TWO-DIMENSIONAL VIDEOS TO IMPROVE LISTENING SKILLS FOR FICTION STORIES IN ELEMENTARY SCHOOLS

[1]*Wahid Ulil Fadloil, [1]Nugraheti Sismulyasih

[1]Primary School Education, Semarang State University, Indonesia

*Corresponding Author Email: ulilfadlail@students.unnes.ac.id

Abstract

Media plays a crucial role in the learning process, and continuous innovation in media usage is essential to sustain student engagement. This study aims to develop a two-dimensional video using the Animaker platform to enhance elementary students' listening skills. The video, designed as a learning tool, was evaluated for its practicality, validity, and effectiveness. The research utilized the Research and Development (RnD) method to achieve this objective. The study's findings indicate that the media is highly feasible for use. This is supported by the product feasibility test results, which showed an 85.71% approval rating from media experts and a 92.18% approval rating from material experts. The practicality of the media was also affirmed through student and teacher response questionnaires, which averaged a 96.18% approval rating. Additionally, the N-Gain test results demonstrated moderate improvements, with scores of 0.5083 in the small-scale test and 0.6082 in the large-scale test. Based on the findings, the study concludes that the use of two-dimensional video media developed with the Animaker application significantly improves elementary students' listening skills in fiction stories. The high feasibility, practicality, and moderate effectiveness ratings suggest that this innovative media tool is a valuable asset in the educational process, successfully engaging students and enhancing their listening abilities.

INTRODUCTION

Education is crucial for developing the thinking and skills necessary to support national development. It functions as a means to enhance human resources by fostering cognitive abilities, physical growth, morality, capabilities, and social attitudes (Rusmulyani, 2020; Ariani, 2018; Suwartini, 2018). To achieve success in the learning process, various supporting aspects are essential, such as learning media, teaching materials, and learning techniques (Fakhrurrazi, 2018). Among these, the application of effective learning media is a vital element that can significantly influence the success of the educational process (Mahmudah, 2018; Agustiningsih, 2015).

The importance of learning media extends beyond merely facilitating the understanding of material. Effective media can also capture students' interest and attention, making learning more engaging and enjoyable (Maulidia & Lestari, 2024; Wulandari et al., 2023; Ekayani, 2017). When learning media are varied and interactive, they can create a more dynamic and stimulating educational environment, promoting active participation from students (Zain & Pratiwi, 2021). Therefore, integrating appropriate and innovative learning media is a key strategy for developing an effective and sustainable learning process. In the context of elementary education, the development of teaching media to improve students' listening skills is particularly essential. Listening skills are fundamental for young learners as they form the basis for effective communication and comprehension in various subjects. By employing

innovative media tools, educators can enhance these skills, making lessons more accessible and engaging for students. This approach not only supports cognitive development but also fosters a more interactive and participatory classroom environment, ultimately contributing to better educational outcomes.

Based on observations, the current approach to teaching fictional story material in elementary schools has proven to be less effective. Teachers often deliver material orally through lectures without incorporating other media, a method that fails to significantly improve students' listening skills due to the lack of visualization to support comprehension. This leads to difficulties in learning, especially with longer reading texts, resulting in diminished receptive language skills. Therefore, there is a critical need for engaging learning media to enhance students' ability to listen to and understand stories effectively (Rukmi & Pratiwi, 2021). The media used in the teaching and learning process must be tailored to meet the specific learning and developmental needs of students. In the digital era, the rapid development of technology can be leveraged to create learning media that facilitate both teaching and learning (Putra, 2023). Utilizing technology in learning media provides access to a broader range of resources, enriching students' educational experiences (Said, 2023; Rahayu et al., 2023; Damayanti & Nuzuli, 2023).

One suitable medium to address the challenges at Elementary School by integrating technology is video media. Video media offers numerous advantages: it captures students' attention, simplifies the explanation of complex concepts, and provides dynamic and realistic visualizations of lesson material. This approach not only enhances students' memory and understanding but also allows for flexible access to learning content, enabling students to review material as needed (Suhardi et al., 2024; Rustamana et al., 2023). Consequently, the use of video media can significantly increase the effectiveness of the learning process, offering a more comprehensive and enjoyable educational experience for students.

