

Animated Video Media as An Alternative to Developing Early Childhood Pre-Literacy

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Abstract

Word This study focuses on developing early childhood pre-literacy in Tk Al Irsyad Al Islamiyyah Tawangmangu through animated video media to strengthen listening skills and fluency in oral language expression of what children see and hear. School planning uses the 2013 curriculum and the implementation of group learning, and teachers can evaluate children's achievements using age-appropriate STPPA (Child Development Achievement Level Standards) for 4-5 years. This research is both descriptive and qualitative. Data collection using observation techniques, interviews, and document reviews the validity of the data is obtained through data triangulation. The technique of analysing data is carried out with interactive models. The implementation of the use of animated video media in pre-literacy learning is implemented in group learning perception with steps: (a) concentration and focus, (b) orientation (looking around), (c) children's play stage, and (e) recalling/summary. The results of the study showed that animated video media is effective for developing early childhood pre-literacy, including the ability to listen and express spoken language from animated videos viewed by indicators and STPPA and show positive progress in every stimulation given. Learning using animated video media can stimulate early childhood preliteracy, and animated video media provides interesting learning and innovation.

Keywords: animated video media, preliberation, early childhood

Introduction

Early childhood education, as stated in Law Number 20 of 2003 and also stated in Permendikbud Number 146 of 2014 concerning the 2013 curriculum, is a coaching effort carried out for children aged 0-6 years, carried out by providing educational stimulation to help the growth and development of the child's body and soul, so that children have the readiness to enter education at the next level. So important is early childhood that it needs the attention of every parent and education provider, especially at the Early Childhood Education (PAUD) level, to maximize all aspects of children's development (Dwiyanti et al., 2020). Education in early childhood is given to children as a basic foundation for educating children before facing a higher level of education, namely elementary school education. In line with this opinion, (Mahyuddin 2017) said that education is very important in the process of developing various potentials possessed by humans. In the early stages of life, it is very important to stimulate the process of child development, including brain intelligence, personality, and others. At this vulnerable age, the child's brain absorbs the new knowledge he has acquired quite easily. Teachers or parents impart new knowledge to children in this situation; using the right learning media is very necessary. To support this, an appropriate learning medium is needed to foster children's interest in learning at home. Good learning can be seen from various points of view, including resources, methods, models, and media (Slamet et al., 2022).

Media is a means to transfer or convey messages. A medium is referred to as educational media when the medium transfers messages in a learning process (Hasan et al, 2021). The many benefits of media That is, media harnesses the brain's ability to connect between verbal and visual representations of content, leading to a deeper understanding, which in turn favors the transfer of learning to other situations. The use of interesting learning media can increase children's interest and desire, awaken creativity, and stimulate learning (Chioran 2016). The selection and use of appropriate media will help educators deliver learning materials to students. One of the learning media that can be used is animated video media, where media, in addition to containing sound elements, also contain elements of images that can be seen. With animated video media, students are expected to grow and develop optimally in their learning.

Video media is a medium that can produce images as well as sound at the same time. Video is the recording, storage, and management of still images so that they appear like moving images. The development of media that can be used for the teaching and learning process can be in the form of visual-based media such as signs, typography, images, graphic

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design, illustration, or audio-based media. Some examples of video-based media include audio podcasts, radio broadcasts, internet radio, voice mail, and audio-visual-based media such as web streaming, video conferencing, and live broadcast services. Among these media, visual-based media can be easily obtained, searched for, and created by educators. The visuals are good. Development requires an environment that enriches visual stimuli (Schunk H 2012). Video learning is one of the media that has visual motion (moving images) elements and audio (sound), as a video learning medium acts as an introduction to information from teachers to students.

In learning the use of animated video media can stimulate children's motivation to early childhood. It is also argued that (Rismark 2019) studies show that videos can also serve as a means to encourage learners. Children's curiosity about the videos displayed by the teacher can increase their understanding of the material provided learning. Animated videos in the process of improving learning outcomes are also very effective because the appearance and material are packaged attractively so that student activities and student learning percentage results increase (Hasmira et al., 2017). At an early age, it is very good to develop language. Through language, early childhood can create various symbolic interactions, expressing their feelings, experiences, and knowledge (Septiyani et al., 2017). Early childhood language development is divided into four aspects, namely: listening, speaking, reading, and writing. Of these four aspects, listening (preliteracy) is the earliest skill before children can speak, read, and write (Anggraini 2019).

