



Plagiarism Checker X - Report

Originality Assessment

0%

Overall Similarity

Date: May 16, 2026 (10:55 AM)

Matches: 8 / 4140 words

Sources: 1

Remarks: No similarity found,
your document looks healthy.

Verify Report:

Scan this QR Code



DEVELOPING AN ANIMATED VIDEO BASED ON SASAK FOLK STORIES TO IMPROVE READING AND WRITING ABILITIES OF GRADE V STUDENTS OF CLUSTER 4 CAKRANEGARA.

Abstract:

This study aims to develop animated videos based on Sasak folklore to improve the reading and writing skills of fifth-grade students in Cluster 4 Cakranegara. The method used is the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation, involving fifth-grade students in Cluster 4 Cakranegara selected using purposive sampling techniques. Data collection techniques include interviews, questionnaires and tests. Data processing is carried out using descriptive statistics with data processing using normality tests, hypothesis tests and N Gain tests. Normality tests with a significance value of $0.200 > 0.05$ with a normal category, while hypothesis tests are analyzed statistically with descriptive statistics using the T Test (paired Sample T test) with a significance of $0.001 < 0.05$ so that H_0 is rejected and H_1 is accepted. The test results show that animated videos based on Sasak folklore are significant for improving the reading and writing skills of fifth-grade students in Cluster 4 Cakranegara. The N Gain test gets a score of 76.9% with an effective category. These findings indicate that animated videos based on Sasak folktales are effective and significantly influence the reading and writing skills of fifth-grade elementary school students.

Key words:

Keywords: Animated Videos, Folktales, Reading Skills, Writing Skills, Elementary School

.....

Introduction:

Literacy skills, including reading and writing, are a key foundation for the learning process in elementary school, especially for fifth-grade students who are beginning to develop a more logical and structured mindset (Woolfolk, 2008). In practice, reading instruction emphasizes pronunciation and requires understanding content, reasoning skills, and the ability to connect new information to existing experiences (National Reading Panel, et al., 2000; Snow, 2002). Similarly, writing skills also involve higher-level cognitive processes, such as planning, organizing ideas, revising, and editing, to produce coherent, cohesive, and easily understood writing (Graham & Perin, 2007; Harmer, 2004).

However, empirical evidence indicates that student literacy levels remain relatively low. Based on National Assessment data (Kemendikbudristek, 2021), many students still experience difficulty understanding implicit meanings and connecting reading content to everyday contexts. These findings align with the OECD's PISA study (2022), which placed Indonesian students' reading ability in the low category, with a score of 359, below the OECD average. Furthermore, a UNESCO report (2025) also revealed an increase in the phenomenon of learning poverty post-pandemic, reflecting weak basic reading skills globally. One of the main causes of this condition is the suboptimal use of innovative learning media. The learning process still tends to be dominated by textbooks and blackboards, making it less effective at engaging students or accommodating diverse learning styles. However, the use of appropriate learning media can increase learning motivation, clarify material delivery, and encourage active student participation in learning activities (Nasution, 2013; Moto, 2019).

This situation was also found at SDN 20 Cakranegara, where observations showed that some fifth-grade students were not yet fluent readers, even not yet fully recognizing letters, and experiencing difficulties in writing due to limited reading skills. Students tended to still spell, resulting in spelling errors, such as missing letters in words or sentences.

Furthermore, students' writing skills were still low, particularly in paragraph construction, vocabulary selection, and organizing ideas coherently.

Based on these issues, learning innovations are needed that integrate technology, local cultural content, and pedagogical approaches tailored to student characteristics. One alternative solution is the development of animated video media based on Sasak folklore using the Canva application. This media is expected to present material in a visual, engaging, and contextual manner, thereby increasing student engagement, understanding, and reading and writing skills. Therefore, this study was conducted to develop and test the effectiveness and influence of animated video media based on Sasak folklore in improving the reading and writing skills of fifth-grade elementary school students.

Methods:

This research is a Research and Development (R&D) study using the ADDIE development model proposed by Robert Maribe Branch, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, needs were identified through observation of learning in a fifth-grade classroom at SDN 20 Cakranegara to determine the initial level of students' reading and writing skills and the teacher's use of learning media. Furthermore, a literature review was conducted to examine literacy theory, multimedia learning, and the integration of local wisdom in education (Mayer, 2009; Sugiyono, 2019).