This research focuses on developing a two-dimensional video using the Animaker application. This video features animated storytelling with character visuals and voice acting, making it easier for students to grasp the story content (Rismala & Nuroh, 2023; Stenberg & Maaranen, 2020; Devi & Maisaroh, 2017). Two-dimensional video media is practical and easy to create with Animaker, suitable for both online and offline learning environments. The use of such media can increase concentration and arouse students' interest, ensuring that the process of listening to fictional stories is effective and engaging. By presenting two-dimensional videos in the classroom, students can more easily understand and appreciate fictional stories. Given the outlined challenges and potential solutions, this research aims to develop two-dimensional video media using the Animaker application to enhance listening skills for fictional stories at the elementary school in Mutih Kulon. This study seeks to address the identified issues, such as the lack of visualization in learning, which hampers students' listening comprehension. By leveraging technology, specifically two-dimensional video media, this research offers an interactive and compelling solution for students. The video media not only provides a dynamic and realistic visualization of the lesson content but also simplifies the understanding of complex concepts. Additionally, this media aims to boost student engagement in the learning process, enabling them to retain and understand the material better.

The study emphasizes the importance of evaluating the effectiveness and practicality of learning media, aiming to provide empirical evidence on the success of using two-dimensional video media in improving listening skills for fictional stories. This research does not only solve concrete problems within the specific school context but also contributes broadly to developing innovative and effective learning strategies that can be adopted across various educational contexts in Indonesia.

To systematically investigate the potential benefits of two-dimensional video media, this study will address the following research questions: 1. How effective is the two-dimensional

video media developed using the Animaker application in improving elementary students' listening skills for fictional stories? 2. What are the perceptions of teachers and students regarding the practicality and validity of using two-dimensional video media in the learning process? The novelty of this study lies in its integration of advanced technology, specifically the Animaker application, to develop engaging and effective learning media. This research introduces a new approach to enhancing listening skills in elementary education by combining animation and storytelling, providing a comprehensive evaluation of its practicality, validity, and effectiveness. This innovative method aims to bridge the gap between traditional teaching techniques and modern educational demands, offering a scalable solution that can be implemented across diverse educational settings.

RESEARCH METHOD
Research Design
This research applies a quantitative descriptive approach with the research method used in this research is the research and development (R&D) method. The R&D method is used as a research strategy to produce new products and test how effective they are. (Sugiyono, 2016). This research is included in the type of development research, which aims to produce a product in the form of two-dimensional video learning media using the Animaker application for learning Indonesian using fictional story material.

The research method used by researchers follows the development steps according to Borg and Gall, which have been adapted by Sugiyono. This development model has 10 steps, but researchers only use 8 steps to adapt to research conditions and needs. The eight steps include: (1) Identify potential and problems; (2) data collection; (3) product design; (4) design validation; (5) design revision; (6) product testing; (7) product revision; (8) trial use. The research procedure is described as follows:
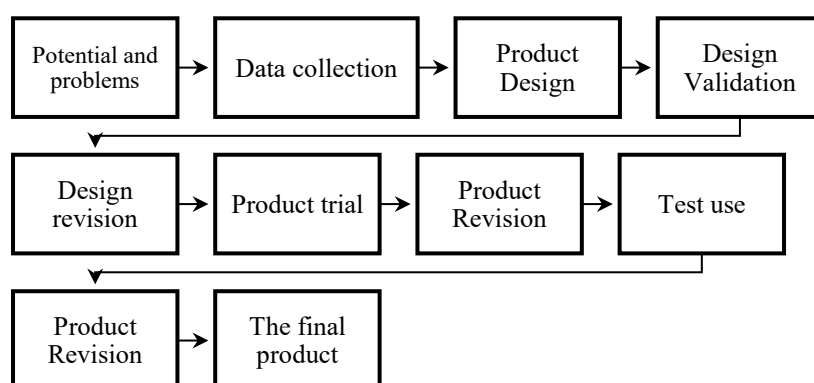

