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THE EFFECT OF ANIMATED VIDEO MEDIA ON MADRASAH IBTIDAIYAH STUDENTS LISTENING SKILLS

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Abstract:. The purpose of this study was to determine the application of video animation to the ability to listen to students in learning activities and to see the effect of the use of video animation to the ability to listen to students. The approach used is quantitative, using an unequal Control Group Design. The sample consisted of 56 pesetas didik. Data collection methods include pretest assessment, posttest, observation sheet, and documentation. Data analysis using independent sample t-test. The results of the study stated (1) the application of the use of animated video on the listening ability of students in learning activities obtain a good category. (2) independent sample t-test results obtained significance value of 0.000 < 0.05. Where it can be concluded that the use of animated video media has an effect on the ability to listen to fourth grade students.

Keywords: Listening Skills; Media; Animated Videos

Abstrak: Tujuan dari penelitian ini untuk megetahui penerapan penggunaan video animasi terhadap kemampuan menyimak siswa dalam kegiatan pembelajaran dan melihat pengaruh penggunaan video animasi pada kemampuan menyimak peserta didik. Pendekatan yang dipakai adalah kuantitatif, dengan menggunakan desain Non equivalent Control Group Design. Sampel terdiri dari 56 peserta didik. Metode pengumpulan data meliputi penilaian prettes, posttest, lembar pengamatan, dan dokumentasi. Ananlisis data memakai Uji t sampel independen. Hasil Penelitian menyatakan (1) implementasi penggunaan video animasi pada kemampuan menyimak peserta didik dalam kegiatan pembelajaran memperoleh kategori baik. (2) Hasil Uji t sampel independen, memperoleh nilai signifikansi yakni 0,000 < 0,05. Dimana bisa ditarik kesimpulan bahwa penggunaan media video animasi berpengaruh pada kemampuan menyimak peserta didik kelas empat.

Kata Kunci: Keterampilan Menyimak; Media; Video Animasi

INTRODUCTION

Currently, people are highly dependent on technology. his makes someone make technology as a basic need. Starting from experts to laypeople, children to adults use technology in almost all areas of their lives (Salsabila & Agustian, 2021). In the digital age, everything becomes easier because information is easily obtained online. Growing technology has been used in learning as a communication facility between educators and learners (Dewi, 2023).

Media or learning devices are forms of using technology in learning. Updates in learning tools are very important to make learning activities more interesting and effective. In making an interesting learning media, a teacher must have creativity. With the creativity of teachers in making technology-based learning devices, students become eager to follow learning (Dewi 2023; Widiarti, Qamariah, and Normuliati 2024). According to Hamdanah in (Azijah et al., 2020), Learning Media is used to interact and deliver learning materials to students. The use of learning devices during learning activities, makes it easier for students to understand learning materials.

Media is a form of teaching aid that can support teachers in the learning process. Media helps convey information and also stimulates student interest and motivation, thereby enhancing their learning process. (Fadilah et al. 2023; Handayani, Hidayati, and Sulistyowati 2022). According to Wilda in Zartiyana et al., (2023), the most demanded learning device today is media in the form of videos. Media in the form of video is in great demand because it can display images, play sound and display animation (audio visual) simultaneously. This form of media can be played repeatedly to support students understand the material taught and this form of media is more easily understood by students. Based on Jamil's opinion Jamil (2022), the use of animated media in Indonesian teaching and learning activities, especially when listening to stories, greatly supports students in developing thinking skills and can increase their concentration, enthusiasm, and enthusiasm levels in learning.

As the results of observations made in Class IV MI Muslimat NU Palangka Raya, where the learning process of Indonesian language is still using simple learning aids. The problem that can be seen from listening learning in Indonesian learning is that when teaching and learning activities take place, most students look unfocused and lacking in participation during learning activities. Students only listen to the presentation of the material from the educator, they do not respond or ask questions. In addition, educators also expose or explain the material more verbally, without the support of or interesting learning media. Educators have not entirely use technology in teaching learning activities.

