

AN ANALYSIS ON THE EFFECTIVENESS OF HAND PUPPET MEDIA TO FOSTER STUDENTS' ABILITY IN TELLING THEIR EXPERIENCES

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Abstract : Hand puppet is one of learning media which can be used to teach language skills, especially speaking, in classroom. The purpose of the study is to analyze the effectiveness of hand puppet media to improve 7th grade students' ability in telling their experiences. This analytic descriptive study is conducted at SMP Negeri 6 Wosia, Tobelo Barat on June to August 2023. 20 7th grade students were the object of this study. The data collection is carried out using test, observation and documentation. The obtained data are analyzed descriptively. The findings show that the use of hand puppet media can improve students' ability in telling their experiences effectively. Students' learning outcomes become better as indicated by the improvement in their score. 75% of the 20 students involved managed to complete the assignment well. However, as many as 25% of students have not yet fully mastered the use of hand puppets in telling their experiences. The use of hand puppet media gives positive impact on the students as their participation during the learning process increases.

Keywords : *Learning Media, Speaking Skill, Hand Puppet*

INTRODUCTION

Human life cannot be separated from the role of language in daily interactions. Language is the main medium for communication between individuals, fulfilling the social nature of humans which requires interaction with others. Along with advances in science and technology, society is faced with demands to have good language skills. Language skills consist of four aspects, namely listening, writing, reading and speaking. Each aspect of language skills is interrelated in the thought processes that underlie language use. Language skills also reflect a person's level of intelligence and clarity of thinking. Language skills can only be acquired through continuous training and practice.

Speaking, as part of language skills, is a productive aspect that allows someone to convey ideas, thoughts or feelings so that they can be understood by others . Speaking ability involves expressing ideas orally, creating communication activities between the speaker and the listener (Nasution, *et al.*, 2022). Even though every individual naturally has the ability to speak, not everyone has good and correct speaking skills. Communication and speaking skills can be obtained from various environments, such as family, neighborhood and school.

However, in reality, speaking learning in schools has not reached the maximum level. Students' speaking skills are still low, one of which is caused by being shy and having difficulty adapting to classmates. Some students come from the

tugutil tribe, who previously lived in a forest environment. Their shy nature and difficulty adapting to outside society is one of the obstacles, making them reluctant to appear in front of the class. Apart from that, differences in experience and understanding of technology, such as games and social media, between them and today's children are also factors causing this limitation. For example, they are more familiar with traditional games such as dolls, earthen house toys, and simple games that they create themselves from natural materials such as wooden sticks and banana leaves. These differences affect the way they interact and communicate, so there is a need for them appropriate learning approach to improve students' speaking skills.

Storytelling is an activity that has been part of people's habits since ancient times until now. Generally, humans feel happy and involved in storytelling activities, from childhood to adulthood. Storytelling can be defined as the activity of conveying narratives that explain or explain various events, happenings or experiences, whether experienced by oneself or others. Through storytelling, someone can share experiences, feelings, information and desires, building mental and emotional connections between individuals.

Carrying out speaking activities, especially telling stories, requires mastery of story material or ideas, language skills, choosing the right words, courage, calmness, and the skill of conveying ideas fluently and regularly. Storytelling activities are not only a means of conveying information, but also building interpersonal communication skills. One of the learning media that can be used to support storytelling activities is hand puppets. Hand puppets are an effective tool in learning activities, especially at the

introductory stage for early childhood. The larger size of finger puppets makes it easier for teachers to tell stories. The use of this media is expected to increase students' interest in storytelling activities, overcome shyness, and build courage to appear in front of the class.

In the specific context of the North Halmahera area, especially in Sukamaju village, West Tobelo subdistrict, it was found that many children had difficulty speaking well and clearly at school and in the village environment. Lack of skills and courage in telling stories is one of the causes. In this village, the majority of Tugutil people still experience problems speaking good language. Students who are already at school. Junior Secondary Schools also have difficulty presenting their learning results due to lack of skills and courage.