Figure 1. Research Procedure

Research Participants
In research focused on developing two-dimensional video media, the participation of elementary school students is crucial to accurately measure the effectiveness and feasibility of the learning tools. The study involves a total of 16 students, divided into two groups: 6 students participate in the small-scale test, and 10 students in the large-scale test. These participants were chosen because they are currently learning language listening skills, making them ideal candidates to assess the new media's impact on this specific area of education. To ensure the quality and effectiveness of the two-dimensional video learning media, a comprehensive feasibility validation test was conducted. This process includes several critical steps. Firstly, a media expert is involved to evaluate the overall quality of the learning media. The expert

assesses various aspects such as the design, user interface, and engagement potential of the video content. This evaluation is essential to ensure that the media is not only educationally sound but also engaging and user-friendly for the students.

In addition to the media expert's evaluation, the study also involves a material expert who conducts a thorough material testing process. This step is crucial for assessing the validity and relevance of the learning materials incorporated within the videos. The material expert reviews the content to ensure it aligns with educational standards and effectively addresses the learning objectives. This dual validation approach—combining media and material expertise—provides a comprehensive assessment of the video media's feasibility. By involving these experts and a representative sample of students, the research ensures that the developed two-dimensional video media is both practical and effective in enhancing language listening skills. The thorough evaluation process guarantees that the media is suitable for educational use, meeting the needs of both teachers and students in a real classroom setting.

Instruments

The data collection process uses various techniques, both tests and non-tests, such as using questionnaires, interviews, document data and documentation. Data analysis involves a series of validity tests, including tests of validity, reliability, as well as evaluation of the level of difficulty and differences between items. To analyze student learning outcomes, data from the pretest and posttest are analyzed first by testing normality. Next, further analysis was carried out using parametric statistics, such as the T-test and N-gain, to assess how much the learning outcomes had improved. In addition, to test the feasibility of the product, experienced media experts and material experts will be considered to evaluate new products in the form of developing two-dimensional video learning media.

Data Analysis

The data in this research is divided into two types, namely qualitative and quantitative data. Qualitative data includes views and suggestions from media and material expert lecturers. Meanwhile, quantitative data was obtained through validation by media and material experts, responses from students and teachers via questionnaires, as well as students' pretest and posttest scores which were compared with ideal scores to evaluate the suitability of the media being developed. Data analysis was carried out using various statistical techniques.

To assess the appropriateness and suitability of the media and materials based on expert validation questionnaires, the collected data needs to be meticulously analyzed. This analysis is performed using a specific formula to ensure accurate evaluation. The percentage formula is applied to calculate the suitability of the media, considering the scores provided by both media experts and material experts. This score is then compared with the maximum possible score to determine whether the developed media is adequate or requires further enhancement. The percentage formula involves taking the total score given by the experts and dividing it by the highest possible score, then multiplying by 100 to convert it into a percentage. This method provides a clear quantitative measure of the media's quality. For example, if the media experts give a total score of 85 out of a possible 100, the suitability percentage would be 85%. Similarly, the scores from material experts are calculated in the same manner to gauge the relevance and accuracy of the content.

Once the percentage of feasibility data is obtained, it is interpreted using criteria that follow a classification system based on a 100% assessment scale. This classification system divides the percentage scores into different ranges to determine the level of feasibility. For instance, a score between 90-100% might indicate that the media is highly suitable and effective, while a score between 70-89% may suggest that the media is generally suitable but could benefit from minor improvements. Scores below 70% would indicate that significant revisions are needed. By systematically analyzing and interpreting the expert validation data,

researchers can make informed decisions about the media's readiness for implementation in educational settings. This process ensures that the developed two-dimensional video media is both appropriate and effective for enhancing elementary students' language listening skills, meeting high standards of educational quality and relevance.

