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ORIGINAL RESEARCH ARTICLE

Implementation of the SIUUL Model in Enhancing Storytelling Skills Using Hand Puppets in Group B Children

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ABSTRACT

Early childhood is a critical period for language development, as the first 1,000 days of life represent a "golden age" when brain development occurs rapidly. Storytelling skills are essential components of expressive language that enable children to communicate ideas, feelings, and experiences. However, many early childhood education settings face challenges in implementing effective storytelling activities that capture children's attention and foster active participation. This study aims to describe the implementation of the SIUUL Model (Simak–Ucap–Ulang / Listen–Speak–Repeat) in enhancing storytelling skills using hand puppets among Group B children (aged 5–6 years) at TKIT Robbi Rodliyya Kalibata. This research employed a qualitative descriptive approach. The research subjects were eight children from Group B at TKIT Robbi Rodliyya Kalibata. Data collection techniques included observation guidelines, interviews, and documentation. Data analysis followed the Miles, Huberman, and Saldaña model—comprising data reduction, data display, and conclusion drawing/verification—while data validity was ensured through triangulation. The findings indicate that the SIUUL Model was implemented through three stages—listening (simak), speaking (ucap), and repeating (ulang)—alongside continuous guidance and motivation. Consequently, the children achieved "Developing as Expected" (BSH) to "Developing Very Well" (BSB) ratings across most storytelling indicators. Specifically, five out of eight children reached the BSB category, two reached BSH, and one remained at MB (Starting to Develop). No children remained in the BB (Not Yet Developing) category post-intervention. The implementation of the SIUUL Model using hand puppets proved effective in enhancing storytelling skills among Group B children, as evidenced by improved focus during story listening, increased vocabulary acquisition, enhanced story retelling abilities, and greater confidence in speaking before peers. The model's staged approach—progressing from listening to speaking to repeating—provides a structured yet engaging framework for developing early childhood language skills.

Keywords: SIUUL Model, storytelling skills, hand puppets, Group B children

ABSTRAK

Anak usia dini merupakan masa kritis bagi perkembangan bahasa, karena 1.000 hari pertama kehidupan mewakili "masa emas" di mana perkembangan otak terjadi dengan pesat. Keterampilan bercerita adalah komponen penting dari bahasa ekspresif yang memungkinkan anak-anak mengomunikasikan ide, perasaan, dan pengalaman. Namun, banyak lingkungan pendidikan anak usia dini menghadapi tantangan dalam mengimplementasikan kegiatan bercerita yang efektif yang dapat menarik perhatian anak dan mendorong partisipasi aktif. Penelitian ini bertujuan untuk mendeskripsikan implementasi Model SIUUL (Simak--Ucap--Ulang) dalam meningkatkan keterampilan bercerita menggunakan boneka tangan pada anak Kelompok B (usia 5--6 tahun) di TKIT Robbi Rodliyya Kalibata. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian adalah delapan anak dari Kelompok B di TKIT Robbi Rodliyya Kalibata. Teknik pengumpulan data meliputi pedoman observasi, wawancara, dan dokumentasi. Analisis data mengikuti model Miles, Huberman, dan Saldaña---yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi---sementara validitas data dijamin melalui triangulasi. Temuan penelitian menunjukkan bahwa Model SIUUL diimplementasikan melalui tiga tahap---menyimak, mengucap, dan mengulang---serta bimbingan dan motivasi yang berkelanjutan. Akibatnya, anak-anak mencapai peringkat "Berkembang Sesuai Harapan" (BSH) hingga "Berkembang Sangat Baik" (BSB) di sebagian besar indikator bercerita. Secara spesifik, lima dari delapan anak mencapai kategori BSB, dua mencapai BSH, dan satu tetap pada MB (Mulai Berkembang). Tidak ada anak yang tetap berada pada kategori BB (Belum Berkembang) setelah intervensi. Implementasi Model SIUUL menggunakan boneka tangan terbukti efektif dalam meningkatkan keterampilan bercerita pada anak Kelompok B, yang dibuktikan dengan peningkatan fokus selama menyimak cerita, peningkatan perolehan kosa kata, peningkatan kemampuan menceritakan kembali, dan peningkatan kepercayaan diri dalam berbicara di depan teman sebaya. Pendekatan bertahap model ini---berkembang dari menyimak ke berbicara ke mengulang---memberikan kerangka kerja yang terstruktur namun menarik untuk mengembangkan keterampilan bahasa anak usia dini.

