

**The Effectiveness of Fairy Tale Animation Video Media to Improve the Storytelling Ability of Children Aged 5-6 Years**

Nur Anis Saputri✉, Diana

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Universitas Negeri Semarang, Semarang, Indonesia

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**Abstract**

The purpose of this research is to determine the effectiveness of fable fairy tale animation video media in improving the storytelling skills of children aged 5-6 years in Mekarsari Kindergarten. This study uses a quantitative approach, namely the type of experimental research with a one group pretest posttest design. The study population consisted of 30 children aged 5-6 years in Mekarsari Kindergarten. The sampling technique used the total sampling technique with all members of the population being sampled, namely children aged 5-6 years in Mekarsari Kindergarten with a total of 30 children. Data collection techniques using questionnaires and documentation. The data analysis technique uses inferential statistics by testing the hypothesis using the Paired Sample T-Test. The results of the research from the calculation of the t test obtained the value of  $t_{count} > t_{table}$ , namely  $26,543 > 2,04523$ , with a significance value of 0.000, so  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a significant increase in children's story telling ability of 35.27%. There is an average difference in the ability to tell stories before and after being given treatment. The N-gain test results obtained 0.58, thus indicating that the effectiveness of fable fairy tale animation video media to improve children's storytelling abilities is at the moderate level criteria as proven by the N-gain value can be obtained an average of  $0.3 \leq 0.58 \leq 0$ . This shows that fable animation video media is effective in improving children's storytelling skills. Suggestions put forward in this study: (1) can make maximum use of fable fairy tale animation video media, (2) further researchers can develop fable fairy tale animation video media for other aspects.

**How to cite**

## INTRODUCTION

Early childhood is a child in the range of 0-6 years (National Education System Law of 2003). At this age, children experience very rapid growth and development in later life. Early childhood is a time when children become very sensitive and imitate their environment. The imitation process obtained in childhood will determine the child's personal qualities, health, intelligence, social maturity, language and productivity at the next stage. This process is not only carried out on the child's behavior but also on how the people around him carry out social interactions and communication. Therefore, Early Childhood Education must be able to develop all aspects of development, one of which is language development.

Optimizing language development in children requires facilitation efforts in the form of educational and learning activities that are appropriate to the child's age, needs and interests. Minister of Education and Culture Regulation No. 137 of 2014 concerning Child Development Achievement Level Standards (STPPA) there are aspects of development in early childhood consisting of physical and motor aspects, cognitive aspects, language aspects, aspects of religious and moral values, artistic and social emotional aspects. These six aspects of development have standards of achievement at each age stage. This achievement occurs continuously, the stages of development at the previous age will influence the achievements at the next age stage.

Language development in early childhood has a very important role in human life to interact, communicate, convey ideas, thoughts and feelings with other people, therefore language development must be stimulated from an early age (Deiniatur, 2017). Language skills include four aspects, namely listening skills, storytelling skills, reading skills and writing skills (Mulyati, 2014). Minister of Education and Culture Regulation No. 137 of 2014 concerning National Early Childhood Standards) Language development at the age of 5-6 years includes the ability to answer complex questions, name objects that sound the same, have a good vocabulary, and recognize language symbols in preparation for reading, writing and arithmetic, constructing simple sentences in complete structure, and more.

Children aged 5-6 years can already listen, retell stories, answer questions, and have lots of words to express their ideas. This happens because the learning model in stimulating children's storytelling abilities, there are still many teachers

who are less innovative in packaging learning models to develop aspects of early childhood development, one of which is the language aspect, such as supporting learning media used by teachers only using story books or magazines, and storytelling activities carried out before learning. From the problems above, it can be said that children's storytelling abilities are less than optimal, not entirely due to the child's fault, but also due to the teacher's mistakes when teaching at school. As research (Masitah, 2006) shows that children's language development is not yet optimal due to, among other things, teachers' lack of insight in choosing appropriate learning methods and media. The learning provided only focuses on reading, writing and arithmetic so that learning activities are less varied which will cause boredom and saturation for children. The development of children's storytelling abilities still tends to be passive in class. This happens because of the low interest of children in listening to and listening to stories caused by learning methods and learning media. So children will experience low self-confidence when expressing opinions, and children will even have difficulty retelling stories told by the teacher.

