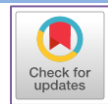


## The effectiveness of multicultural-based hand puppet book media in enhancing elementary students' tolerance character



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**Abstract:** This study aims to determine the effectiveness of the multicultural-based Hand Puppet Book media in enhancing the tolerance character of elementary school students. A quantitative approach was employed, using pretests and posttests to collect data. The research subjects were fourth-grade students from three schools in Depok District: Percobaan 2 Depok, Deresan, and Caturtunggal 3. Data analysis involved several stages of statistical tests, starting with a normality test to ensure normal distribution, followed by a homogeneity test to check for equality of variances among groups. An independent sample t-test with a significance level of 0.05 was then used to evaluate significant differences between the experimental and control groups. The results indicate that the multicultural-based Hand Puppet Book media is effective in improving the tolerance character of students. This is reflected in the gain scores: 0.08 (low) for the control class, 0.37 (medium) for experimental class I, and 0.39 (medium) for experimental class II. The independent sample t-test showed significant results of 0.041 between the control and experimental class I, and 0.030 between the control and experimental class II (sig < 0.05). Consequently, the multicultural-based Hand Puppet Book media proves to be an effective tool for fostering students' tolerance character.

**Keywords:** Hand Puppet Book; Multicultural; Tolerance Character; Elementary School Students

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## INTRODUCTION

In today's era of globalization and diversity, character education plays a crucial role in shaping students' personalities, particularly in nurturing tolerance. According to Verkuyten et al. (2019), tolerance encompasses mutual respect, appreciation, and understanding of societal differences, including cultural, religious, ethnic, and social diversity. Suryani & Muslim (2024) emphasize that, in the context of Indonesia a nation renowned for its rich ethnic, religious, and cultural heritage it is essential to instill the values of tolerance from an early age, particularly among elementary school students.

One of the significant challenges to fostering tolerance is evident in Yogyakarta. According to the Tolerant City Index (IKT), published by the SETARA Institute and the Presidential Unit for the Promotion of Pancasila Ideology Halili (2017), issues surrounding religious freedom remain persistent in the region, highlighting ongoing concerns about religious diversity. As Prepotenska et al. (2022) note, cultivating good character is equally essential, with tolerance serving as a key attribute that promotes national

unity and harmony. Students are encouraged to resolve conflicts thoughtfully, considering the interests of diverse groups. This focus on tolerance is reinforced by Presidential Regulation No. 87 of 2017 on Strengthening Character Education, which emphasizes the importance of character-building initiatives in schools and the active involvement of all stakeholders.

An effective strategy for reinforcing character values is fostering information processing habits among students (Lickona, 1996 ; Rahayu et al., 2024). These habits can be seamlessly integrated into the learning process. According to Wang & Eccles (2013), classroom learning activities offer valuable opportunities for students to engage with diverse resources that support both academic success and the development of positive character traits. As highlighted by Godsk and Møller (2024), educational media serves as a critical resource in enhancing and enriching the learning experience.

Educational media not only facilitates the delivery of classroom instruction but also stimulates and nurtures students' potential (Haleem et al., 2022). However, the availability of effective learning media continues to pose a challenge in today's educational landscape (Kinshuk et al., 2016). Many schools still struggle with a lack of media resources that adequately support the teaching and learning process (Erlangga, 2022).

Societal divisions present significant challenges across various sectors, including education. As Rustamova (2023) highlights, education serves a vital role in providing foundational knowledge and preparing individuals to become the next generation of societal contributors. According to Crane et al. (2019), future generations must be equipped to navigate the swift currents of globalization successfully. Yacoubian (2018) further emphasizes the importance of fostering rational thinking, enabling individuals to address societal challenges with sound scientific knowledge and wisdom.

Students represent a crucial component of Indonesia's future aspirations and the foundation of its next generation (Darmawan et al., 2024). As Goh (2012) notes, students, as future global citizens, face two major challenges: developing critical thinking skills and cultivating good character. These competencies are deeply interconnected and serve as essential tools for students to navigate the complexities of societal life effectively.

However, in practice, students often face challenges in understanding and applying tolerance values. According to Setiawan et al. (2024), this difficulty stems from a limited awareness of the diversity around them and the absence of effective educational media that present these values in a fun and easily comprehensible manner for children. As a result, there is a pressing need for innovative and engaging media to address these challenges.

