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Development of Sasak Folktale-Based Animated Audiovisuals to Improve Storytelling and Literacy Skills in Early Childhood

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Abstract

Early childhood literacy and storytelling skills arecritical foundations for later academic achievement, yet many learning environments remain constrained by monotonous instructional practices and limited culturally responsive media. This study addresses this gap by examining the impact of animated folklore as an innovative learning medium for early childhood education. The aim of the research is to evaluate the effectiveness of folklore-based animated audiovisuals in improving literacy and storytelling skills among young children. The study employs a research and development approach using the ADDIEframework, involving expert validation and field implementation. Empirical data were collected from 65 kindergarten children aged 5–6 years across small-scale and large-scale trials, using observation instruments, questionnaires, and pretest–posttest assessments. Quantitative analysis included descriptive statistics, N-Gain scores, and paired-sample t-tests. The results demonstrate substantial improvements in both literacy and storytelling outcomes after exposure to the animated folklore intervention, with medium-to-high learning gains and statistically significant differences between pretest and posttest scores. The media achieved high validity and practicality ratings from experts, teachers, and learners, indicating strong instructional quality and classroom feasibility. The novelty of this study lies in its integration of culturally grounded animated folklore as a systematic pedagogical tool that simultaneously strengthens narrative competence and early literacy skills. The findings contribute to early childhood education theory by reinforcing the role of culturally responsive digital media in language development, while offering practical implications for educators and policymakers seeking scalable, engaging strategies to enhance foundational literacy and storytelling in early learning contexts.

Highlights:

- Animated folklore significantly improves early childhood literacy and storytelling performance
- Culturally responsive animation increases learner engagement and narrative competence
- Digital storytelling media provides effective, scalable support for early childhood education

Keywords: Early Childhood Literacy, Storytelling Skills, Animated Folklore, Culturally Responsive Learning, Audiovisual Education

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Introduction

Early childhood education is closely linked to storytelling activities. Children are encouraged to get to know the culture of storytelling. Storytelling is about narrating something that tells about an action or an event and is delivered orally with the aim of sharing one's experiences.[1] Therefore, the material presented in the form of a story, where the beginning and the end are closely connected in a unified whole, must be prepared in advance. Telling stories helps children gain knowledge from what they hear; the acquisition of knowledge and skills, as well as changes in attitudes and behavior, can occur due to interactions with experiences they have previously had. Knowledge can stick with a child if they experience what they are learning and it becomes a habit.[2] Similarly, folklore based on local culture is expected to serve as a means of introducing the nation's culture and character. Essentially, education is a conscious effort to optimally develop the potential of learners, inseparable from the environment in which they live, especially their culture. Culture allows children to grow and develop in their immediate environment and then in a broader one. If children become unfamiliar with their own national culture, they will easily accept foreign cultures without a process of consideration. This tendency occurs because children lack national cultural norms and values that can be used as a basis for making judgments.[3]

The low abilities of children and minimal participation in learning activities indicate a gap between expectations and reality, suggesting that it is caused by a learning process that is less varied and monotonous. Observations conducted at TK Nurul Iman show that children's storytelling skills are still weak. This can be seen from children not receiving enough language stimulation from their surroundings, so their language abilities have not developed well. In addition, there is also a lack of motivation in children to tell stories due to the limited tools or media used by the teacher. Besides storytelling skills, strengthening children's literacy skills is also an important focus in improving children's abilities.[4] Children's literacy skills can be identified through a number of indicators mentioned in various studies, including language literacy, early reading and writing literacy, socio-cultural literacy, visual literacy, and numeracy literacy. Although literacy skills can be developed through these various indicators, there are several factors that hinder the learning process, starting from the lack of teacher motivation in guiding students during learning.[5] The rapid development of technology, which is not matched by parental supervision and tends to spoil children, in addition to teachers' low creativity in designing child-based learning, makes children passive and less motivated to improve their storytelling skills.[6]

One important aspect that needs to be strengthened from an early age is children's literacy skills. This aspect can be observed through various activities in the school environment. However, various studies indicate that children's literacy skills are still not optimal in daily learning activities. The low literacy skills of children in learning activities, along with minimal participation and the media used, indicate a gap between expectations and reality. It is revealed that the weak internalization of children's literacy skills is due to a learning process that is too monotonous, focused only on teaching modules and delivery by the teacher without the use of any tools or media.[7] Less varied and effective learning adds that monotonous learning and the absence of appropriate and consistent pedagogical strategies are the main obstacles in the learning process, also emphasizing that learning that is still teacher-centered and learning media that are less interesting cause a lack of children's motivation in learning.[8]