In addition to these problems, students ' listening skills are also still relatively low. This can be seen from the difficulty of students in understanding the content of information conveyed orally. Some students also have difficulty in recalling the information that has been submitted, so that the learning outcomes obtained are less than optimal. The lack of variety of learning methods and media causes students to get bored easily, so their concentration quickly decreases when listening activities take place. In addition, the low ability to listen is also influenced by the lack of structured exercises and the lack of use of media that can stimulate students attention and thinking power in understanding information.

During this time in elementary school, listening skills are often only understood as listening activities and receive less attention due to the absence of specific assessments, and learning is more focused on reading and writing skills. In fact,

listening skills have an important role because they cover various aspects of learning and are closely related to other language skills. Therefore, there is a need for special attention in learning to improve the listening skills of learners. Low ability to listen will have an impact on other language skills and ultimately affect the achievement of learning goals (Astafrina, Alwi, and Fitria 2022).

Based on the above issues, appropriate learning media is needed to support the teaching and learning process. It is hoped that the use of effective learning media will help improve students' listening skills by making the material more engaging and easier to understand. One learning aid that can be used for this purpose is animated video, as it combines visual and audio elements to capture students' attention and support their comprehension during listening activities.

As Rismala & Nuroh (2023) said that the use of animated video media proved to be very effective in increasing the ability or listening skills of students. This animated video tool or media not only has a good impact on student learning outcomes, but also has a significant impact on student listening skills. Most students give great feedback. In addition, the use of animated videos in learning also makes students feel excited, enthusiastic and enthusiastic. animated videos also greatly support students in understanding the story better.

Similarly, research conducted by Darman, Rohana, and Pada (2024) Similarly, research conducted by Darman, Rohana, and in (2024) shows that the use of animated video media has a significant impact on the listening skills of fourth grade students in Indonesian subjects at SDN No. 1 Balangnipa, Sinjai Regency. The results of this study indicate that animated video media can help learners understand the material being listened to.

Furthermore, research conducted by Rismawati, Guswita, and Avana (2025) showed that the use of animated video media had a significant impact on Indonesian language learning outcomes. The results of this study prove that animated video media can help students understand the material. research conducted by Pasa, (2024) showed that there was an influence of animated video learning media on speaking skills in grade III students of SDN 77 Pesisir Barat. The use of animated video learning media makes students more excited, increases interest in learning and increases the ability to listen to students .

Then the research conducted by Wahyudi (2025) obtained the results that the use of animated video media is able to overcome the problems of students ' language skills. Students seem more enthusiastic and focused when listening to the material, making it easier to understand the explanation given by the teacher. With this understanding, students become more confident and do not hesitate to express their opinions in front of the class. This shows that the use of animated video media has a positive effect on students listening and speaking skills. In addition, the learning process becomes more effective and efficient. Based on some previous research above, it is stated that the use of animated video media has an effect on learners language skills. With the use of animated video media in learning Indonesian, students are more motivated, improve concentration and language skills.

From some of the research above, it can be seen that the difference between previous research and current research is that the difference lies in the type of language skills measured, where relevant research assesses the skills of story listening skills, speaking skills and also Indonesian learning outcomes while this study assesses the listening skills of students through listening to “lagu nenek moyangku”.

Researchers used an animated video on the Studycle Kids YouTube channel that displays the animated video “Lagu Nenek Moyangku”. This animated video was chosen by researchers because the animated video of the "Lagu Nenek Moyangku" from the Studycle Kids YouTube channel is in line with or relevant to the Indonesian language learning material for grade IV, the language and text in the video are clear and easy to understand by students, the video displays interesting animations, the flow of images that help students understand the meaning of the song. The images, character movements, and music in this video make students more interested and able to concentrate well.

In addition, the duration of the videos corresponds to the attention of the students, a safe and friendly contact for the child, as well as images that are appropriate and appropriate to the lesson. The videos are also legally accessible and support the use of digital media that is in line with today's learning needs. So, this video is the right step, effective, and very helpful in improving learners Listening skills.

