



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Development of Paper Doll Media to Enhance the Fiction Storytelling Creativity of Fourth-Grade Students at SD/MI

Tiara Paramita Br Purba*, Rina Devianty

Pendidikan Guru Madrasah Ibtidaiyah, Universitas Islam Negeri Sumatera Utara, Medan, 20222, Indonesia

ARTICLE INFO

Article history:

Received: 23 Aug 2025

Revised: 29 Aug 2025

Accepted: 10 Sept 2025

Published online: 29 Sept 2025

Keywords:

Fictional Story,
Learning Media,
Paper Doll,
Storytelling Creativity

* Corresponding author:

E-mail: tiara0306212163@uinsu.ac.id

Article Doi:

<https://doi.org/10.31258/jes.9.5.p.4544-4556>

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

Storytelling skills play an important role in developing students' language, imagination, and creativity. However, classroom observations in Grade IV of SDN 106844 Pulau Gambar revealed that students had low motivation in storytelling activities due to the limited variation of media used. This study aims to develop a Paper Doll learning medium as an innovative tool to enhance students' creativity in fictional storytelling. The research employed the Research and Development (R&D) method with the ADDIE model, involving 19 fourth-grade students and one classroom teacher. The product was validated by experts in content, language, and design, and was categorized as "very feasible." Field trials indicated highly positive responses from both teachers (100%) and students (98%). Students' learning outcomes also showed significant improvement, with the average pretest score of 12.63 increasing to 73.68 in the posttest. The N-Gain value of 0.70 indicated a high level of effectiveness, and the paired t-test confirmed a significant difference ($p < 0.05$) before and after the use of the medium. These findings demonstrate that Paper Doll is a feasible, practical, and effective learning medium for Indonesian language instruction, particularly in improving elementary students' creativity in fictional storytelling.

1. Introduction

One of the essential competencies in Indonesian language learning at the elementary school level is speaking skills. This skill serves as a foundation for students to express ideas, convey information, and build effective social interactions. Speaking competence does not develop automatically; it needs to be trained through appropriate teaching strategies and assessment methods. According to Siregar and Devianty (2024), teaching strategies supported by suitable media can improve the effectiveness of learning, as media functions not only as an instructional aid but also as a means of creating interactive, engaging, and participatory learning environments. Similarly, Riniati (2022) highlights that the habit of storytelling from an early age is important to help students communicate more effectively. Learning media play a significant role in supporting storytelling

activities. Azmi et al. (2023) describe instructional media as tools and methods that facilitate communication between teachers and students, making interaction more effective. The use of media clarifies learning materials, making them easier to understand and helping achieve educational goals more optimally (Hasibuan, 2024). Mooduto et al. (2022) also reveal that the use of media in Indonesian language classes not only smoothens classroom interaction but also creates a more enjoyable learning atmosphere. Thus, the proper use of media can help students grasp materials effectively while simultaneously boosting their interest in learning.

However, practical challenges remain. Based on an interview conducted on January 14, 2025, at SDN 106844 Pulau Gambar, students expressed boredom due to the lack of variation in instructional media. This boredom was evident in their behavior: difficulty concentrating, easily distracted, talking with peers during lessons, or remaining passive during classroom activities. Limited use of media made it harder for students to compose stories and express themselves orally. Consequently, their learning motivation was low, and they struggled to think critically and creatively in developing ideas. This situation highlights the urgent need for innovative learning media that can engage students, encourage participation, and optimize their potential. Fictional stories are an important part of Indonesian language learning, as they develop reading, writing, imagination, and creativity.

Rusmawati and Hendratno (2024) stress that materials must match students' development, language skills, and social context for meaningful learning. A good understanding of fictional stories helps students create literary works and foster creativity, while Dumayanti and Kusumawati (2024) note that fairy tales or short stories also enhance logical thinking. Folklore adds value as cultural heritage rich in moral lessons, shaping students' character and preserving traditions (Lubis, 2021; Aini et al., 2024). Storytelling develops cognitive, linguistic, and social skills, enriches vocabulary, builds confidence, trains problem-solving, encourages empathy, and fosters social understanding (Anggraeni et al., 2021). Therefore, teachers should actively guide students to practice creative storytelling from an early stage.