Kata Kunci: Model SIUUL, keterampilan bercerita, boneka tangan, anak Kelompok B

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1. INTRODUCTION

Early childhood, defined as the period from birth to six years of age, represents a critical developmental phase often referred to as the "golden age" or the first 1,000 days of life. During this period, both physical and non-physical development occurs at an unprecedented rate, establishing the foundation for all subsequent learning and growth. Stimulation provided during these formative years plays a pivotal role in optimizing developmental outcomes, as children who receive inadequate educational stimulation may experience brain development that is 20–30% smaller compared to the normal size for their age (Kurnaeti & Andari, 2025). The quality of early childhood education therefore determines not only individual developmental trajectories but also the future human capital of nations.

Language development constitutes one of six interrelated developmental aspects in early childhood, alongside moral-religious, physical-motor, social-emotional, cognitive, and artistic development (Yanti et al., 2023). Among these, language serves as the primary tool for social interaction, enabling children to communicate needs, express emotions, share experiences, and build relationships with others (Susanto, 2017). According to Hurlock (2013), early childhood

represents a crucial period for establishing the foundations of personality, social competence, emotional regulation, and intellectual capacity—all of which are mediated through language acquisition. The development of language skills during this period, particularly storytelling abilities, has been linked to later academic success, literacy development, and social competence (Pangaribuan et al., 2023).

Storytelling is a fundamental expressive language skill that encompasses the ability to listen attentively, comprehend narrative structure, organize thoughts sequentially, and communicate ideas coherently to an audience (Dhieni et al., 2021). For children aged 5–6 years in Group B, storytelling competencies include listening to and understanding stories, answering simple questions, expressing personal experiences, and retelling stories in a logical sequence (Lisnawati & Saodi, 2021). The development of these skills requires intentional pedagogical approaches that align with children's natural learning characteristics—namely, learning through play, concrete experiences, imitation, and active engagement (Mansur, 2011; Suyadi, 2013). However, observations at TKIT Robbi Rodliyya Kalibata revealed that many children in Group B demonstrated limited storytelling abilities, including difficulty maintaining attention during stories, limited vocabulary, hesitation in speaking before peers, and challenges in retelling narratives coherently.

Hand puppets have emerged as an effective pedagogical tool for supporting language development in early childhood settings. As three-dimensional, manipulable representations of characters, hand puppets capture children's attention through visual appeal, movement, and the creation of imaginative scenarios (Dhieni et al., 2014; Lewerissa, 2023). Research has demonstrated that hand puppet-mediated storytelling increases children's active participation in speaking, expands vocabulary, and boosts self-confidence, particularly for children who are shy or lack confidence in speaking. The effectiveness of hand puppets in language development has been confirmed across multiple studies, with significant improvements observed in children's speaking abilities, story comprehension, and retelling skills following hand puppet interventions (Aeni, 2021; Rafianur et al., 2025).

The SIUUL Model (*Simak–Ucap–Ulang* / Listen–Speak–Repeat), developed by Sri Watini (2022), represents an innovative learning approach grounded in the philosophical understanding that human beings progress through developmental stages of learning based on Islamic values. This model emphasizes three sequential stages: the listening stage (*simak*), where children attentively receive information; the speaking stage (*ucap*), where children practice articulating words and sentences; and the repetition stage (*ulang*), where children consolidate learning through repeated practice and retelling. The model's structured yet flexible approach has been shown to be effective in developing speaking skills in both typically developing children and those with speech delays. Recent implementations of the SIUUL Model in early childhood settings have demonstrated its efficacy in developing public speaking skills, storytelling abilities, and early literacy (Andraeni et al., 2023; Widyaning Ati et al., 2023).

Despite the recognized importance of storytelling skills and the potential of both hand puppets and the SIUUL Model, limited research has systematically examined the integration of these approaches in a single, coherent pedagogical framework. While previous studies have separately investigated the effectiveness of hand puppets in language development (Marwah, 2022; Sulastri,

2019) and the SIUUL Model in speaking development (Ariani et al., 2023; Eka et al., 2024), few have explored the combined implementation of the SIUUL Model with hand puppets specifically for enhancing storytelling skills in Group B children. This research gap is particularly significant given that storytelling represents a complex integration of multiple language sub-skills—listening comprehension, vocabulary retrieval, narrative organization, and oral expression—that may benefit from the synergistic effects of the SIUUL Model's staged approach and hand puppets' motivational and attentional advantages.