Providing stimulation through interesting, appropriate and innovative methods and media is very important in learning activities, especially for developing storytelling abilities. One method that can be used to develop children's ability to tell stories is the storytelling method. Learning is something scary. Children who often tell stories can speak well without feeling afraid, embarrassed and nervous. Storytelling is a method that aims to enable children to express ideas orally clearly, sequentially and completely according to the content presented. (Fatimatus Sya'diyah, 2015).

Based on the results of interviews with class B teachers, Mekarsari Kindergarten in developing children's storytelling skills does not use the support of audio-visual media or media that displays images and sounds during learning, because every day learning at Mekarsari Kindergarten uses magazines or story books to improve children's language skills. the other is in the storytelling aspect. Every day before learning activities begin the teacher tells a story in front of the children using a magazine or story book, without any other supporting media. When learning to tell stories, the teacher is very active in telling stories and the children are only listeners and listeners. In learning to tell stories, the teacher does not provide opportunities for children to ask questions or express ideas before the story is

finished, so children must listen until it is finished according to the length and shortness of the story being told by the teacher.

Based on data on the assessment of storytelling abilities at Mekarsari Kindergarten, there are children whose storytelling abilities are not optimal, which can be assessed according to 6 criteria aspects, namely listening, facial expressions and gestures, self-confidence, fluency, articulation and intonation. In semester 2 of the 2022/2023 academic year there are children whose storytelling development is not yet optimal, including:

Number of children	Achievement scale
8 children	2
22 children	3 and 4

Based on the results of interviews with class B teachers, Mekarsari Kindergarten in developing children's storytelling skills does not use the support of audio-visual media or media that displays images and sounds during learning, because learning at Mekarsari Kindergarten every day uses magazines or story books to improve children's language skills. the other is in the storytelling aspect. Every day before learning activities begin the teacher tells a story in front of the children using a magazine or story book, without any other supporting media. When learning to tell stories, the teacher is very active in telling stories and the children are only listeners and listeners. In learning to tell stories, the teacher does not provide opportunities for children to ask questions or express ideas before the story is finished, so the children have to listen until it is finished according to the length and shortness of the story being told by the teacher. Many children feel bored with the stories told by the teacher, resulting in children telling their own stories with their friends, children being busy alone, running here and there, and some children even leaving the classroom.

Steps that can be taken to improve children's storytelling abilities are to maximize children's stimulation using interesting learning media at school. The use of animated video media is a medium that can attract children's attention and is easy for children to understand. In line with research (Semara & Agung, 2021) states that animated videos in the world of education act as an interesting learning medium.

In the research carried out, the researcher designed media, namely animated fable fairy tales, namely animated video media for fable fairy

tales, which is an audio-visual media that combines animated images that can move followed by audio or sound according to animated characters containing animals that contain good moral messages. (Rahmayanti, 2018) dengan melakukan penelitian eksperimen yaitu nonequivalent control group design. Sampel penelitian yaitu SDN Kebonagung 1 kelas VA berjumlah 26 siswa (Kelas kontrol. The use of this media is because animated video media can attract children's interest in listening because there are pictures and sounds in it, in line with the opinion (Ahmad, Hajar Siti, 2018) that audio-visual media can attract children's interest and prevent children from getting bored easily when listening to stories.

From the background above, researchers will analyze the effectiveness of fable animated video media to improve the storytelling abilities of children aged 5-6 years.

## METHOD

The research was carried out with a quantitative approach using experimental research. The research method design is pre-experimental design type one group pretest posttest design, which uses pretest and posttest to compare conditions before and after treatment is given. (Sugiyono, 2015). The research design was carried out through tests before a treatment was given (O1) and after a treatment was given (O2), so that O1 and O2 could be compared to determine the effectiveness of a particular treatment (X).

The research population was Mekarsari Kindergarten students aged 5-6 years, totaling 30 children. . The sampling technique used a total sampling technique with all members of the population being sampled, namely 30 children aged 5-6 years in Mekarsari Kindergarten. The experimental class was given treatment using fable animated video media.