The diversity of languages used by the people in the village, such as Tobelo language, Javanese language, Sanger language and the language of the Tugutil people, is also a factor that influences children's speaking abilities. The existence of these various languages comes from the history of this place as a place of transmigration, and there are still people who come from transmigrant groups. As a result, many children drop out of school because they are afraid to appear in front of the class, feel embarrassed, and lack courage. Most of them, even though they are in junior high school, still maintain a shy nature and lack the courage to appear in front of the class, similar to elementary school children.

By considering these conditions, it is necessary to use hand puppets as a tool in delivering learning material. Through storytelling and the support of hand puppets, it is hoped that children's interest

in learning can increase. Telling stories using hand puppets not only provides enjoyment in the learning process, but can also help children expand their language vocabulary and improve their speaking intelligence.

It is hoped that the use of hand puppets can make learning more interesting, motivate children to be active in the learning process, while still paying attention to the development of their language and intelligence. In this way, it is hoped that children will be more interested in trying to play while still honing aspects of language and intelligence development simultaneously.

From the background above, the question arises, firstly, how to learn to tell stories using experiences hand puppet media for 7th grade students at SMP Negeri 6 Wosia, Tobelo Barat; and secondly, how is the ability to tell stories about experiences using hand puppet media for 7th grade students at SMP Negeri 6 Wosia West Tobelo. Therefore, The purpose of the study is to analyze the effectiveness of hand puppet media to improve 7th grade students' ability in telling their experiences.

Speaking skill

Mastering spoken language is one of the four pillars of fluency. Expression is the act of putting one's thoughts and feelings into words and sharing them with others. Communicating ideas through speech involves structuring and refining these ideas in the light of the recipient (Saddhono and Slamet, 2014). The capacity to articulate sounds or words to transmit one's thoughts, ideas and emotions is another definition of "speaking" that is appropriate here (Tarigan, 1981). Speaking means articulating one's thoughts and emotions

through the use of spoken language. Speaking is an action that individuals perform after they learn a language by hearing it, as stated by Nurgiyantoro (2010). Speaking is a unique and complex part of language proficiency. Human behavior during speech includes the use of physical, psychological, semantic and linguistic variables in addition to the expression and expression of thoughts and emotions to other people.

The muscles and tissues of the human body play an important supporting role in the act of speaking itself. Tarigan's perspective (2008: 16) believes that speech is an indicator system that can be heard and seen, using the muscles and tissues of the human body to express concepts or ideas. So, speaking is not just about saying things clearly; It is also a means of conveying information that can be structured to meet the requirements of the speaker and audience.

Listeners not only hear the speaker's voice, but they can also see the speaker's body language or mimicry related to what the speaker is saying. When forming a connection with a speaker, the listener's understanding of the conversation's subject matter is critical. Therefore, effective communication depends not only on the use of words but also on the ability to read the speaker's body language and facial emotions.

The main purpose of human speech is to facilitate interaction between individuals. When the speaker's intended message matches the listener's understanding, the conversation is called a success. Tarigan (2008: 17) identifies three broad functions for basic conversation: 1. To inform and inform, 2. To indulge and entertain (to amuse), 3. To teach, advise, counsel, and persuade (to

persuade). According to Tarigan (2008: 24) in general, speaking is divided into: Speaking in public (public speaking), Talking is persuasive or convincing, Negotiative speaking, and Talking to the conference.

After being able to hear, being able to communicate effectively through speech is the most important second language skill for humans to acquire. In order for someone to communicate effectively, they must have a strong command of not only their subject matter but also pronunciation, syntax, and vocabulary. A strong speaking talent requires not only fluency in one's own language but also an understanding of the language of the people one interacts with.

The level of motivation a person has is an important factor that plays a role in deciding whether they will express their thoughts or reply to statements made by others. When people speak, they almost always have something on their mind that they want to communicate. It's possible that this is a message, opinion, or response to whatever just happened.

To be proficient in speaking, students need to have the ability to understand language at a basic level, or at least, they must be able to use language effectively for various speaking activities. It is not enough for students to simply be able to use language correctly because they must be able to communicate successfully in a variety of contexts.

