

THE USE OF ANIMATION-BASED FAIRY TALES MEDIA TO IMPROVE THE LISTENING SKILLS OF ELEMENTARY SCHOOLS STUDENTS

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Abstract

This study aims to find out how animation-based fairy tale media can play a role in improving listening skills in elementary school children. The method in this study uses the literature study method with secondary data sources originating from national and international journals and books. The procedure in this study uses the theory of Mary W. George which has been developed. The results of the research are discussion topics that focus on the role of collaboration between fairy tales and animation media to improve skills. Collaboration between fairy tales and animation can be done by developing and designing fairy tale scripts that have been written so that they can be delivered with animated media.

Keywords: listening skills, elementary school, fairy tales, animation

1. Introduction

Listening skills are the first thing that can be mastered by humans (Subhayni and Iqbal, 2021) as a basis for mastering language as a means of communication with others (Sorraya and Sriwandari, 2019). Listening is a skill in perceiving, managing, classifying, and involving the five senses (Laia, 2020) which in its realization forms a concentration to gain an understanding (Pamuji and Setyami, 2021) by listening to sound symbols, identifying, and assessing what people say (Kurniaman and Huda, 2018). Based on the explanation, it can be seen that listening skills are the first activities that humans can master through the senses of hearing to capture and manage messages in the form of sound symbols as the basis of communication.

Many things can affect the human ability to master listening skills. Massitoh (2021) states that if there are external factors and internal factors that become a benchmark for the success of listening skills, external factors are in the form of the environment while internal factors include psychological, physical, attitude, and gender. Meanwhile, Ibda (2019) explains that in listening, one must pay attention to the hearing device and inner condition. Tarigan (2015) in more detail mentions that factors that can affect listening skills include physical, psychological, experience, attitude, gender, environment, role, and motivation.

Various kinds of goals and benefits of listening skills can be one of the supporting factors or encouragement as a motivation. Tarigan (2015) states that there are various goals and benefits that can be received, namely knowledge, enjoying the beauty of the speaker, assessing the listening material, enjoying and appreciating the listening material, communicating ideas, distinguishing sounds, and being able to solve problems. Triyadi (2015) said that listening can be a means of communication, communication skills, art, process, response, and as a creative experience. In addition, listening skills are also useful as language acquisition and can easily understand the instructions that are heard (Budyawati and Hartanto, 2017).

According to Budyawati and Hartanto (2017) the ability to master language and understand instructions from listening skills is important at the age of children. Magdalena, Ulfi, and Awaliah (2021) say that listening skills can develop logical thinking, especially among elementary school children. In line with what was said by Juannita and Mahyuddin (2022), the basic ability that elementary school children should have been listening

skills, so that children will be able to easily speak, read, and write. Based on the following various opinions, it can be concluded that listening skills are very much needed as language acquisition and logical thinking development at the elementary school level.

Elementary schools are educational institutions that carry out processes and learning for approximately 6 years (Kurniawan, 2015) for children aged 6-12 years (Suryandi, Hariyanto, and Metrikayanto, 2018; Aini, 2018). In elementary school, children will begin to recognize theoretical and practical education (Nugraha, et al., 2020), where they are still in the developmental stage (Magdalena, 2021). The development of children in elementary schools can continue to be improved through an application of learning (Mirdanda, 2019). It is understood that children aged 6-15 years at the developmental stage can receive theoretical education and practical education through a lesson.

Learning in the compulsory curriculum at the elementary school level based on PP 2021 Number 57 Article 40 Paragraph (2) includes Citizenship Education, Religion, Mathematics, Science, Social Studies, Cultural Arts, and Language (Zainuddin, Sadiyah, and Wardana, 2021). The scope of language learning itself concerns language, ability to understand, appreciation of literature, and language skills which include listening, speaking, reading, and writing (Hidayah, 2015). The four aspects of language skills bind each other strongly, where listening skills are the first order to master other skills (Nuryaningsih, 2021). Therefore, in order for Indonesian language learning to run smoothly at the elementary level, more skills in listening skills are needed.

The important listening skill becomes a new obstacle to learning. Massitoh (2021) in his research found problems in language learning in the form of minimal listening skills in elementary school children, causing obstacles in the form of misperceptions or imperfect material captured by students (Bagus, 2017). Satria (2017) further revealed that the condition of students was very attentive because listening skills were not ignored.

From the research that has been done by Satria (2017), it proves that if the efforts of the teacher are needed in solving problems in students' low listening skills, this effort can be done by involving models and learning media (Febriana, Ekowati, and Fantiro, 2017). Berliana (2015) also agrees that developing listening skills requires the accuracy of learning media. So that the teacher's role in improving listening skills can be done by providing a learning media.

