual respect among fellow friends. This research is located in the area of ​​development in the field of study of learning technology with the aim of developing media used to facilitate children's moral development (Januszewski, 2008: 81). The use of puppet media is expected to be a solution in developing good morals.

**metHOD**

This research method is research and development using the ADDIE (Analysis - Design - Development- Implementation Evaluation) model. The development procedure is the stage of assessment of material experts, media, and teachers. The product trial using was carried out in three stages, namely the initial, main, and operational field trials. The research subjects were 2 teachers and 20 children at Al-Fatah Kindergarten, Kesugihan District, Cilacap Regency. The instruments used in the research of mangrove ecosystems are observation sheets, interviews, and rating scales. The product quality data produced comes from the assessment of media experts, material experts, two teachers by changing the average score of each quality indicator into a qualitative value according to the assessment criteria (Anas Sudjono, 1997: 175-161). The T test was carried out to test whether there was a difference between the pretest and posttest and using the N-Gain Score to determine the effectiveness of media use.

**RESULTs AND DISCUSSIONS**

**Results**

**Puppet Media Assessment Results**

Test the quality of puppet character media is intended to ask the opinion of experts (material and media), assessment by kindergarten teachers before it is implemented in learning. The initial product of the development of wayang stories and puppet characters was carried out by material feasibility tests and puppet media by asking for the opinions of material experts and the media on puppet characters.

**Assessment of Expert Materials**

Appraisal of material experts includes aspects of truth, breadth and suitability of concepts in stories, linguistics, presentation of stories, implementation and evaluation of learning. Based on the results of data processing from material experts for all aspects in general it is categorized very good. The material expert and teacher validation scores are 3.53 and 3.28 out of 4 so they are very good categorized.

**Figure 1. Graph of Material Assessment Results**

**Assessment of Expert Media**

Assessment of media experts includes aspects of display, implementation and use of media in learning. The results of data processing by media experts for all aspects in general are good category. The scores obtained from media expert and teacher validation are 3.18 and 3.22 out of 4 so they are good category.

**Figure 2. Graph of Media Assessment Results**

**Test Results of Pupper Media Effectiveness**

The trial of puppet media products was carried out on 20 children of Al-Fatah Kindergarten, Kesugihan District. Respondent samples for quantitative research were at least 20 respondents (Jakob Nielsen, 2012). Through this operational field trial, each child is given a pretest rating scale that aims to know the child's initial character. Furthermore, treatment was given by applying puppet character media as a supporter of thematic-integrative learning. Then the next step is to provide a posttest rating scale related to children's moral development after being treated. In addition to the results of the pretest and posttest, the data collected was also in the form of learning observations in terms of the implementation of learning using puppet character media. The results of the operational field stage test (step 3) are presented in Table 1 and Table 2 below.

**Table 1. Pretest-Posttest Result of Nationalism Stage 3**

| **No** | **Name** | **Score** | **N-Gain** | **Information** |
| --- | --- | --- | --- | --- |
| ***Pretest*** | ***Posttest*** |
| 1 | Child A | 60 | 76 | 0.40 | Medium |
| 2 | Child B | 73 | 93 | 0.74 | High |
| 3 | Child C | 73 | 86 | 0.48 | Medium |
| 4 | Child D | 73 | 80 | 0.25 | Low |
| 5 | Child E | 76 | 93 | 0.70 | High |
| 6 | Child F | 76 | 93 | 0.70 | High |
| 7 | Child G | 53 | 93 | 0.85 | High |
| 8 | Child H | 66 | 73 | 0.20 | Low |
| 9 | Child I  | 70 | 93 | 0.76 | High |
| 10 | Child J | 73 | 86 | 0.48 | Medium |
| 11 | Child K | 53 | 93 | 0.85 | High |
| 12 | Child L | 73 | 80 | 0.25 | Low |
| 13 | Child M | 60 | 76 | 0.40 | Medium |
| 14 | Child N | 73 | 80 | 0.25 | Low |
| 15 | Child O | 56 | 80 | 0.54 | Medium |
| 16 | Child P | 53 | 76 | 0.48 | Medium |
| 17 | Child Q | 66 | 76 | 0.29 | Low |
| 18 | Child R | 76 | 93 | 0.70 | High |
| 19 | Child S | 76 | 86 | 0.41 | Medium |
| 20 | Child T | 80 | 93 | 0.65 | Medium |
| Highest Score | 80 | 93 | 0.85 | High |
| Lowest Score | 53 | 73 | 0.20 | Low |
| Average | 68.45 | 84.95 | 0.53 | Medium |