The design stage included storyboarding, determining the storyline of the folktale to be used, and developing an animated video scenario tailored to the characteristics of elementary school students. Next, in the development stage, the animated video product was developed and validated by subject matter and media experts to ensure the appropriateness of the content and presentation (Branch, 2009). The implementation phase was conducted through a limited (small-scale) trial involving fifth-grade teachers and students. Data collection included teacher response questionnaires to assess ease of use, media suitability, and potential implementation in learning, as well as student response questionnaires to measure interest, ease of understanding of the material, and learning experiences using the media.

The next phase was evaluation, conducted through a large-scale trial involving a wider

group of students. In this phase, the animated video learning treatment was administered similarly to the small-scale trial, but supplemented with pre- and post-tests to measure improvements in students' reading and writing skills. The test data were analyzed quantitatively using t-tests to determine the significance of differences before and after the treatment. Thus, this research not only produced a valid and practical learning media product but also tested its effectiveness in improving elementary school students' literacy skills.

The study used a pre-experimental design with a one-group pretest-posttest model. Students were given a pretest before using the media, then a posttest after learning using animated videos.

This research design is described as follows:

$$O_1 \rightarrow X \rightarrow O_2$$

Note:

O_1 = Pretest (initial test before using the media)

X = Treatment in the form of using video-based learning media

O_2 = Posttest (final test after using the media)

Pretest and posttest data were analyzed using descriptive and inferential statistical techniques with the help of SPSS 25.0 software. Before testing the hypotheses, the data were first tested for prerequisites. These prerequisite tests included a normality test. The normality test was conducted using the Kolmogorov-Smirnov method, with the stipulation that data are normally distributed if the significance value (p-value) is greater than 0.05 at a 5% significance level ($\alpha = 0.05$).

After the data was declared to meet the normality requirements, the analysis was

continued with a hypothesis test using the t-test (Paired Sample T-Test). This test was used to determine the significant difference between students' Pretest and Posttest scores after using animated video-based learning media. The decision-making criteria in this hypothesis test were if the significance value (p-value) was less than 0.05 then H_0 was rejected and H_a was accepted, which means there was a significant influence of the use of animated video learning media in improving the reading and writing skills of fifth-grade elementary school students. Conversely, if the significance value was more than 0.05 then H_0 was accepted, which indicated that the media did not provide a significant difference. Through this approach, it can be objectively determined the extent of the media's effectiveness in improving mastery of writing and reading skills.

The N-Gain test is used to measure the effectiveness of a learning activity or intervention in improving student learning outcomes (Sukarelawan et al., 2024).

The method for calculating the N-Gain score is as follows:

(Sukarelwan et al., 2024)

The normalized N-Gain criteria are as follows.

Table 1. Normalized Gain Criteria

N-Gain Value Interpretation

Nilai N-Gain

Interpretasi

$0,70 \leq g \leq 100$

High

$0,30 \leq g < 0,70$

Moderate

$0,00 < g < 0,30$

Low

$g = 0,00$

Improvement

$-100 \leq g < 0,00$

Decreased

Dan, kriteria penentuan tingkat keefektifannya, sebagai berikut.

Table 2. Criteria for Determining Effectiveness

N-Gain Value Interpretation

Nilai N-Gain

Interpretasi

< 40

Ineffective

40-55

Less effective

56-75

Quite effective

> 76

Effective

Results and Discussion

This study develops learning media in the form of animated videos based on folklore through the ADDIE model, which includes stage analysis, design, development, implementation, and evaluation. Analysis results of research data show that every stage not only produces a decent product, but also delivers contributions to theoretical and empirical to improve the quality of learning literacy student school level.

At the stage analysis, found that learning is still dominated by the conventional teacher-centered approach, with the use of a book package as the main learning. Conditions: This

causes low involvement in students , as indicated by the lack of focus ,motivation , and participation during the learning process . In analytical findings, this shows an existence mismatch between characteristics of learning with the need for student school-based learning that tends to require visual and audio stimuli. Comparatively, findings. This is in line with a study previously shown that learning-based texts tend not to be effective enough in increasing student involvement compared to multimedia-based learning (Zahro et al., 2025) . From a theoretical perspective, conditions. This can be explained through the Cognitive Theory of Multimedia Learning, which emphasizes the importance integration visual and verbal channels in the learning process (Mayer, 2021). Thus, in a way, synthesis needs to learn media-based animation to become very relevant to overcome limitations of learning conventionally, at the same time, while increasing student involvement.