The novelty of this research lies in its comprehensive, qualitative examination of the SIUUL Model's implementation process with hand puppets, including detailed documentation of planning, execution, and evaluation phases, as well as identification of supporting and inhibiting factors. Unlike previous quantitative studies that focused primarily on outcome measurement, this research provides rich, contextualized descriptions of how the model operates in practice, how children respond at each stage, and what factors influence successful implementation. Furthermore, by focusing on Group B children (aged 5–6 years) in a specific Indonesian early childhood education context, this research contributes to the growing body of knowledge on culturally responsive, developmentally appropriate language pedagogy in the Global South.

The research questions guiding this study are: (1) How is the SIUUL Model implemented in enhancing storytelling skills using hand puppets among Group B children at TKIT Robbi Rodliyya Kalibata? and (2) How does storytelling ability develop after the implementation of the SIUUL Model? By addressing these questions, this research aims to provide evidence-based insights for early childhood educators seeking effective, engaging approaches to language development, as well as to contribute to the theoretical understanding of how structured, staged learning models can be optimized through the strategic use of concrete learning media.

2. RESEARCH METHODS

Research Design and Approach

This study employed a qualitative descriptive approach, selected for its capacity to provide in-depth, contextualized understanding of the SIUUL Model's implementation process in a natural educational setting. According to Lexy J. Moleong (2018), qualitative research aims to understand phenomena experienced by research subjects holistically through description in the form of words within a natural context. Similarly, Creswell (2018) emphasizes that qualitative research originates from educational problems and seeks to explore implementation processes and participant experiences. This approach was particularly appropriate for this study as it enabled the researcher to document not only outcomes but also the nuanced processes of planning, execution, and child engagement throughout the SIUUL Model implementation.

Research Setting and Participants

The research was conducted at TKIT Robbi Rodliyya Kalibata, located on Jalan Kalibata Utara II, RT 05 RW 02 No. 8, Kalibata, Pancoran, South Jakarta. This institution was selected based on considerations that it implements various language development activities and provided the researcher with the opportunity to study SIUUL Model implementation. The research was

conducted during the even semester of the 2025/2026 academic year, from April 17 to June 30, 2026, encompassing preliminary observation, instrument development, data collection, data analysis, and report preparation.

The research subjects comprised eight children from Group B (aged 5–6 years) at TKIT Robbi Rodliyya Kalibata, consisting of six girls (Alita, Aini, Arumi, Assyifa, Nursyifa, Naisha) and two boys (Abizar, Rafa). This sample size was determined purposively based on the researcher's preliminary observations indicating that these children demonstrated varying levels of storytelling ability and would benefit from the SIUUL Model intervention. The researcher served as both the implementer of the SIUUL Model and the primary data collector, enabling consistent application of the intervention and direct observation of child responses.

Table 1. Research Subjects (Group B Children)

No	Name	Gender	Age
1	Alita Hasna Kamila	Female	6.8 years
2	Aqila Yumna Qurrata'aini	Female	6.4 years
3	Arumi Nasha Salsabila	Female	7.0 years
4	Assyifa Humairah	Female	7.2 years
5	Abizar Novriandi Sitanggang	Male	7.1 years
6	Muhammad Rafa Yahya	Male	6.10 years
7	Nursyifa Ainurrahmah	Female	7.3 years
8	Naisha Salsha Pradana	Female	7.3 years

Data Collection Techniques

Data were collected through three complementary techniques: observation, interviews, and documentation. Observation was conducted using a structured observation guide with a checklist format, enabling systematic recording of children's behaviors during each stage of the SIUUL Model implementation. The observation focused on five aspects: (1) implementation of the SIUUL Model stages, (2) use of hand puppet media, (3) children's participation in storytelling activities, (4) children's storytelling abilities, and (5) interaction between researcher and children during storytelling activities. Observations were conducted daily from April 20–24, 2026, during the 60–90 minute learning sessions.