The use of creative educational media offers a potential solution for teaching tolerance values to students (Farihin, 2022). One effective and enjoyable medium for children is the multicultural-based Hand Puppet Book (Senen et al., 2020). This medium utilizes hand puppets as visual aids to convey moral and character messages to children. Hand puppets can capture children's attention, enhance their imagination, and allow them to interact directly with the learning material. According to Iksal et al. (2024), creative educational tools significantly contribute to children's cognitive, emotional, and social development, making them more effective in fostering essential values like tolerance.

Based on the results of observations and interviews conducted with the fourth-grade teacher at elementary school Deresan, it was found that the presence of teaching media greatly helps students understand the subject matter more effectively. However,

the availability of media at the school is still very limited, primarily restricted to Mathematics and Science subjects. The media available to support social studies are mostly limited to simple images. This limitation affects the optimal development of students' tolerance character. A similar issue was also found in other elementary schools, indicating that this challenge is not localized but a more widespread issue.

Based on the results of the second observation and interview conducted with the fourth-grade teacher at elementary school Percobaan 2 Depok, several issues were identified: (1) the ineffectiveness of the main learning resources, (2) the limited availability of multicultural-based media at the school, (3) the suboptimal development of students' tolerance character, and (4) the inefficiency of teaching in supporting the achievement of learning objectives. The teaching process tends to be abstract and does not prioritize students' mastery of the learning material. Furthermore, there is a lack of learning media that can introduce Indonesia's multiculturalism. Despite this, the presence of learning media could support the development of students' thinking skills. Another issue found was students' behavior, which tends to be individualistic, with a noticeable lack of tolerance towards differences observed during the learning process.

Amaliah et al. (2022) state that both hand puppets and paper puppets have the same effect on story-listening skills. In line with this, Susanti et al. (2023) emphasize that the Hand Puppet Book media, as a concrete learning tool, has the potential to enhance literacy among elementary school students. The findings of Susanti et al. (2023) also show that the multicultural-based Hand Puppet Book media has a significant impact on problem-solving skills and can be effectively used as a learning tool in the classroom. Additionally, this media integrates elements from various cultures to promote values of diversity and tolerance. According to Abidin & Murtadlo (2020), stories featuring multicultural themes allow students to better understand cultural differences and develop an appreciation for others. Therefore, this educational media is expected to be an effective tool in fostering tolerance among fourth-grade elementary students in the Depok District.

Based on the issues outlined above, this study aims to evaluate the effectiveness of the multicultural-based Hand Puppet Book in improving the tolerance character of fourth-grade students in Depok District. This research is expected to contribute to the development of more innovative learning media and provide valuable insights for educators in applying engaging and relevant approaches to character education.

## **METHOD**

This study employs a quantitative approach with an experimental design developed by Christensen and Johnson (2014), specifically the Pretest-Posttest Control Group Design. In this design, research subjects are grouped into several categories, including multiple experimental classes and one control class. In this study, there are two experimental classes and one control class. According to Winarni (2018), quantitative research is research based on the philosophy of positivism, which is used to study a specific population or sample. Sugiyono (2021) further explains that quantitative research relies on the use of samples, employs instruments in data collection, is analyzed statistically, and aims to test predetermined hypotheses. The experimental design can be illustrated as Table 1.

This study uses a quasi-experimental design with two experimental classes and one control class. The two experimental classes were treated with the Multicultural-Based Hand Puppet Book media during the learning process, while the control class underwent

learning using conventional media, namely PowerPoint with visual images. The research subjects were fourth-grade elementary school students from three schools in Depok District: elementary school Percobaan 2 Depok, elementary school Deresan, and elementary school Caturtunggal 3. The study was conducted on September 15, 2018.

**Tabel 1.** Research Design.

| Groups             | Pretest Measure | Treatment      | Posttest Measure |
|--------------------|-----------------|----------------|------------------|
| Control Group      | O <sub>1</sub>  | X <sub>1</sub> | O <sub>2</sub>   |
| Experimental Group | O <sub>1</sub>  | X <sub>1</sub> | O <sub>2</sub>   |
|                    | O <sub>1</sub>  | X <sub>1</sub> | O <sub>2</sub>   |

Explanation:

O<sub>1</sub> : Pretest for control and experimental groups

O<sub>2</sub> : Posttest for control and experimental groups

X<sub>1</sub> : Teaching using image displayed through PowerPoint

X<sub>2</sub> : Treatment using the Multicultural-based Hand Puppet

Data analysis was carried out through several stages of statistical tests, starting with a normality test to ensure the data was normally distributed, followed by a homogeneity test to check the equality of variances among the groups. Subsequently, an independent sample t-test with a significance level of 0.05 was used to evaluate the significant differences between the experimental and control groups.