Unfortunately, Hartati and Anwar (2023) found that media for supporting language expression are still underutilized, leaving students struggling to express themselves, either in writing or oral communication. Putri et al. (2025) point out that folklore storytelling can address this issue, as it introduces children to literary elements while simultaneously strengthening their storytelling abilities. Setiyaningsih et al. (2023) also emphasize that storytelling must be trained and guided from an early age to become an established skill. Indicators of effective storytelling include accurate pronunciation, proper intonation, word choice (diction), and fluency (Nurkholidah & Gemala, 2018). However, the monotony of existing media limits student engagement, making innovation an urgent necessity. Previous studies highlight the effectiveness of creative media. Abbas and Asih (2020) found that hand puppet media significantly improved students' ability to retell stories, supported by positive responses from both teachers and students. Likewise, Arzani and Marzoan (2020) reported that puppet media encouraged children to think creatively, develop story ideas from characters, and organize them into coherent

narratives. These findings indicate that performative media are particularly effective in supporting storytelling skills

One promising innovation is the paper doll. Maulidah (2023) explains that paper dolls are figures made from paper, often with clothes that can be removed and reattached, providing students with opportunities for creative expression. This media is not only interactive and enjoyable but also boosts students' confidence when speaking in public. Arlina et al. (2024) further found that puppet-based storytelling enriched children's vocabulary and improved their concentration and enthusiasm. Paper dolls offer additional advantages: they are economical, simple to make, environmentally friendly, and adaptable. Compared to conventional forms, paper dolls can be produced in larger sizes, include story guidelines, incorporate cultural values, and be made from more durable materials.

The relevance of paper dolls is reinforced by similar innovations in other studies. Inayah et al. (2024) developed pop-up books to improve students' interest in social studies, creating interactive and engaging visuals. Elsa et al. (2024) demonstrated that global method-based picture media enhanced reading ability through appealing visuals. Shafa Ardita and Nirwana Anas (2023) showed that scrapbook media improved cultural diversity learning by encouraging visual and narrative expression. Nurul et al. (2021) found that Islamic-themed comics enhanced student outcomes while embedding moral values. Meanwhile, Hilmi and Sapri (2022) developed Islamic character-based student worksheets (LKPD) that not only reinforced mathematical concepts but also shaped character. These findings collectively emphasize the importance of interactive, value-based, and visually creative media in education. Paper dolls align well with these principles, as they stimulate imagination, language skills, and storytelling creativity. Based on these considerations, the present study aims to develop paper doll media to enhance the creativity of fiction storytelling among Grade IV students at SDN 106844 Pulau Gambar. This media is expected to not only increase students' motivation but also provide an interactive learning experience that supports the optimal development of storytelling skills. With this approach, Indonesian language learning can become more engaging, meaningful, and focused on strengthening students' communication and creative competencies.

2. Methodology

This research employed the Research and Development (R&D) method with the aim of creating and refining a learning product to support students' storytelling skills. The R&D approach was chosen because it allows for both validation and improvement of a product through systematic stages. According to Okpatrioka (2023), R&D is widely used in educational research to ensure that the final product is both effective and feasible in real classroom settings. In this study, the product being developed was a Paper Doll medium designed to enhance creativity and engagement in fourth-grade students during storytelling activities.

The development process followed the ADDIE model, which consists of five stages: Analyze, Design, Development, Implementation, and Evaluation (Waruwu, 2024). This model was selected because of its systematic nature, clarity, and adaptability for instructional product design. The research was conducted at SDN 106844 Pulau Gambar during the even semester of the 2024/2025 academic year. The participants included 19 fourth-grade students and their classroom teacher, while the object of the study was the Paper Doll media. To better understand how the research was carried out, it is important to first review the ADDIE development model, which served as the guiding framework throughout the process. The model begins with the Analyze stage, where the researcher identified student needs, reviewed curriculum requirements, and considered the facilities available at the school. At this stage, the storytelling challenges faced by fourth-grade students were carefully examined, and strategies to stimulate creativity were identified. In the Design stage, the specifications of the Paper Doll were planned, including character designs, clothing options, and background illustrations to make the product both engaging and interactive.

The Development stage involved producing the Paper Doll using Canva, after which the product was validated by experts in media and subject content. Once validated, the Implementation stage was conducted by testing the Paper Doll in small and large group settings. During these sessions, students practiced storytelling with the Paper Doll, while teachers observed and evaluated its practicality in a classroom setting. The process concluded with the Evaluation stage, in which feedback was collected from both teachers and students, alongside test results, to refine and improve the product for future use. The sequence of these stages is visually represented in Figure 1, which illustrates the steps of the ADDIE Development Model.

