

# Implementation Of Video-Based Listening Learning on Simple Story Texts For Grade Iv Elementary School Students in Bandaran 1

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## ABSTRACT

Listening skills form the foundation of language acquisition, yet they remain underemphasized in Indonesian language instruction at the elementary level, partly due to the dominance of lecture-based methods and the limited use of media capable of facilitating simultaneous auditory-visual information processing. This study aims to describe the implementation of animated video-based listening instruction on simple narrative texts and to analyze students' responses to the use of this medium. A descriptive quantitative approach was employed with 12 fourth-grade students at SDN Bandaran 1, Pamekasan, during the even semester of the 2025/2026 academic year. Data were collected through structured observation using four listening competency indicators and a ten-item four-point Likert scale student response questionnaire. Observation results showed that 75.00% of students could identify the story title, 50.00% could recognize the main character, 41.67% could retell the story content, and 25.00% could convey the moral lesson. This achievement pattern indicates that students find it easier to comprehend explicit surface-level information than implicit meaning requiring inferential processing. The student response questionnaire yielded an overall percentage of 82.71% in the very good category, reflecting high student acceptance of animated video media. These findings imply the need for additional scaffolding strategies, particularly to support the development of inferential comprehension in video-based listening instruction.

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Keywords: listening skills, animated video, Animaker, Indonesian language instruction, elementary school.

## INTRODUCTION

Listening skills are one of the language skills that have an important role in the development of students' communication skills. Listening activities are not only related to the activity of listening to information, but also include the process of understanding, interpreting, and responding to the messages received. In the context of elementary school education, listening skills are the basis for students to understand learning materials, follow teachers' instructions, and develop critical and analytical thinking skills.

Listening learning in elementary schools still faces various challenges, especially related to the low involvement of students during the learning process. The results of initial observations at SDN Bandaran 1 Pamekasan show that listening activities are still dominated by conventional learning methods, namely teachers deliver material orally while students act as passive recipients of information. This condition causes students to easily lose focus, experience boredom, and have difficulty re-understanding the information that has been listened to. These problems show the need for learning innovation through the use of media that is able to provide a more interesting and interactive learning experience.

The use of audio-visual media is one of the relevant strategies in improving the quality of listening learning. Audio-visual media is able to combine sound and visual elements so that information can be received through more than one sensory channel. The presentation of information through a combination of moving images, sounds, and narratives can help students understand the content of the story more easily and improve their memory of the information received. Research by Siregar et al. (2024) shows that the use of audio-visual media has a positive influence on improving the listening ability of elementary school students.

The use of animated videos as a learning medium is also growing in Indonesian language learning in elementary schools. Animated videos have characteristics that suit the needs of elementary school-age students because they are able to present material visually, interestingly, and contextually. Research by Pratiwi et al. (2026) shows that the development of innovative learning-based animation video media can improve the listening skills of elementary school students. In addition, Pratama research (2024) found that the use of audio-visual media has an effect on the listening ability of grade IV elementary school students, especially in story learning.

Several recent studies also reinforce that animated video-based media is effectively used in listening learning. Ermawati et al. (2023) proved that the application of audio-visual media is able to improve the storytelling skills of elementary school students. Furthermore, Nurniyati et al. (2024) showed that the development of animated videos for learning to listen to stories received positive responses from students and was considered suitable for use as a learning medium. Wahyudi (2025) also found that the use of animated videos had a significant influence on the listening skills of grade IV elementary school students.

Although various studies have proven the effectiveness of audio-visual media and animated videos in listening learning, most previous studies have still focused on improving learning outcomes in general. Studies that specifically analyze the profile of listening ability achievement based on ability indicators, ranging from understanding explicit information to understanding implicit meaning, are still relatively limited. In fact, the analysis of the achievement of each indicator is important to find out the characteristics of students' abilities and become the basis for designing more appropriate learning strategies.

Based on these gaps, this study aims to analyze the listening ability profile of grade IV students of SDN Bandaran 1 through the use of Animaker-based animation video media on the simple story text material "The Legend of Crying Stone". This study also examines students'

responses to the use of these media in listening learning. The results of the research are expected to contribute to the development of Indonesian language learning in elementary schools, especially in the use of innovative digital media to improve students' listening skills.