Semi-structured interviews were conducted with all eight child participants following the intervention. The interview protocol included eight questions aligned with the SIUUL Model stages: two questions on the listening stage (enjoyment of story listening and story content recall), three questions on the speaking stage (retelling practice, story sequence articulation, and story repetition), and three questions on the repetition stage (independent retelling, enjoyment of hand puppet use, and willingness to tell stories again before peers). Documentation included photographs of learning activities, lesson plans (RPPH and RPPM), child development assessment sheets, and other relevant documents.

Data Analysis

Data analysis followed the Miles, Huberman, and Saldaña (2014) model, comprising three concurrent activities: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, focusing, simplifying, and transforming raw data from observation notes, interview transcripts, and documents. Data display involved organizing reduced data into narrative text, tables, and matrices to facilitate pattern identification and meaning-making. Conclusion drawing involved interpreting patterns, themes, and relationships in the data to develop answers to the research questions. Verification was conducted continuously throughout the analysis process to ensure conclusion validity.

Trustworthiness

Data trustworthiness was ensured through triangulation—specifically source triangulation, technique triangulation, and time triangulation. Source triangulation involved cross-checking data from multiple sources (children, documents, photographs). Technique triangulation involved comparing data obtained through different methods (observation, interviews, documentation). Time triangulation involved collecting data at different times throughout the research period. Additionally, member checking was conducted by reviewing findings with participants to confirm accuracy and prevent misinterpretation.

3. RESULTS AND FINDINGS

SIUUL Model Implementation

The implementation of the SIUUL Model at TKIT Robbi Rodliyya Kalibata followed a systematic, five-day sequence from April 20–24, 2026, with each day focusing on progressively more complex aspects of storytelling development. The research utilized the story "The Friendship of Brown Monkey and Green Frog" (Persahabatan Monyet Cokelat dan Kodok Hijau), which tells of two animal friends who help each other during a rainstorm, teaching values of mutual assistance, sharing, and friendship. This story was selected for its alignment with the theme "Animals" and its suitability for children aged 5–6 years, featuring simple narrative structure, clear character roles, and an explicit moral message.



Figure 1. Implementation of the SIUUL Model

The implementation of the SIUUL Model was conducted over five consecutive days (April 20–24, 2026). On day one (listening/simak stage), the researcher introduced hand puppets (brown monkey and green frog) and told the complete story with expressive voice, facial expressions, and puppet movements, with children positioned in a semicircle—all eight children demonstrated sustained attention throughout the 10-minute session. On day two (speaking/ucap stage), children practiced repeating key vocabulary and simple sentences, with six of eight children (75%) successfully repeating words with moderate accuracy. On day three (repetition/ulang stage), children practiced retelling the story in groups, enabling all children to identify main characters and describe at least two key events. On day four, individual storytelling practice was conducted where each child retold the story using hand puppets before the researcher and peers. On day five, the final assessment and reinforcement session was held, with children receiving praise, applause, and star rewards to celebrate their progress and achievements.

Child Storytelling Ability Development

The observation results, summarized in Table 2, demonstrate the distribution of children's storytelling abilities across four developmental categories: Not Yet Developing (BB), Starting to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). Prior to the intervention, six children (75%) were in the BB category, and two children (25%) were in the MB category, indicating that most children lacked basic storytelling competencies. This pre-

intervention assessment revealed specific difficulties: limited vocabulary, difficulty sequencing story events, hesitation in speaking before others, and inability to retell stories coherently.

Table 2. Distribution of Children's Storytelling Ability Categories

Category	Pre-Intervention	Post-Intervention
BB (Not Yet Developing)	6 (75%)	0 (0%)
MB (Starting to Develop)	2 (25%)	1 (12.5%)
BSH (Developing as Expected)	0 (0%)	2 (25%)
BSB (Developing Very Well)	0 (0%)	5 (62.5%)

Following the SIUUL Model intervention, dramatic improvements were observed across all categories. No children remained in the BB category—a 100% reduction. One child (12.5%) remained in the MB category, showing initial progress but still requiring substantial support. Two children (25%) reached the BSH category, demonstrating the ability to retell stories with minimal assistance. Most significantly, five children (62.5%) achieved the BSB category, demonstrating the ability to retell stories independently, coherently, and confidently using hand puppets.