Observations indicate that children's literacy skills are still low. This can be seen from the children who do not have sufficient access and engaging reading materials; in addition, the teaching methods used by the teachers are not yet effective in the learning process to improve children's literacy skills. Based on the description above, an effective solution is needed to enhance storytelling and literacy skills for Group B children at Nurul Iman Kindergarten.[9] One potential strategy is to develop learning media that align with children's characteristics, such as story-based animated audiovisuals. Various studies have shown that animated audiovisuals are not just simple animated videos, but can also be a learning tool with a significant impact. They found that attractive visual displays in videos can enhance students' learning motivation.[10] revealing that local wisdom-based videos can help students better understand social and cultural diversity. Meanwhile, research shows that stories containing character values are not only effective in enhancing concept understanding but also in shaping positive student attitudes.

The combination of animation videos with folklore has also been widely done by people, including using Sasak folklore in animation videos to improve students' reading and writing literacy skills; a study conducted by I Wayan Karta titled 'Implementation of New Paradigm Curriculum Assessment in Developing Basic Numeracy Literacy of Group B Children at TK PHIP Mataram Academic Year 2023/2024' showed that the literacy and numeracy development of Group B children improved after the implementation of the new paradigm curriculum/Independent Curriculum assessment; and a study conducted by Ika Rachmayani titled 'Description of Literacy Skills of Group B Children at PAUD Negeri Kecamatan Palibelo in 2022.' This study aims to find out the literacy abilities of group B children at the Public Early Childhood Education (PAUD) in Palibelo District. This research uses descriptive qualitative research. The study was conducted at Pembina State Kindergarten in April 2022. The results of the study show that the literacy abilities of group B children at the Public Early Childhood Education in Palibelo District have developed as expected. This means that the children's early literacy is already able to understand spoken language, communicate well, and comprehend the language used by the teacher.

The above studies indicate that folklore-based animated audiovisuals developed are intended to: (1) Improve children's storytelling skills. (2) Enhance children's cultural literacy skills. (3) Improve children's reading comprehension abilities. (4) Improve children's literacy in reading and writing. (5) Strengthen children's understanding of local culture. The similarity of this study with previous research is that it discusses folklore based on local culture, while the difference lies in the research results and the media used. However, in reality, to date, no research has specifically developed Sasak folklore-based animated audiovisuals as a medium to improve storytelling and literacy skills in early childhood. The stories of Inaq Tegining and Amaq Teganang contain unique local cultural values as well as moral messages about changing attitudes and

responsibility. The uniqueness of this story makes it relevant to be developed into teaching materials that not only strengthen understanding. Therefore, this study offers an innovation by developing story-based audiovisual animation media based on the Sasak folk tale Inaq Tegining Amaq Teganang as a learning medium that not only supports the learning process but also plays a role in enhancing storytelling skills and literacy in early childhood.

Method

Research and development, or in English Research and Development, is a research method used to produce a specific product and test the effectiveness of that product. There is a more generic type of instructional design model called the ADDIE model. [11] To be able to produce a certain product, research in the form of needs analysis is used, and to test the effectiveness of the product so that it can function in the wider community, longitudinal development (gradual, can be multi-year) is required. The research procedure used is ADDIE development. The ADDIE research model is simple and easy for producing instructional materials, making it suitable for researchers to apply in developing learning media products. The steps used in the ADDIE research model are analysis, design, development, implementation, and evaluation/feedback.[12]

1. Model Development Steps ADDIE

a. Analysis The analysis results show that (1) teachers use lecture methods, (2) the teaching materials and learning tools used are not adequate and optimal, (3) there is no specific learning media for teaching early reading, (4) teachers still minimally use learning media during teaching, so they support the learning media that the researcher will develop.[13]

1) Needs analysis. Most children prefer visual and narrative learning media, where animated videos become enjoyable, easy to understand, and effective in increasing learning interest. Teachers also express the need for media that not only delivers material but also integrates character values and Sasak culture contextually into learning. Therefore, the development of story-based animated audiovisuals is considered appropriate to meet these needs.

2) Analysis of the aspects being developed. In developing literacy and storytelling skills in early childhood, there are several aspects that need to be developed, including language aspects, cognitive aspects, creativity and imagination aspects, and motor aspects.