Children's interest in videos for learning will also increase their learning motivation. The results research of findings (Fauziah et al., 2020) stated that language development in children is improved using learning videos to improve listening skills and speaking skills when receiving and expressing their language, as evidenced by children's enthusiasm to convey the content of the material and children's listening skills from the initial results, which originally got results of 62.25, then increased to 81.45 with a validity rate of learning video media of 85%. Other research was also conducted by (Putra et al, 2015). The results of the research were seen in the presentation of interesting images and media animations, making it easier for children to remember the material. Early childhood seemed enthusiastic about participating in learning using interactive learning multimedia.

The ability to listen is one aspect of child development that will help children develop life skills to interact well in their environment. One aspect that supports child development and helps children in their interactions is language development. The child's ability to speak will determine the child's acceptance of his environment. Language development at an early age emphasizes the ability to listen and speak (Alam et al., 2019). This is reinforced by an opinion (Khotimah et al., 2021), which states that speech and language development is the ability to respond to sounds heard, convey wishes, follow directions, and so on so these abilities are important for a child to have. Based on the above opinion, the main language skills taught are listening and speaking skills. (Sabarti 1992) (Girsang et al., 2019) mention listening functions among them: (1) become the basis for children's language learning; (2) support other language skills (speaking, reading, and writing); (3) means of oral verbal communication; (4) media in obtaining information and knowledge. Based on the researchers' observations on early childhood pre-literacy skills (listening) in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten, they have not developed optimally, especially in aspects of oral language fluency, especially in understanding vocabulary or difficulty in interpreting words. The use of image media, such as story books, posters, and picture magazines, in children's classroom learning makes them less focused on what they learn, which is also another obstacle to maximum learning. Vocabulary recognition is also a priority for early childhood, as said by Jannah (2020). Mastery of vocabulary in early childhood will greatly help children communicate with others.

Some simple activities can be done in early childhood to increase their interest in pre-literacy (listening). This can be done with the help of adults, both parents and school teachers. One of the efforts that can be made is to use interesting learning media that can attract the attention of young children. Learning media, according to (Zaini 2017), is a media or tool that becomes an intermediary in delivering learning in early childhood because early childhood cannot be separated from learning media, but in principle, the tools used as learning media must be able to stimulate all aspects of child development and be able to overcome boredom in children so that learning runs effectively. Listening activities that utilize media in the form of animated videos will better support the pre-literacy learning process because they integrate writing with images, animation, and sound. The input that enters the brain is stronger, making it easier to process information that enters the brain. In addition, with media in the form of animated videos, children are helped to understand abstract things faster because they can be presented more concretely.

Based on the explanation above and the development and increase in the use of digital technology in early childhood, one of which is animated video media, as well as the PAUD curriculum, which underlies that early childhood requires knowledge and cognitive stimulation from an early age, as well as pre-literacy (Listening) in early childhood, which is currently a global issue, the author aims to raise the title "Animation Video Media as an Alternative in Developing Early Childhood Preliteracy" to examine more deeply the literature materials regarding the introduction of pre-literacy (Listening) for early childhood and to deepen and expand existing knowledge related to pre-literacy (Listening).

Method

This study uses qualitative descriptive methods that are by the targets and objectives of the study to determine the ability of children aged 4-5 years to listen and communicate orally from animated videos that are shown and heard in clear voice. According to (Creswell 2019), it is also explained that qualitative research is a type of research that makes researchers very dependent on information from the object under study or participants in broad scope, general questions, and data collection

mostly from participants' texts or words, and explaining and analysing subjectively collected texts. Descriptive itself means that the results of the research will be described clearly based on the research that has been done without drawing a conclusion based on the results of the research. Descriptive qualitative is a method that aims to describe completely and deeply social reality and various phenomena that occur in the community that is the subject of research so that in detail the characteristics, characters, properties, and models of the phenomenon under study are described (Thabrani 2022).