The results of the pretest-posttest in the operational field stage test experienced an increase from the character of love for the homeland, which amounted to 25.01%. N-Gain Score with high classification is 7 children, moderate classification is 8 children, low classification is 5 children. The results of the assessment of pretest and posttest are also useful for analyzing the effectiveness of puppet character media as a supporting media for storytelling methods. The average calculation results use the gain score for the love character of the homeland, which is 0.53. Based on the categorization of the results of analysis using the moderate gain score so that the effective character puppet media as a supporter of storytelling methods. The following graph shows the results of the child's pretest-posttest for the love character of the homeland in the stage 3 test.

**Figure 3. Graph of Pretest-Posttest Results of Nationalism**

Based on the graph, it shows that 20 children experienced an increase in value. In the operational field trials, there was an increase from the character of love for the country, which was 25.01%.

**Table 2. *Pretest-Posttest* Results of Respectful Stage 3**

| **No** | **Name** | **Score** | **N-Gain** | **Information** |
| --- | --- | --- | --- | --- |
| ***Pretest*** | ***Posttest*** |
| 1 | Child A | 40 | 73 | 0.55 | Medium |
| 2 | Child B | 0.6 | 76 | 0.76 | High |
| 3 | Child C | 70 | 80 | 0.33 | Medium |
| 4 | Child D | 2.6 | 73 | 0.72 | High |
| 5 | Child E | 40 | 80 | 0.67 | Medium |
| 6 | Child F | 73 | 93 | 0.74 | High |
| 7 | Child G | 73 | 93 | 0.74 | High |
| 8 | Child H | 53 | 76 | 0.49 | Medium |
| 9 | Child I  | 40 | 86 | 0.77 | High |
| 10 | Child J | 46 | 80 | 0.63 | Medium |
| 11 | Child K | 36 | 93 | 0.89 | High |
| 12 | Child L | 66 | 70 | 0.12 | Low |
| 13 | Child M | 40 | 73 | 0.55 | Medium |
| 14 | Child N | 53 | 73 | 0.43 | Medium |
| 15 | Child O | 33 | 73 | 0.60 | Medium |
| 16 | Child P | 46 | 80 | 0.63 | Medium |
| 17 | Child Q | 26 | 70 | 0.59 | Medium |
| 18 | Child R | 0.6 | 76 | 0.76 | High |
| 19 | Child S | 53 | 73 | 0.43 | Medium |
| 20 | Child T | 53 | 93 | 0.85 | High |
| Highest Score | 80 | 93 | 0.89 | High |
| Lowest Score | 0.6 | 70 | 0.12 | Low |
| Average | 42.74 | 79.2 | 0.63 | Medium |

The results of the pretest-posttest in the operational field stage test experienced an increase from the character of mutual respect that is equal to 87.50%. N-Gain Score with high classification amounted to 8 children, moderate classification amounted to 11 children, low classification of 1 child. The results of the assessment of pretest and posttest are also useful for analyzing the effectiveness of puppet character media as a supporting media for storytelling methods. The average calculation results use the gain score for mutual respect, which is 0.63. Based on the categorization of the results of analysis using the moderate gain score so that the effective character puppet media as a supporter of storytelling methods. The following graph shows the results of the child's pretest-posttest for mutual respect for the stage 3 test.

**Figure 4. Pretest-Posttest Results Graph of Respectful**

Based on the graph, it shows that 20 children experienced an increase in value. The operational field trials experienced an increase from the character of mutual respect, which amounted to 87.50%. To find out the significance of the increase in results, the calculation results need to be tested t for the pretest-posttest group at the operational field test stage. The following tables 3 and 4 show the results of calculations using SPSS.