The data collection technique is through questionnaires and documentation. The research instrument includes a questionnaire regarding the development of storytelling abilities in children aged 5-6 years, using a Likert scale. Questionnaires used as instruments in research must meet the requirements as good measuring tools by paying attention to validity and reliability.

Apart from the questionnaire, the instrument in this research was the animated video media of fables. Researchers designed animated video media for fables, which contain moving images accompanied by sound that tells an animal fable that contains a moral message. This media, which contains various interesting fairy tales,

can stimulate children’s storytelling abilities, with 6 indicator aspects that are used as references in developing children’s storytelling abilities, such as listening, facial expressions and gestures, self-confidence, fluency, articulation and intonation.

Research data analysis uses inferential statistics. Meanwhile, to test the significance of the comparison of two interval or ratio data samples, a two-sample t-test is used (Sugiyono, 2015). Hypothesis testing uses Paired Sample T-Test, because it aims to find out whether there is a difference in the average between two paired samples. Before hypothesis analysis is carried out, a prerequisite test is carried out through a data normality test. Then the researchers carried out the N-Gain test to determine the effectiveness of using a particular treatment in the research.

**RESULTS AND DISCUSSION**

The results discussed in this research will explain the aim of the research, namely to determine the effectiveness of fable animated video media in improving the storytelling ability of children aged 5-6 years. The results of statistical calculations that have been carried out after being given treatment are as follows:

**Table 1.** Descriptive Data Analysis Results

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	51	85	63.53	6.801
Posttest	30	93	104	98.80	2.325
Valid N (listwise)	30				

Source: Data processed using SPSS version 25

The data in the table above shows that the lowest value for the pretest result is 51 and the smallest value for the posttest result is 93. The largest (maximum) value for the pretest result is 85 and the largest value for the posttest result is 104. Based on the results of statistical tests in this research, the average score for storytelling ability children on the posttest were bigger than those on the pretest.

**Table 2.** Paired Sample T-Test Results

Pair	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
				Paired Differences				
1	prettest - postes	35.26667	7.27743	1.32867	-37.98410	-32.54923	-29	.000

Source: Data processed using SPSS version 25

The Paired Sample T-Test table shows what was obtained t count is 26,543. It is known that the t table value with df= 29 is 2.04523. Based on the results of the t test calculation, the calculated t value > t table is 26.543 > 2.04523, with a sig of 0.000, so it is rejected and accepted. This means that there is a significant increase in the storytelling ability of children aged 5-6 years after being given animated fable fairy tale video media.

**Table 3.** Mean Results of Hypothesis Testing

Pair 1		Mean	N	Std. Deviation	Std. Error Mean
1	Pretest	63.5333	30	6.80128	1.24174
	Posttest	98.8000	30	2.32527	.42453

Source: Data processed using SPSS version 25

Based on the table above, the average storytelling ability of children aged 5-6 years before and after the use of fable animated video media was from 63.53 to 98.80, resulting in an increase of 35.27%. From the data above, it can be concluded that the animated video media of fables has an effect on increasing the storytelling ability of children aged 5-6 years at the Mekarsari Penaruban Kindergarten, Kendal Regency, which shows a significant difference.

Furthermore, the results of the N-gain value from this research are 0.58. So the criteria for increasing the storytelling ability of children aged 5-6 years after implementing fable animation video media are at the criteria for moderate improvement. By looking at the N-gain level table, it can be concluded that fable animated video media is effective in improving the storytelling ability of children aged 5-6 years with the criteria for a medium level of effectiveness.

**DISCUSSION**

Learning at the Mekarsari Penaruban Kindergarten, Kendal Regency uses classical, the implementation of activities including children’s storytelling abilities has not been carried out optimally. Teachers still use limited media, namely using magazines to develop children’s storytelling abilities, where the media is less varied and interesting for children and does not involve children in interaction. Learning at school focuses on physical activities so that stimulation of children’s storytelling abilities is given less attention.

