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Implementation of Digital Finger Puppet Media to Improve Language and Motor Skills Among Children Aged 4–5 Years at TK Aisyiyah Bustanul Athfal Aek Paing

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Abstract: This article examines the application of digital finger puppet media to improve language and motor skills of children aged 4–5 years at TK Aisyiyah Bustanul Athfal Aek Paing. Early childhood development, particularly in language and motor domains, requires stimulating and engaging learning media. Digital finger puppets represent an innovative integration of traditional puppet-based storytelling with digital technology, allowing children to interact actively during the learning process. This study employs a qualitative descriptive approach based on classroom observation and literature review. The findings indicate that the use of digital finger puppet media positively contributes to children's vocabulary development, listening skills, storytelling ability, and fine motor coordination. The media enhances children's engagement and motivation, while also supporting the development of hand-eye coordination through manipulation of physical puppets integrated with digital displays. However, challenges such as limited digital infrastructure and teachers' technological competency need to be addressed. The article concludes that digital finger puppet media is an effective, contextually relevant tool for early childhood education in Indonesia, with implications for teachers, schools, and curriculum developers.

Keywords: Digital Finger Puppets; Early Childhood Education; Language Development; Motor Skills; Learning Media

INTRODUCTION

Early Childhood Education (ECE) plays a strategic role in establishing the foundation for children's overall development. At this stage, children receive various forms of stimulation necessary to support their physical, cognitive, social, emotional, language, and motor development. The success of education during early childhood significantly influences children's readiness to face subsequent levels of formal education.

Children aged 4–5 years are in a crucial developmental period often referred to as the "golden age." During this stage, brain development occurs rapidly, enabling children to absorb and respond to environmental stimuli effectively. Therefore, learning activities should provide meaningful educational experiences that are appropriate to the developmental characteristics of young children.

One of the most important developmental aspects during early childhood is language ability. According to Susanto (2017), early childhood language development includes listening, speaking, early reading, and early writing skills. These abilities serve as the primary means for children to communicate, express ideas and feelings, and understand information from their surroundings. The stronger a child's language skills, the easier it becomes for them to adapt to learning activities in school.

In addition to language development, motor development is another essential aspect of early childhood growth. Motor skills consist of both gross and fine motor abilities that support children's daily physical activities. Gross motor skills involve movements that use large muscle groups, while fine motor skills involve the coordination of small muscles required for activities such as writing, drawing, cutting, and arranging objects. Both types of motor skills are fundamental for children's preparedness to enter primary education.

However, efforts to enhance children's language and motor development continue to face several challenges. In many early childhood education institutions, learning activities are still dominated by conventional teacher-centered approaches. Such conditions often limit children's opportunities to participate actively in the learning process, resulting in less optimal stimulation of language and motor development.

The lack of variety in instructional media is another factor affecting the effectiveness of learning in early childhood education settings. The use of monotonous learning materials often causes children to lose interest and become less engaged in classroom activities. In contrast, young children naturally enjoy play-based, exploratory, and interactive learning experiences that stimulate their curiosity and active participation.

Preliminary observations conducted at TK Aisyiyah Bustanul Athfal Aek Paing revealed that language and motor development activities are still implemented through relatively simple approaches. Storytelling and play activities are generally conducted using conventional media without the support of digital technology. As a result, some children demonstrate limited participation, particularly in activities that require speaking skills and fine motor coordination.

Along with the advancement of educational technology, various digital

learning media have been developed to support early childhood learning. One innovative medium with considerable potential is the digital finger puppet. This learning medium combines traditional finger puppets as physical manipulatives with digital visual displays presented through interactive screens or projectors. The integration of these elements enables children to experience learning in a more engaging, interactive, and enjoyable manner.

The use of digital finger puppets is believed to stimulate multiple aspects of child development simultaneously. When children engage with stories presented through digital finger puppets, their listening and speaking skills can be effectively enhanced. At the same time, children can manipulate the puppets, imitate story characters, and participate in various activities that support fine motor development. Nurfadilah and Wahyudi (2020) stated that concrete, attractive, and interactive learning media tend to be more effective in increasing children's engagement than abstract instructional materials.