Table 1
Assessment Scoring

Interval %	Category
76% - 100%	Very Worth It
51% - 75%	Worth it
26% - 50%	Decent Enough
0% - 25%	Not Worth It

The questionnaire was used by researchers as a validation instrument. Apart from that, questionnaires will also be given to teachers and students to collect their responses. The aim is to assess the extent to which the media developed is suitable for use. Questionnaire data analysis are carried out to understand the level of practicality of the media. The assessment results obtained are then interpreted according to the following table:

Table 2
Assessment Scoring

Interval %	Category
76% - 100%	Very Worth It
51% - 75%	Worth it
26% - 50%	Decent Enough
0% - 25%	Not Worth It

Data analysis from the Pretest and Posttest results aims to evaluate the effectiveness of using animated video development media in improving fiction story listening skills in class VI elementary school students. Data from the Pretest and Posttest were analyzed using learning completeness criteria, with the completeness score set at 70, which is a score above the KKM set by the school, namely the minimum score that students must achieve to meet graduation standards. The results of *N-gain* are used to interpret the value criteria *N-gain* by using a percentage table of value criteria*N-gain* provided.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
The main focus of this research is on developing two-dimensional video learning media with the aim of improving students' fiction listening skills. The results of this research will include: 1) product development results, 2) evaluation of product suitability, and 3) assessment of product effectiveness in improving student learning achievement.

Product Development Results

This research and development produced a product in the form of a two-dimensional video using the Animaker application for learning Indonesian language subjects with the aim of improving the listening skills of class VI students at SD N Mutih Kulon in fictional story material. This product was deemed suitable for use after going through a feasibility validation process by a team of validators and receiving a positive response from students during limited trials.

Product development in this research started from an analysis of the needs of teachers and students which was carried out by distributing a needs questionnaire at the research location, namely SDN Mutihkulon. The process of developing learning media that contains fictional

story material is basically the result of developing two-dimensional video learning media designed using the help of the Animaker application. This learning media is presented in the form of a two-dimensional video which contains a fictional story in it. Two-dimensional video media contains characters in it that are adapted to the characters of class VI students and the characteristics of the characters are in accordance with the material requirements in fictional stories. The following examples displays the product development in the form of two-dimensional video learning media based on the Animaker application can be seen in Table 3.

Table 3
Product Results

No.	Picture	Time	Information
1.	HARMONI ALAM PERJALANAN ADITYA MENUJU KESEIMBANGAN ALAM	00.00-00.08	Appearance*Opening* The initial display contains the story title and story subtitles accompanied by background music in it with the title **"NATURAL HARMONY"**
2.		00.09-00.35	Introduction to the setting of the place In the next video, a detailed presentation of the story introduces the setting of the fictional story. This introduction provides a clear picture of the main locations in the story, helping the audience understand the context and atmosphere of the place that is the background for the story being told.

Product Feasibility Results

The results of the two-dimensional video learning media design were developed in accordance with the answers to the student and teacher needs questionnaire and then assessed by experts, namely media experts and material experts. The aspects assessed by experts regarding the design of two-dimensional video learning media include aspects of content suitability, appearance aspects, intonation clarity aspects, media effects for learning strategies and aspects of use by media experts. Meanwhile, the completeness aspect of the material contained in the two-dimensional video learning media is assessed directly by material experts. The assessment of the two-dimensional video learning media design as a result of development by media experts and material experts is called the design validation process as in the development stages by Borg and Gall. From the results of the validation of the two-dimensional video learning media design by media experts and material experts, the feasibility assessment percentage was obtained which is expressed in the following data:

Table 4
Expert Validation Results

Validator	Frequency	%	Category
Members of the Media	72	85,71 %	Very Worth It
Materials Expert	59	92,18 %	Very Worth It

Based on the data in Table 6, the evaluation results by media experts show a feasibility level of 85.71%, with very feasible criteria. This indicates that the two-dimensional video learning media design has met the required standards in terms of what was evaluated by media experts. A similar evaluation was also carried out by material experts, with results of 92.18%

and very feasible criteria. Thus, the conclusion is that the material presented through two-dimensional video learning media using the Animaker application to improve listening skills is comprehensive and substantial. Overall, evaluations from media experts and material experts show that this learning media design, which was developed based on the needs of students and teachers, is very suitable for implementation in the process of learning fictional story material in class VI.