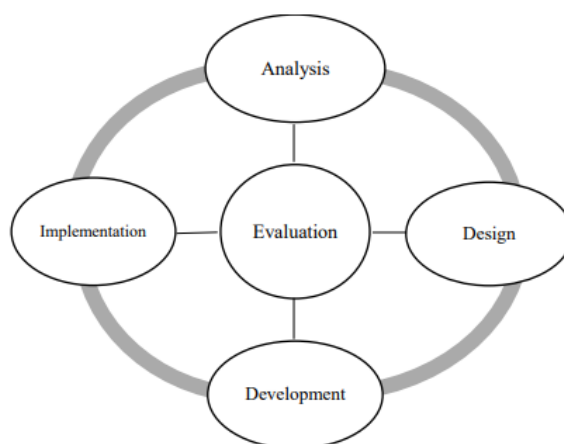


Figure 1. Steps of the ADDIE Development Model

As shown in the figure, the ADDIE model structured the entire research process, ensuring that each phase contributed meaningfully to the creation of a valid, practical, and effective learning medium. The research instruments consisted of both test and non-test techniques. The test technique comprised a pretest and posttest: the pretest was administered to measure students' initial storytelling ability

before the Paper Doll was used, while the posttest assessed improvements afterward. The non-test instruments included questionnaires, interviews, observations, and documentation. Questionnaires collected student and teacher responses about the practicality of the media. Observations and interviews offered qualitative insights into the learning process, while documentation provided supporting evidence.

Data analysis applied quantitative descriptive methods. Validation results from experts were analyzed using percentage techniques, and the outcomes were classified into levels of feasibility. Practicality was measured using a Likert scale, which is useful for assessing attitudes, opinions, and perceptions (Sugiyono, 2023). Furthermore, the results of the pretest and posttest were compared to evaluate the effectiveness of the Paper Doll in improving storytelling skills. The Likert scale interpretation criteria grouped percentages into categories ranging from “very low” to “very high,” which enabled researchers to determine the strength of student responses toward the developed product. By following this methodology, the study ensured that the Paper Doll medium not only fulfilled expert standards of validity but also demonstrated classroom practicality and effectiveness in enhancing student creativity through storytelling.

3. Results and Discussion

The development stage was an essential process to realize the Paper Doll design into a product that could be used in learning activities. At this stage, the researcher created the Paper Doll media using Canva, which was then printed on thick paper to ensure durability and make it easier for students to use. The characters were designed to suit children’s world, so they were expected to capture students’ attention and motivate them to construct fictional stories.

After the product was completed, validation was conducted by experts to ensure its feasibility before being tested in the classroom. The validation process involved three types of experts, namely media experts, language experts, and subject matter experts. The validation carried out by media experts focused on four assessment aspects: content feasibility, media design quality, practicality of use, and relevance to learning. The detailed results of the media expert validation are presented in Table 1 below.

Table 1. Results of Media Expert Validation Questionnaire

No	Assessment Aspect	Score
1	Content Feasibility	13
2	Media Design Quality	19
3	Practicality of Use	18
4	Relevance to Learning	13
	Total	63
	Maximum Score	70
	Feasibility Result	90%
	Feasibility Criteria	Very Feasible

Based on Table 1, the results of the media expert validation questionnaire indicate that the Paper Doll media obtained the criterion of *very feasible* for use in the learning process. In terms of content feasibility, the media was assessed as being aligned with the objectives of Indonesian language learning, particularly the skill of storytelling in fiction, making the presented content relevant to students' needs. Regarding the quality of media design, Paper Doll received the highest score, demonstrating that the visual design, proportions, and overall attractiveness were excellent and appropriate to the characteristics of elementary school students. Furthermore, in terms of practicality of use, the media was considered easy to implement by both teachers and students, without requiring additional skills or specific facilities. This supports the flexibility of the media when applied in the classroom. The aspect of relevance to learning also received a high rating, emphasizing that this media effectively supports the achievement of basic competencies and aligns with the applicable curriculum. Overall, the results of media expert validation suggest that Paper Doll is not only visually appealing but also practical and relevant to support the learning process. Thus, the media was declared very feasible to proceed to the field trial stage. Following this, validation by language experts was also conducted to ensure the accuracy and clarity of language use in the Paper Doll media. The results of the language expert validation are presented in Table 2 below.