Storytelling

Storytelling, sometimes known simply as telling a story, is a means of communicating narratives to an audience using a variety of media, including but not limited to words, images, photos, and sound. The art of storytelling is often used as part of the educational process,

especially in the early stages or when teaching younger students or young people. This strategy has the advantage of providing a fun method for practicing listening skills, which is a plus. Someone who wants to tell a story must have good speaking skills strong, understands the nature of the audience, able to imitate voices, competent in creating tone and intonation, and can use tools. Additionally, the person must be able to use tools.

The effectiveness of various strategies for storytelling depends on the listener's ability to not only follow the plot but also derive enjoyment from the act of listening. Additionally, it is acceptable to incorporate moral themes into the narrative, and doing so can give the act of storytelling an added dimension of depth and significance. Asfandiyar (2007) states that based on its content, storytelling can be classified into various types. However, in this study, researchers limited these types to: Educational storytelling and Fable

Talking about storytelling has abundant benefits, not only for children, but also for the person who is telling the story. According to Hibana (in Kusmiadi, 2008), the benefits of this storytelling activity including: Develop fantasy, empathy and various other types of feelings; Cultivate interest in reading; Building closeness and harmony; and Instructional Media.

RESEARCH METHOD

This study is a descriptive analytical study in which the quantitative data are analyzed descriptively. This study is conducted at SMP Negeri 6 Wosia, Tobelo Barat. This study is carried out for 3 months, from June to August 2023. The

data sources for this study are 20 7th grade students.

The data collection is carried out using test, observation and documentation. The tests are used to measure the skills, knowledge, intelligence, abilities, or talents of individuals or groups. In this research, presentation tests and intelligence tests were used on 7th grade students of SMP Negeri 6 Wosia Tobelo Barat. Documentation is generally used to obtain information in the form of notes such as books, newspapers, photos and other documents related to the study being carried out. This aims to obtain reliable data. Observations involve researchers directly in identifying, collecting data, and observing the learning process.

The data analysis technique applied is a qualitative data analysis technique developed by Miles and Huberman as cited in Sugiyono (2009). This process involves several stages of activities carried out sequentially, namely: reducing data, presenting data, drawing conclusions, and verifying data.

FINDINGS AND DISCUSSION

Learning to Retell Experiences Using Hand Puppet Media

1. Planning Stage

The activities carried out at this planning stage are: The learning design is based on the method of telling experiences. Preparation of observation sheets to record student activities and changes in behavior during the learning process. Preparation of student response questionnaires as a tool to assess students' opinions regarding the learning.

2. Action Implementation Stage

Before carrying out the action stage, the researcher observed the initial learning

conditions without using hand puppets. During observations, it was seen that some students were less active in the learning process, some students were more focused on their individual activities. Some students also seemed less active in participating, both in asking questions and answering questions asked by the teacher. Apart from that, there are students who tend to be embarrassed to ask questions or speak in front of the class, feel awkward, and lack the courage to appear.

Next, at the action stage in learning to tell stories about experiences using hand puppets, several steps are taken, including:

- Providing motivational encouragement to students so they feel brave and not embarrassed to appear in front of the class.
 - The researcher provides an explanation regarding the use of hand puppet media.
 - Present an example of a story to students and carry out a direct demonstration in front of the class.
 - Provide examples of how to use hand puppet media to students.
 - Give assignments to students to tell their experiences using hand puppets.
 - Several actions are carried out when learning to retell using hand puppets.
- a) Early stage**
- The opening of learning activities begins with prayer.
 - Students complete the attendance list.
 - Provide a little motivation to students to increase their courage in speaking in front of the class.
- b) Core activities**
- Provide an explanation to students regarding the use of hand puppet media.

- Show examples of the use of hand puppet media and provide stories as examples of practical use. Some students already have experience in using hand puppets because they often play with them. However, some other students have never used hand puppets because they live in the forest and are less familiar with today's games or electronic devices.
- Give assignments to students to create stories of experiences and practice the use of hand puppets. Some students looked active and happy in applying their stories using hand puppets, while others were more shy and less active in appearing in front of the class. Even though there are students who are enthusiastic about using hand puppets to tell their experiences, some students still need help from researchers in operating this media.
- Ask students questions. Researchers asked students questions about whether hand puppet media could help them tell their experiences in front of the class. Several students expressed their satisfaction with this media because it made learning more interesting and helped them in speaking. Even so, there are some who still have difficulty using hand puppets and need help from researchers.

c) Closing Activity

Researchers provide more motivation to students before ending the lesson. End the lesson with prayer and greetings.