The definition of animated video media is media that combines audio media and visual media to attract children’s attention, is able to

present objects in detail and can help understand difficult lessons (Apriansyah, 2020). The definition of fairy tales according to Huck, Hepler, and Hickman in (Ardian, 2017) is that fairy tales are all forms of narrative, whether written, that have existed from year to year. Fables are a form of story that characterizes animals (Harahap, 2018). So fables are all stories that contain animals. From this explanation, fable animation video media is media that consists of illustrated fairy tale media about animals accompanied by sounds from the fairy tale. Learning using fable animated video media is interesting learning for children because the media used moves and sounds with a story line according to the child's characteristics. Animated videos of fables can be used as an effective learning medium in helping teachers convey material (Zaman et al., 2010). With learning based on animated videos of fables, teachers can have more flexibility in delivering learning to children and the use of animated videos is to complete effective functions such as attracting attention. By using animated videos, children will be more active in the learning process because they not only listen but also observe, see and conclude (Rismana & Nuroh, 2023).

The increase in children's storytelling abilities based on the application of fable animation media can be assessed using the elements of language ability and storytelling ability theory based on Minister of Education and Culture Regulation No. 146 of 2014 and storytelling theory according to Nugraheni and Arsjad Mukti, namely receptive language and expressive language. Receptive language states the ability to understand words and language involves obtaining information and meaning from daily activities. Thus, receptive language is obtained from children's learning experiences which connect the language symbols they obtain through hearing and observation with the aim of understanding facial expressions and tone of voice which then understands the meaning of the words Kid Sense Child Development in (Lestari et al., 2017). Receptive language skills enable children to understand words, sentences, stories and rules. As the function of language is as a tool to express feelings and thoughts to other people (Susanto, 2016). Early childhood understanding of language is the basis for them to learn the next stages of language development such as reading and writing as learning tools and activities. Difficulties in receptive language can cause difficulties with attention and listening and even behavioral problems, such as in learning and activities because children are not yet able to respond to questions and requests appropriately.

Research (Ersan, 2020) concludes that if a child's receptive language skills increase, the level of physical aggression will decrease. In an effort to improve the receptive language skills of young children, it is necessary to have guidance and supportive activities. Activities to support receptive language development can be carried out in the child's immediate environment such as home or early childhood education. Because one of the characteristics of children is imitation, so when adults speak, children will observe how they pronounce it (Alam & Lestari, 2019). The animated video media of fables in this research is a medium to stimulate children to observe or listen to the pronunciation through facial expressions and tone of voice to trigger the child to raise a question.

The next relevant theory is Expressive Language, which is the ability to express language verbally and non-verbally. Just like speaking is an expressive language ability. The ability to speak is speech in the form of words. Expressing language includes the ability to ask questions, answer questions, communicate verbally, retell stories according to the contents of the story, express feelings, ideas and desires (Permendikbud Number 137). Expressive language is very important for children's development, because it is a protective factor for children's behavior (Husna & Eliza, 2021).

Apart from the theories above, improving children's storytelling abilities based on the application of fable animated video media is also supported by opinions in previous relevant research. (Nurul et al., 2021) in their research stated that the application of animated video media can improve children's language skills by 75%. This research shows that by applying this method, learning can be communicated, where children are given freedom and invited to interact or communicate, convey ideas and are able to use language to obtain information and insight. This is supported by (Ariani & Ujiti, 2021) in their research which stated that there was an increase in children's listening skills through animated video media. This is further strengthened by research (RUW Dewi et al., 2021) which recommends that the use of animated video media can be used for learning activities such as improving initial numeracy skills because this media is considered effective and produces quite high improvements.

(Setyawan, 2016) in his research on audio-visual media stated that there was an increase of 83.3% in language skills based on this media. In line with the opinion of (Masitah & Hastuti, 2016) stated in their research that audio-visual

media has a greater influence on improving children's language skills using the storytelling method. Furthermore, in line with (Nurfadilah et al., 2020) in their research, they stated that the use of animated films had quite a big effect on improving children's speaking abilities. Next in line with (Munar & Suyadi, 2021) in his research stated that the use of animation media could improve children's listening abilities during learning in cycle II, so the criterion score increased by 78.75%. In line with research by (Swari & Didith Pramuditya Ambara, 2022) stated that animated video-based media is suitable for use to stimulate cognitive and language abilities in learning process activities in early childhood, from individual trials obtained 95.83% with very good qualifications and small group trials 90.00%.