The study was conducted at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten because researchers saw problems that arose in kindergarten, and the head of the kindergarten allowed researchers to study there. The location of the kindergarten is in Karanganyar, Indonesia. Surveys conducted in this study include: 1). Interview the principal and teacher group A by providing questions to be answered in interviews with researchers. 2). Observations are made during learning with teachers to see children's oral communication skills and vocabulary, 3). Documentation is used to see reports of progress achieved by children in learning. The number of respondents in this study was 19 children aged 4-5 years, consisting of 7 boys and 12 girls. The data collection method is a way of researching to obtain data that is by the actual situation. Data collection techniques in this study used several methods, including interviews, observation, and documentation.

An interview is a process of interaction between researchers and sources or research subjects (Yasa 2022). In essence, an interview is an activity to explore in-depth information about a topic or problem being studied. In this case, researchers are encouraged to record conversations during the interview to serve as authentic evidence in cases of misinterpretation. After the interview process is complete, it's good if the recording of the interview results is transcribed into text or written. The purpose of doing this is to make it easier for researchers to provide interpretations of the data obtained from interviews. The interview was conducted at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten with teachers and children. According to (Kristanto 2018), observation is a series of data collection recording systematic, logical, objective, and rational explanations of various phenomena in actual and artificial situations processes preceded by observation. Observations are made to obtain a more real and detailed picture of an event. Using observation, the data is observed and examined. One of the documents used in this study was a field note. (Yasa 2022) Documentation is a data collection technique that involves tracing historical documents or data about a person or event. Research data can be obtained through facts stored in the form of letters, photo archives, daily records, meeting minutes, or activity journals. To obtain quality data, researchers need to have the theoretical sensitivity to interpret all these documents.

After understanding the child's ability to communicate verbally, people will take notes to draw their conclusions. (Miles et al, 1992) suggests that activities in the qualitative data analysis are carried out interactively and take place continuously until complete. A measure of saturation of data is characterized by no more data or new information. Activities in the analysis include 1) data reduction, 2) data presentation (data display), 3) conclusion drawing, and 4) verification (conclusion drawing or verification). Data is reduced by summarizing data on direct contact with people, events, and situations at the study site. This step also includes selecting and summarizing relevant documents. The focus of the study was the ability of children aged 4 to 5 years to communicate orally and listen after seeing animated videos at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten. Once reduced, the data is briefly presented in a narrative text to help plan subsequent activities. The final step is to derive data results that support valid and consistent evidence to make credible and reliable conclusions. The interviews and observations conducted have been adjusted to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education.

Results

The results of hypothesis testing, it is proved that there is an influence of animated video media on the preliteracy ability of Al Irsyad Al Islamiyyah Tawangmangu Group A kindergarten children, especially in terms of listening skills and fluency of oral language expression. An animated video is a tool that can convey information in the form of moving images and sound by a specified storyline. A new video can be said to be an effective medium for helping the learning process when there are moving images accompanied by sound simultaneously. The existence of videos gives teachers more flexibility and helps children learn perspectives from children. Animated video media can present moving images and colours, accompanied by writing as an explanation and sound.

The results of the research of the Al Irsyad Al Islamiyyah Tawangmangu Group A kindergarten lesson carried out using animated video media (audio-visual) can improve listening skills and the fluency of oral language expression (telling stories). This study includes three sub-chapters, namely: 1) planning, 2) implementation, and 3) evaluation. From efforts to find the results of data analysis and information sources, conclusions can be drawn, namely:

Learning Planning in Early Childhood at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten

The learning carried out at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten with animated video media is carried out not in every lesson but only when perception is on a certain theme by watching videos according to the theme and exemplary story videos. Activities carried out by class teachers to stimulate children's creative thinking start with compiling learning plans such as PROTA, PROSEM, RPPM, and RPPH, which are adjusted to the principles of early childhood learning, namely child-centered. Research on the language skills of groups A the Al Irsyad Al Islamiyyah Tawangmangu Kindergarten was carried out in stages by raising several themes, including animals and plants, with media in the form of

animated videos. The learning process begins with preparing RPPH, opening learning, and continuing with the application of animated video media with the show-and-tell method. Learning using animated videos is very useful in attracting children to focus more on learning, especially in stimulating listening and speaking skills. This can be seen in children who can learn to understand what is conveyed by the teacher, can answer questions, and can retell what they listen to in simple language.