Learning media can be called a bridge between the transmitter of material and the recipient of the material that can stimulate logic, heart, attention, and encouragement in participating in learning (Nurfadhillah, et al., 2021). Learning media can also be a place to transmit material (Kustandi and Dermawan, 2020) by using audio, visual, and audio-visual media to improve learning in the classroom (Lestari, et al., 2018). Octivasari and Nasriah (2020) continue that classroom learning can provide learning experiences, one of which is using fairy tales for developing listening skills. Based on this explanation, it can be seen that one of the media that can be a bridge between teachers and students as a means of delivering material in elementary school classes is fairy tales.

Fairy tales are fantasy or absurd stories that never happen as entertainment and can provide positive benefits or educational value (Shofiyulloh and Muhid, 2020) because there are moral and social values that can develop children (Habsari, 2017). Ardini (2012) explains that fairy tales are fictional stories that are passed down from generation to generation through writing or orally. Not only hereditary, fairy tales have also been embedded in people's lives as an inspiration to behave (Puspitasari, Rustono, and Bakti, 2013). Broadly, it can be obtained the meaning of fairy tales, namely stories from fictions that are passed down from generation to generation and have been attached to people's lives that provide positive benefits because they contain moral messages and social messages.

Sutardi (2007) wrote that there are four types of fairy tales, namely animals, ordinary, jokes, and formulas. Trianto (2007) describes animal tales as fairy tales with animal characters acting like humans, ordinary fairy tales that talk about the joys and sorrows of the main character, and tales of jokes are fairy tales with funny stories about characters. Meilani (2016) further discusses if the animal fairy tale character that is often used in Indonesia is the mouse deer, ordinary fairy tales generally use the ups and downs of human characters, anecdotal

fairy tales are fairy tales that can make listeners laugh, and formulaic fairy tales are fairy tales with a repetition structure. Through the previous discussion, it can be seen that the type of fairy tale can be known through the characters and the storyline.

The storyline of fairy tales that tend to be easy to accept does not make children immediately understand the meaning of the story content, so it is important for educators to master the media of fairy tales. For children, fairy tales can be given through a story and include a conclusion (Fitroh and Sari, 2015), where this can be done by everyone, especially among educators (Zaitun, et al., 2016). Based on the research of Polina and Pramudiani (2018), the fact is that it is not easy to use fairy tales in learning, there are several difficulties, among others, storytelling is considered less attractive by children and the delivery of fairy tales is not very memorable so that it results in children's interest in listening to fairy tales. Fatimah, Hasanudin, and Amin (2021) also explained that the way teachers tend to be old-fashioned can affect students' interest. Therefore, a new means of conveying fairy tales is needed that is more interesting. One of these innovations can be done by conveying fairy tales in the form of animation.

Animation can be interpreted as a mixture of technology and art (Soenyoto, 2017) which comes from a collection of objects and is arranged regularly using a certain speed (Enterprise, 2020). Luhulima, Dongeng, and Ulfa (2027) reveal animation as the dynamic motion of an object to make it look attractive. In line with what was expressed by Apriansyah (2020), that the combination of audio and visual in animation can attract attention. From these various opinions, it can be seen that animation is a moving image that comes from a collection of objects arranged at a speed which is a mixture of technology and art as well as a combination of audio and visual to make it look more attractive.

Bloop Animation in Helianthusonfri (2018) states that there are several types of animation, including traditional animation, 2D animation, stop motion, motion graphics, and 3D or computer animation. Meanwhile, Yudhanto and Purnomo (2017) classify the types of animation in general into three, namely stop-motion, 2D animation, and 3D animation. Saputra, Piarsa, and Sasmita (2015) also explain that animation is only divided into traditional animation and computer animation. Broadly speaking, it can be concluded that there is 2D animation and there is also computer animation (3D).

Animation in 2D and 3D has more advantages or functions. Utami (2011) says that the use of animation can be very helpful in explaining an event and attracting attention and building self-motivation in the form of motivation. Novitasari (2010) explains that animation currently has many benefits, namely as entertainment, advertising, science, auxiliary media, complementary media, and as assistants in making presentations. More clearly, Novitasari (2010) also explains that using animation as an assistant in a presentation can attract focus because of the sound and movement, facilitate the delivery of material, and give a beautiful impression on the presentation.

Based on this explanation, this animation concept will be used as the basis for the fairy tale media. Considering the basis of this animation has not been done by previous researchers, it is important to do this research. In the end, this animation base is a unified learning media which is expected to help elementary school students to improve their listening skills.