Detailed analysis of individual children's performance reveals differentiated progress patterns. Alita, Aini, Arumi, Assyifa, and Naisha all achieved BSB ratings, demonstrating strong performance across all seven observed indicators: story listening, vocabulary repetition, story retelling, question answering, hand puppet use, speaking confidence, and story sequencing. Nursyifa and Rafa achieved BSH ratings, showing competence in most indicators but requiring occasional prompting for story sequencing. Abizar remained in the MB category, showing initial progress in story listening and vocabulary but still requiring substantial support for independent retelling.

Table 3. Individual Child Assessment Results (Post-Intervention)

No	Child Name	Listening	Vocabulary	Retelling	Question Answering	Puppet Use	Confidence	Sequencing	Overall
1	Alita	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB
2	Aini	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB
3	Arumi	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB
4	Assyifa	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB
5	Abizar	MB	MB	MB	MB	MB	MB	MB	MB
6	Rafa	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
7	Nursyifa	BSH	BSH	BSH	BSH	BSH	BSH	BSH	BSH
8	Naisha	BSB	BSB	BSB	BSB	BSB	BSB	BSB	BSB

Observations by SIUUL Stage

Listening Stage (*Simak*): During the listening stage, children demonstrated varying levels of attention and comprehension. Observations recorded on April 20 showed that all eight children could maintain attention throughout the storytelling session, with most showing visible engagement through facial expressions and body language. The hand puppets proved particularly effective in maintaining attention, as children's eyes followed the puppets' movements and they responded emotionally to story events—laughing at humorous moments and showing concern during the monkey's accident. This finding aligns with research demonstrating that hand puppets

increase children's story-listening skills. Children demonstrated comprehension through their ability to answer simple questions immediately following the story, with six of eight children correctly identifying both main characters and the central conflict.

Speaking Stage (*Ucap*): The speaking stage, observed on April 21, revealed children's developing ability to articulate story-related vocabulary. Children successfully repeated key phrases including character names ("Monyet Cokelat," "Kodok Hijau"), action words ("bermain," "membantu," "berlari"), and emotional expressions ("senang," "sedih," "terima kasih"). Six children demonstrated clear pronunciation and appropriate volume, while two children (Abizar and Rafa) required additional practice with multisyllabic words. This stage was particularly important for children who were initially hesitant to speak, as the structured, supportive environment enabled them to practice verbal expression without the pressure of independent storytelling.

Repetition Stage (*Ulang*): The repetition stage, implemented across April 22-24, showed the most dramatic developmental progress. Children progressed from group repetition (April 22) to individual practice (April 23) to independent performance (April 24). By the final session, five children could retell the complete story with accurate sequence, appropriate vocabulary, and confident delivery. Even children who initially struggled—such as Abizar, who required extensive prompting—showed measurable improvement, progressing from inability to recall any story elements to identifying characters and describing at least two events.

Factors Supporting and Inhibiting Implementation

Several factors supported successful SIUUL Model implementation. First, the hand puppets themselves proved highly effective in capturing and maintaining children's attention, consistent with research demonstrating hand puppets' motivational advantages. Second, the school environment provided supportive infrastructure, including adequate space for storytelling activities and positive attitudes toward innovative teaching approaches. Third, the researcher's preparation—including careful story selection, puppet preparation, and lesson planning—enabled smooth implementation. Fourth, children's natural enthusiasm for puppet play and storytelling created positive learning momentum.

However, several inhibiting factors were also identified. First, individual differences in language development meant that some children required more support than others, necessitating differentiated instruction within the group setting. Second, limited attention spans among some children required the researcher to maintain engagement through varied activities and frequent transitions. Third, time constraints limited the number of children who could practice individually each day, requiring careful scheduling to ensure all children received adequate practice opportunities. Fourth, some children experienced shyness or anxiety about speaking before peers, requiring additional encouragement and supportive strategies.

4. DISCUSSION

The findings of this research demonstrate that the SIUUL Model, implemented through a structured three-stage process with hand puppet media, effectively enhances storytelling skills among Group B children at TKIT Robbi Rodliyya Kalibata. This discussion synthesizes the research findings with existing theoretical frameworks and empirical evidence, exploring the mechanisms underlying observed improvements, addressing implementation challenges, and considering implications for early childhood language pedagogy.