**Table 3. Pretest-Posttest SPSS Analysis of Nationalism**

|  |
| --- |
| **Paired Samples Test** |
|  | **Paired Differences** | **T** | **Df** | **Sig. (2-tailed)** |
| **Mean** | **Std. Deviation** | **Std. Error Mean** | **95% Confidence Interval of the Difference** |  |  |  |
| **Lower** | **Upper** |
| Pair 1 | Pretest – Posttest | -17.000 | 9.559 | 2.137 | -21.474 | -12.526 | -7.954 | 19 | .000 |

**Table 4. Pretest-Posttest SPSS Analysis of Respectful**

|  |
| --- |
| **Paired Samples Test** |
|  | **Paired Differences** | **T** | **Df** | **Sig. (2-tailed)** |
| **Mean** | **Std. Deviation** | **Std. Error Mean** | **95% Confidence Interval of the Difference** |  |  |  |
| **Lower** | **Upper** |
| Pair 1 | Pretest – Posttest | -36.960 | 20.315 | 4.543 | -46.468 | -27.452 | -8.136 | 19 | .000 |

Based on the results of the calculation of T count, which is -7,954 for the character of love for the homeland. The count for the character of mutual respect is -8,136. These results indicate that -7,954 <1,729 and -8,136 <1,729 because of alpha 5% so that Ho is accepted and it can be said that there are differences between the results of the pretest and posttest. This shows a significant increase in results. Thus, the use of puppet characters in learning activities in the operational field trials (stage 3) can improve children's learning outcomes related to the character of love for the homeland and mutual respect.

If the results are analyzed referring to scoring guidelines to assess children's moral development refers to the Guidelines for Early Childhood Learning Assessment (2015: 5) and Muhammad Yaumi (2013: 215-218) then the results are as follows:

**Table 5. Observation Results of Moral Development**

| **No** | **Name** | **Results** |
| --- | --- | --- |
| **Before** | **After** |
| 1 | Child A | MB | MB |
| 2 | Child B | MB | MB |
| 3 | Child C | BSH | BSH |
| 4 | Child D | MB | MB |
| 5 | Child E | MB | MB |
| 6 | Child F | BSH | BSH |
| 7 | Child G | MB | BSH |
| 8 | Child H | MB | BSH |
| 9 | Child I  | MB | BSH |
| 10 | Child J | MB | BSH |
| 11 | Child K | BSH | BSH |
| 12 | Child L | MB | BSH |
| 13 | Child M | BB | MB |
| 14 | Child N | BB | MB |
| 15 | Child O | MB | BSH |
| 16 | Child P | BB | MB |
| 17 | Child Q | BB | MB |
| 18 | Child R | MB | MB |
| 19 | Child S | BSH | BSH |
| 20 | Child T | BSH | BSH |
| Highest Score | BSH | BSH |
| Lowest Score | BB | MB |
| Average | **MB** | **BSH** |

The results of the classification of moral development prior to learning using puppet character media are that there are 4 undeveloped categories of children (BB), 11 children categorized as developing (MB) and 5 children categorized as developing (BSH). After learning using puppet character media, the results of the classification of moral development were 9 children began to develop and 11 children developed as expected. These results indicate an increase in the moral development of early childhood from the average blessing began to develop (MB) to be categorized as developing according to expectations (BSH) with an increase of 25%. The following graph shows the results of moral development observations during learning activities in stage 3 tests.

**Figure 5. Graph of Observation Result of Moral Development**

The graph shows there are 20 children experiencing an increase in value which is equal to 25%. At the operational field test stage also carried out observations of the implementation of learning activities by the teacher using puppet character media. Observations carried out in learning centered on the activities of children and teachers when using puppet character media. At the operational field test stage, observation of the implementation of learning activities by the teacher uses puppet character media.

