

Implementation of Animated Video Media in Improving Children's Language Ability

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Abstract

Purpose: This study aims to analyze the experiences of teachers and children in utilizing animated videos during the learning process for early childhood education, focusing on their impact on motivation and language development.

Methodology: This research employs a qualitative field research approach. Data were collected through interviews, observations, and documentation. The analysis used Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing.

Results: The findings indicate that animated video media effectively enhance children's motivation and language comprehension. The visual and auditory elements of animated videos contribute to a more engaging and enjoyable learning environment for early childhood learners.

Applications/Originality/Value: The study highlights the value of integrating animated videos into early childhood education as a supportive tool for both teachers and learners. It offers practical insights for educators seeking to create fun, effective, and developmentally appropriate learning experiences through multimedia.

Introduction

According to Hildebrand (2021) Children's language development is to produce verbal sounds. The ability to hear and make verbal sounds is the main thing to produce, that children's language skills will also improve through the pronunciation of different syllables and pronounced clearly, pronunciation is an important factor in language and understanding. In speaking, it is better to use good language, especially for children. From an early age they must be stimulated to manage language from the womb. To develop children's language, there are many media used. We can use unique and non-boring strategies (Wahyuni et al., 2021). Language development is one aspect of development that is very important to implement in Kindergarten for the growth and development of children, because every child's daily activities will use language. Language is divided into four forms, namely listening, speaking, reading, and writing (Helwanti, 2019).

Animated video media is a media that can facilitate the delivery of information or messages to students. One of the benefits of using video media is that it can facilitate the presentation of material effectively and efficiently (Asfahani & Fauziyati, 2020). According to Rahmayanti (2018), this media can help stimulate students' interest and attention, and make it easier to understand the concepts being taught. Animated videos are able to explain complex material in a simpler and more interesting way, so that children can more easily understand and remember the information conveyed.

Language skills are an important aspect in early childhood development. However, many children have difficulty communicating effectively, which can affect social interactions and academic development. The use of interesting learning media such as animated videos can be a solution to improve children's language skills. Animated video media can not only convey information in a fun way, but can also stimulate children's interest in learning. The results of this study are expected to provide practical benefits for educators who apply innovative learning methods and provide theoretical contributions to the development of educational science. Several previous studies have shown that the use of animated video media is effective in improving children's language skills. However, this study will focus on implementation in certain educational institutions.

This study aims to determine the extent to which the use of animated video media can improve children's language skills, including aspects of speaking, listening, and language comprehension. One important goal is to explore how animated video media can make children more active and involved in the learning process, so that they are more enthusiastic about communicating and expanding their vocabulary. This study also aims to measure changes in children's language skills after the application of animated video media, including increased articulation, fluency, and the ability to

tell stories. Another objective of this study is to create a fun learning atmosphere through the use of interesting media, so that children not only learn language but also enjoy the learning process. This study is expected to provide recommendations for educators on the use of animated video media as a tool in developing children's language skills in educational environments. With these objectives, this study is expected to provide deeper insight into the effectiveness of animated video media in supporting the language development of early childhood.

Language skills contribute to children's cognitive development. Through language, children learn to think critically, analyze information, and construct arguments. This is very important in formal education where analysis and synthesis of information are the keys to success. Children who are going through such a formative period need special stimuli that direct their development, especially their brain development, namely children's cognitive development. Given that cognitive development and other developments are quite strongly related, so they must be stimulated according to the child's abilities. (Mustikasari and Astuti, 2020). Children's cognitive development is closely related to children's brain development. This is because the cognitive aspect is a manifestation of how children think, all of which are functions of the performance of the human brain (Khadijah, 2016).