The purpose of this study was to see the application of the use of animated video media on the ability to listen to the fourth grade students Muslimat Nu Palangka Raya. And see the effect of the use of video animation media on the ability to listen to fourth grade students Muslimat Nu Palangka Raya. In connection with the description of the background above, the urgency in this study is to improve the ability to listen or listen to students through the use of animated videos. Animated video Media is displayed stunningly and interestingly. Thus, learners can be enthusiastic, participate actively and also better understand the material in learning activities. Therefore, the researchers wanted to conduct a study entitled "The effect of the use of animated Video Media on listening skills of students of Madrasah Ibtidaiyah"

METHODS

The approach used by researchers is a quantitative approach. Nonequivalent Control Group Design is the design used by researchers. Where Nonequivalent Control Group Design is a research design that uses more than one group (Sugiyono 2020). The population used by researchers is fourth grade students MI Muslimat NU Palangka Raya. The type of sample used by researchers is nonprobability sampling, precisely purposive sampling (Abdullah et al. 2021). Researchers chose this technique because the selection of Group selection (class) used is not done at random, but based on certain considerations. Instruments used are pretest, posttest, observation sheet, and documentation.

The validity of the instrument was tested by Correlation Analysis With moment product correlation formula assisted by SPSS application. Among the twenty-five questions in the trial there were twenty questions that were accurate (valid) and there were five questions that were inaccurate (invalid). Reliability testing is a procedure in understanding the extent to which a measuring instrument or research tool can provide consistent or unchanged results and is also stable when used repeatedly in the same situation. The reliability of cronbach's alpha is 0.873. Cronbach's alpha value is classified as very reliable, so the measurement instruments used are reliable and consistent in measuring research variables.

Data analysis techniques used in this study is the normality test Kolmogorov-Smirnov test. Then the homogeneity Test, in this study the researchers mmenggunakan levene test to see the similarity of data that have the same variant or not. Furthermore, the hypothesis test used by researchers is an independent sample t test. Researchers used

this test to determine whether there was a significant difference between the hearing ability of students in the experimental group and students in the control group.

RESULTS AND DISCUSSION

Results

This research was conducted to examine the implementation of learning through the use of animated video media and its impact on students' listening skills. The results describe the implementation of learning using animated video media, along with the results of prerequisite tests and hypothesis testing.

Learning process using animated videos

Implementation of learning through the use of animated media on the ability to listen to students assessed using observation sheets. Based on the table above, the score obtained is 3.00, categorized as good. This shows that most of the aspects observed in the observation sheet are well carried out, although there are still some shortcomings.

The Influence of the Use of Animation on the Listening Skills of Students at

To determine the effect of animated video media on the listening skills of fourth-grade students at MIS Muslimat NU Palangka Raya, both prerequisite tests and hypothesis testing were carried out. The following section presents the results of these analyses.

Normality Test Results

The researcher used the Kolmogorov-Smirnov test to see if the posttest pretest values of the experimental and control groups were normally distributed or not. The results above show that the significance level of the pretest score for the experimental class is 0,200. The significance level of the posttest score for the experimental class is 0,200. The significance level of the pretest score for the control class is 0,200. The significance level of the posttest score for the control class is 0,108. All normality test results for the experimental and control classes obtained a sig value > 0,05, which means the data is normally distributed.

Homogeneity Test Results

Researchers used the Levene test to determine the similarity of variance between experimental and control classes. The above results show that the pretest of experimental and control classes obtained a value of 0.936 > 0.05 and the posttest of experimental and control classes obtained a value of 0.191 > 0.05. This means that the variance of the data between the experimental and control classes is the same.

Hypothesis Test Results

The researcher used an independent sample t-test to test the hypothesis. Researchers used an independent sample t-test to determine whether there were significant differences in the listening ability of learners in the experimental and control groups. The above results can be seen that, the value of significance (Sig. 2-tailed) which is 0,000 less than 0,05. The count is greater than the ttable which is 11.551 over 2.004. Which means that there are differences in the value of experimental and Control class postest sehinngga media animation video effect on the ability to listen to learners.