**Table 6. Observation Results of Instructional Process by Teachers**

|  |  |  |
| --- | --- | --- |
| **No** | **Name** | **∑Instructional process-** |
| **1** | **2** | **3** | **4** | **5** | **Average** | **Percentage** |
| 1 | Teacher A | 79 | 79 | 80 | 80 | 82 | 80 | 80% |
| 2 | Teacher B | 82 | 82 | 82 | 84 | 85 | 83 | 83% |
| Highest Score | 82 | 82 | 82 | 84 | 85 | 83 | 83% |
| Lowest Score | 79 | 79 | 80 | 80 | 82 | 80 | 80% |
| Average | 80.5 | 80.5 | 81 | 82 | 83.5 | 81.5 | 81.5% |

Based on Table 6. it can be concluded that at the operational field test stage also carried out observations of the implementation of learning activities by the teacher using puppet character media. The average percentage of learning implementation by teachers is 81.5%. In this study the effectiveness of puppet characters in thematic-integrative learning for early childhood is determined with a minimum value of 75% of descriptor items can be implemented. If, the percentage has reached 75%, the product of character puppet media development in thematic-integrative learning for early childhood can be said to be effective to use.

Puppet character media can be said to be effective as a supporting media for storytelling methods for early childhood. This was obtained from the increase in the value of the pretest-posttest at the time of the implementation of the 3rd test stage, which increased from the character of love for the homeland and mutual respect, amounting to 25.01% and 87.50%. The calculation results use the gain score for the character of love for homeland and mutual respect namely 0.53 and 0.63. Based on the categorization of the results of analysis using the medium category score gain and it can be said that the character puppet media is effective as a supporter of storytelling methods.

Based on the results of the SPSS analysis, the calculation of T count is -7,954 for the character of love for the homeland. The count for the character of mutual respect is -8,136. These results indicate that -7,954 <1,729 and -8,136 <1,729 because of alpha 5% so that the null hypothesis (Ho) is stated to be accepted so that there are significant differences before and after treatment.

The results of the classification of moral development prior to learning using puppet character media are that there are 4 undeveloped categories of children (BB), 11 children categorized as developing (MB) and 5 children categorized as developing (BSH). After learning using puppet character media, the results of the classification of moral development were 9 children categorized as developing and 11 children categorized as expected. These results indicate an increase in the moral development of early childhood from the average began to develop (MB) increased in the category of developing according to expectations (BSH) with an increase of 25%.

The average percentage of learning implementation by teachers is 81.5%. In this study the effectiveness of puppet characters in thematic-integrative learning for early childhood is determined with a minimum value of 75% of descriptor items can be implemented. If, the percentage has reached 75%, the product of character puppet media development in thematic-integrative learning for early childhood can be said to be effective to use.

**DISCUSsIONS**

The results of the assessment of material experts and teachers related to the material in the puppet characters show that the stories developed are of very good quality based on the assessment of material experts and teachers with an average of 3.53 and 3.28. The results of the assessment of media experts and teachers related to puppet media characters developed showed that the stories developed were included in the good category. This is indicated by the assessment of media experts and teachers with an average of 3.18 and 3.22.

The effectiveness of the use of puppet media characters in learning is seen from the results of the child's pretest and posttest and aspects of the implementation of learning using puppet character media. The observation aspect of learning implementation using puppet character media is the activity of children and teachers when using the media. Based on this, the conclusion can be drawn from this research.

Children's moral development was measured based on the results of the pretest and posttest which included aspects of understanding, feeling and moral actions. The effectiveness of the use of puppet media is also viewed from the implementation of the use of learning media by children's activities and teachers. The activity observed from children has an increase of 25%. The observed activity of the teacher has an average percentage of 81.5% so it is stated that effective media is used when learning to support the storytelling method.

Moral learning needs to be carried out continuously, sustainably and comprehensively so that the internalization of good moral values ​​can be carried out optimally. This becomes important because the child's moral development stage is in the heteronomous phase (Kohlberg, 1971). Moral behavior that is formed from learning using puppet character media is able to facilitate children in forming character and can become identity. It is this good moral behavior that needs to be facilitated through a continuous and continuous learning process.