Table 2. Results of Language Expert Validation Questionnaire

No	Assessment Aspect	Score
1	Accuracy of Language	8
2	Clarity of Sentences	10
3	Appropriateness to Students' Level	9
4	Consistency of Language Use	4
	Total	31
	Maximum Score	35
	Feasibility Result	89%
	Feasibility Criteria	Very Feasible

Based on Table 2, the results of the language expert validation questionnaire show that the Paper Doll media was categorized as *very feasible* for use in learning. In terms of language accuracy, the media was considered to have complied with linguistic rules so that it did not create ambiguity or confusion. The clarity of sentences aspect obtained a high score, indicating that the sentences used in the guide as well as in the supporting texts were easy for students to understand. In addition, the appropriateness to students' level aspect also received a good evaluation. This means that the language used was simple, communicative, and aligned with the cognitive abilities of elementary school students. In the aspect of consistency of language use, the media was still rated positively, although it received a relatively lower score compared to the other aspects. This suggests that, in general, the use of language in the media was consistent, although there were some minor notes for improvement from the validator. Overall, the results of the language expert validation emphasize that the Paper Doll media fulfilled good linguistic criteria for use in learning. The clear, simple, and student-appropriate language makes this media highly feasible to support students' storytelling skills in fiction. Following this, validation was also carried out by subject matter experts to

evaluate the content quality and relevance of the Paper Doll media. The results of the subject matter expert validation are shown in Table 3 below.

Table 3. Results of Subject Matter Expert Validation Questionnaire

No	Assessment Aspect	Score
1	Content Feasibility	19
2	Feasibility of Presentation	15
3	Use of Language	15
4	Relevance to Real-Life Phenomena	9
	Total	58
	Maximum Score	60
	Feasibility Result	97%
	Feasibility Criteria	Very Feasible

Based on Table 3, the results of the subject matter expert validation questionnaire indicate that the Paper Doll media was categorized as *very feasible*. In terms of content feasibility, the media received a high score because the content presented was aligned with the basic competencies and supported the learning objectives of storytelling skills in fiction. The feasibility of presentation aspect also obtained a good score, showing that the material was organized in a coherent, systematic manner and was easy for students to understand. Regarding the use of language, the media was assessed as appropriate for the cognitive development of elementary school students, ensuring that the messages in the material could be conveyed clearly. Meanwhile, the relevance to real-life phenomena aspect also received a high score, indicating that the content of the media was connected to students' daily lives, making it more understandable and meaningful. Overall, the results of the subject matter expert validation highlight that the Paper Doll media is not only visually attractive but also possesses appropriate content, presentation, and language to support learning. With such a high feasibility score, this media can be declared highly suitable for enhancing students' creativity in storytelling. The implementation stage was the process of applying the Paper Doll media after it had passed the expert validation phase. At this stage, the media was directly used in fiction storytelling lessons for fourth-grade students at SDN 106844 Pulau Gambar, involving the teacher and 19 students as respondents. The results of the teacher and student response questionnaires are presented in Table 4 below.

Table 4. Results of Teacher and Student Response Questionnaires

Questionnaire	Result	Criteria
Teacher	100%	Excellent
Student	98%	Excellent

Based on Table 4, the results of the teacher response questionnaire showed a percentage of 100% in the *excellent* category. This indicates that the teacher assessed the Paper Doll media as very practical, easy to use, and appropriate for the needs of storytelling skill learning. The teacher also considered that this media could help create a more interactive and engaging classroom atmosphere. Meanwhile, the results of the student response questionnaire reached 98%, also in the *excellent* category. This demonstrates that almost all students gave positive

evaluations of the Paper Doll media. Students reported feeling happy, motivated, and supported in composing and presenting stories using this media. These positive responses suggest that the Paper Doll media successfully attracted students' attention while fostering their activeness and creativity in storytelling activities. Overall, the teacher and student response questionnaires reinforce the previous validation findings, confirming that Paper Doll is highly feasible for use in learning, both in terms of practicality and effectiveness. In addition to response questionnaires, the effectiveness of the Paper Doll media was further measured through pretest and posttest scores given to students.