Discussion

This study was conducted to look at the use of animated video media on the listening ability of fourth grade students in MIS Muslimat NU Palangka Raya. This study was conducted in experimental and control classes. The experimental class used animated video media, namely Class Four A, while the control Class used traditional media, namely Class Four B. Teaching and learning activities are carried out through

the use of animated video media in fourth grade A and traditional media in fourth grade B. Learning takes place over three face-to-face lessons, sixty minutes or one hour per class. Where each class totaled 28 students.

Hilman et al. (2024) animation is one form of presentation of images that are interesting and unique to see, in the form of visual motion simulation that describes a movement, shift, or displacement of an object. Yuliani & Armaini in Darman et al., (2024) also said that the animated video is a learning tool used to show moving images such as cartoons in order to attract the interest and attention of students. Animated videos can be watched using a laptop, computer, or device connected to the internet.

Astafrina et al. (2022) argued that the use of video in teaching and learning activities makes learners happier and also does not make saturated and students more motivated in following learning activities. This shows that video media is an effective learning tool used in the classroom, especially for elementary school students who still need motivation to learn from the outside environment. another advantage of video media is its ability to adapt to the needs of students with different characteristics or traits. The material taught to the students in the form of listening to the song "Lagu Nenek Moyangku" learning activities include listening to my ancestors' songs demonstrated by the teacher and answering pretest and postest questions.

Implementation of the Learning Process Using Animated Videos

Before entering the core activities in learning activities teachers carry out preliminary activities first. Preliminary activities are important to prepare students mentally and emotionally before entering the core learning activities. Preliminary activities in this study, conducted by researchers as a teacher that starts from greeting, asking students to pray, check the presence and implement apperception, as well as providing information about learning. As the opinion of Bara et al., (2023) that the preliminary activities are greeting, asking students to pray, checking presence and implementing apperception, and providing information about the learning to be taught. As stated by Bara et al., (2023) that the preliminary activities are greeting, asking students to pray, checking presence and implementing apperception, and providing information about the learning to be taught.

Core learning activities related to the use of learning tools in learning activities. The learning aids used in this study are animated video media. Arsyad in Erniawati et al., (2026) said that animated video media is a means of learning that combines moving visual elements, sounds and explanations or narratives that can increase student attention and support students to understand concepts clearly. According to Hidayatullah et al., (2025), animated videos make learning materials interesting and Interactive, which can make students participate more in the teaching and learning process. Nofita, Ocktaviani, and Suciana (2025) argue that animated videos not only excite students, but also help them develop listening skills. Listening is an important element of learning, especially for accurate and complete comprehension of the material. Animated videos feature more engaging learning materials, which can help learners deepen their understanding.

The next is the closing Activity. Where the closing activity in learning is to reflect, draw conclusions and strengthen the material. In addition, teachers and students also close the learning with prayers and greetings. The implementation of learning in learning activities obtained an average value of 3.00 from Observer 1 and Observer 2 which are in the good category. This means that almost all learning indicators are well implemented although there are still some shortcomings. The use of animated video

media during learning activities can increase student participation, attract attention, increase enthusiasm and support students to deepen their understanding.

Analysis of the Influence of Animated Video Media on Students Listening Skills

The normality test used is Kolmogorov Smirnov. Researchers used the Kolmogorov-Smirnov test because the sample size exceeded 50 learners. Based on Table 3. normality test shows that the data is normally distributed because all data show a significance value greater than 0.05. Based on Table 4. homogeneity test showed results of 0.936 > 0.05 and 0.191> 0.05. Which means that the variance of the experimental and control group data is the same. The Data is sufficient to perform parametric statistical tests. The next parametric test is the independent sample t test. Based on the independent sample t test, the significance value of 0.000 is less than 0.05 and statistical t is greater than the ttable which is 11,551 > 2,004 so that Ho is rejected and Ha is accepted. This shows that there is an effect of the use of animated video media on the ability to listen to learners.