Moral learning using storytelling methods that are supported by the use of puppet media characters in this study aims to develop a moral love for the homeland and mutual respect for early childhood. In accordance with the learning technology paradigm, the use of puppet characters is declared effective as a supporter of the process in this case is a method of storytelling in facilitating children's moral development. The learning process carried out refers to the three basic principles of character education, namely understanding, feeling and moral actions carried out continuously between the three principles (Lickona, 2014).

Moral knowledge about the character of love for the homeland and mutual respect for early childhood is facilitated using the message of the story that is raised in the scenes and conversations by puppet characters. These visual and story elements are the hallmarks of the wayang media in attracting children's attention to pay attention to the message of stories related to the basic concepts of the love of the homeland and mutual respect. Children's attention to the moral message conveyed through visual and puppet characters is what makes children understand the good and bad characters and various things related to the character of the love of the homeland and mutual respect.

The second basic principle is moral feeling. Moral feelings are related to the child's desire to do an act that is considered good. The moral development process of children using storytelling methods supported by puppet media characters from this aspect is by presenting visual elements and stories related to events that stimulate children's concern for the various things experienced by puppet characters in the story. Puppet media has advantages in terms of stimulating children's mental and imaginative thinking skills to develop children's desire to do something that is considered good. This happens because the stages of children's cognitive development are at the stage of pre-operational development (Jean Piaget in Nana Syaodih (2011: 118). It is this visual element and story event that makes puppets effective in supporting storytelling methods in developing moral feelings in children. early.

The third basic principle that is able to be facilitated using puppet character media is moral action. Based on the theory conveyed by Mulyasa (2013: 165-189) and Suparno (1992, 80-81) in developing children's moral actions a habituation, exemplary, coaching, gifts and punishments, CTL (Contextual Teaching and Learning), role playing, are needed. and participatory learning (Participative Instructional). The process of developing aspects of children's moral action using puppet media is by presenting visuals and stories related to things that become habits, exemplary and gifts and punishments for good and evil children. The presentation is through the events experienced by the character puppet characters. Children's attention to various events in the story is what stimulates children to act in accordance with good morals. This becomes effective in accordance with the stages of children's moral development, namely at the heteronomous stage which has a special characteristic of obedience to rules and fear of punishment.

Based on the study of the final product, puppet media is effective in supporting the method of storytelling as an effort to develop the moral of early childhood. In accordance with the basic principles of moral learning carried out in early childhood namely understanding, feeling and moral actions (Lickona, 2014). However, this cannot be separated from aspects of the cognitive development of children which are at the stage of pre-operational development (Jean Piaget in Nana Syaodih (2011: 118). This stage is divided into two stages, namely preconceptual stage at ages 2-4 year, which is characterized by the development of language with simple thinking, intuitive thought at the age of 4-7 years which is characterized by the ability to think biologically and imaginatively.Based on this, moral learning in early childhood is more emphasized in habituation activities done by children in the learning process.The use of puppet character media needs to be carried out continuously and continuously so that the moral development of early childhood can be facilitated properly.The superiority of puppet media from story and visual elements that exist in puppet media needs to pay attention to the appropriate custom and contextual aspects with the characteristics of the child so pro good moral internalization can be implemented optimally.

**CONCLUSIONS**

By using the ADDIE development model with the stages of analysis, design, development, implementation and evaluation, wayang characters have "appropriate" quality criteria used as supporting media for storytelling methods in an effort to develop early childhood morals based on the following assessment results: (a) material experts state that the material is very good, with an average score of 3.54; (b) media experts state that the media is of good quality, with an average score of 3.18; (c) kindergarten teachers state the quality of the material is very good, and the media is of good quality with an average score of 3.28 and 3.22. Puppet character media used as supporting methods of storytelling have "good" effectiveness based on the calculation of learning outcomes and the implementation of learning as follows: (a) the results of the pretest-posttest showed an increase in the moral love of the country and mutual respect of 25.01% and 87.5% with N-Gain Score 0.53 and 0.63, included in the medium classification; (b) the implementation of learning based on observed activities of children has increased by 25% and the implementation by the teacher has an average percentage of 81.5% so that the media is effectively used when learning to support the method of storytelling.

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