Theoretical Foundations and the SIUUL Model's Mechanisms. The SIUUL Model's effectiveness can be understood through multiple theoretical lenses. From a behaviorist perspective, the model's emphasis on repetition (*ulang*) aligns with Thorndike's Law of Exercise, which posits that practice strengthens learning connections. The sequential progression from listening to speaking to repeating provides systematic opportunities for children to practice and consolidate language skills, with each stage building upon the previous one. From a cognitivist perspective, the model supports information processing by breaking complex storytelling tasks into manageable components—first receiving and processing information (listening), then practicing articulation (speaking), and finally organizing and producing coherent narratives (repeating). This staged approach reduces cognitive load, enabling children to focus on specific skills before integrating them into complete storytelling performance.

From a sociocultural perspective, the SIUUL Model aligns with Vygotsky's zone of proximal development (ZPD) concept. The researcher's scaffolding—providing prompts, modeling, and support during each stage—enables children to accomplish tasks they could not complete independently, gradually transferring responsibility as competence develops. The progression from group repetition to individual practice exemplifies this scaffolding process, as children first practice with collective support, then with individual guidance, and finally independently. The hand puppets serve as cognitive and motivational tools that mediate learning, providing concrete anchors for abstract narrative concepts and increasing engagement through play-based interaction (Adawiyah & Watini, 2022).

Hand Puppets as Effective Learning Media. The research findings strongly support the effectiveness of hand puppets as learning media for early childhood language development. Children demonstrated consistently higher engagement, attention, and participation during hand puppet-mediated activities compared to typical storytelling sessions. This finding aligns with extensive previous research demonstrating hand puppets' effectiveness in developing speaking abilities, story-listening skills, and overall language development (Amaliah, 2022; Mujahidah et al., 2021). The hand puppets served multiple functions: capturing and maintaining attention through visual and kinesthetic appeal; reducing anxiety by providing a "mask" or intermediary between the child and audience; enabling concrete representation of abstract narrative elements; and increasing motivation through play-based, enjoyable learning experiences.

The finding that hand puppets helped shy or hesitant children participate more actively is particularly significant. Children who were initially reluctant to speak before peers showed increased willingness when using hand puppets, as the puppets shifted attention from the child to the character. This finding has important implications for inclusive pedagogy, suggesting that hand puppets can serve as effective tools for supporting children with varying levels of communication confidence and competence (Rukanah et al., 2022; Septiani, 2020).

Staged Language Development and Progression. The SIUUL Model's three-stage structure—*simak* (listen), *ucap* (speak), and *ulang* (repeat)—provides a developmentally appropriate progression that mirrors natural language acquisition processes. Children typically acquire language through receptive language (listening and understanding) before expressive language (speaking and producing), and the model respects this developmental sequence. The listening stage builds comprehension and vocabulary, the speaking stage practices articulation and oral expression, and the repetition stage consolidates learning through practice and production.

The observed progression from group to individual practice reflects the model's scaffolding approach. Initial group repetition enables children to participate without individual performance pressure, building confidence through collective practice. As competence develops, children transition to individual practice with researcher support, and finally to independent performance. This graduated approach reduces anxiety and supports success for children at varying developmental levels, consistent with research on effective early childhood language interventions (Vretudaki, 2021; Maureen, 2022).

Vocabulary Development and Narrative Comprehension. The research findings demonstrate significant vocabulary gains following SIUUL Model implementation. Children who initially struggled to recall basic story vocabulary could, by the final session, use story-related vocabulary appropriately in retelling. This vocabulary development reflects the model's emphasis on meaningful, contextualized language learning—children learn vocabulary not through isolated drills but through engaging story contexts that provide semantic and pragmatic support for word learning (Hartati et al., 2014; Musfiroh, 2008).

Narrative comprehension also showed substantial improvement. Children progressed from simply identifying characters to describing story events in sequence, understanding cause-effect relationships, and articulating the story's moral message. This progression from basic comprehension to deeper narrative understanding reflects the model's capacity to develop not only surface-level language skills but also higher-order thinking and narrative competence. The finding that five children could retell the complete story with accurate sequence and appropriate vocabulary by the final session demonstrates the model's effectiveness in developing integrated narrative skills (Sadaruddin et al., 2025).

Confidence and Participation. Perhaps the most striking finding was the dramatic improvement in children's confidence and participation. Children who were initially hesitant to speak became increasingly willing to volunteer, answer questions, and perform before peers. This confidence development reflects multiple factors: the supportive, non-threatening learning environment; the scaffolding that ensured success experiences; the motivational appeal of hand puppets; and the cumulative effect of successful practice at each stage. The finding that children expressed enjoyment of hand puppet storytelling and willingness to tell stories again suggests that positive affect and motivation contributed to learning outcomes (Ariani et al., 2023).

