

The Development of Puppetry Stage Educational Playing Tool as The Medium for Tooth Brushing Life Skills for Preschoolers

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Abstract— This research was a research and development to produce a product and test its effectiveness as one of the tool used for researches in education (educational research). To identify the story-telling activity using the puppetry stage as the medium of tooth-brushing life skill for preschoolers done by the teacher. The model implementation in this research was done in 2 Preschools. The first one was for 5 preschool teachers and 26 preschoolers of Al Haqqul Yaqin Preschool. Then, it went on to Melati Plus Preschool with 6 preschool teachers and 25 preschoolers. The conducted research program had achieved its desired target where every puppetry stage could be utilized along by the preschool teachers communicatively with their students. The teachers became more creative in expressing their ideas to create story themes and stage decorations as the supplementary points for the message of the story told. The students looked more enthusiastic as well when they were following the story and could understand the message of the story faster. They were able to participate therefore it was visible that they have the comprehension upon the story told by the teacher before.

Keywords— *Educational Playing Tool, Puppetry Stage, Life Skill*

I. INTRODUCTION

Toddlers were at the beginning of human life since they were born. This period was a potential stage for them to develop numerous aspects of development, which were socio-emotional, physic-motoric, cognitive and language. All these aspects were necessary to develop comprehensively and in integrated ways according to the developmental works in every age periods.

The developmental works of toddlers should be in forms of their mindset, attitude and actions. The developmental works in every age period had their own uniqueness and special characteristics in terms of how they were developed. In fact, the indicator form in every the developmental works of naturally growing children known as the occurrence maturity process and there were also those who grew through stimulations set by their parents, teachers or other surrounding adults like the ability to copy adult's behavior seen by the children.

The nowadays facts showed that life skills development of children were not stimulated along with their developmental and growing stages. Parents and even teachers at school were often confused in finding the right ways and methods to develop their life skills. Through the educational playing tool of puppetry stage, children were given the opportunity to develop their life skills, such as how to make tooth-brushing activity as their daily habit. Children could listen to parents' and teachers' stories on how important it was to brush their teeth. Once they had realized its importance, they would be able to figure out the right way to brush their teeth. The research team, together with the teachers decided to do the development of puppetry stage educational playing tool as the medium for tooth brushing life skills for preschoolers/toddlers.

Based on the problems of the study, the purposes of this study were:

1. To find out the materials and tools needed to make the puppetry stage and the puppets that were affordable and easy to make for the teachers.
2. To find out the making process of puppetry stage and the puppets using simple materials and easy to make for the teachers.
3. To identify the story-telling activity using the puppetry stage as the tooth-brushing life skill medium for the preschoolers done by the teachers.
4. To identify the tooth-brushing life skill done by the preschoolers after being told and taught by the teachers.

Life skill was the skill possessed by someone to enable him/her face the life problems without the sense of being pressurized and proactively found the solutions so he/she was able to solve them. Children who were growing to their independence covered the development of self-control attitude which was started when baby. Children learned on how to calm themselves down and establish their eating and sleep routines [1]. Self-Control learning was a continuous process during toddler stage, children developed the control of their fear and body function, and

pre-schooling years when they overcome their aggressiveness and learning behavior in social groups [2].

Life skills possessed would make the children happy, productive, obedient, and moral society members, workers and family members. It was in line with what Garrison declared which was “life skills are necessary for and individual to function in society and in the workplace as a happy, productive, law abiding, and moral citizen, worker and family member” [3]. The Guidebook of National Education Department stated that life skills could be categorized in 2 main types: [4]

1. Generic Life skills that covered:
 - a. Personal Skill consisting of Self Awareness and Thinking Skill ,
 - b. Social Skill, consisting of Communication Skill and Collaboration Skill
2. Specific Life Skill, which was the skill to face work issues or specific situations that covered:
 - a. Academic skills or intellectual skills consisting of identifying variables And describing relationship skills; constructing hypotheses skills; and the skills of designing and implementing a research
 - b. Vocational skills which was related to the area that required motoric ability more, consisting of basic vocational skill and occupational skill.

In reality, both GLS and SLS did not work separately but merging one another as one individual act that involved physical, mental, emotional and intellectual aspects.

Telling a story was an activity that someone did orally to someone else with or without medium about what needed to be delivered in the form of messages, information or simply fairy tales that were merely listened for pleasure when the story teller delivered the story in an appealing way. According to the Indonesian Dictionary, a story was statements that covered how things happened or events or fictions that told about certain actions, happy experience or one’s suffering. Both could be real or simply fictional.

In accordance with Musfiroh [5], he also claimed that stories were oral statements, written pieces or acts of events or some kind that happened around children world. Meanwhile, the National Education Department [6] defined that story-telling method was a way of expressing words in delivering stories or giving explanations to the children orally in hopes of introducing or giving them new information.