The use of media in learning is based on several theories that explain how media can increase the effectiveness of the learning process. Two very relevant theories are Cognitive Theory and Multimodal Theory. Cognitive Theory is a framework that explains how individuals process information, learn, and develop knowledge. This theory emerged as a response to the behaviorist theory which emphasizes more on the stimulus-response relationship without considering the mental processes that occur within the individual. Jean Piaget is known for his cognitive development theory that divides the learning process into four stages: sensorimotor, preoperational, concrete operational, and formal operational. He emphasized that children actively construct their knowledge through experience. Internal processes such as perception, emotion, and previous experiences greatly influence how a person learns. Multimodal Theory is a theoretical framework that studies how multiple modes of communication (semiotic systems) are used simultaneously to create meaning in various contexts, including everyday communication, advertising, and education. Multimodal theory provides a strong theoretical foundation for understanding the complexity of human communication and how media across modes can be used effectively in various contexts, including education.

This study is in line with previous findings showing that animated video media can stimulate students' creativity and enthusiasm for learning. For example, research by Nurriqza (2023) revealed that animated videos help students in the learning process, increase their interest in learning, and make them more involved in classroom activities. In addition, research at TK ABA 2 Aimas also found that the use of animated videos helped children develop their language skills significantly. Research by Jampel et al. (2018) showed that the use of animated video media in learning can significantly improve student learning outcomes. The evaluation results showed that students who learned using animated videos had higher scores compared to those who learned through conventional methods.

Method

This study uses a qualitative approach. The subjects of the study were taken from the Population of Group B Children at BA Aisyiyah Sonorejo 3. The number of subjects consisted of 10 children aged between 5 and 6 years. The criteria for selecting research subjects were first children who had varying levels of language ability. Second, children who were active and involved in daily learning activities. The methods used in data collection were observation and interviews. Observations were carried out to obtain data related to how the Implementation of animated video media improves children's language skills at BA Aisyiyah Sonorejo 3. Interviews were conducted to obtain data related to the Implementation of animated video media in improving children's language skills at BA Aisyiyah Sonorejo 3, interviews were conducted with the principal and teachers. The data analysis technique used the theory of Meels and Hubermant, namely data reduction, data presentation and conclusions. Data reduction is carried out to group the research data. Data presentation is carried out to present the data obtained from the data reduction process. Conclusions are obtained from drawing conclusions from the research results. These techniques are used to test the effectiveness of animated video media in improving the language skills of early childhood, as explained in the article by Yanti Wa (2024). The results of this analysis will show changes in children's language skills and the effectiveness of animated video media as a learning aid.

Result and Discussion

The results of the pre-action of language skills of children in group B at BA Aisyiyah Sonorejo 3 Sukoharjo showed that 41.22% of the total number of children were not yet able to achieve very good criteria. There were 2 children who achieved good criteria with a percentage of 10%, 7 children who achieved sufficient criteria with a percentage of 37% and 10 other children were in the less criteria with a percentage of 53%. The large number of children who were included in the sufficient criteria was very large, causing the average in the class to be in the sufficient category. The speaking skills of children in group B at BA Aisyiyah Sonorejo 3 Sukoharjo in Cycle I increased from the pre-action. The results of the action at the first meeting showed that 8 children were in the very good criteria from the pre-action, no children showed very good criteria, 6 children achieved good criteria, an increase of 4 children, 5 children achieved sufficient criteria with

a decrease of 2 children. The second meeting, the very good criteria increased by 2 children to 10, the good criteria decreased by 1 child to 5, and the sufficient criteria also decreased by 1 child to 4. At the third meeting, the very good criteria increased by 3 children to 13 children, the good criteria decreased by 1 child to 4 children, and the sufficient criteria decreased by 2 to 2 children. The results of Cycle I showed that children's speaking skills always increased by 53% with the number of very good criteria of 10 children, but they have not been able to reach the researcher's criteria. Therefore, improvements are needed so that children's speaking skills can improve again. Some children still have difficulty repeating simple sentences, and retelling stories that have been heard and the teacher in asking questions to children is not clear because the teacher does not mix with the students. The results of Cycle I have not shown the researcher's success criteria. Then the researcher continued by implementing Cycle II. Based on the results of Cycle II, there was an increase at the first meeting, with an increase in the very good criteria increasing by 3 children to 16 children. The results of Cycle II children's speaking skills have increased. The results of Cycle II show that there has been an increase and have met the researcher's success criteria, namely with a percentage of 84%. Then, the researcher decided to stop the action because it had met the success criteria.