In the implementation of the study, students in the experimental class participated in multicultural-based learning activities using the Hand Puppet Book, which was designed to foster tolerance character. In contrast, students in the control class only used PowerPoint media without additional treatment. Furthermore, all students, both from the experimental and control classes, filled out a self-report questionnaire to measure their tolerance character levels. After the learning process, they also underwent a post-test to assess their problem-solving skills relevant to the learning context.

The results from the self-report questionnaire and post-test were then analyzed to evaluate the effectiveness of using the Hand Puppet Book media. A comparison of the results between the experimental and control classes provided a clear picture of the differences in tolerance character levels and problem-solving abilities between the two groups. These steps aimed to test the hypothesis that the multicultural-based Hand Puppet Book media is more effective in enhancing students' tolerance character compared to conventional learning media.

## RESULT AND DISCUSSION

The tolerance character test was conducted to evaluate the effectiveness of the multicultural-based Hand Puppet Book media in enhancing tolerance character among fourth-grade elementary school students. This media was designed to instill values of tolerance through an interactive and multicultural approach, which is relevant to the learning needs at the elementary school level. The effectiveness of the media was measured by comparing the results of the pretest and posttest of the students' tolerance character, which was analyzed using hypothesis testing.

Data collection was carried out using a self-report questionnaire, where students were asked to respond to 15 statements related to tolerance character. These statements covered various aspects of tolerance, such as respect for differences, an inclusive attitude, and the ability to work together. The questionnaire was completed before (pretest) and after (posttest) the students participated in the learning activities using

the multicultural-based Hand Puppet Book, allowing for an assessment of changes in their tolerance character.

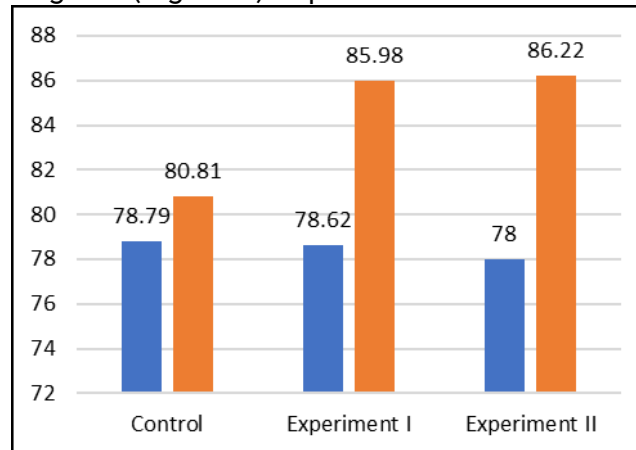
A summary of the pretest and posttest results for students' tolerance character is presented in Table 2, which is included in the appendix. The data shows the difference in average scores between the pretest and posttest, serving as an indicator of the effectiveness of the Hand Puppet Book media. Therefore, the findings of this study provide insight into the extent to which multicultural-based media can be an effective tool in improving tolerance character in elementary school learning.

**Tabel 2.** Summary of Pretest and Posttest Scores for Tolerance Character

| No. | Class        | Average Score |          | Gain | Criteria |
|-----|--------------|---------------|----------|------|----------|
|     |              | Pretest       | Posttest |      |          |
| 1.  | Control      | 78,79         | 80,81    | 0,08 | Low      |
| 2.  | Experiment 1 | 78,62         | 85,98    | 0,37 | Medium   |
| 3.  | Experiment 2 | 78            | 86,22    | 0,39 | Medium   |

Based on Table 2, it can be observed that the average pretest tolerance character score for the control class was 78.79, which increased to 80.81. The gain score from the pretest and posttest was 0.08, categorized as low. In the experimental class I, the average pretest score was 78.62, which increased to 85.81. The gain score obtained from the pretest and posttest was 0.37, categorized as medium. In experimental class II, the average pretest score was 78, which increased to 86.22. The gain score for this class was 0.39, also categorized as medium.