2. Method

The method used in this research is a literature study method. Jaelani, et al. (2020) describes literature study as part of a qualitative approach by means of secondary data analysis starting from problem identification, data collection, and conclusions or resolution. The literature study method can be described as a method that reviews a concept based on references from previous research through relevant schemes regarding research issues (Suswandari, 2021) so that it is considered the basis for research and development on any topic (Aldianto et al., 2018). Thus, literature study is part of a qualitative approach that reviews and uses secondary data from previous research so that it can be relevant and become the basis of research problems.

Based on this explanation, the source of data in this research is secondary data related to research topics, such as fairy tales, animation, listening skills, and elementary school children. Secondary data that is intended can come from books and journal articles as well as proceeding articles published nationally and internationally.

The process of data collection stages using a nine steps modification of Mary W. George's theory into four steps as shown in Fig. 1



Figure 1. Chart of literature study stages

The modification of George's procedures in this study will be developed in steps that include, 1) choosing a topic which will focus on the use of animation-based fairy tales, 2) forming a picture when animation-based fairy tales are used to support children's listening skills at the school basic level, 3) choosing a strategy in the form of an animation-based fairy tale media development design, 4) making a conclusion if to apply animation-based fairy tale media so that it can play a role in children's listening skills in elementary schools, they can take advantage of the animation-based fairy tale media development design so that educators can provide a lot of fairy tales variety in the form of animation for children in elementary school. The reason the researcher using these four steps is because the four steps which include topic selection, imagination, strategy, and conclusion will be the most important things and points for research results.

3. Results and Discussion

a. Topic Selection

Improving listening skills in elementary school children cannot be said to be easy, educators must be able to design learning media as well as possible to be able to attract students' interest in listening material. Without learning media, students will easily feel bored and not be able to listen to what is conveyed by the teacher properly (Istihanah, 2013). Learning media that are deemed appropriate to improve students' listening skills and can also foster imagination and fantasy and understanding abilities can be in the form of fairy tales (Kurniaman and Huda, 2018). Unfortunately, the lecture method of delivery carried out by educators is considered to give a sense of saturation and lack of interest (Kadir and Djafar, 2022), so a new method is needed in the form of the use of animation that can support learning to listen to fairy tales so that learning objectives to improve listening skills can be achieved (Ahmad, Hajar, and Almu, 2018). Based on this explanation, the topic in this study will focus on developing animation-based fairy tale media so that they can play a role in improving students' listening skills.

b. An Overview of the Use of Animation-Based Fairytale Media

There are many ways to convey fairy tales, starting from educators who provide facts in fairy tales to involving students to mention the characteristics of characters and convey the ending of fairy tales freely (Hanafi, 2017). Soetantyo (2013) also explains if the fairy tale can be read by educators first, which can then involve students in playing a role in fairy tales. However, in practice, many educators cannot tell storytelling for several reasons, such as not knowing the technique of telling fairy tales (Rosidah and Rusminati, 2017), so educators need the help of traditional teaching aids or use information technology applications in the form of animation (Fitroh and Sari, 2015). The use of animated media itself not only plays a role in helping educators, but also increases interest, curiosity, and increases motivation in participating in learning so that students gain

understanding of listening and are able to listen better (Yasmine, Agustina, and Rini, 2020). Based on this explanation, the use of animation-based fairy tale media is to assist educators in conveying fairy tales and to accompany them as listening material to improve students' listening skills.

c. Animation-Based Fairytale Media Design Strategy

To be able to achieve the use of fairy tale media, educators as storytellers must consider the thinking, language, and grasping abilities possessed by children with an elementary school age range (Suaibun, 2019) so educators must first prepare fairy tales that are easy to master, able to entertain and captivate students, able to optimize children's imagination, and can educate (Patimah, 2015). Unfortunately, many educators cannot tell stories because of the need to compose scripts (Kusmiadi, Sriwahyuningsih, and Nurfalalah, 2008) and educators' understanding of fairy tales is still very low, plus there is no media to convey fairy tales are also the reason for educators not to use fairy tales in learning (Kusmiadi in Ardini, 2012). Therefore, media is needed in the form of designing animation-based fairy tales that can assist educators in providing learning (Fakhrurozi, Fajar, and Trisnawat, 2021), because animation is considered very appropriate to improve students' listening skills (Munar and Suyadi, 2021). Based on this explanation, to apply animation-based fairy tale media so that it can play a role in improving listening skills in children in elementary schools, educators need the following stages:

1) Fairy Tale Script Writing

Adisaputera, Lubis, and Hutagalung (2019) explain that there are several general stages for writing a fairy tale script, namely a) choosing the type of fairy tale, b) determining the time and place setting, c) making the storyline, d) using simple sentences, e) paying attention to PEUBI or EYD, f) using references from previous fairy tales, and g) giving moral messages. Furthermore, Puspitasari, Hidayatullah, and Jupri (2018) conveyed the stages of writing a fairy tale script in a simple way, including, a) the preparation of the storyline, b) determining the setting of the fairy tale, c) making the plot and setting, d) determining the character of the characters, and e) writing stage. Based on this explanation, writing a fairy tale script can be done with the following stages and examples:

1. Choose the type of fairy tale: fable.
2. Determine the setting of place and time: Country of Rabbits and morning and evening.
3. Create a storyline: a bunny named Ala is afraid to meet a wolf because she doesn't listen to Rabbit Mother's advice.
4. Determine the character of the characters: Rabbit Mother is loving and caring, Ala is stubborn and likes to ignore other people's messages, Ali and Ela are obedient, and Wolves are evil and afraid of fire.
5. Giving a message: do not ignore the message and listen to advice from others if you do not want to regret.
6. Writing stage:

Like the Stubborn Rabbit

In the peaceful Land of Rabbits, there lived a family consisting of Rabbit Mother and her three cubs. This morning, three rabbits named Ala, Ali, and Ela are getting ready to play in the garden. As usual, Rabbit Mother will help Ala, Ali, and Ela prepare their things to head to the Park.

"Go home as soon as the sun goes down, don't wait for the night," said Rabbit Mother to her three children.

"Okay ma'am." Ali and Ela nodded obediently.

Unlike her two siblings, Ala actually frowns and doesn't like hearing her mother's advice. "Why do you have to go home in the afternoon?"

"Because the night is dangerous because it is dark, there is no light that will help you to get home."

Hearing the mother's answer, Ala just bent her face in disapproval.

"It's very dangerous if you meet a wolf," continued Mother Rabbit.

Ali and Ela immediately nodded obediently, but Ala didn't listen at all. In Ala's mind, she just wanted to play until the evening and would only come home when she was happy. Ala really likes to play, especially in the Rabbit Park which is so wide and shady.

After Ala, Ali, and Ela said goodbye, the three immediately headed for the Garden. The atmosphere in the park was very crowded with other rabbits full of laughter. Play time seemed very short because the bunnies enjoyed it, until the sun was almost setting to the west.

"Ala, let's go home," said Ali and Ela who were already getting ready to go home.

"I don't want to go home; I will play until I'm satisfied."

"Mother ordered us to go home in the afternoon." Ali is still trying to persuade his brother. "Mother said the night was very dangerous. We won't be able to find the light and meet the wolves."

"I didn't hear it."

Ali and Ela decide to leave Ala who is stubborn, they think Ala will not listen even though she has been persuaded many times. When the sky was getting dark, Ala just felt fear. There is no moonlight tonight because the weather is cloudy. The little rabbit finally decided to go home, but unfortunately on the way Ala met a wolf.

"What is the little bunny doing hanging around at night like this?" asked The wolf blocking Ala's path.

"I want to go home."

"There's no going home at night little bunny."

Ala starts to cry, remembering her mother's message asking to go home early because the wolves might come, but she doesn't listen. The little rabbit began to feel sorry and promised to listen to his mother from now on. He wanted to go home and play with Ali and Ela again.

"I want to go home," Ala whined as the Wolf began to approach.

"No little bunny."

As soon as the wolf approached, a reddish glow emerged from the bushes with smoke which frightened the wolf and backed away. As the reddish light that turned out to be fire drew nearer, the Wolf ran in fright from the Garden. Rabbit Mother, Ali, and Ela who were hiding in the bushes while carrying a torch immediately approached Ala who was still crying.

"Mother, I'm sorry, I will listen to what you have to say from now on," said Ala hugging Rabbit Mother.

Mother rabbit smiled a little with a nod. "Now let's go home," said Mother Rabbit to her three children

2) Animation Based Fairy Tale Development

After making a fairy tale script, the design process for developing animation-based fairy tale media requires storyboarding, animating, and voice acting (Fakhrurozi, Fajar, and Trisnawat, 2021). Prabowo and Warjiyono (2014) further explain that the development of animation-based fairy tales requires the initial steps in designing storyboards, making animations which include creating characters and creating backgrounds, and preparing sound effects. The same thing was also conveyed by Tanuwijaya and Wibowo (2020), developing animation-based fairy tale media compiled from storyboards, preparing animation materials such as back sound or audio, the process of making animation or animating, and testing. Based on the following explanation, the development of animation-based fairy tales certainly includes several stages, which include:

a) Storyboard Design

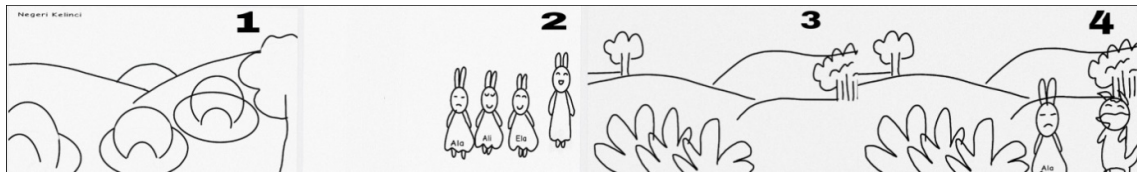


Figure 2. The display of the storyboard for the story of the Stubborn Rabbit

b) Animation

Technology that is developing rapidly at this time makes it easier to make animation (Nainggolan, 2017), one proof of which is the presence of software and applications that are specifically designed to create animation (Badaruddin, et al., 2021). One of the android applications that is here to make it easier for users to make simple animations is FlipaClip (Retnawati, et al., 2021). Based on this explanation, the process of animating or making animation can now be done more easily with the presence of one of the android applications, namely FlipaClip. In using the FlipaClip application itself requires several stages which include:

- (1) Download FlipaClip app on PlayStore
- (2) Open the FlipaClip APP
- (3) Age verification

Fig. 3.



Figure 3. The initial screen of the FlipaClip application

- (4) Press the sign (+)

Fig. 4



Figure 4. FlipaClip application screen

- (5) Specify the animation name and choose the background, canvas size and frame rate

Fig. 5.



Figure 5. FlipaClip application screen

- (6) Start animation
- 3) Audio Feed

To add audio or sound effects to animations, educators don't need to bother because the FlipaClip application has provided a feature to enter audio by pressing the button indicated by the red arrow.

Fig. 6.

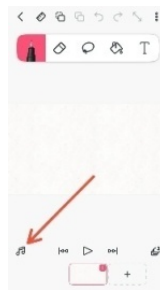


Figure 6. FlipaClip application screen

Development and innovation in learning is one thing that must continue to be done in the world of education. Innovations in learning media themselves can include more varied media, strategies, and teaching techniques from educators so that learning can create an active and fun atmosphere (Arifin, et al., 2018). This is considered capable and efficient to achieve learning outcomes in the form of knowledge, behavior, and every skill that exists in students (Nurrita, 2018). One of the skills that is an important object of study as a spearhead of the learning process, especially at the elementary school level which is the beginning of the next level of education is language skills which include reading and speaking as well as writing and listening (Syofiani, et al., 2018). Therefore, in this study, the researcher of the concept of development of learning media on fairy tales in collaboration with animation as a new strategy to assist educators in delivering more enjoyable learning, so as to improve and achieve listening skills in elementary school students is considered feasible.

Students at the elementary school level are considered to still be unable to carry out the teaching and learning process independently, so they still need assistance to understand learning so that there is no wrong understanding of the material by students (Puspitasari, 2020). The ability of educators to choose media and direct innovative learning to assist students is one of the factors that determine the success of the teaching and learning

process (Nasrun, Faisal, and Ferdiansyah, 2018). Thus, this study reveals that animation-based fairy tales are used as educators' assistants in delivering fairy tales as learning media to assist students and as additional listening material which is expected to improve students' listening skills.

To be able to help and assist students, educators need an ability that can help the learning process (Khakiim, Degeng, and Widiati, 2016). One of them is the creative ability of educators in finding ways to convey knowledge so that the acceptance of learning by students is maximal (Judiani, 2011). The creativity of educators can be demonstrated by planning innovative learning using learning media that attracts students' attention (Lestari, Mudzanatun, and Damayani, 2017). Based on this explanation, this study describes more clearly how educators can make learning media in the form of fairy tales which are then developed into animations as a guide in developing educators' creativity in making learning media to attract interest which can have an effect on increasing students' listening skills.

4. Conclusion

This study concludes that the role of animation-based fairy tale media to improve children's listening skills in elementary schools as listening material that is able to attract learning interest, increase motivation, and make it easier for educators to carry out learning, can be done by designing animation-based fairy tale media. Designing an animation-based fairy tale begins with making a fairy tale script with steps including, 1) selecting the type of fairy tale, 2) determining the setting of place and time, 3) making a storyline, 4) determining the character of the characters, 5) giving the mandate, and 6) stages writing, then the fairy tale script will be developed in the form of animation with stages, among others, 1) storyboard design, 2) animating, and 3) audio giving.

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