## **METHOD**

This study uses a quantitative descriptive approach, which is an approach that aims to describe a phenomenon systematically based on quantifiable data, without manipulating variables (Sugiyono, 2023). This approach was chosen because the research aims to produce an accurate and structured picture of students' listening skills profile and response to the media used, rather than to test cause-and-effect relationships or generalize findings to a wider population.

The research was carried out at SDN Bandaran 1, Pamekasan Regency, Madura, in the even semester of the 2025/2026 school year. The research subjects were all class IV students totaling 12 people, so this study was a full population study (total sampling). The decision to use the entire class as a subject was based on the consideration that the small population allowed for a more thorough and in-depth observation of each individual.

The implementation of learning was carried out in one meeting session using Animaker-based animation video media which displayed a simple story text entitled The Legend of the Crying Stone. This media was chosen because it is able to present stories audio-visually with animated characters that move, clear narratives, and structured plots characteristics that are in accordance with the listening learning needs of grade IV elementary school students.

The research data was obtained through two instruments. First, structured observation sheets used by researchers during the learning process. The observation sheet contains four indicators of listening ability that are compiled referring to the taxonomy of listening comprehension from literal to inferential, namely: (1) the ability to mention the title of the story, (2) the ability to recognize the main character, (3) the ability to explain the content of the story simply, and (4) the ability to convey the moral message of the story. Each indicator was recorded based on the display of students' verbal behavior in the researcher-guided question and answer session after the video viewing.

Second, the student response questionnaire consisted of 10 positive statements using the four-level Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Disagree (1). The questionnaire items include aspects of learning focus, ease of understanding the content of the story, pleasure in listening activities, courage to answer questions, and motivation to reuse similar media. Questionnaires are given in writing to all students after the learning activities are completed.

Data analysis was carried out in a quantitative descriptive manner. Observation data was analyzed by calculating the percentage of students who showed achievement in each indicator of listening ability. The questionnaire data was analyzed using the percentage formula:  $P = (\text{total score obtained} / \text{total maximum score}) \times 100\%$ . The interpretation of the questionnaire results refers to the criteria: 81–100% = very good, 61–80% = good, 41–60% = adequate, and 21–40% = less (Riduwan, 2015). The limitations of this study include the limited scope of one class, one meeting, and one story, so that the findings are not intended to be generalized, but rather to provide a descriptive picture that can be used as a basis for further research development.

## **RESULTS AND DISCUSSION**

### **Listening Ability Achievement Profile**

Listening learning is carried out through the screening of Animaker-based animation videos featuring the story of the Legend of the Crying Stone. After the screening, the researcher asked oral questions to all students to measure the achievement in each indicator. The results of the observations are summarized in Table 1 below:

**Table 1. Summary of Islamic Education Student**

No.	Listening Ability Indicator	JML Students	Percentage	Categories
1	Able to say the title of the story	9	75,00%	Good
2	Able to recognize the main character	6	50,00%	Enough
3	Able to explain the content of the story simply	5	41,67%	Enough
4	Able to convey the moral message of the story	3	25,00%	Less

Source: Researchers' Observation Data (2026)

The data in Table 1 reveal a pattern of achievement that consistently decreases from literal indicators to inferential indicators. The first indicator mentions the title of the story reaching the highest percentage of 75.00% (9 out of 12 students), which is understandable since the title is explicitly displayed on the screen and spoken by the narrator at the beginning of the video. This achievement shows that animated video media is quite effective in conveying information that is explicit and repetitive.

The second indicator of recognizing the main figure was achieved by 6 students (50.00%). The decrease from this first indicator indicates that even though the characters are displayed visually, some students still have difficulty in identifying and remembering the character's name accurately. This may be related to the duration of the viewing that has not been balanced with activities that encourage students to actively process information during viewing.

The third indicator, namely the ability to explain the content of the story simply, was only achieved by 5 students (41.67%). This ability shows that students are not only required to remember the information contained in the story, but also be able to reorganize the information into a coherent and easy-to-understand description. This process requires the ability to understand the relationship between story elements and reconstruct the meaning based on the information that has been listened to. These findings show that listening skills are an active process that involves understanding, processing information, and forming meaning, not just the passive activity of receiving messages (Siregar et al., 2024).