At the stage of design , media developed in animated video form based on the folk tale "The Legend of Mount Rinjani" with a systematic narrative , starting from introduction figure until the settlement story that contains a moral message . In analytical design, this shows integration between material learning and the context, culture, and local environment with life students . In the comparative approach, this gives superiority compared to conventional learning media because it is capable of linking learning with the experience of real students . Research previously show that the animated media contains element narrative and visual capable increase understanding and interest Study student in a way significant (Novita&Novianty ,2019 ; Ilmi & Tajuddin, 2021). However , in general, media effectiveness is not only dependent on usage technology animation , but rather on the quality of the underlying instructional . This is in line with view of Yessi (2021) that the media is not factor the main determining factor success learning , but rather how the media is designed in a pedagogical way. Thus , synthesis from the stage shows that the strength of the main media lies in integration between design narrative , visual, and cultural context.

Stage development produce media that has been validated by experts with a percentage feasibility 95% (mediaexperts) and 92% (expertsmaterial), which is included in the very

good category . In general, analytical results show that the media has fulfil standard quality from aspect content ,technical ,language , and presentation . In general comparison, results are consistent with study development previously shown that media is based on animation generally has a level of validity tall Because capable of accommodating the visual and cognitive needs of students .However , in general, it is critical to note that high visual quality No always ensure effectiveness learning if No supported by the proper design principles. Some study show that multimedia is too complex precisely can increase the burden on cognitive students and hinder understanding . In context study this , the success of the media is likely influenced by the simple design , clear flow of the story , and use of visual elements that are not excessive .Thus , synthesis stage development shows that the balance between visual aesthetics and pedagogical principles becomes key to media success .

At the stage of implementation , a trial scale was implemented at SDN 20 Cakranegara and SDN 1 Cakranegara with involving 76 students from class V spread across both schools. A trial scale was done to evaluate the effectiveness of animated videos based on folk tales in increasing the ability to write as well as read student Class V in Cluster 4 Cakranegara . Testing started with conducting a pretest . After the pretest is conducted , each class is given treatment learning using an animated video based on folk tales as a learning medium . After that, a posttest was conducted as a comparison .

1 The following is a series testing For see the effectiveness of the media developed:

1) Prerequisite Test

Normality test done as a prerequisite test to ensure that the distribution of capability data is scattered reading and writing in pretest and posttestdata , testing use Kolmogorov Smirnov , following are the Normality test results;

Table 3. Summary of Normality Test Results

Kolmogorov-Smirnov a

Statistics

df

Sig.

Pretest

.075

75

.200 *

Posttest

.081

75

.200 *

Based on the normality test results presented in the table above , with a sample study of as many as 76 students , the obtained mark significance (Sig.) is 0.200. The significance value the show that the pretest and posttest data are in the category normally distributed . Guidelines taking decision on the normality test based on the significance (p-value). If the mark significance is more big from level significance level used ($\alpha = 0.05$), then the data is stated to be normally distributed . On the other hand , if mark significance more small from 0.05, then the data is stated No normally distributed . Referring to the guidelines said , the value significance of $0.200 > 0.05$, so it can be concluded that the research data fulfil the assumptions of normality . With fulfillment assumptions normality said , then the pretest and posttest data in the study are worthy for further analysis using parametric statistics, such as the paired sample t-test, for known difference or influence of treatment given in the study .

2) Hypothesis Testing

Testing furthermore done For test hypothesis with the objective see comparison before and after animated video media used in schools . More precisely , this test was done to test the influence of the media on the ability of students . Basis for taking a conclusion decision , namely if $p < 0.05$, then there is a significant difference and the media stated effective ,

whereas if $p > 0.05$, then there is no significant difference and the results of the test are presented in the following table :

Table 4. Summary of Pretest and Posttest Results

Variables
Results
N
Mean
Std.
t value
Df
Sig
Ability Write
Read
Posttest
76
88.50
4110
108,621
75
0.01
Pretest
76
50.84
4330

Based on hypothesis test results using the paired sample t-test on pretest and posttest data, the summary results were obtained as shown in Table 4 above . Testing is done to know whether there is a difference in the ability to read and write students before and after

the given treatment in the form of learning using animated videos based folklore .