Providing hand puppet media in learning appears to produce changes in students' attitudes and behavior. Some students become more active in asking questions to the teacher, show greater interest in learning activities, and no

longer feel embarrassed or awkward about appearing in front of the class. Apart from that, students seemed enthusiastic in telling their experiences using hand puppets. This shows that students are very interested in this media and feel its benefits in the learning process.

However, there are some students who still feel embarrassed about using hand puppets due to their lack of experience in playing with hand puppets since childhood. Their traditional lives, living in the forest, and not being used to modern games such as dolls, make them feel out of date. However, even though there are students who are still having difficulties, learning continues with active students who can express their stories in front of the class using hand puppets.

During learning, students are actively involved in telling their experiences using hand puppets, asking each other questions about daily activities, and exchanging opinions with other students. This shows that the use of hand puppet media not only makes learning more interesting, but also creates an interactive learning atmosphere and motivates students to participate actively. Observation and Evaluation. In this lesson, student activities that occur during the ongoing learning process are recorded.

- 1) Of the total 20 students who attended the learning process, the overall percentage was 100%.
- 2) A total of 18 students answered questions from the teacher or fellow students during the lesson, with an overall percentage reaching 90%.
- 3) There were 6 students who actively asked questions during the lesson, resulting in an overall percentage of 30%.

- 4) Five students provided answers to questions from the teacher or other students, reaching an overall percentage of 25%.
- 5) Two students were classified as less active during learning, resulting in an overall percentage of 10%.
- 6) Two other students were seen doing other activities such as making noise, playing, or sleeping, reaching an overall percentage of 10%.

Students' ability to learn to relate experiences using hand puppet media

In the learning results of 7th grade students at SMP Negeri 6 Wosia Tobelo Barat, it was found that there was an increase in their ability to relate their experiences and there were also those who were still unable to relate their experiences using the hand puppet medium. The score statistics for learning to tell stories can be seen in the following table:

Table 1. Statistical Results

Statistics	Score
Subject	20
Ideal Score	100
Max. Score	95
Min. Score	60
Range	29
Mean	77.75

Based on the data in the table above, it can be seen that the number of research subjects was 20 people, with a maximum ideal score of 100, the maximum score obtained was 95, the minimum score was 60, the score range was 29, and the average score was 77.57. . If the scores from learning to tell stories are classified into five categories, the frequency distribution and percentage of scores can be seen in the following table.

Table 2. Frequency Distribution

Score	Category	Frequency	%
0-55	Very Low	5	25
55-75	Low	6	30
76-80	Moderate	3	15
81-90	High	3	15
91-100	Very High	3	15
Total		20	100

From table above, it can be concluded that of the 20 students who were research subjects, 5 students were in the very low category, 6 students were in the low category, 3 students were in the medium category, 3 students were in the high category, and 3 students were in the very high. If the initial student learning outcomes are analyzed, the percentage of student learning completeness can be seen in the following table:

Table 3. Students' Results

Score	Category	Frequency	%
0-75	Fail	11	55
76-100	Pass	9	45
Total		20	100

Based on this table, it can be concluded that there are 11 students in the incomplete category (fail the test) with a percentage of 55%, while there are 9 students in the completed category (pass the test) with a percentage of 45% .

Table 4. Frequency Distribution of the Action Stage.

Score	Category	Frequency	%
0-54	Very Low	2	10
55-75	Low	3	15
76-80	Moderate	4	20
81-90	High	6	30
91-100	Very High	5	25
Total		20	100

Based on table 4., it can be stated that of the 20 students who were research subjects, 2 students were in the very low category, 3 students were in the low category, 4 students were in the medium category, 6 students were in the high category, and 5 students were in the very high. If student learning outcomes are analyzed, the percentage of student learning completeness can be seen in the following table.