The selection of TK Aisyiyah Bustanul Athfal Aek Paing as the research site was based on several considerations. First, the institution is one of the representative Islamic-based early childhood education centers in the Aek Paing area. Second, preliminary observations indicated that many children still need improvement in their speaking abilities and fine motor skills. Third, the absence of systematic digital media implementation makes this institution a relevant context for examining the effectiveness of digital finger puppet media. Therefore, this article aims to analyze the implementation of digital finger puppets in improving the language and motor skills of children aged 4–5 years, identify the advantages and challenges of their application, and formulate practical recommendations for early childhood educators in creating more innovative, creative, and meaningful learning experiences.

METHODS

This study employed a qualitative approach using a descriptive research design. The qualitative approach was chosen because the study aimed to gain an in-depth understanding of the implementation of digital finger puppet media in learning activities and its contribution to the development of language and motor skills among children aged 4–5 years. Through this approach, the researcher was able to obtain a comprehensive description of children's learning experiences, the strategies used by teachers, and the factors supporting or hindering the implementation of the media.

The research was conducted at TK Aisyiyah Bustanul Athfal Aek Paing. The research site was selected purposively because the institution had not systematically integrated digital media into its learning activities, making it an appropriate setting for examining the effectiveness of digital finger puppet media in early childhood education. Furthermore, preliminary observations indicated that some children still required improvement in their language and fine motor skills.

The participants of the study consisted of classroom teachers and children aged 4–5 years who were involved in learning activities using digital finger puppet

media. Teachers were selected because they played a direct role in planning and implementing the learning process, while the children served as the primary participants experiencing language and motor skill stimulation through the use of the media.

Data were collected through observation, interviews, and documentation. Observation was conducted to directly examine classroom activities, children's engagement during the use of digital finger puppet media, and visible changes in their language and motor skills. Interviews were conducted with teachers to gather information regarding their experiences, perceptions, benefits, and challenges encountered during the implementation of the media. Documentation, including photographs of learning activities, instructional records, and children's work, was used as supporting data.

Data analysis was carried out using the interactive analysis model, which consists of three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and categorized data relevant to the research objectives. The data were then organized and presented in a narrative form to facilitate interpretation and analysis. Finally, conclusions were drawn based on patterns, themes, and findings emerging from the overall data collected during the study.

To ensure the trustworthiness of the findings, source triangulation and technique triangulation were employed. Source triangulation was conducted by comparing information obtained from teachers, observational data, and supporting documents. Technique triangulation involved comparing data gathered through observations, interviews, and documentation. These procedures were applied to enhance the validity and credibility of the research findings and to provide an accurate description of the implementation of digital finger puppet media in improving the language and motor skills of children aged 4–5 years.

RESULTS & DISCUSSION

Digital Learning Media in Early Childhood Education

Digital learning media refer to all forms of instructional tools that utilize information and communication technology to deliver educational content to learners. In the context of Early Childhood Education (ECE), effective digital media should adhere to the principles of play-based learning, stimulate multiple developmental domains simultaneously, and be easily operated by children under the guidance of teachers (Ministry of Education and Culture, 2015). The integration of technology into early childhood classrooms has created new opportunities for educators to design more engaging and meaningful learning experiences.

The use of digital learning media has become increasingly important in response to the rapid advancement of educational technology. Digital tools provide children with opportunities to interact with visual, auditory, and kinesthetic stimuli

within a single learning activity. Such interactions not only enhance children's interest in learning but also help create a more dynamic and enjoyable classroom environment. Consequently, digital media are often regarded as valuable resources for supporting holistic child development.

Research conducted by Dewi and Kurniawan (2021) revealed that the use of animation-based digital media in kindergarten settings significantly improved children's concentration and active participation. The study found that children who learned through interactive visual media were more attentive to instructional activities and demonstrated greater enthusiasm during the learning process. These findings indicate that appropriately designed digital media can serve as effective tools for increasing children's engagement in educational activities.

Furthermore, interactive digital media can facilitate communication between teachers and children by presenting information in a more accessible and attractive format. Visual animations, sounds, and interactive elements help children understand instructions more easily and encourage them to participate actively in classroom discussions and activities. As a result, digital media can contribute to the development of both cognitive and language skills in early childhood learners.

These findings are consistent with the multisensory learning theory proposed by Gardner (as cited in Suyadi, 2010), which suggests that young children learn most effectively when multiple senses are engaged during the learning process. By combining visual, auditory, and tactile experiences, digital learning media can accommodate different learning styles and developmental needs. This multisensory approach enables children to process information more effectively and retain learning experiences for longer periods.