Animated video media is a medium in the implementation of learning, so the selection of media in delivering material is not too much. Teachers only think about how to present the material to make it look interesting to students by showing animated videos, image slides, and so on. So that the delivery of material is conveyed well to students, the statement is based on the results of researcher interviews delivered directly by group A teachers. TK Al Irsyad Al Islamiyyah Tawangmangu is a private educational institution under the auspices of the Islamic Education Institution Foundation. TK Al Irsyad Al Islamiyyah Tawangmangu has 1 principal and 10 educators; besides that, the institution has 5 playgroups, each group consisting of Group A1 14 children, A2 15 children, B1 20 children, B2 21 children, and B3 19 children. All components in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten, in this case, managers and educators, really understand that the success or failure of the implementation of children's speaking skills learning in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten needs a directed and structured plan the achievement of the learning process objectives. From the observations made, it can be seen that the teacher has carried out learning activities by existing scenarios or planning.

In addition, another form of learning planning can also be a curriculum. The curriculum is all the experiences that have been designed by the school so that students, in achieving learning outcomes, can achieve their best student abilities. This is supported by the statement of the principal of Al Irsyad Tawangmangu Kindergarten, who clearly stated that *"without a curriculum, lesson plans cannot be prepared by the teacher team and used as guidelines in learning activities. TK Al Irsyad Al Islamiyyah uses the 2013 Curriculum as a reference in preparing lesson plans. But because Al Irsyad Al Islamiyyah Tawangmangu Kindergarten is under the auspices of the Foundation and has its curriculum, the kindergarten collaborates between the 2013 curriculum and the Foundation's curriculum, which contains Islamic content"* (G, October 1, 2023).

In line with what was conveyed by the teacher of group A1 *"Al Irsyad Al Islamiyyah Tawangmangu Kindergarten uses the 2013 Curriculum before the teacher conducts learning activities, of course the teacher arranges scenarios so that later learning activities can run according to plan, what the teacher wants to achieve today can be implemented, and so that nothing is missed because without scenarios there can be things that are missed"* (SA, October 2, 2023). The same thing was also conveyed by the A2 group teachers, where *"our team of teachers, before carrying out learning activities, always make a lesson plan first. Planning is usually done with other teachers as well; we discuss RPPH together for tomorrow's learning and what needs to be prepared. The learning covers all aspects of child development ranging from religious, moral, cognitive, physical, motor, language, social-emotional, and artistic values"* (TI, October 4, 2023).

Based on statements from interviews and document studies obtained by researchers against the head of the institution and educators at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten, it is known that what is included in the planning of learning speaking skills at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten is outlined in the form of 2013 PAUD Curriculum, and because the institution is an Islamic school, the institution has an additional curriculum combined with the 2013 ECCE Curriculum. The curriculum is the brainchild of the organizers, principals, and education of Al Irsyad Al Islamiyyah Tawangmangu Kindergarten before the new school year begins. The teacher prepares learning scenarios and steps in the learning process, and the teacher writes an assessment plan for every activity carried out by students.

The curriculum development team at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten prepared the curriculum with full planning and careful thought by prioritizing the principle of early childhood-centeredness. This principle is carried out so that students get stimulation and get an interesting, meaningful, quality learning experience through the talents, interests, and potential of early childhood. Curriculum development at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten was prepared by the curriculum development team by taking into account the provisions of existing procedures, starting with a context study, and organizing after that validation. Context analysis is carried out by understanding and examining rules and laws that conform to the basic rules of curriculum development. Context studies are carried out to manifest the vision, mission, goals, and strategies that will be implemented.