Table 4. Students' Results

Score	Category	Frequency	%
0-75	Fail	5	25
76-100	Pass	15	75
Total		20	100

Based on the data in the table above, there are 5 students who have not reached the completion level, with a percentage of 15%. Meanwhile, there were 15 students who succeeded in achieving completeness, with a percentage of 75%.

In an effort to improve the ability to tell the experiences of 7th grade students at SMP Negeri 6 Wosia, West Tobelo using hand puppets, researchers paid close attention to changes in students' attitudes during the learning process. This is reflected in the observation sheet carried out during the implementation of the action. Students' enthusiasm and attention to learning appears to have increased, marked by students' active involvement in the learning process, including asking questions. During monitoring, researchers noted that students were generally actively engaged in the learning material. However, activities that are not relevant to learning have decreased.

The results of observations show that the factors that influence increasing students' enthusiasm for learning include: (1) providing direct motivation and

reinforcement by researchers to students, (2) media appearances that are appropriate and attract students' interest, and (3) assessments given by researchers. Student assignments are carried out professionally.

Discussion

In learning to tell experiences using hand puppets, students at SMP Negeri 6 Wosia Tobelo Barat experienced changes in their ability to tell stories, some improved and some did not, perhaps due to various obstacles or certain factors. From the research results, it can be concluded that hand puppet media has an important role in supporting the learning process of telling experiences, as seen from 75% of students who succeeded in reaching the completion level and 25% of students who did not achieve it.

Of the total 20 students, 4 students were in the medium category (76-80), 6 students were in the high category (81-90), and 5 students were in the very high category (91-100), showing a significant increase in storytelling ability. On the other hand, there are 2 students who are in the very low category (0-54) and 3 students in the low category (55-75), indicating that there are still students who have not reached the completion level. Therefore, it can be concluded that hand puppet media is effective in helping most students improve their ability to tell stories about experiences. The interest in hand puppet media among students is as follows:

1. As an interesting tool for students.

A number of students showed great interest in hand puppets because it could help them present stories of their experiences in a more interesting way in front of the class. The success of the hand puppet in showing funny movements also

succeeded in entertaining the other students.

2. Students don't feel bored.

Students showed joy and did not feel bored when the researcher explained the learning material and gave a demonstration of the use of hand puppet media. Can help students in presenting a story. Hand puppets play an important role in helping students convey their stories by playing with the puppets. This aims to reduce feelings of awkwardness and embarrassment when appearing in front of the class.

3. Can entertain students so they don't get lazy in learning.

Hand puppet media also has the function of entertaining students, so that they are more enthusiastic and active in participating in learning. This effort aims to prevent feelings of laziness and increase students' interest in the material presented.

Some students did not experience an increase in their ability to tell stories about their experiences using hand puppets. This is caused by students' lack of familiarity and adaptation to the media. Some students come from families that still live according to ancient lifestyles in the forest. Their daily life involves activities such as hunting, gardening, and fishing in rivers in the forest. Their games are still simple using natural materials such as wood, stones, grass ropes or tree roots.

This condition reflects that these students are not yet familiar with modern tools, including hand puppets. Even though they can go to school with the help of several people in Sukamaju village who have adapted to life in the forest, they still have minimal exposure to the outside world. They have a house in the village, but their daily activities are often carried out in the forest. Some of the electronic

devices they are familiar with, such as television, are only known through experience at home neighbors who previously also lived with them in the forest. As a result, these students need further assistance from researchers to be able to use hand puppet media. These differences in conditions also show that modern progress has not fully penetrated their lives.

CONCLUSION

Learning using hand puppets has been proven to improve learning outcomes in telling experiences for 7th grade students at SMP Negeri 6 Wosia, West Tobelo. This increase is reflected in an increase in the average score of learning outcomes and an increase in the achievement of learning completion after implementing learning media. Positive changes were also seen in students' activities and attitudes during learning to tell experiences using hand puppets. Students' activeness in paying attention to the material being explained increased, along with positive responses from students towards the use of hand puppet media in learning.

Although most students showed a positive response to this learning, some students still experienced difficulties. Some of them come from remote environments and are not used to modern technology such as hand puppets. Therefore, additional assistance from researchers is needed to help these students master the use of hand puppet media effectively.

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