Therefore, the integration of digital learning media into early childhood education should be viewed not merely as a technological innovation but also as a pedagogical strategy to enhance children's overall development. When implemented appropriately, digital media can support language acquisition, motor skill development, creativity, and social interaction while maintaining the fundamental principle of learning through play. Consequently, educators are encouraged to explore and utilize digital media that are developmentally appropriate and aligned with the learning objectives of early childhood education programs.

Digital Finger Puppet Media: Concepts and Characteristics

Finger puppets are traditional storytelling media that have long been recognized as effective instructional tools in Early Childhood Education (ECE). These puppets are miniature character representations worn on the fingers, allowing teachers and children to act out various roles within a story. Their simple design and interactive nature make them particularly suitable for young learners, who tend to learn best through play and imaginative activities.

Traditionally, finger puppets have been used to facilitate storytelling, role-playing, and language development activities. Through puppet-based interactions, children are encouraged to listen attentively, express ideas, and engage in social communication. The use of finger puppets also creates a playful learning atmosphere that reduces anxiety and increases children's willingness to participate in classroom activities.

With the advancement of educational technology, finger puppet media have evolved into a digital format known as digital finger puppets. In this approach, physical finger puppets are combined with digital visual presentations displayed on screens, projectors, or other interactive devices. These digital elements may include animated backgrounds, sound effects, music, and interactive visual features that enrich the storytelling experience.

The integration of digital technology into traditional finger puppet activities creates a more immersive and engaging learning environment. Children are not only exposed to physical manipulation of the puppets but also to visual and auditory stimuli that support comprehension and imagination. As a result, storytelling becomes more dynamic and meaningful for young learners.

One of the primary characteristics of digital finger puppet media is its multisensory nature. Children simultaneously engage their visual, auditory, and kinesthetic senses while participating in learning activities. This combination of sensory experiences supports deeper understanding and retention of information compared to learning methods that rely on a single sensory channel.

Another important characteristic of digital finger puppet media is its flexibility. Teachers can easily adapt the content to suit specific learning objectives, classroom themes, cultural contexts, or religious values. For example, stories can be designed to incorporate Islamic teachings, moral values, local folklore, or themes related to children's everyday experiences. Such flexibility allows educators to create learning experiences that are both relevant and meaningful.

According to Wati (2016), audiovisual media combined with physical manipulatives can significantly improve children's memory retention compared to audio-only media. The combination of seeing, hearing, and physically interacting with learning materials enables children to process information through multiple cognitive pathways. Consequently, learning outcomes tend to be more effective and long-lasting.

Furthermore, digital finger puppet media promote active participation rather than passive learning. Instead of merely observing a story, children are encouraged to manipulate puppets, imitate characters, answer questions, and even create their own narratives. This active engagement fosters creativity, communication skills, and self-confidence among young learners.

The collaborative nature of digital finger puppet activities also supports social development. Children often work together to perform stories, share roles, and communicate with peers. Through these interactions, they learn important social skills such as cooperation, empathy, turn-taking, and respect for others' perspectives.

In addition, digital finger puppet media align with contemporary educational approaches that emphasize child-centered learning. By allowing children to actively participate in constructing meaning from stories and experiences, the media support the principles of constructivist learning theory. Children become active contributors to the learning process rather than passive recipients of information.

Overall, digital finger puppet media represent an innovative integration of traditional storytelling practices and modern technology. Their interactive, flexible, and multisensory characteristics make them highly suitable for supporting various aspects of early childhood development, particularly language, cognitive, social, emotional, and motor development.

Language Development of Children Aged 4–5 Years

Language development is one of the most fundamental aspects of early childhood growth. Through language, children communicate their thoughts, emotions, needs, and experiences. Language also serves as the foundation for future literacy skills and academic achievement. Therefore, providing appropriate language stimulation during early childhood is essential for children's overall development.

According to the Regulation of the Minister of Education and Culture of Indonesia No. 137 of 2014 concerning National Standards for Early Childhood Education, children aged 4–5 years are expected to express their wishes and feelings verbally, understand multiple simple instructions, answer questions, and retell stories they have heard. These developmental achievements indicate significant progress in children's communication abilities.

Language development at this stage encompasses three major dimensions: listening, speaking, and language comprehension. Listening skills involve the ability to receive and understand spoken information. Speaking skills refer to children's ability to express ideas and communicate effectively. Language comprehension relates to understanding vocabulary, sentence structures, and the meaning of messages conveyed by others.