Product Effectiveness

After the design of the two-dimensional video learning media based on the Animaker application has been assessed by experts and is declared very feasible, then the level of effectiveness of the two-dimensional video learning media must be assessed in improving student learning outcomes in the process of learning activities. Testing of two-dimensional video learning media based on the Animaker application to improve student learning outcomes through two stages, namely a small-scale test and a large-scale test. Pretest and Posttest are aspects used to measure the level of effectiveness of the two-dimensional video learning media based on the Animaker application in the form of student learning outcomes. Pretest and posttest are carried out at both small-scale and large-scale test stages:

Table 5
Pretest and Posttest Results on Small Group Test

Student Code	Pretest	Posttest
S1	56	70
S2	66	90
S3	73	90
S4	60	76
S5	60	83
S6	63	80
Amount	378	489
Average value	63	81,5
Difference	18,5	

Based on the results of trials in small groups, there was an increase in the average learning outcomes between before (pretest) and after using the developed media (posttest), with an average difference of 18.5. From this data, it can be concluded that two-dimensional video learning media using the Animaker application which focuses on fictional story material, in small group trials achieved a moderate average increase.

The results of trials in large groups show an increase in the average learning outcomes between before (pretest) and after using the developed media (posttest), with an average difference of 30.31. Based on the data that has been obtained, it can be concluded that the use of two-dimensional video learning media using the Animaker application on fictional story material, when tested on large groups, resulted in an average increase that was classified as moderate. Based on the results of the pretest and posttest on the small and large scale tests, it is necessary to carry out a normality test to see whether the data is normally distributed or not. The following is a table of small scale and large scale normality tests:

Table 6
Small scale Normality Test Results

		Shapiro-Wilk					
		Statistic	df	Say.	Statistic	df	Say.
Learning outcomes	*Pretest*	.193	6	.200*	.943	6	.680
	Posttest	.193	6	.200*	.934	6	.609

Based on Table 6 above, it can be concluded that the SPSS output above obtained the results of the pretest and posttest normality tests using the Shapiro Wilk formula assisted by

SPSS version 16. The obtained sig value = 0.943 for the pretest value and the sig value = 0.934 for the posttest value >0.05, therefore the data is said to be normally distributed.

Table 7
Small scale Normality Test Results
Shapiro-Wilk

		Statistic	df	Say.	Statistic	df	Say.
Learning	*Pretest*	.176	16	.198*	.905	16	.098
outcomes	*Posttest*	.155	16	.200*	.958	16	.629

Based on Table 7, it can be concluded that the SPSS output above obtained the results of the pretest and posttest normality tests using the Shapiro Wilk formula assisted by SPSS version 16. The obtained sig value = 0.198 for the pretest value and the sig value = 0.200 for the posttest value >0.629, therefore the data is said to be normally distributed. , so that the next test stage can be continued, namely the T-test using parametric statistics to determine the effect of using two-dimensional video learning media based on the Animaker application on the average increase in student learning outcomes.

Table 8
Small scale large scale T test results

No.	Test type	Mean	Say. (2-tailed)	Information
1.	Small scale	18.500	0.000	Ha accepted
2.	Large Scale	-30.312	0.000	Ha accepted

Based on the results from Table 8, the significance value (2-tailed) of the small-scale and large-scale tests is 0.000. According to the provisions in the paired sample t-test, if the significance value (2-tailed) is less than 0.05, then the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted; if the value is greater than 0.05, then H0 is accepted and Ha is rejected. From data calculations for both small and large scale tests, a significance value (2-tailed) was obtained of 0.000, which means it is smaller than 0.05. Therefore, H0 is rejected and Ha is accepted. Thus, it can be concluded that the use of two-dimensional video learning media based on the Animaker application has a significant influence on increasing the average learning outcomes of students.

Based on these data, it can be concluded that the use of two-dimensional video learning media based on the Animaker application has an impact on increasing the average learning outcomes of students. The T-test results also show the impact of using this media. Therefore, the next step is to carry out an N-Gain test to evaluate the level of effectiveness of using two-dimensional video learning media based on the Animaker application.