Indonesian language learning is a process of communication between teachers, students, and learning materials to increase language skills crucially (Kartika et al., 2023). Indonesian plays an important role in the social, intellectual, and emotional development of students. Through this learning, students are expected to be able to speak politely and civilized, as well as being critical and creative (Hilmansyah et al., 2024). Language skills consist of four types, namely hearing or listening, speaking, reading and writing (Maulfani et al., 2023). Where each of these skills are interrelated. As a child, I learned to listen or listen. Next Learn to speak. Then after they enter the new school learn reading skills and also writing skills (Liadi & Hirliani, 2020). Listening is the ability to listen carefully to understand what is being said or the message being conveyed. This skill is very important in the communication process. In addition, listening helps us acquire information as well as increase our knowledge (Tarigan et al., 2023). Listening has several indicators. These indicators include the ability to understand the content of the listening, remember important parts of the listening, repeat information from what is listened to in their own language, answer questions based on information heard or listened to, and take messages or lessons from stories or songs listened to (Aryani, Rodiyana, and Mahpudin 2021; Puadah, Chandra, and Pratama 2025).

The improvement of students listening skills is closely related to the observation of the activities of teachers and students in the learning process, which indicates good performance. In addition, it is also supported by the use of animated video media during the learning process so that it can increase the ability to listen to students. The use of animated video media during teaching and learning activities makes students motivated and also actively participate during the learning process. Students also pay more attention to the animated video media used. Where the animation video used displays elements of images, videos, animations that are interesting and colorful at the same time so that it can support students to deepen their understanding. Then, the use of animated video media creates increasingly interesting learning activities so that learning activities are increasingly optimal and efficient (Wahyuni 2024).

Animated videos have advantages that benefit all parties compared to the delivery of material using conventional media by teachers in the classroom. In addition to simply listening to Stories, animated videos offer many benefits, such as increasing interest in learning and increasing student motivation during the learning process. Furthermore, this method can improve students understanding (Alwini, 2022, p. 74).

Reinforced by research conducted by Darman et al. (2024), Reinforced by research conducted by Darman et al. (2024) based on the results of research shows that

there is an influence of the use of animated videos on the skills of listening to stories. Sig value. that is, 0.000 is less than 0.05, so Ho is subtracted and Ha is accepted. namely, there is an influence of the use of animated video media on the skills of listening to stories.

Then it is also supported by research conducted by Anugrah, Pagarra, and Nurhaedah (2024)), the results of research that have been carried out show that the use of animated video media has an effect on the listening skills of fourth grade students of SD Inpres Bawakaraeng Makassar City. This can be seen from the results of statistical data seen in the value Sig (2-tailed) 0,003. This means that the significance of the data is smaller than the significance level (0,003 < 0,05), so the hypothesis is accepted..

The results of the study the effect of the use of animated video media on the ability to listen to the fourth grade students MIS Muslimat NU Palangka Raya. The results of the hypothesis test showed a significance value of 0.000 < 0.05. And the statistical t is greater than the table which is 11,551 > 2,004. Which means Ho is rejected and Ha is accepted. This shows that there is a significant difference between the results of the experimental group post-test with the control group so that the animated video media affect the ability to hear learners. This means that the use of animated videos has an effect on the listening ability of fourth graders.

CONCLUSION

From the results of the study it can be concluded that the application of the use of animated video on the ability to listen to students in learning activities obtained a value of 3.00. This means that the aspects observed on the observation sheet of most indicators perform well despite some shortcomings. Then, based on the results of an Independent t-test sample, the use of animated videos had a significant effect on learners Listening skills. The results showed that the significance value of 0.000 is smaller than 0.05. Then, the statistical t is greater than the table which is 11,551 > 2,004. Which means the posttest results of the experimental and control groups differ significantly. So that the use of animated videos that affect the ability to listen to fourth grade students.

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