Children's language abilities develop through continuous interaction with their social environment. Family members, teachers, and peers play crucial roles in providing linguistic input and communication opportunities. Frequent exposure to meaningful conversations enables children to acquire new vocabulary and improve their communication skills.

Vygotsky (as cited in Santrock, 2012) emphasized the importance of social interaction in language development. According to his sociocultural theory, children learn language through communication and collaboration with more knowledgeable individuals. Language acquisition is therefore not merely an individual cognitive process but also a socially mediated activity.

In this context, digital finger puppet media can function as an effective form of scaffolding. Structured storytelling activities provide children with language models, vocabulary exposure, and opportunities to participate in meaningful conversations. Through these experiences, children gradually develop their communication skills with support from teachers and peers.

The visual and auditory components of digital finger puppet media also enhance children's comprehension of stories. Animated backgrounds, character voices, and sound effects help children understand narrative contexts more easily. Consequently, children are better able to follow storylines and recall information presented during learning activities.

Moreover, storytelling activities involving digital finger puppets encourage children to ask questions, express opinions, and retell stories in their own words. Such activities promote verbal fluency and strengthen children's confidence in speaking before others. Therefore, digital finger puppet media can serve as an effective tool for fostering language development among children aged 4–5 years.

Motor Development in Early Childhood

Motor development refers to the progressive acquisition of movement skills that enable children to interact effectively with their environment. In early childhood, motor development is commonly divided into gross motor skills and fine motor skills. Both dimensions are essential for supporting children's independence and participation in daily activities.

Gross motor skills involve large muscle movements such as running, jumping, balancing, and climbing. Fine motor skills, on the other hand, involve the coordination of smaller muscles, particularly those in the hands and fingers. Fine motor abilities are especially important because they form the basis for tasks such as writing, drawing, cutting, and manipulating objects.

According to Sujiono (2013), children aged 4–5 years should demonstrate increasing proficiency in grasping, pinching, arranging, and manipulating small objects. These abilities indicate the development of hand strength, finger dexterity, and coordination required for more complex tasks in later educational settings.

Digital finger puppet activities provide valuable opportunities for children to practice fine motor skills. Children are required to put on and remove finger puppets, manipulate characters using finger movements, and coordinate hand actions while participating in storytelling activities. These movements strengthen the small muscles of the hands and fingers through enjoyable and meaningful experiences.

Furthermore, operating finger puppets while following story sequences requires children to coordinate visual information with physical movement. This process contributes to the development of eye–hand coordination, a critical prerequisite for writing readiness and other academic skills. According to Sumantri (2005), effective eye–hand coordination supports children's ability to perform precise and controlled movements necessary for formal schooling.

Therefore, digital finger puppet media not only contribute to language development but also play a significant role in enhancing children's fine motor abilities. Through repeated practice in engaging storytelling activities, children

develop greater control, coordination, and confidence in using their hands and fingers, which are essential competencies for future learning and daily life activities.

Implementation of Digital Finger Puppet Media and Its Impact on Children's Language and Motor Development at TK Aisyiyah Bustanul Athfal Aek Paing

Based on observations and relevant literature, the implementation of digital finger puppet media at TK Aisyiyah Bustanul Athfal Aek Paing can be organized through a series of structured learning activities designed to stimulate multiple domains of child development simultaneously. The integration of physical finger puppets with digital storytelling elements provides an innovative learning environment that combines play, interaction, and technology. This approach is particularly suitable for children aged 4–5 years, who learn most effectively through active participation and meaningful experiences.

The learning process begins with an opening activity aimed at attracting children's attention and preparing them for the lesson. The teacher sets up a projector or digital screen displaying a thematic background related to the story, such as a forest, marketplace, mosque, or other environments relevant to the learning objectives. Children are invited to sit in a circle facing the screen, creating an atmosphere that encourages interaction and participation. Each child receives a finger puppet representing one of the story characters. The teacher then introduces the characters by demonstrating puppet movements while explaining their roles within the story.

This introductory stage serves several important educational purposes. First, it stimulates children's curiosity and motivation to participate in the learning process. Second, it helps children become familiar with the characters and context of the story before the narrative begins. Third, it provides an opportunity for children to practice attention and listening skills as they observe the teacher's demonstrations and explanations.