Telling a story with media where within its execution the media acted as the clarifier of the stories told to the children hence their imagination of a story would not be misaligned from what the teacher meant to say. Media used could be in the form of:

- 1) Direct media, which used authentic or real objects, consequently the children were able to grasp the content of the story and see the traits and the use of the media.
- 2) Indirect media, which used non-authentic objects.

The consequences of life skills learning were more emphasized on contextual learning which indicated the relationship between the real life and preschoolers’ surroundings and experience. They involved in their surroundings right away hence the process and learning outcomes were coming out of their own actions. Classroom management was more flexible based on the needs by using the facilities and media that supported it. Life skills education was not merely a subject. More than that, it was the part of education components integrated within the school subjects. Learning components of all kinds whether in school subjects or education levels that integrated life skills were designed contextually [7].

II. METHODS

This research was a type of Research & Development in order to produce a product and test its effectiveness [8]. Borg dan Gall [9] stated that Research & Development adjusted with the purposes and real research conditions was a tool function utilized for educational researches.

Puppetry Stage Model Development as the medium for tooth-brushing life skills among the preschoolers was a conceptual model development constructed from various children development, life skills, media development skills and story-telling theories. Generally, the purpose of the puppetry stage model development as the medium for tooth-brushing life skills among the preschoolers was to produce a product that could be one of the media in teaching and learning process for the teachers and preschoolers, as the playing tool for them that could stimulate their life skills. Specifically the purposes of the puppetry stage model development were as follows:

- a. To produce a product model of puppetry stage as the media of tooth-brushing life skills among preschoolers in stimulating their life skills.
- b. To construct a learning design which was the implementation of the tooth-brushing life skills-based puppetry stage.
- c. To create a set of written documents used in the test run for testing the workability of the product model.
- d. Obtain information about competitive models of puppet stage products in the framework of life skills (life skills) brushing teeth in the early childhood.
- e. To gain information related to the product model’s effectiveness from the puppetry stage model development as the medium for tooth-brushing life skills among the preschoolers.

The research of the Model Development of the Puppetry Stage as the medium for tooth-brushing life skills among the preschoolers would be done in Damanhuri Street Samarinda precisely in Al-Haqquq Yaqin Preschool with 5 teachers and 26 preschoolers and Melati Plus Preschool with 6 teachers and 25 preschoolers. It was done from August to November 2016.

III. RESULT AND DISCUSSIONS

According to the observation and findings analysis in Al-Haqqul Yaqin and Melati Plus Preschool, the research team designed a research whose aim was to study the development of puppetry stage educational playing tool as the medium for tooth brushing life skills for preschoolers. In this activity, the teachers would initially get a comprehensive understanding about what, why and how to use the puppetry stage as the media to deliver health messages as well as become the example on how to practice life skills on preschoolers. It was expected that they would be able to understand the health message of preserving the health of their teeth and how to brush their teeth correctly. It was then carried on to the making process of puppetry stage with 2 designs and used those prototypes as the ready-to-use puppetry stage for the teachers and the preschoolers. Next, the story-telling preparation on how important it was to clean their teeth using the puppetry stage had been done.

The execution of this research had aligned with the prior purpose which was to give an understanding in the form of theory and immediate practice. Teachers could make some puppetry stage alternatives and use them as one of the teaching tools. This puppetry stage media was used to deliver the health message and improve the life skills among the preschoolers. This was worth attention from the teachers since through such media and the characters within the story delivered, children could understand the message delivered by their teachers better since both sides participated actively in the process. This activity was also proven to be a solution towards the too common puppetry stage model in which could not be synchronized with different story plots. Through the creativity of the teachers in doing participative story-telling with their students using the puppetry stage, it was hoped that the learning message from the teachers could be delivered well and in fun ways for the preschoolers.

IV. CONCLUSION

The research program of the development of puppetry stage educational playing tool as the medium for tooth brushing life skills for preschoolers had gone through 3 stages. The stages were, first, research design socialization and resulting in 3 puppetry stage prototypes. The second one was in the form of seminar and the making of educational playing tool of puppetry stage with 2 design models. The third stage was the test run of using the puppetry stage that had been made with teeth hygiene theme of story.

The conducted research program had fulfilled its set purposes where in every puppetry stages, they could be used by the teachers in communicative ways along with their preschoolers. The teachers became more creative in expression their ideas to create story themes and stage decorations as the aid for the story message delivered. The children also looked more enthusiastic in following the story and faster in grasping the message of the story. They were able to participate actively in which their

comprehension of the story had been inside their head as what their teachers had told them.

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