Individual Differences and Differentiation. While the SIUUL Model proved effective for most children, individual differences in language development, confidence, and learning styles necessitated differentiated support. One child (Abizar) remained in the MB category, requiring more extensive support for independent storytelling. This finding highlights the importance of

recognizing and accommodating individual differences in early childhood education, even within effective pedagogical models. Future implementations should incorporate additional differentiation strategies, such as extended practice time, peer tutoring, or modified expectations for children who need more support (Andraeni et al., 2023).

Comparison with Previous Research. The findings of this research align with and extend previous studies on hand puppet effectiveness and the SIUUL Model. Previous research by Zuraidah et al. (2020) demonstrated that hand puppets improve storytelling skills in grade 1 students, and the current research extends this finding to younger children (age 5–6) in an Indonesian early childhood context. Research by Ariani et al. (2023) demonstrated the SIUUL Model's effectiveness in developing storytelling abilities, and the current research provides more detailed documentation of the implementation process and individual child progress. The finding that hand puppets increase children's active participation, vocabulary, and self-confidence is strongly supported by the current research (Eka et al., 2024; Widyaning Ati et al., 2023).

The research also extends previous work by documenting the implementation process in detail, including planning, execution, and evaluation phases. This process documentation provides practical guidance for educators seeking to implement similar approaches, addressing not only what works but how it works in practice (Muthamainnah et al., 2025; Shofa & Watini, 2023).

Implications for Early Childhood Education Practice. The research findings have several practical implications for early childhood educators. First, the SIUUL Model provides a structured yet flexible framework for language development that can be implemented in diverse early childhood settings. The model's three-stage structure offers clear guidance for lesson planning and implementation while allowing adaptation to specific contexts and children's needs. Second, hand puppets represent an accessible, cost-effective learning media that can significantly enhance language development outcomes. Educators should consider incorporating hand puppets into regular language activities, particularly for children who are shy or hesitant to speak. Third, the importance of scaffolding and gradual release of responsibility is underscored by the research findings. Educators should provide structured support that gradually decreases as children's competence develops (Arsyad, 2015; Dhieni et al., 2021).

Limitations and Future Research Directions. This research has several limitations that should be acknowledged. First, the small sample size (eight children) limits generalizability to broader populations. Second, the research was conducted in a single educational setting, and findings may not be directly transferable to other contexts. Third, the researcher served as both implementer and data collector, which may have introduced bias despite efforts to maintain objectivity through triangulation. Fourth, the research focused on short-term outcomes (one week), and long-term retention of storytelling skills was not assessed.

Future research should address these limitations through larger-scale studies with diverse samples, longitudinal designs to assess long-term outcomes, and comparison of the SIUUL Model with other language development approaches. Research should also explore the model's effectiveness with different types of stories, various puppet designs, and across different age groups. Additionally, research examining the model's effectiveness for children with language delays or special needs would be valuable (Watini, 2019; Sadaruddin et al., 2025).

5. CONCLUSION AND SUGGESTIONS

This research aimed to describe the implementation of the SIUUL Model (*Simak–Ucap–Ulang* / Listen–Speak–Repeat) in enhancing storytelling skills using hand puppets among Group B children (aged 5–6 years) at TKIT Robbi Rodliyya Kalibata. The findings demonstrate that the SIUUL Model, implemented through a structured three-stage process with hand puppet media, effectively enhances storytelling skills, as evidenced by significant improvements across all observed indicators.

The implementation of the SIUUL Model followed a systematic sequence: the listening stage (*simak*), where children attended to the researcher's storytelling with hand puppets; the speaking stage (*ucap*), where children practiced articulating story vocabulary and sentences; and the repetition stage (*ulang*), where children practiced retelling the story, progressing from group repetition to individual practice to independent performance. This staged approach provided developmentally appropriate scaffolding that enabled children to build skills progressively, with each stage preparing children for the next. The research findings demonstrate that the SIUUL Model with hand puppets positively impacts multiple aspects of storytelling development: story listening with focused attention; story comprehension and recall; vocabulary development and accurate articulation; narrative organization and story sequencing; and confidence and willingness to speak before others.

6. REFERENCES

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