The results of interviews with teachers and principals showed that animated videos helped attract children's attention and made them more active in learning. Teachers reported that children were more enthusiastic and understood new vocabulary quickly after watching the video. In addition, the results of observations showed that children interacted and discussed more after watching the animated video. They showed improvements in speaking and communicating with each other.

This increase is due to the presence of colorful audio and visuals, as well as displaying interesting stories that allow children's attention to be focused. The results do show an increase, but have not met the criteria for research success. Therefore, it is necessary to improve children's speaking skills again by looking at the results of reflections from Cycle I. The reflection is the repetition of the introduction and position of the teacher in mentoring, the teacher sits together, by being among the children while watching a movie. Actions in Cycle II, looking at the reflections from Cycle I, there was an increase in children's speaking skills. Evidenced by the increase in the increase to very good and good, and the criteria for sufficient decreased. Cycle II experienced an increase, namely there were 16 children in the very good criteria with a percentage of 84%. Based on these data, the results of the actions in Cycle II exceeded the success criteria of the study, namely 81% of the number of children in the very good criteria. Cycle 2 has increased, therefore the researcher and teacher decided to stop the action.

The success of the study shows that there is a suitability of the theory that animated video media can improve children's language skills. Animated video media makes learning more interesting and interactive, so that students are more motivated to learn. According to Michelle Anstey and Geoff Bull (2010), a text is called multimodal if it is realized from a combination of two or more semiotic systems, including linguistic, visual, audio, gestural, and spatial. Multimedia such as animated videos can strengthen students' understanding in a more interesting and interactive way. This is in accordance with the concept of multimodality in multimodal theory which emphasizes the integration of various modes of communication to create complementary meanings. Animated videos can be used as an alternative to independent learning at home, facilitating students to learn independently. This is in accordance with Cognitive Theory which emphasizes the importance of student activity in the learning process. Independent learning activities caused by the use of animated videos are in accordance with the principles of Cognitive Theory which emphasizes the importance of student activity in the learning process. Students who are more active in learning tend to have better learning outcomes. This study is in line with the constructivist learning theory put forward by Jean Piaget, which states that children learn better when they actively participate in the learning process. Animated video media provides an interactive and enjoyable learning experience so that it can increase children's motivation and involvement. This is also supported by previous research which shows that visual media can help children understand abstract concepts better. The implications of the research results on the use of animated video media in improving early childhood language skills are supported by cognitive and multimodal theories. Therefore, the use of animated videos can be considered as an alternative to innovative and effective learning media in early childhood education.

Animated videos have significant advantages in increasing student engagement and facilitating understanding of the material. However, their use must also consider dependence on technology, lack of direct interaction, and expensive production costs. The use of animated videos requires technological devices such as computers or tablets and a stable internet connection. This can be an obstacle for students or teachers who do not have access to these resources.

This research is expected to contribute to the development of more interesting and effective language learning methods for children, as well as being a reference for other educators in implementing technology in education.

Conclusion

The implementation of animated video media in language learning can have a positive impact on improving children's language skills. This media not only attracts children's attention but also creates an interactive learning experience. Further research is needed to explore the method of integrating animated videos into a broader curriculum and to understand their long-term impact on children's language development. These findings indicate that animated video media not only attracts children's attention but is also effective in creating an interactive and enjoyable learning atmosphere. Therefore, it is highly

recommended that educators in various early childhood education institutions consider the use of innovative media like this to improve the quality of language learning. Parents are also encouraged to support the use of learning media at home so that children can continue to practice and enrich their language skills. Thus, we all have an important role in creating a generation that is not only academically intelligent but also able to communicate well. Further research is recommended to explore the use of various types of other learning media and compare their effectiveness on children's language skills. In addition, longitudinal research can also be conducted to see the long-term impact of the use of animated video media on children's language development.

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