The results of document review and interviews with the headmaster of the institution and educators, information was obtained that the entire curriculum used as a reference contains philosophy, vision, mission, goals, characteristics of the curriculum, special and general programs, learning structures, programs, RPPM, RPPH, time allocation, educational calendar, and evaluation. The implementation of learning planning is very important to be carried out so that the activities to be carried out have direction and objectives so that the learning delivered can develop aspects of child development and can run according to plan.

The preparation of lesson plans is carried out by educators by taking into account the characteristics of children. The preparation is carried out based on STTPA (Child Development Achievement Level Standards). The designed Prosem (semester program) is further developed into the RPPM (Weekly Learning Implementation Plan), which will be implemented for a week. RPPM at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten contains school identity, objectives, learning materials, and activity plans within a week, and of course, the activities will be different every day. The RPPM will later be described again in the RPPH (Daily Learning Implementation Plan). The implementation of RPPH is carried out by educators as reference material for carrying out learning activities in one day. The RPPH contains school

identity, age group, week/month/semester, theme/sub-theme, set goals, subject matter, opening SOP, tools and materials, opening activities, core, recalling, closing, and evaluation.

Implementation of Early Childhood Learning at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten

The implementation of learning activities is adjusted based on RPPH. Meeting 1 action activities began at 07.30 WIB, namely the implementation of morning gymnastics activities at the school Hallam for 15 minutes. Followed by activities in the classroom, namely opening activities consisting of saying greetings, praying for absent children, memorizing prayers and suras, singing, and early literacy activities by playing animated videos for 45 minutes. The experience of literacy in preschool-age children will greatly affect children's communication skills, or, in other words, can form a strong foundation for children's reading development. Early childhood literacy skills are at the pre-literacy stage, or early literacy, which is interpreted as the knowledge, skills, and attitudes of a child related to reading and writing activities before being able to master formal abilities at school age. It can be concluded that the activities of reading storybooks (seeing stories through animated videos), counting, and telling stories about experiences. Furthermore, the core activity lasts for 90 minutes, consisting of footing before playing for 20 minutes, footing during play for 60 minutes, and footing after playing for 10 minutes.

In the footing activity before playing, children gather and sing songs related to the theme. Teachers and children discuss the topics discussed, including initial information about play activities, play tools and procedures when playing, and allowing children to play. On an individual footing during play, the teacher moves freely between children, observing and recording the "in and out" of the child's play interactions according to the needs of the game at that time. The teacher provides the support needed by the child; here, the teacher runs the Teacher Behaviour Continuum (TB) by observing the child's activities. The teacher supports the child in following work procedures, providing a foothold to develop his stage of play according to his stage of development. The teacher keeps the focus of the game according to plan by constantly providing support and streaming TFP throughout the play. The teacher signs "5-10 minutes before" as a transition to stop children's play activities. During the activity, the teacher used a whole-language approach.

Linguistically, whole means whole. Whole language is an approach to learning as a whole that is given contextually, chronologically, logically, and communicatively and uses real and meaningful rules. The whole language approach is a form of learning approach that presents language teaching as a whole, not separately. This is because language components (phonemes, morphemes, clauses, sentences, and discourses) and language skills (listening, speaking, reading, and writing) must be fully presented in authentic and meaningful situations. On the footing of the play environment, the teacher invites children to get to know the various games that have been provided. Furthermore, it informs the rules of play, the density of the number of children allowed in each game, and an opportunity for the children to choose play activities. There were four types of games provided at that time: namely, watching animated videos about chicken breeding, sticking to the word "chicken", retelling the breeding of "chicken", composing the word "chicken" with letter blocks, and writing.

During play activities, teachers participate in children's play activities by providing support, stimulation, and reinforcement of the activities carried out by children in each play activity. After the playtime is almost up, the teacher informs the child how many minutes there are left so that the child does not stop suddenly, then helps the child to do cleaning activities. Put the playground in the predetermined place, and then the child is directed to sit in a circle. In the recalling activity, the teacher asks what activities the child has done and stimulates the child to talk about the child's play experience and the child's feelings at that time. Then followed by strengthening, then closing with prayer, and going home.