Table 9
Small scale large scale N-Gain Test Results

No.	Test type	Mean	Information
1.	Small scale	0, 5083	Currently
2.	Large Scale	0, 6082	Currently

Based on table 12 results*N*-The gain for the small scale is 0.5083 according to the interpretation table, this value is in the range of 0.3 to 0.7. This shows that the increase in scores from pretest to posttest is considered moderate or in other words, the level of effectiveness is considered moderate. For large scale results,*N*-Gain is 0.6082 which also falls in the range of 0.3 to 0.7 according to the interpretation table. This shows that the increase in scores from pretest to posttest is also considered moderate. From this data, it can be concluded that the use of two-dimensional video learning media based on the Animaker application is effective in improving student learning outcomes

Analysis of Student Questionnaire Data

The strengthening of product effectiveness results is supported by student and teacher responses obtained through questionnaires, which show that two-dimensional video learning media based on the Animaker application is effective in improving fiction story listening skills. Participants in this research consisted of 22 students and one class VI teacher at SDN Mutihkulon. The following are the results of the questionnaire:

Table 10
Questionnaire Results

Test Subject	Validation Results	Qualification
Small scale student responses	97,25 %	Very Worth It
Large-scale Student Responses	97,3 %	Very Worth It
Teacher Response	94%	Very Worth It
Rate-rate	96,18%	Very Worth It

Based on the results of responses from students and teachers regarding the use of two-dimensional video learning media, an average of 96.18% was obtained which met the Very Appropriate criteria according to the table interpretation. Thus, the response to the product developed, namely two-dimensional videos based on Animaker, was very positive from students and teachers. The development of two-dimensional video learning media based on the Animaker application has been successfully implemented as a solution to overcome the problem of low use of learning media in Indonesian language learning, especially in fiction story material, which has resulted in learning outcomes for class VI students at Mutihkulon State Elementary School. Demak Regency is less than optimal. This success is proven by the results of the normality test, T test, and N-Gain test, all of which show that the use of two-dimensional video learning media based on the Animaker application has been effective in improving the learning outcomes of class VI students at Mutihkulon Public Elementary School, Demak Regency.

Discussion

The current study showed that the development of educational product must be adapted to the needs of both teachers and students (Haerazi et al., 2019; Haerazi, 2023). Information and data gathered during the data collection stage are crucial for creating products that address existing problems. Tailoring learning media to the specific needs of teachers and students is essential to ensure the effectiveness and relevance of the material presented. The data collection process helps identify gaps and challenges in the learning process, enabling media developers to design tools that are not only engaging but also effective. At Mutihkulon State Elementary School, students face difficulties understanding the content of fictional stories primarily due to their inability to effectively listen to lessons delivered by teachers. This is often caused by a lack of innovation in teaching methods, with many teachers relying on traditional lectures without incorporating engaging media (Maryam et al., 2020). The lack of innovative learning media leads to reduced student interest in the material presented (Zubaidah, 2016). In Phase B learning of Indonesian, the listening element in class IV requires students to achieve two learning outcomes focused on understanding and interpreting text information for communication purposes (Kenza-Tacarraoucht, Zano, & Zamorano, 2022; Rukmi & Pratiwi, 2021).

Visualizations, such as digital media like animated videos, can significantly aid in understanding and interpreting fictional story texts. Videos developed with various software can attract students' attention and make learning more enjoyable (Oktapiani et al., 2024;

Maharani & Afifi, 2024). Visually appealing media can create a pleasant learning atmosphere (Ramdani et al., 2021). The Animaker application, with its complete characters and transitions, can provide students with vivid story visualizations, making learning more engaging and effective. Video media not only captures students' attention but also simplifies complex concepts through dynamic visualizations. This method can improve students' memory and understanding, providing a flexible learning tool that can be accessed repeatedly (Suhardi et al., 2024; Rustamana et al., 2023).

Using videos in learning has great potential to increase student engagement. Videos convey information more interactively than traditional methods, maintaining students' attention and making the material easier to remember (Sulistiani et al., 2021). Animated videos help explain abstract concepts through concrete visualizations, aiding students in better understanding the material (Kemala, 2022). Trials using Animaker-based animated videos revealed that students became more active, understood the material more easily, expressed their opinions, and did not show signs of boredom. During presentation activities, students could correct each other's progress using the animated video media. This aligns with Wulandari's (2023) assertion that appropriate use of media can overcome students' passive attitudes in learning activities.

