

REVIEWER'S REPORT

Manuscript No.: IJAR-57581

Title: Developing an Animated Video Based on Sasak Folk Stories to Improve Reading and Writing Abilities of Grade V Students of Cluster 4 Cakranegara

Recommendation:

Accept as it is

Accept after minor revision

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality	...			
Techn. Quality		...		
Clarity		...		
Significance	...			

Reviewer's ID: JPR- 180

Detailed Reviewer's Report

The paper "*Developing an Animated Video Based on Sasak Folk Stories to Improve Reading and Writing Abilities of Grade V Students of Cluster 4 Cakranegara*" explores the use of animated video media rooted in local folklore to improve literacy skills among elementary school students. The study combines technology, culture, and education by using Sasak folktales as learning material for fifth-grade students. The topic is highly relevant in today's educational context because many students continue to struggle with reading comprehension and writing skills, especially after the decline in literacy performance reported globally and in Indonesia. One of the major strengths of the paper is its innovative integration of local culture with multimedia learning. By using animated videos based on "The Legend of Mount Rinjani," the researcher successfully creates contextual and engaging learning experiences for young learners. The study is also theoretically well-supported through references to multimedia learning theory and constructivist approaches. The use of the ADDIE development model provides a systematic structure for designing, implementing, and evaluating the learning media.

The methodology of the study is clearly explained and academically sound. The researcher uses a pre-experimental one-group pretest-posttest design and applies statistical analyses such as normality testing, paired sample t-tests, and N-Gain analysis. The findings reveal significant improvement in students' reading and writing abilities after using the animated videos. The N-Gain score of 76.9% further supports the effectiveness of the intervention. In addition, expert validation results indicate that the media is highly suitable for classroom use. Another strong aspect of the paper is its practical educational value. The study demonstrates that animated and culturally relevant media can increase student motivation, participation, and understanding. The paper also contributes to the growing discussion on integrating local wisdom into modern educational technology. The findings are useful for teachers, curriculum developers, and researchers interested in literacy development and multimedia-based instruction.

However, the paper also has some limitations. The research uses only one experimental group without a control group, which limits the ability to compare results with traditional teaching methods. Some parts of the discussion contain grammatical inconsistencies and repetitive explanations, which slightly reduce the academic quality of the writing. Additionally, the study focuses mainly on cognitive outcomes and gives less attention to students' emotional or creative development. A broader sample and longer-term observation would have strengthened the research further.

Overall, the paper makes a meaningful contribution to Educational Technology and literacy education. It successfully shows that animated videos based on local folklore can improve elementary students' reading and writing skills while also preserving cultural heritage. Despite a few methodological and linguistic weaknesses, the study is insightful, innovative, and valuable for modern classroom practices.