The implementation of successive cycles is the same, but what distinguishes them are game activities that are tailored to the theme. The assessment technique for improving children's literacy skills is carried out with a whole language approach based on the concept of constructivism, where children form their knowledge through their active role in learning activities as a whole and integrated. Whole language is an approach that deals with four aspects of language skills, namely listening, speaking, reading, and writing. Language learning or pre-literacy activities should be integrated into or internalized, not fragmented from all aspects of the curriculum. This integration is referred to as a whole-language approach or perspective for literacy development. Through a whole language approach, children's abilities and listening skills, speaking, reading, and writing can be developed as a whole, comprehensively and operationally. Children can form their knowledge through an active role in the learning process as a whole and comprehensively.

Evaluation of Learning in Early Childhood at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten

The success or failure of a program can be determined by conducting an evaluation. The achievement of language skills in early childhood at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten is carried out through assessment. The assessment is carried out to see the child's developmental achievements. The impact and progress of children's growth and development can be seen in the achievement of learning outcomes, where the results obtained are part of the assessment process.

The results of interviews with A2 group teachers stated that "*assessments are carried out every day during and after activities; due to restrictions on the number of students entering, teachers assess only a few children per day. so they cannot all be direct. The assessment is that there are checklists and anecdotal notes, which are assessed in all aspects of its development*" (SA, October 2, 2023).

The same thing was also expressed by the A1 group teacher, who stated, "*Evaluations are carried out every day but shared with accompanying teachers. Today, the child who is assessed tomorrow is like that, so not all can be observed in a day. Those who have been assessed today will not be assessed again but continue to be monitored for progress, and they may be included in anecdotal records about the unusual behavior of children*" (TI, October 4, 2023).

This is reinforced by the statement of the Head of Tk Al Irsyad Al Islamiyyah Tawangmangu, who stated that "*Evaluations are always carried out by class teachers; even though the evaluation is carried out every day, this aims to find out the development of children. Only then will the results be submitted to the parents of students for each report card receipt*" (G, October 10, 2023). Based on interviews, observations, and document studies conducted by TK Al Irsyad Al Islamiyyah Tawangmangu, it can be concluded that assessments at TK Al Irsyad Al Islamiyyah Tawangmangu are carried out regularly every day based on the principle of objective assessment. The purpose of the evaluation activity is to obtain information related to changes in students' attitudes after participating in learning activities.

The assessment conducted at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten is carried out daily, recapitulated weekly and monthly, and reported semesterly. The teacher conducts daily assessments by observing the child's activities during or after the activity. This assessment principle is commonly referred to as authentic assessment. This principle has the purpose of measuring the level of competence, knowledge, attitude, and skills of children. The format used in daily assessments can be in the form of worksheets, checklists, and anecdotal notes. The collection of daily assessments carried out within one week will be recapitulated by teachers into weekly grades. After one month will be recapitulated by teachers into monthly assessments, and after one semester will be recapitulated back into semester assessments so that this becomes the basis for reporting to parents on receiving children's report cards each semester.

The assessments carried out by teachers are both daily assessments; then the daily assessments are recapitulated into weekly and then monthly assessments, and within six months into semester assessments. The results of the assessment will be a guideline when reporting children's growth and development to parents. This aims to convey the results of increasing children's development achievements, both from attitudes, skills, and knowledge as well as physical child growth and development. Within 2 times a year, Al Irsyad Al Islamiyyah Tawangmangu Kindergarten conducts routine reporting of child development to parents. Meanwhile, incidental reporting is carried out when certain things happen to children while at school and require immediate treatment.

Al Irsyad Al Islamiyyah Tawangmangu Kindergarten conducts daily assessments by focusing only on a few children a day, with a note of keeping an eye on the development of other children as well. In addition to evaluating children's abilities, the institution also evaluates the learning process at the end of the year. This aims to find out the obstacles faced by teachers in implementing the curriculum, knowing the achievements of the indicators used so that they become material in improving curriculum indicators in the end. So in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten, it is not only children who need to be evaluated about what ability indicators have been achieved and have not been achieved but also the evaluation of the learning process so that later it becomes material for improvement so that it can provide appropriate handling and changes in a better direction. It is hoped that with the evaluation later, the institution can perform massive services in developing all aspects of child development among them, namely the ability to speak.