During the main activity, the teacher tells a story using the finger puppets while simultaneously displaying digital animations, visual effects, and background images that support the narrative. The combination of physical and digital elements creates a richer storytelling experience that captures children's interest and enhances their understanding of the story. Sound effects and visual transitions may also be incorporated to increase engagement and make the learning experience more enjoyable.

Throughout the storytelling session, children are encouraged to actively participate rather than merely listen. The teacher may provide instructions such as, “Raise your puppet when you hear the name Ali,” or “Move your puppet when the character begins walking.” These simple actions require children to listen carefully, process information, and respond appropriately. Consequently, the activity simultaneously develops listening comprehension, attention skills, and fine motor coordination.

After the storytelling session, children are invited to retell parts of the story using their own words and finger puppets. This activity encourages verbal expression, vocabulary development, narrative sequencing, and communication confidence. By reconstructing the story from memory, children practice organizing

ideas and conveying information coherently, which are important foundations for later literacy development.

The closing activity focuses on reflection and reinforcement of learning outcomes. Teachers ask questions related to the story's content, characters, and moral values. Children are encouraged to share their opinions, feelings, and lessons learned from the story. Such reflective discussions help strengthen comprehension while promoting critical thinking and communication skills.

To further extend the learning experience, children may be asked to draw their favorite finger puppet character or a scene from the story. This activity not only reinforces story comprehension but also provides additional opportunities to develop fine motor skills through drawing, coloring, and hand control exercises. By integrating artistic expression into the lesson, teachers can address multiple developmental domains within a single learning activity.

The implementation of digital finger puppet media stimulates various aspects of child development simultaneously. In terms of language development, children practice listening, speaking, retelling stories, answering questions, and acquiring new vocabulary. Storytelling activities expose children to rich linguistic input while providing opportunities for meaningful communication. These experiences contribute significantly to the development of expressive and receptive language skills.

From a motor development perspective, digital finger puppet activities promote fine motor coordination through the manipulation of small objects. Children learn to put on and remove puppets, move their fingers according to story events, and coordinate their hand movements with visual stimuli displayed on the screen. Such activities strengthen finger dexterity and hand control, both of which are essential prerequisites for future writing skills.

The learning activities also contribute to social-emotional development. As children participate in role-playing, storytelling, and classroom presentations, they learn to communicate with peers, take turns, cooperate, and express emotions appropriately. These experiences foster self-confidence, empathy, and social competence. Children who successfully perform in front of their classmates often demonstrate increased confidence in expressing ideas and interacting with others.

In addition, digital finger puppet media support cognitive development by encouraging children to remember story sequences, understand cause-and-effect relationships, identify characters, and predict story outcomes. The combination of visual, auditory, and kinesthetic stimuli enhances memory retention and comprehension. Children are required to process information from multiple sources simultaneously, thereby strengthening cognitive engagement and problem-solving abilities.

Consistent implementation of digital finger puppet media has the potential to produce measurable improvements in children's language abilities. Storytelling activities expose children to a wide range of vocabulary, sentence structures, and conversational patterns. Through repeated interaction with stories and characters, children gradually expand their active vocabulary and become more confident in verbal communication. Research conducted by Rahmawati (2019) found that children who participated in puppet-assisted storytelling activities demonstrated

significantly higher speaking and storytelling abilities compared to children who learned without such media.

Similarly, substantial benefits can be observed in fine motor development. The repeated manipulation of finger puppets strengthens the intrinsic muscles of the hands and fingers, which are crucial for pre-writing skills. Furthermore, coordinating finger movements with digital visual stimuli enhances eye–hand coordination and movement precision. According to Sumantri (2005), manipulative activities involving small objects are among the most effective methods for developing fine motor skills in early childhood.

Overall, the implementation of digital finger puppet media at TK Aisyiyah Bustanul Athfal Aek Paing represents an innovative instructional strategy that integrates traditional storytelling with digital technology. The approach not only enriches children's learning experiences but also contributes significantly to the development of language skills, fine motor abilities, social-emotional competence, and cognitive growth. Therefore, digital finger puppet media can be considered an effective and developmentally appropriate educational tool for supporting holistic learning among children aged 4–5 years.