Based on these results, it can be concluded that students' tolerance character in all three classes, both control and experimental, improved after the lesson. However, in the control class, the improvement in tolerance character was only categorized as low, while in experimental classes I and II, the improvement was categorized as medium. To visualize the change in pretest and posttest tolerance character scores for each class, the following diagram (Figure 1) is presented.



**Figure 1.** Pretest and Posttest Tolerance Character Scores

Based on Figure 1, it can be seen that there was a low increase in tolerance character in the control class, while in experimental classes I and II, students' tolerance character showed improvement within the medium category. This indicates that the use of the multicultural-based Hand Puppet Book media had an impact on improving the tolerance character of students in experimental classes I and II.

After using the multicultural-based Hand Puppet Book during the operational trial, there were some suggestions and feedback for improvement. One suggestion was to

slightly enlarge the hole diameter for the puppet's head. This recommendation aims to make it easier to use the hand puppet effectively.

Based on the data from the tolerance character test above, it can be observed that there is a difference in the tolerance character of students who did not use the multicultural-based Hand Puppet Book media (control class) compared to students who used the multicultural-based Hand Puppet Book media (experimental classes I and II). To assess the effectiveness of the multicultural-based Hand Puppet Book media in improving the tolerance character of fourth-grade elementary school students, an independent t-test was conducted.

Furthermore, to evaluate the collective effectiveness of the multicultural-based Hand Puppet Book media in enhancing the tolerance character of students across the classes, a MANOVA test was performed. Before conducting the independent t-test and MANOVA, the research data had to meet the assumptions of normality and homogeneity. Therefore, normality and homogeneity test were carried out. The results of the normality test for the tolerance character data can be seen in Table 3.

**Tabel 3.** Normality Test of Tolerance Character Data

| Test of Normality      |            |         |        |            |
|------------------------|------------|---------|--------|------------|
| Class                  | p-value    |         | Asymp. | Conclusion |
|                        | Kolmogorov | Smirnov |        |            |
| Pretest-Control        | 0.200      |         | p>0.05 | Normal     |
| Pretest Experiment I   | 0.195      |         | p>0.05 | Normal     |
| Pretest Experiment II  | 0.200      |         | p>0.05 | Normal     |
| Posttest Control       | 0.185      |         | p>0.05 | Normal     |
| Posttest Experiment I  | 0.092      |         | p>0.05 | Normal     |
| Posttest Experiment II | 0.071      |         | p>0.05 | Normal     |

Based on Table 3, it can be observed that the significance values for all tolerance character test data are  $p > 0.05$ . Therefore, it can be concluded that the data are normally distributed. Consequently, the requirement of normality for conducting the t-test is satisfied. In addition to being normally distributed, the data must also be homogeneous. Therefore, a homogeneity test is necessary for the tolerance character test data. The homogeneity test is conducted by examining the results of the one-way ANOVA.

The decision-making criteria are based on the significance value  $p > 0.05$ , where the data are considered to originate from a homogeneous population. Conversely, if the significance value  $p < 0.05$ , the data are considered to come from a non-homogeneous population. The results of the homogeneity test for the tolerance character test data are presented in Table 4 below:

**Tabel 4.** Homogeneity Test Results for Tolerance Character Test Data

| Test of Homogeneity of Variances |  |                  |     |     |       |            |
|----------------------------------|--|------------------|-----|-----|-------|------------|
| Class                            |  | Lavene Statistic | df1 | df2 | Sig.  | Conclusion |
| Pretest-Tolerance Character      |  | 0.572            | 2   | 89  | 0.566 | Homogen    |
| Posttest-Tolerance Character     |  | 2.147            | 2   | 89  | 0.123 | Homogen    |

Based on Table 4, it is evident that the significance values for all pretest and posttest tolerance character data are  $p > 0.05$ . Thus, it can be concluded that the data originate from a homogeneous population. Consequently, the requirement for homogeneity in conducting the t-test is fulfilled.

In addition to ensuring that the data for each test (pretest and posttest) of tolerance character is individually normal and homogeneous, the combined data for tolerance

character tests must exhibit multivariate normality and the variance-covariance matrix must originate from a homogeneous population.