Research on the development of animated video media indicates that it is suitable for elementary school students learning story listening skills. Animated videos, which present stories in visually and audibly appealing formats, make it easier for students to grasp story content. These findings are consistent with Taufik (2021), who noted that animated videos attract students' attention, save time, can be played repeatedly, and allow teachers to maintain control. Studies by Awalia et al. (2019) and Masuri (2020) also support that animated videos enhance understanding and generate positive responses from students, increasing their enthusiasm and interest in learning.

Apart from enhancing understanding and engagement, animated videos foster a more interactive and collaborative learning environment. Students can work in groups to discuss video content, ask questions, and share insights, deepening their understanding and developing communication and collaboration skills. Animated videos present abstract concepts concretely, making them easier to understand for students with various learning styles. Edgar Dale's cone theory supports the notion that concrete material enhances knowledge acquisition, positioning two-dimensional video media as a valuable audio-visual tool for improving listening skills in fictional story lessons (Sumiharsono & Hasanah, 2017).

Differences in learning outcomes before and after using media can be observed through product testing in small and large groups. This research implemented two-dimensional video media based on the Animaker application in fictional story material to evaluate its effectiveness in improving learning outcomes. The effectiveness was evident from the significant increase in the number of students completing their tasks after using the media. This suggests that the two-dimensional video media developed is effective in improving students' listening skills at Mutihkulon State Elementary School.

The findings align with research by Rukmi & Pratiwi (2021), Hersa & Usman (2021), and Rohanna & Waangsir (2021), which also demonstrated positive results from using audio, visual, or combined media to enhance listening abilities. The most effective method appears to be the use of combined audio and visual media, as developed in this research. However, researchers noted that teachers must maintain students' focus and that adequate equipment such as PCs/laptops, projectors, and speakers is necessary. This aligns with Sanjaya's (2015) view that video media has limitations in terms of reach, communication nature, and image display. Johari (2014) also highlighted the need for supporting equipment, the time required for production, and the associated costs.

While the use of video media has shown significant benefits, it is not without challenges. One of the primary challenges is ensuring that teachers are adequately trained to use the technology effectively. Without proper training, the potential of video media may not be fully realized, and the investment in such technology could be underutilized. Additionally, the reliance on technological infrastructure, such as computers, projectors, and reliable internet connections, can be a limitation, especially in under-resourced schools. Another challenge is the time and cost involved in producing high-quality educational videos. The production process can be time-consuming and expensive, requiring skilled personnel and specialized equipment. Despite these challenges, the benefits of using video media in education outweigh the drawbacks, making it a valuable tool for enhancing learning outcomes. The development of media must be carefully tailored to meet the needs of teachers and students. Data collection is critical for identifying gaps and challenges, allowing for the design of effective and engaging learning tools. The use of innovative media, particularly animated videos, can significantly enhance students' understanding and engagement, creating a more interactive and enjoyable learning environment. While challenges remain, the benefits of such media in improving learning outcomes, particularly in listening skills, are evident. Therefore, continued innovation and adaptation of learning media are essential for fostering effective education in the digital era.

CONCLUSION

The development and implementation of educational media, such as animated videos, must be tailored to the specific needs of teachers and students to ensure effectiveness and relevance. At Mutihkulon State Elementary School, the use of innovative media like Animaker-based videos has shown significant improvements in students' understanding and engagement. These videos address the challenges of traditional teaching methods and provide a more interactive and enjoyable learning experience. The research findings indicate that animated video media is highly suitable for elementary students, enhancing their listening skills and overall learning outcomes. Despite the challenges associated with the production and implementation of video media, the benefits are substantial. The ability of animated videos to present abstract concepts in a concrete manner, maintain student attention, and foster collaborative learning environments makes them an invaluable tool in modern education. Continued innovation in educational media is crucial for addressing the evolving needs of students and teachers in the digital era. By leveraging technology, educators can create more effective and engaging learning experiences, ultimately contributing to better educational outcomes. The positive results from this research underscore the importance of integrating innovative media into the curriculum and highlight the need for ongoing adaptation and improvement in educational practices.

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