The fourth indicator, namely the ability to convey moral messages, obtained the lowest achievement with only 3 students (25.00%). The low achievement in this indicator shows that understanding moral messages requires a higher level of thinking skills because students must be able to grasp the implicit meaning contained in the story. This ability is related to the inference process, which is the ability to draw conclusions based on explicit information, story context, and cause-and-effect relationships between events. Recent research shows that the use of animated video media can help with story comprehension, but the development of interpretation and interpretation skills still requires the assistance of teachers through discussion, reflection, and triggering questions (Nurmiyati et al., 2024).

Thus, although Animaker-based animated videos are able to increase attention and help students understand the storyline, the media has not automatically been able to develop listening skills at a level of deep understanding. Additional learning strategies are needed that encourage students to analyze, reflect, and draw conclusions so that the ability to understand moral messages in story texts can develop optimally (Pratiwi et al., 2026).

This pattern of decline in achievement from literal to inferential indicators is actually a finding of pedagogical value. He showed where the gap in students' abilities lies so that teachers can design more targeted interventions, for example through guided think-aloud techniques or scaffolding questions asked during and after the video screening.

### Students' Responses to Animated Video Media

After the learning activity, students fill out a response questionnaire consisting of 10 statements. The results of the questionnaire are presented in detail in Table 2.

**Table 2. Results of the Student Response Questionnaire to Animated Video Media**

No.	Statement	SS	S	KS	TS	Score	%
1	I prefer to learn to use videos rather than just listening to explanations.	4	7	1	-	39	81,25
2	Videos make it easier for me to understand the content of the story.	3	9	-	-	39	81,25
3	Learning using video makes me more focused.	6	6	-	-	42	87,50
4	I feel that listening to videos is more fun.	4	6	2	-	38	79,17
5	I can get to know the characters and the content of the story more easily through videos.	1	10	1	-	36	75,00
6	The instructor's explanations are easy to understand.	4	7	1	-	39	81,25
7	I was more courageous in answering questions when I learned to use videos.	6	5	1	-	41	85,42
8	Videos help me understand the message of the story I am watching.	5	6	1	-	40	83,33
9	I didn't feel bored during the learning.	6	5	1	-	41	85,42
10	I want to learn to use video again in the next lesson.	6	6	-	-	42	87,50

The overall percentage of the questionnaire is calculated as follows: the total score obtained is  $39 + 39 + 42 + 38 + 36 + 39 + 41 + 40 + 41 + 42 = 397$ , while the maximum total score is  $10 \text{ items} \times 12 \text{ respondents} \times 4 \text{ (highest score)} = 480$ . Thus, the overall percentage =  $(397/480) \times 100\% = 82.71\%$ , which is in the very good category.

The analysis per item shows an interesting pattern of students' responses to the use of animated video media. Point 3 (focus on learning) and point 10 (desire to learn again using video) obtained the highest score, each at 87.50%. The high achievement shows that animated video media is able to create an interesting learning experience so that it can increase students' attention and motivation during the listening learning process. Attention and motivation to learn are important factors because they play a role in determining the involvement of students in receiving, processing, and understanding information conveyed through learning media (Siregar et al., 2024).

On the other hand, point 5 which states that videos help students know the characters and content of the story obtained the lowest score of 75.00%. These results are in line with observational findings that show that only 50.00% of students are able to recognize the main character in the story. The similarity between the observation results and the questionnaire showed that although students had a positive acceptance of animated video media, the process of understanding narrative elements such as characters, plots, and story messages still required more active learning assistance. The use of visual media can help attract students' attention, but a deep understanding of the content of the story still requires strengthening activities such as discussions, spark questions, and reflection after listening (Nurmiyati et al., 2024).

It should be understood that the response questionnaire in this study measures students' perceptions and attitudes towards media use, not measures the improvement of direct listening skills. Therefore, the average response score of 82.71% is more accurately interpreted as an indicator of media *acceptability* and affective involvement of students in the learning process. A positive response to learning media is a supporting factor because it can increase students' interest, motivation, and readiness to participate in learning activities. Research by Pratiwi et al. (2026) shows that animated video media designed according to the characteristics of elementary

school students is able to increase learning engagement because it presents material in an interesting, interactive, and easy-to-understand manner.

Thus, the use of Animaker-based animation videos in listening learning not only serves as a tool for delivering material, but also as a stimulus that is able to create a more active learning atmosphere. However, optimizing learning outcomes still requires a pedagogical strategy that directs students to carry out the process of understanding, interpreting, and evaluating the information obtained from stories.