Multivariate normality testing is conducted by determining the Mahalanobis distance between data across variables. The decision-making criterion is based on the significance value: If  $p < 0.05$ , the data are considered to have multivariate normality. If  $p > 0.05$ , the data are considered not to have multivariate normality. The results of the multivariate normality test for the tolerance character test data are presented in the Table 5.

**Tabel 5.** Results of Multivariate Normality Test for Tolerance Character Test Data

| Correlations         |                     |                      |         |
|----------------------|---------------------|----------------------|---------|
|                      |                     | Mahalanobis Distance | qi      |
| Mahalanobis Distance | Pearson Correlation | 1                    | 0.988** |
|                      | Sig. (2-tailed)     |                      | 0.000   |
|                      | N                   | 92                   | 92      |
| qi                   | Pearson Correlation | 0.988**              | 1       |
|                      | Sig. (2-tailed)     | 0.000                |         |
|                      | N                   | 92                   | 92      |

\*\* . Correlation is significant at the 0.01 level (2-tailed)

Based on Table 5 generated using SPSS 23, the Mahalanobis distance significance value is  $p = 0.000$ , which is less than 0.05. This indicates that the data are multivariate normally distributed. Therefore, the requirement for multivariate normality has been fulfilled.

Having established that the data meet the multivariate normality criteria, the next step is to test the homogeneity of the covariance matrix. This test is performed using Box's M Test with the assistance of SPSS 23 software, using a significance level of  $\alpha = 0.05$ . The results of the homogeneity test for the covariance matrix are presented in Table 6.

**Tabel 6.** Results of Box's M Test for Homogeneity of Covariance Matrix

| Box's test of Equality of Covariance Matrices <sup>a</sup> |            |
|------------------------------------------------------------|------------|
| Box's M                                                    | 11.421     |
| F                                                          | 1.841      |
| df1                                                        | 6          |
| df2                                                        | 182850.142 |
| Sig.                                                       | 0.087      |

Based on the results of Box's M Test presented in Table 6, the significance value is  $p = 0.087$ , which is greater than 0.05. This indicates that the covariance matrix is derived from a homogeneous population. Therefore, the requirement for the covariance matrix to originate from a homogeneous population has been fulfilled, allowing for further multivariate analyses to be conducted with valid assumptions.

After ensuring that all assumption tests are satisfied, the next step is to test the hypothesis through an independent sample t-test and MANOVA. The independent sample t-test was conducted to evaluate the effectiveness of the multicultural Hand Puppet Book in enhancing students' tolerance character. This test compares the pretest and posttest results between the experimental and control groups to determine whether there is a significant difference in the improvement of tolerance character attributable to the intervention using the multicultural Hand Puppet Book.

The MANOVA (Multivariate Analysis of Variance) was employed to examine the combined effect of the intervention on multiple dependent variables simultaneously.

This analysis aims to assess whether the use of the multicultural Hand Puppet Book significantly affects students' tolerance character when compared across the experimental and control groups.

Both tests provide insights into the extent to which the multicultural Hand Puppet Book contributes to developing tolerance character in fourth-grade elementary school students. The results from these statistical tests will validate the hypothesis that this innovative media is more effective than conventional learning methods in promoting tolerance among students.

The independent sample t-test was performed using posttest data on students' tolerance character. The results of the independent sample t-test, as shown in Table 7, provide insights into whether the use of the multicultural Hand Puppet Book leads to a significant improvement in tolerance character compared to conventional teaching methods.

**Tabel 7.** Results of Independent Sample t-Test on Tolerance Character

| No. | Class                    | Sig. (2-tailed) | Finding                          | Remark                                                             |
|-----|--------------------------|-----------------|----------------------------------|--------------------------------------------------------------------|
| 1.  | Control<br>Experiment I  | 0,041           | $H_0$ rejected<br>(0,041 < 0,05) | There is a difference between the control group and Experiment I.  |
| 2.  | Control<br>Experiment II | 0,030           | $H_0$ rejected<br>(0,030 < 0,05) | There is a difference between the control group and Experiment II. |

Based on Table 7, it is observed that the significance level when comparing the control group with Experiment I is 0.041, while the comparison between the control group and Experiment II yields a significance level of 0.030. Both values are below the threshold of 0.05 (significance < 0.05).