Analysis results show that the mark significance (Sig.) is 0.01. Guidelines taking decision on a paired sample t-test based on the significance (p-value). If mark significance more small from level significance level used ($\alpha = 0.05$), then H_0 is rejected and H_1 is accepted , which means there is a significant difference between the two groups of data being compared . On the other hand , if the mark significance is more than 0.05, then H_0 is accepted , which means there is no significant difference .

Based on the results analysis, the Sig value was obtained. = $0.01 < 0.05$, so H_0 rejected, and H_1 accepted. With thus can be concluded that there is a significant difference between pretest and posttest results in the ability to read and write students after being given treatment in the form of learning using animated videos based on folklore . Findings This shows that the use of animated video media-based folklore provides influence positive to improvement of reading and writing students . This is can happen because of animated video media capable present more learning interesting ,contextual , and involving helpful visual and audio elements student understand text in a way more easy . Therefore, the use of the media can become an effective learning strategy to increase the ability to read student school base .

3) N Gain Test

The N-Gain test is used to see improvement results, normalized learning , or effectiveness from developed products in increasing the ability writing and reading student after given treatment . 1 The following are the results of the N-gain test conducted ;

Table 5. Summary of N-Gain Results

Class

N-Gain Score

N-Gain %

Normalized Gain Criteria

Category of Effectiveness

Posttest -Pretest

0.769

76.9 %

Tall

Effective

Based on the results of the N-Gain analysis , the data obtained are as follows, shown in Table 5, that the N-Gain Score value in a given class treatment learning using animated videos based on folklore is 0.769 with an N-Gain Percent of 76.9%. This value shows the improvement in the existence of students after the learning process is implemented . In theory, N-Gain is used For know level improvement results. A study between a pretest and a posttest. Guidelines interpretation of N-Gain Score states that $g \text{ value} \geq 0.70$ is included in category high , value $0.30 \leq g < 0.70$ is included in category medium ,and value $g < 0.30$ is included in category low . Based on the guidelines, the N - Gain value of 0.769is in the category high ,which means the improvement ability of the student after learning is classified as very good . In addition , if reviewed from N-Gain Percent, effective learning can also be classified based on percentage improvement results. Generally , a percentage $\geq 76\%$ categorized as effective ,56%–75% sufficient effective ,40%–55% less effective ,and $< 40\%$ no effective .Based on the results calculation , theN-Gain Percent is 76.9% ,so including in the category.

Thus, based on the criteria N-Gain Score, which is in the category tall,as well asN-Gain Percent of 76.9%, which is included in the category effective , it can be concluded that learning using animated videos based on effective folklore in increase ability writing and reading student . Improvement This shows that animated video media can create a more effective learning process, interesting ,contextual , and easily understood by students , so that help they in developing literacy skills, good in aspect read and writing.

At the stage evaluation , the media stated fulfil three main criteria in study development , namely valid, practical , and effective . In general, analytical thing This shows that the media developed has succeed answer problem of learning identified at the beginning of the

stage. In comparison, findings. This strengthens the results of the study Resti et al. (2024) shows that multimedia-based media has the potential to increase quality learning literacy. However, in general, critical research also has limitations, such as a limited scope and incomplete implementation, and a direct comparison with other types of media. In addition, the measurement effectiveness still focuses on cognitive aspects, so that affective and skills think level still not yet optimized.

From the description above, a withdrawn conclusion that animated video media-based folk tales that have been developed is innovative learning that is not only effective in an empirical way, but also relevant in a theoretical way. The main media lies in its ability to combine multimedia principles, constructivist approaches, and local cultural context in One unity design learning. Compared with previous studies, this gives a contribution new in integrating storytelling based on local culture with technology animation as an improvement strategy for basic literacy in schools. Thus, the findings of this study confirm that the use of learning media-based animation is more optimal in facilitate Study student Because supported by a design appropriate, simple, and contextual.