The learning media developed is a Paper Doll featuring child and adult characters, complete with various facial expressions. This media is made from thick paper attached to wooden sticks, making it easy to use during storytelling activities. With the feature of interchangeable faces according to the story's situation, students can more freely express the emotions of the characters, such as happiness, sadness, anger, or surprise. This feature makes storytelling activities more lively, interactive, and enjoyable. It also helps students develop their creativity and imagination while engaging with the story. The results of this media development can be seen in Figure 1. Developed Paper Doll Media.



Figure 1. Developed Paper Doll Media

Figure 1 shows the developed Paper Doll media, featuring child and adult characters made from thick paper attached to wooden sticks for easy handling. The simple and colorful design allows students to easily recognize and differentiate the characters. By manipulating the dolls, students can follow the story's plot and understand each character's role. This hands-on approach encourages active participation and improves comprehension. In addition, the media includes interchangeable facial expressions, which will be illustrated in Figure 2 to show how students can express emotions during storytelling. Overall, the Paper Doll effectively combines visual representation with interactive learning.



Figure 2. Facial Expression Variations of Paper Doll Characters

Figure 2 presents the variety of facial expressions available for the Paper Doll characters, including happy, sad, surprised, and crying faces. This feature enables students to adapt the characters' emotions to match the story's events. By changing expressions, students can express feelings more accurately and make the storytelling process more dynamic. It also helps develop empathy and emotional understanding in early learners. The expressive faces encourage creativity and engagement during the activity. In conclusion, the variation in expressions enriches the storytelling experience and supports emotional and social development. After the development stage of this Paper Doll media, its effectiveness was tested through an analysis of the pretest and posttest results administered to the students. This analysis aimed to determine the extent of improvement in storytelling skills following the use of the media. The results of this testing are presented in Table 5.

Table 5. Results of N-Gain Test

Test	Result	N-Gain
Pretest	12.63	0.70
Posttest	73.68	

The average pretest score before using the media was 12.63, while the average posttest score after using the media increased to 73.68. This improvement was further analyzed using the N-Gain test to measure the relative effectiveness of learning. The calculation results showed that the N-Gain value was categorized as *high* because it reached ≥ 0.70 . This means that the use of Paper Doll media was effective in improving students' storytelling skills. Overall, the implementation stage proved that Paper Doll media was not only practical and engaging for both teachers and students but also effective in enhancing storytelling creativity, as shown by the N-Gain results indicating a significant improvement in students' abilities. In addition to the N-Gain test, the researcher also employed a paired t-test to determine whether there was a statistically significant difference between the pretest and posttest results. The findings of the paired t-test are presented in Table 6 below.

Table 6. Results of t-Test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Paired Samples 1	Pretest	-	22,8265	5,2367	-	-	-	1	0,000
	Posttest	61,05263	8	8	72,05469	50,05057	11,658	8	

The significance value (Sig. 2-tailed) was obtained at 0.000 (< 0.05), which means that the improvement in students' scores after using the Paper Doll media did not occur by chance but was truly influenced by the use of this media. Thus, the implementation stage proved that the Paper Doll media was not only rated excellent by both teachers and students but also statistically proven to be effective in enhancing students' storytelling creativity. Evaluation was conducted both formatively and summatively. Formative evaluation was carried out at each stage of development by considering feedback from validators, teachers, and students. Meanwhile, summative evaluation was conducted after the implementation phase by assessing the improvement of students' storytelling skills, the practicality of the media, and user satisfaction. The evaluation results showed that Paper Doll was highly effective in improving storytelling creativity, as indicated by the enhancement of indicators such as accuracy of intonation, word choice, fluency, and confidence in delivering stories in front of the class.

Overall, the findings of this study demonstrate that the Paper Doll media successfully created a more active, enjoyable, and meaningful learning environment. This media provided students with opportunities to imagine, practice intonation, choose appropriate diction, and construct stories with coherent plots. This supports the statement of Setiyaningsih, Yuwana, and Hendratno (2023), who argued that innovative media can help improve storytelling skills through interactive learning experiences. Therefore, the Paper Doll has been proven to be a simple, economical, environmentally friendly, and effective alternative learning media to enhance the storytelling creativity of elementary school students.