These results indicate that there is a significant difference in the average tolerance character between students taught using the multicultural Hand Puppet Book and those who are not. The findings confirm a significant effect of the multicultural Hand Puppet Book on enhancing students' tolerance character. Therefore, the multicultural Hand Puppet Book is declared effective in improving the tolerance character of fourth-grade elementary school students.

The effectiveness of multicultural-based Hand Puppet Book media has been tested to improve students' tolerance character. Based on the results of operational trials, all participating classes experienced an increase in tolerance character. However, the increase in the control class was significantly smaller compared to the experimental classes I and II. The gain score for the control class was 0.08, categorized as "low," while the gain scores for experimental classes I and II were 0.37 and 0.39, respectively, both categorized as "moderate." Based on these gain score results, it can be concluded that experimental classes I and II, which utilized the multicultural-based Hand Puppet Book media, experienced a considerable improvement, falling within the "moderate" category.

In addition to calculating gain scores, an independent sample t-test was conducted. The results revealed a significance value of 0.041 between the control group and experimental class I, and 0.030 between the control group and experimental class II. These findings suggest a significant difference in students' tolerance character between the experimental classes that used the Hand Puppet Book media and the control class, with a positive influence observed on the tolerance character of students in the experimental classes.

The improvement in tolerance character among students in the experimental classes using the multicultural-based Hand Puppet Book media can be attributed to several

factors. Masithoh (2018) explains that the first phase in character development is the feeling of admiration, which, in this context, emerges from admiration for characters in stories. This admiration is often fostered through listening to stories. Once admiration develops, students begin to imitate the admired behavior of the characters.

Students in experimental classes I and II gradually demonstrated respect for others' interests and opinions during the learning process. Egge et al. (1987) emphasize that students, puppetry specialists, and counselors are often interconnected in improving students' social-emotional well-being. Using hand puppets can provide therapeutic benefits to students' social and emotional development. Similarly, delivering tolerance values through multicultural-based Hand Puppet Book media can inspire students' attitudes gradually, fostering and developing their tolerance character over time.

Students exhibited polite behavior toward others, as well as values of togetherness and peace, after learning with the multicultural-based Hand Puppet Book media. Learning about the consequences of one's actions toward others provides a form of therapy for students' politeness. Otten (2002) suggests that using examples of conflicts or problems in reading materials and giving students the opportunity to think about the consequences of their actions is one of the most productive and effective learning methods. This perspective supports the idea that exploring problem-solving within diversity, enriched with tolerance values, can nurture and inspire students' motivation and attitudes. Aulia and Susanti (2021) explain through their research that multicultural education can significantly shape the character of students, especially at the elementary school level. The various implementations of multicultural education contribute to the development of positive character traits in students.

The multicultural-based Hand Puppet Book media provides an ideal model for developing students' tolerance values. Students learn that rude behavior, forcing personal opinions, or poor communication can lead to social exclusion among peers. This realization encourages the development of attitudes prioritizing collective interests over personal ones, thereby fostering harmony and mutual respect in their interactions.

## **CONCLUSION**

Based on the results of this study, it can be concluded that the multicultural-based Hand Puppet Book media is effective in enhancing the tolerance character of fourth-grade elementary school students. This media facilitates a better understanding and appreciation of cultural diversity through interactive and engaging learning experiences. The significant differences in the tolerance character between students in the experimental classes and the control class indicate that this media has a positive impact on fostering tolerance. The study findings reveal gain scores of 0.08 (low) for the control class, 0.37 (medium) for experimental class I, and 0.39 (medium) for experimental class II. Independent sample t-tests showed significant results of 0.041 between the control class and experimental class I, and 0.030 between the control class and experimental class II ( $\text{sig} < 0.05$ ). Therefore, the multicultural-based Hand Puppet Book media proves to be an effective tool for nurturing students' tolerance character. It is recommended that educators integrate such media into their teaching practices to promote cultural understanding and tolerance among students. The practical implication of this study is that teachers can utilize this media as an innovative alternative in teaching Pancasila and Civic Education, particularly on the theme of cultural diversity. Schools may integrate multicultural-based media into intracurricular and co-curricular activities to foster tolerance among students. For instructional media developers, the

findings of this study can serve as a reference to design similar products that are more varied, interactive, and aligned with the local cultural context in Indonesia.

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