Conclusion:

Based on the results of the research and discussion that have been done, it can be concluded that the development of learning media in the form of animated videos based on folklore through the ADDIE model has succeeded in producing valid, practical, and effective media in improving the reading and writing skills of fifth-grade elementary school students. The developed media is able to answer the problems of conventional learning that is still centered on teachers by presenting learning that is more interesting, contextual, and in accordance with the learning characteristics of students through the integration of visual, audio, narrative, and local cultural elements in the story "The Legend of Mount Rinjani". The results of expert validation show that the media obtained a very good category with a percentage of 95% from media experts and 92% from material experts, so it is suitable for use in learning. The effectiveness of the media is also proven through the

results of the paired sample t-test, which shows a significance value of $0.01 < 0.05$, so there is a significant difference between the pretest and posttest results of students' reading and writing skills after using animated video media based on folklore. In addition, the results of the N-Gain test of 0.769 with a percentage of 76.9% are included in the high and effective category, which indicates an optimal increase in students' literacy skills. Theoretically, this research strengthens the concept of multimedia learning, which emphasizes the importance of visual and verbal integration in the learning process, while providing new contributions through the integration of local culture-based storytelling with animation technology as a literacy learning strategy in elementary schools.

Acknowledgments:

The writer conveys accepted love to the principal, teachers, students, and parents of cluster 4 Cakranegara for their support and participation in this implementation study. Greetings and love are also given to the lecturers, supervisors, lecturers, examiners, and experts in design, materials, and language that have given valuable input during the validation process of the product. Sincere appreciation is delivered to colleagues and lecturers and mentors for helpful guidance, motivation, and constructive suggestions for this compilation article.

References:

1. Branch, R. M. (2009). *Instructional design: The ADDIE approach* . Springer.
2. Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools* . Alliance for Excellent Education.
3. Harmer, J. (2004). *How to teach writing* . Pearson Education Limited.
4. Ilmi, N., & Tajuddin, R. (2021). The influence of animated video media to ability write essay narrative student school base . *SOCIETIES: Journal of Social Sciences and Humanities* ,1 (1), 38-44.

5. Ministry of Education, Culture , Research, and Technology . (2021). Assessment results National 2021. Ministry of Education , Culture, Research and Technology .
6. Mayer, R.E. (2009). Multimedia learning (2nd ed.). Cambridge University Press.
7. Mayer, R.E. (2021). Multimedia learning (3rd ed.). Cambridge University Press.
8. Moto, MM (2019). The Influence use of learning media in the world of education .Indonesian Journal of Primary Education , 3(1), 20–28.
9. Nasution, S. (2013). Various approach in the learning process teaching . Earth of Literacy.
10. National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups . National Institute of Child Health and Human Development, National Institutes of Health.
11. Novita, L., &Novianty , A. (2019). The Influence use of animated audio visual learning media to results Study subtheme object single and mixed .JTIEE (Journal of Teaching in Elementary Education) ,3 (1), 46-53.
12. OECD. (2022). PISA 2022 results (Volume I): The state of learning and equity in education . OECD Publishing.
13. Resti , R., Wati, RA, Ma'Arif , S., &Syarifuddin , S. (2024). Utilization of learning media based technology as tool For increase ability students' digital literacy school basic .Al-Madrasah: Journal Science of Elementary Madrasah Education ,8 (3), 1145-1157.
14. Snow, C. E. (2002). Reading for understanding: Toward an R&D program in reading comprehension . RAND Corporation.
15. Sugiyono. (2019). Research and Development (R&D) Methods .Alfabeta .
16. Volunteer , S., Irma, M., Indratno , I., Kus, T., Ayu, A., Musvita , S. (2024). N-Gain VS Stacking Analysis Changes in Student Abilities in One Group Pretest- Posttest Design . Publisher Suryacahya : Yogyakarta. ISBN 978-623-99729-4-3.
17. UNESCO. (2025). Global education monitoring report 2025 . UNESCO Publishing.

18. Woolfolk, A. (2008). Educational psychology (10th ed.). Pearson Education.
19. Yessi, M. (2021). Pedagogical Content Knowledge (Pck) in selection of relevant learning media . In National Seminar on Chemistry and Chemical Education (SN-KPK) (Vol. 12, pp. 176-190).
20. Zahro, F., Syahda, SL, &Ni'mah , L. (2025). Implementation of learning models multimedia based for increase understanding and interest Study students in the eye pie lessons in junior high school Namira .Journal of Islamic Education and Pedagogy ,2 (01), 69-77.

Sources

1 <https://en.wiktionary.org/wiki/following>
INTERNET
<1%

EXCLUDE CUSTOM MATCHES	ON
EXCLUDE QUOTES	OFF
EXCLUDE BIBLIOGRAPHY	OFF