The evaluation was also carried out by researchers who wanted to know the early childhood speaking skills at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten. From the observations of researchers, it was found that the speaking skills of some early childhood group A children in kindergarten Al Irsyad Al Islamiyyah Tawangmangu can be said to be still low. In addition, it is seen from the few group A children who can clearly express what they want to convey, and there are still a few children who can answer questions from teachers related to learning. As a result, children become moody when at school, less excited, and less optimistic when participating in learning. This happens because of the transition of learning from being originally with parents at home to being with teachers at school, which is not a new environment for children. When at home, children rarely communicate with their parents because most parents work. Children also lack socialization with the environment at home. Therefore, training is needed so that children's soft skills develop. Learning activities during school are the right time for educators to develop children's speaking skills by doing a lot of two-way communication.

Discussion

Experts argue that there are several components of early literacy, including language skills, reading interest, reading skills, phonological awareness, and writing skills. Experts argue that there are several components of early literacy, including language skills, reading interest, reading skills, phonological awareness, and writing skills. Researchers used speaking skill indicators from Allen and Marotz (Alfatihaturohmah et al., 2018) as a reference to observe the speaking skills of group A children in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten. In the provisions of the 2013 ECCE Curriculum, the assessment of growth and development must be carried out according to the facts (Murti et al., 2020). Based on the results of research conducted (Afnida 2022; Justice 2002), children accumulate knowledge related to language comprehension starting from birth to age 6 years. This knowledge is not obtained by children through teaching but through simple activities and participation in literacy activities. (Arsa 2019; Pioletta 2017) With the availability of reading and writing resources in the play environment, it can be integrated with play activities through drawing, writing, and drama that can support children's literacy experiences concretely.

In the process of developing language skills in children, there are challenges in achieving the ability to repeat stories that have been listened to for children aged 4 to 5 years. Children at that age still do not fully understand the story being

told. However, children's listening skills can be improved through support from parents and educators in helping children understand and express their desires better. Research shows that children in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten have difficulty with listening skills, especially in understanding stories told by teachers. Most children still struggle, when allowed to relay the content of the story. Therefore, the listening ability of children in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten still needs to be improved.

In addition, the ability to listen and ability to ask questions is also an important factor in the learning process of children aged 4 to 5 years. Children who belong to the low and medium categories in listening ability tend to have fewer questioning skills. However, teachers can help children develop good listening and questioning skills. Children also need to use the right vocabulary to ask questions to improve their overall language skills. However, there are obstacles for some children who still have limited vocabulary or speaking skills, so they have difficulty understanding the content of the story being listened to and expressing the ideas they want to convey. In addition, some children can understand and express what has been taught by the teacher. When asked by the teacher, some children will be silent and just stare at the teacher who gave the question, while other children will answer excitedly even though their answers are not entirely correct. However, the teacher will give an enthusiastic response to the child and give awards as a form of appreciation for their efforts.

For children who are shy or lack communication, teachers will provide stimulation gradually to help improve their abilities. The skills of children aged 4 to 5 years in repeating stories in animated video media that have been shown have not been trained, but they will be asked to tell their personal experiences outside of the story in the animated video. The teaching process to retell the animated videos seen is still ongoing at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten. Teachers usually tell interesting stories, such as the history of prophets and companions, as well as stories about adab and akhlaq. Children can review or remember the story. In class, they can also learn new vocabulary that is in the animated videos they see. (Anggraeni et al., 2019) states that speaking skills are language skills in which children can speak well, communicate orally, carry out oral commands, listen and retell simple stories, construct sentences, and recognize simple writing or symbols.