Based on analysis of research results and language theories and reinforced by relevant research, the use of sound and picture media is feasible and recommended for use in stimulating language development, one of which is in children's storytelling development because it is able to make children more explorative and expressive in understanding and express language. Apart from sound, it also gives rise to moving images which are real concepts for children, the sound and moving images available in animated videos are increasingly able to stimulate children to know about pronunciation and listen correctly to stories. The use of fable animated video media to stimulate the development of children's storytelling abilities has been proven to show good and significant improvement with moderate effectiveness.

There are 6 aspects to improving children's storytelling abilities, namely the listening aspect. In the aspect of listening, children are able to listen to the content of the story and pay attention to friends who are telling the story. When children are able to listen and pay attention to the content of the story, children will be able to mention the time setting and the characters in the story. The next aspect is facial expressions and gestures. This aspect can be seen when children tell stories, they can express according to the content of the story, such as happy, sad, etc. Apart from that, children are not nervous when telling stories. It can be said that they are not nervous because children often look at the audience when telling stories. The next aspect is self-confidence, where the child has the courage to tell a story in front without being asked by the teacher, apart from that the child can play the character chosen in the story, for example playing a naughty shark. Apart from the aspect of self-confidence, the aspect that increases is the

aspect of fluency, namely that children are able to tell stories according to the content of the story, children are able to imagine when telling stories, this can be seen from the perspective of children telling stories in their own language, apart from that, children do not often say pause words such as e, anu, a etc. The next aspect is the articulation aspect. Children are able to use articulation well, which can be seen from when children tell stories, children are able to say words such as shark, crab, elephant, turtle, etc., and some children do not repeat words. The last aspect is the aspect of intonation, improvement in children's storytelling can be seen from children being able to tell stories in a loud and clear voice in their pronunciation.

The success that researchers have achieved in improving children's storytelling abilities can be seen from the enthusiasm and enthusiasm of the children while watching or watching animated video media of fables. This shows that the learning process to improve storytelling skills through animated video media of fables is in accordance with the researchers' hopes and plans, where children are able to carry out activities without coercion or pressure from outside. This is proven by the availability of children to participate in learning using fable animation media until completion. In line with (Susanty & Mahyuddin, 2020) in his research stated that animated video media is very effective for use in learning to improve speaking skills in early childhood. From the results of the practicality of the AIK video, it got an average score of 94% in the very practical category and the effectiveness results had an average score of 92%.

Based on the discussion above, the use of fable animation media greatly influences children's storytelling abilities. It can be seen that they are starting to feel confident when telling stories or expressing their opinions, children are brave enough to tell stories, children can express themselves according to the content of the story when telling stories, children dare to answer when asked, Children have begun to be conducive to learning and can interact well. This increase in ability cannot be separated from the implementation of habits carried out by teachers.

## CONCLUSION

The results of the research showed that  $H_0$  was rejected and  $H_a$  was accepted, meaning that there was a significant increase in children's storytelling ability of 35.27%, seen with an N-gain value of 0.58, an average of  $0.3 \leq 0.58 \leq 0.7$  can be obtained so that it can be said to be a medium criterion.

It is proven that the value obtained from the research hypothesis test is  $|t_{count}| > t_{table}$ , namely  $26.543 > 2.04523$ , with a significance value of  $0.000 < 0.05$  and there is an average difference in the pretest and posttest. In the pretest results there were 29 in the low category with a percentage of 97%, in the high category there were 1 with a percentage of 3% and in the posttest results in the high category there were 26 with a percentage of 87% and in the very high category there were 4 with a percentage of 13%. Aspects that have increased in children's storytelling abilities are aspects of listening, facial expressions and gestures, self-confidence, fluency, articulation and intonation. From the data analysis, it can be stated that there is a difference in the average results of the pretest and posttest  $H_0$  rejected and  $H_a$  accepted, so it can be concluded that the fable animation video media is effective with moderate criteria for improving the storytelling ability of children aged 5-6 years at Mekarsari Kindergarten.

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