Advantages, Challenges, and Solutions in the Implementation of Digital Finger Puppet Media

Digital finger puppet media offer several advantages that make them highly relevant for early childhood education settings in Indonesia. One of their primary strengths is the balanced integration of physical and digital elements. Unlike many technology-based learning tools that rely solely on screen interaction, digital finger puppets encourage children to actively manipulate physical objects while engaging with digital visual content. This approach helps reduce the risk of excessive screen exposure and promotes hands-on learning experiences that are developmentally appropriate for young children.

Another significant advantage is the flexibility of the digital content. Teachers can easily adapt stories, characters, and visual backgrounds to align with specific learning themes, local cultural values, and religious teachings. This feature is particularly beneficial for Islamic-based early childhood institutions such as TK Aisyiyah Bustanul Athfal Aek Paing, where educational activities are expected to incorporate moral and Islamic values alongside academic learning. Through digital finger puppet media, educators can create culturally relevant and meaningful learning experiences that resonate with children's daily lives.

Furthermore, the production cost of finger puppets is relatively affordable compared to many other educational technologies. Teachers can create finger puppets using inexpensive and easily accessible materials such as felt fabric, cardboard, paper, or recycled materials. This affordability makes the media suitable for schools with limited financial resources while still providing opportunities for innovative and engaging learning activities.

Despite these advantages, several challenges may arise during implementation. One of the most common obstacles is the limited availability of digital infrastructure. Many early childhood education institutions, particularly those located in rural or semi-urban areas, do not have sufficient access to

projectors, interactive screens, or other digital equipment. This limitation can affect the consistency and effectiveness of digital finger puppet activities.

Another challenge relates to teachers' technological competence. Not all educators possess adequate skills to create, modify, or operate digital learning content. Some teachers may feel less confident using educational technology, particularly if they have limited experience with digital applications. As a result, the potential benefits of digital finger puppet media may not be fully realized without appropriate professional development and support.

In addition, young children generally have relatively short attention spans. Learning activities that are too long or repetitive may reduce children's engagement and participation. Therefore, digital finger puppet sessions should be carefully designed using short, varied, and interactive segments that maintain children's interest while ensuring that learning objectives are achieved.

Several practical solutions can be implemented to address these challenges. Schools with limited resources may utilize tablets, laptops, or smartphones as more affordable alternatives to projectors, particularly for small-group learning activities. These devices can still provide visual and interactive support for storytelling sessions without requiring substantial financial investment.

Teacher training programs should also be conducted regularly to improve educators' digital literacy and instructional technology skills. Workshops focusing on user-friendly applications such as Canva, PowerPoint animations, and basic video-editing tools can help teachers develop attractive and interactive digital learning materials independently. Continuous professional development is essential to ensure that teachers can effectively integrate technology into early childhood education practices.

Finally, collaboration between teachers and parents can play a crucial role in maximizing the effectiveness of digital finger puppet media. Parents may be encouraged to repeat storytelling activities at home using simple finger puppets, thereby extending children's learning experiences beyond the classroom. Such home–school partnerships support continuity of learning and provide children with additional opportunities to practice language, communication, and motor skills in familiar environments. As noted by Keengwe and Onchwari (2009), meaningful collaboration between schools and families contributes significantly to children's educational success and overall development.

CONCLUSION

The implementation of digital finger puppet media at TK Aisyiyah Bustanul Athfal Aek Paing demonstrates significant potential as an effective tool for stimulating the language and motor development of children aged 4–5 years. By integrating the physical manipulation of finger puppets with digital visual presentations, this learning medium is capable of simultaneously enhancing listening, speaking, storytelling, fine motor skills, and eye–hand coordination within a single learning activity. Moreover, the interactive and engaging nature of digital finger puppet activities creates meaningful learning experiences that encourage children's active participation and enthusiasm throughout the learning process.

Based on the findings and discussions presented in this study, several

recommendations can be proposed. For teachers, it is important to design digital finger puppet activities in a structured manner by carefully considering the duration of activities, learning themes, and the level of children's engagement. For schools, efforts should be made to improve access to basic digital facilities and to provide ongoing technology training programs for educators to support the effective implementation of innovative learning media. For parents, supporting storytelling activities at home through the use of simple finger puppets can reinforce and extend the learning experiences gained in the classroom. Finally, for future researchers, experimental studies employing Classroom Action Research (CAR) designs are highly recommended to obtain more measurable empirical evidence regarding the effectiveness of digital finger puppet media in enhancing children's language and motor development in early childhood education settings.

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