According to the opinion expressed by (Ibrahim et al., 2020), learning media is a tool used to channel messages (learning materials) so that they can stimulate the feelings, attention, interests, and thoughts of students in learning activities to achieve certain goals. Learning using animated video media is very useful in attracting children to focus more on learning, especially in stimulating listening and speaking skills. This can be seen in children who understand about learning conveyed by the teacher and can answer questions and retell what they listen to in simple language. Conversely, the condition of children at the time of the study has not been carried out, and the ability to listen and speak to children is still very lacking. This is evident when children are asked about the material presented; children just fall silent and look like they don't understand the material. Children seem less likely to focus on listening and learning by running and disturbing friends. In line with the study conducted by (Oktavia et al., 2021), namely improving early literacy skills for early childhood through audio-visual media.

Learning planning using animated video media starts with teachers making RPPM and RPPH and preparing animated videos as learning media by making or searching for animated videos on YouTube with the theme of ongoing learning. According to (Yuliani et al., 2020), if someone can pay attention to the sound being heard and then infer the meaning contained in it, then that is called listening. From the findings of the theory above, it can improve children's listening skills by listening and watching animated videos. The children's attention they are more focused on following learning so that children can understand what is conveyed in the animated video.

All components in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten, in this case, management and educators, really understand that success or failure of the implementation of children's speaking skills learning in Al Irsyad Al Islamiyyah Tawangmangu Kindergarten needs a directed and structured plan for achievement of learning process objectives. The accordance with the observations made, it can be seen that the teacher has carried out learning activities according to the existing scenario. Learning scenarios are a sequence of steps made by teachers with the aim that the learning to be delivered can run according to plan (Suningsih 2018). In addition, another form of learning planning can also be a curriculum.

Curriculum is one form of planning carried out by an institution to achieve educational goals. This is supported by the statement of the principal of Al Irsyad Al Islamiyyah Tawangmangu Kindergarten, who clearly stated that "*without a curriculum, of course, learning plans cannot be prepared by the team and used as guidelines in learning activities. TK Al Irsyad Al Islamiyyah Tawangmangu uses the 2013 Curriculum as a reference in preparing lesson plans. But because Al Irsyad Al Islamiyyah Tawangmangu Kindergarten is under the auspices of the Foundation and has its curriculum, the kindergarten collaborates between the 2013 curriculum and the Islamic-based Foundation curriculum.*" In line with what was conveyed by the teacher of group A1 "*Al Irsyad Al Islamiyyah Tawangmangu Kindergarten uses the 2013 Curriculum, before the teacher conducts learning activities, the teacher arranges scenarios so that later learning activities can run according to plan, what is to be achieved today can be implemented, and so that nothing is missed because without scenarios there can be things that are missed*".

(Anggraeni 2019) states that speaking skills are language skills in which children can speak well, communicate orally, carry out oral commands, listen and retell simple stories, compose sentences, and recognize simple writing or symbols. A good evaluation can provide useful data and information for the improvement of a program as a form of follow-up on the evaluation results (Ningrum et al., 2019).

As the research process progresses, it can be seen that children's listening and speaking skills are growing every week. This evaluation can be seen from the results of daily and weekly, interviews with class teachers, and documentation of learning outcomes. The results of the video were documented by the researcher about how the child listened to the animated video media and how the child was able to understand the content of the animated video media and was able to retell what was in the video to be used as research data.

Based on the description above, learning using animated video media can stimulate language skills so that children's listening and speaking skills can develop optimally. This supports the hypothesis that animated video media can improve children's listening and speaking skills. It can be said that improving children's language skills through animated video media at Al Irsyad Al Islamiyyah Tawangmangu Kindergarten was declared successful.

Conclusions

Qualitative research entitled "Animated Video Media as an Alternative in Developing Early Childhood Preliteracy" can draw the following conclusions: 1) The use of animated video media can improve children's listening skills and speaking skills in Tk Al Irsyad Al Islamiyyah Tawangmangu; 2) Using animated video media can make children's easier to understand language learning; 3) Success in improving listening skills and speaking skills The child reaches the status of developing as expected. In conclusion, it is said that animated video media can improve children's listening and speaking skills in Tk Al Irsyad Al Islamiyyah Tawangmangu.

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Authors' Contributions

The first author is Novia Putri Mayang Sari in charge of collecting data, analysing data, and writing drafts. The second author is Choiriyah Widyasari in charge of reviewing and revising to make it better.

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