4. Conclusion

Based on the results of this study, it can be concluded that the development of the Paper Doll media to enhance storytelling creativity among fourth-grade students at SDN 106844 Pulau Gambar was successful. Validation results from media experts, language experts, and subject matter experts indicated that this media falls into the category of highly feasible, both in terms of visual design, communicative language use, and alignment with the curriculum. Teachers and students also gave highly positive responses, with evaluation scores reaching nearly perfect percentages.

Teachers considered the media practical and easy to use, while students reported feeling happy, motivated, and supported in constructing and presenting their stories.

The effectiveness of Paper Doll media was further proven through the increase in students' average scores from pretest to posttest. The N-Gain analysis showed an improvement in the medium category, indicating that this media is quite effective in developing storytelling skills. In addition, the results of the Paired Sample t-test demonstrated a significant difference between pretest and posttest scores, confirming that the use of Paper Doll media genuinely had a positive impact on enhancing students' storytelling creativity. Therefore, Paper Doll media is proven to be valid, practical, and effective for use in Indonesian language learning. This media fosters a more interactive and enjoyable learning atmosphere, while also providing opportunities for students to use their imagination, build self-confidence, and develop creativity in storytelling.

References

- Abbas, N., & Asih, S. (2020). Pengembangan media boneka tangan untuk meningkatkan keterampilan menceritakan. *Jurnal Pendidikan Dasar*, 10(2), 126–132. <https://doi.org/10.15294/kreatif.v10i2.23605>
- Aini, S., Havita, V. N., & Sa'diyah, H. (2024). Penguatan pendidikan karakter berbasis nilai budaya di sekolah melalui cerita narasi pada pembelajaran bahasa Indonesia: Literature review. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 4(2), 114–125. <http://dx.doi.org/10.30821/eunoia.v4i1.4081>
- Anggraeni, D., Hibana, K., & Kunci, P. (2021). Redesain pengembangan kreativitas anak usia dini melalui bercerita. *KJIECE: Jurnal Kajian Inovasi dan Edukasi Anak Usia Dini*, 4(1), 26–37. <https://doi.org/10.24014/kjiece.v4i1.12196>
- Arlina, Syahri, I. K., Salsabila, P., & Jannah, S. N. (2024). Meningkatkan bahasa anak usia dini melalui media boneka tangan. *Journal of Social Science Research*, 4(1), 6327–6336. <https://doi.org/10.31004/innovative.v4i1.8597>
- Arzani, M., & Marzoan, L. (2020). Meningkatkan keterampilan berbicara melalui media boneka tangan pada anak kelompok B di Taman Kanak-Kanak Negeri Dewi Kayangan tahun pelajaran 2019–2020. *Jurnal Ilmiah Mandala Education*, 6(2), 377–387. <http://dx.doi.org/10.36312/jime.v6i2.1456>
- Azmi, R., Astini, B. N., Rachmayani, I., & Fahrudin, F. (2023). Pengembangan media boneka jari untuk meningkatkan kemampuan bahasa ekspresif anak usia dini. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 2557–2565. <https://doi.org/10.29303/jipp.v8i4.1795>
- Dumayanti, A. P., & Kusumawati, T. I. (2024). Penerapan media berbasis virtual reality untuk menumbuhkan kreativitas peserta didik dalam pembelajaran bahasa Indonesia. *Research and Development Journal of Education*, 10(1), 628–637. <https://doi.org/10.30998/rdje.v10i1.23369>
- Elsa, F., Simamora, M., & Rambe, A. H. (2024). Pengembangan media gambar berbasis metode global untuk meningkatkan kemampuan membaca siswa sekolah dasar. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 10(2), 189–199. <http://dx.doi.org/10.29210/1202424928>
-