## **Discussion**

### **1. The Potential of Animated Videos in Increasing Student Involvement in Listening Learning**

The results of the study based on two data sources, namely observation of listening ability and student response questionnaire, show that the use of Animaker-based animation videos has the potential to improve the quality of listening learning. From the affective aspect, students showed a positive acceptance of the use of animated video media. The high response of students shows that the media is able to attract attention, increase curiosity, and create a more enjoyable learning atmosphere.

This finding is in line with the research of Wulandari and Haryanto (2023) who stated that animated video media is able to increase student learning engagement because it presents material through a combination of visual and audio that is in accordance with the learning characteristics of elementary school children. In addition, Khasanah et al. (2024) explained that the use of animation-based media can increase learning motivation because students can more easily understand the material through attractive visual representations.

### **2. The Role of Animated Videos in Helping Understand the Content of Stories**

Animated videos have the advantage of presenting story elements in a more concrete way through the appearance of characters, settings, plots, and visual expressions. The presentation helps students in building an initial understanding of the information conveyed. In listening learning, visual media can be a support for students to connect the information they hear with the images they see.

Research by Lestari et al. (2023) shows that the use of animated video media in learning Indonesian can help students understand the content of stories because information is presented in a more systematic and interesting way. The results of Pramesti and Sari's (2025) research also show that animation media is able to increase students' understanding of story texts through the presentation of more contextual information.

### **3. The Limitations of Animated Videos in Developing Inferential Comprehension**

Although animated videos have a positive impact on attention and motivation to learn, the results show that the ability to understand implicit meaning is still a difficult part for learners. The difference in achievement between the literal comprehension indicator and the inferential indicator shows that it is easier for learners to grasp visible information directly than to draw conclusions from the messages hidden in the story.

This shows that animated video media does not automatically develop high-level thinking skills if students only act as spectators. According to Ramadhani and Putri (2024), digital media-based learning requires active involvement through analysis, discussion, and reflection activities so that students are able to develop a deeper understanding.

### **4. The Importance of Companion Learning Strategies in the Utilization of Animated Videos**

The findings of this study suggest that the use of animated videos needs to be integrated with active learning strategies. Teachers not only play the role of media providers, but also facilitators who help students process the information obtained during the listening process.

Strategies such as giving triggering questions before watching, discussions after the show, activities to retell the content of the story, and reflection on moral messages can help improve students' interpretive skills. Research by Hidayati et al. (2025) shows that the combination of digital media with an active learning approach is more effective in improving the ability to understand texts than the use of media independently without assistance.

### **5. Implications of Using Animated Videos on Listening Learning**

Based on the results of the research, Animaker-based animation videos can be used as an alternative listening learning media that can increase student engagement and interest in learning. However, the effectiveness of media does not only depend on visual and audio elements, but also on the learning strategies used to direct students to understand, interpret, and evaluate information.

Thus, the use of animated videos needs to be positioned as part of a broader learning design, not just as a tool for delivering material. The integration between digital media and the right pedagogical strategy is an important factor in developing students' listening skills as a whole.

## **CONCLUSION**

This research produces two main findings that complement each other. First, the use of Animaker-based animation videos in learning to listen to simple story texts produces a tiered profile of achievement according to the level of cognitive difficulty of each indicator. The highest achievement was obtained in the ability to mention the title of the story (75.00%), followed by recognizing the main character (50.00%), explaining the content of the story (41.67%), and the lowest in the ability to convey a moral message (25.00%). This pattern confirms that animated video media is effective in conveying explicit information and encouraging students' attention, but it is not sufficient to develop inferential understanding without the support of more active and structured pedagogical strategies.

Second, students responded very positively to the use of animated video media, with an overall percentage of questionnaires of 82.71% (very good category). This positive response is strongest seen in the aspect of learning focus and motivation to use similar media again. However, the questionnaire score reflects the acceptance and affective involvement of students, not directly measuring the improvement of listening competence, so these two dimensions need to be read separately.

Based on these two findings, the study recommends three things. First, teachers need to complement the use of animated videos with active scaffolding strategies—such as pre-listening guided questions and structured post-viewing discussions—to encourage the development of inferential listening skills. Second, follow-up research needs to be conducted with a design that includes more than one learning session, uses varied texts, and involves validated listening ability measurement instruments to make the resulting findings more methodologically robust. Third, the development of animated video media for listening learning should consider the inclusion of interactive elements—such as guided pauses or questions in videos that can help students process information more actively while watching.

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