-
- Hartati, S., & Anwar, I. K. (2023). Peningkatan kemampuan siswa dalam berbahasa Indonesia di MIN 3 Gunungkidul. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 3(1), 23–34. <http://dx.doi.org/10.30821/eunoia.v3i1.2417>
- Hilmi, N., & Sapri, S. (2022). The development of student worksheets (LKPD) based on Islamic characteristics in mathematics fractional materials in elementary school. *Jurnal Basicedu*, 6(2), 2222–2230. <https://doi.org/10.31004/basicedu.v6i2.2381>
- Inayah, A., Harahap, F. K. S., Widia, F., Purba, H. M., & Yusnaldi, E. (2024). Pengembangan media pop up book untuk meningkatkan minat belajar siswa pada mata pelajaran IPS di MI/SD. *Jurnal Pendidikan Tambusai*, 8(1), 674–681. <https://doi.org/10.31004/jptam.v8i1.12446>
- Lubis, F. (2021). Meningkatkan kemampuan menulis cerita pendek melalui “mesin daur ulang” cerita rakyat. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 1(2), 113–120. <http://dx.doi.org/10.30821/eunoia.v1i2.1135>
- Maulidah, N., & Amelia, D. (2023). Efektivitas penggunaan media permainan paper doll “bepe-bepean” dalam meningkatkan penguasaan kosakata tema clothes di sekolah dasar. *Jurnal Pendidikan Siber Nusantara*, 1(2), 79–84. <https://doi.org/10.38035/jpsn.v1i2>
- Mooduto, R., Djamen, A. C., Eunike, O., Liando, S., & Pendidikan, J. (2022). Pengembangan media pembelajaran bahasa Indonesia berbasis mobile di SMK. *Jurnal Pendidikan Teknologi Informasi dan Komunikasi*, 2(4), 575–584. <http://dx.doi.org/10.53682/edutik.v2i4.5822>
- Nurul, F., Anas, N., & Rizky, R. (2021). Penggunaan media untuk meningkatkan pembelajaran bahasa. *School Education Journal*, 11(2), 149–157.
- Okpatrioka. (2023). Research and development (R&D): Penelitian yang inovatif dalam pendidikan. *Jurnal Pendidikan, Bahasa dan Budaya*, 1(1), 86–100. <https://doi.org/10.47861/jdan.v1i1.154>
- Putri, A., Faridah, & Dalimunthe, W. V. P. (2025). Cerita rakyat sebagai media pengenalan sastra terhadap peningkatan keterampilan berkisah pada anak. *Jurnal Kata: Bahasa, Sastra, dan Pembelajarannya*, 13(1), 228–239. <https://doi.org/10.23960/Kata>
- Rambe, R. N., & Widiyarti, G. (2018). *Bahasa dan sastra Indonesia di kelas tinggi*.
- Riniati, W. (2022). Meningkatkan keterampilan bercerita dengan menggunakan media gambar siswa kelas IV sekolah dasar. *Jurnal Penelitian Pendidikan Dasar*, 2(1), 57–64. <https://doi.org/10.35326/taksonomi.v2i1.2259>
- Shafa, A., & Anas, N. (2023). Media pembelajaran scrapbook untuk meningkatkan hasil belajar materi keberagaman budaya bangsaku pada siswa kelas IV sekolah dasar. *Primary: Jurnal Keilmuan dan Kependidikan Dasar*, 14(2), 89–104. <https://doi.org/10.32678/primary.v14i2.7391>
- Siregar, R. T., & Devianty, R. (2024). Strategi pembelajaran bahasa Indonesia untuk meningkatkan keterampilan berbahasa. *BLAZE: Jurnal Bahasa dan Sastra dalam Pendidikan Linguistik dan Pengembangan*, 2(2), 102–111. <https://doi.org/10.59841/blaze.v2i2.1203>
- Setiyaningsih, S., Yuwana, S., & Hendratno. (2023). Peningkatan keterampilan bercerita siswa setelah menggunakan media animasi audio visual dongeng binatang berbasis Canva. *Jurnal Elementaria Edukasia*, 6(2), 618–624. <https://doi.org/10.31949/jee.v6i2.5452>
-

- Sri Rusmawati, Q., & Hendratno. (2024). Pengembangan media diorama bilik cerita untuk keterampilan menulis cerita fiksi siswa kelas V sekolah dasar. *JPGSD*, 12(4), 655–666. <https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/60452>
- Sugiyono. (2023). *Metode penelitian & pengembangan: Research and development*. Bandung: Alfabeta.
- Waruwu, M. (2024). Metode penelitian dan pengembangan (R&D): Konsep, jenis, tahapan dan kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 9(2), 1220–1230. <https://doi.org/10.29303/jipp.v9i2.2141>

How to cite this article:

Purba, T. P. B., & Devianty, R. (2025). The Development of Paper Doll Media to Enhance the Fiction Storytelling Creativity of Fourth-Grade Students at SD/MI. *Journal of Educational Sciences*, 9(5), 4544-4556.