3) Analysis of Sasak folklore material. The folklore material “Tegining Teganang” was chosen because of its strong potential to instill values of honesty and responsibility. This story depicts the transformation of the main character who is patient and responsible.

4) Analysis of learning media. Animated videos are chosen as learning media because of their advantage in harmoniously combining text and visual illustrations, making it easier for children to understand and internalize character values visually and narratively.

5) Analysis of early childhood character. Early childhood children in group B, aged 5-6 years, are at the concrete operational stage according to Piaget, beginning to be able to understand logical concepts with the support of visual representation and direct experience. They enjoy learning materials that are visual, contextual, and narrative, such as animated audiovisuals.

b. Design At this stage, the preparation of a clear and coherent narrative structure is carried out, the creation of a video framework as a visualization of the story, character development, as well as the determination of illustrations and narrative text that are communicative and appropriate for children's cognitive development.

c. Development This stage is the process where everything that is needed or will support everything must be prepared. In this stage, activities include the creation of the pirate folklore script, modeling which begins with making models of each object and designing the characteristics of the appearance and look of the objects, animation where the already modeled images are then animated with the help of software that aids in creating object movements, and rendering which is the final stage done as the final result where, after the objects are made (modeling) and then given animation, each frame is rendered and then combined into a file that can be played in MP4 format. Responses and suggestions from experts regarding the product that has been created are written on the validation sheet that has been prepared as material for revision. The revised results, which have been re-validated by subject matter experts, language experts, and design experts, are then used to create an animated video and are ready to be implemented.[14]

d. Implementation This stage tests the developed product to determine its attractiveness and effectiveness in learning. This trial is intended to obtain information from students about the learning media that has been developed, whether it is already appealing or not. The product trial is conducted in 2 ways, namely a small-scale test and a large-scale trial. After data is obtained from the student respondent questionnaires, the data is processed and then analyzed for the evaluation stage.

e. Evaluation The evaluation stage is carried out to measure the feasibility of both the quality and quantity, as well as to improve the quality of the picture word card learning media that has been developed. If after the evaluation the product still has shortcomings, the initial process or stage can be carried out to make improvements.

2. Time, Place, and Research Subjects

This Development Research was conducted at TK Nurul Iman Praya, Central Lombok Regency. The reason the researcher

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chose this research location is because the learning process at TK Nurul Iman Lombok Tengah is still considered very low, particularly in the language aspect. Research time refers to how long the researcher spends conducting the study. This research will be carried out in the even semester of the 2025 academic year. The research subjects are people, places, or objects observed in the study as targets. In the small-scale trial, 25 children at TK Nurul Iman were used as samples to test readability, visual appeal, and understanding of the developed media's content. Meanwhile, in the large-scale trial, the sample consisted of 40 children at TK Nurulshodikin. The sampling technique was carried out using total sampling because the entire population of the school could be fully reached and was appropriate.

Data Collection Techniques Observation Observation involves the researcher going directly to the field to understand the conditions of the subjects including teachers, children, facilities and infrastructure, organizational structure, and the learning processes at TK Nurul Iman Lombok Tengah. Documentation Documentation is a method of data collection concerning things in the form of written objects or items related to a particular event, such as databases, archive books, works, photos, letters, or other written sources (Arifin 2020). Questionnaire Questionnaires in the study were given to teachers and class students to analyze the students' needs. Then, the researcher also used questionnaires to be given to media experts, material experts, and teachers. Questionnaires were used to perform material expert validation, media expert validation, teacher response testing, and student response testing on the product developed by the researcher.[15]

Data Analysis Techniques Instrument Validity Test The type of validity used in this study is empirical validity (item validity), which is tested through the Pearson Product Moment correlation between the score of each statement item and the total instrument score. Instrument Reliability Test Reliability analysis is performed on the validation sheet instrument to determine whether the statement items in the instrument are consistent and reliable. The formula used. Practicality Analysis of the Media The practicality questionnaire contains statement items that are responded to using a 4-point Likert scale. The scores of each item are then summed and analyzed using descriptive percentage analysis techniques to obtain information on the level of practicality quantitatively. Media Effectiveness Analysis (Paired Sample t-Test) It is used to compare the mean scores that are independent, for example, scores from different tests.[16]

Results and Discussion

This research and development resulted in steps for developing comics as a learning medium, packaged in the form of illustrated stories to convey messages and information so that they are easily understood. This study aims to develop animated audiovisuals based on Sasak folklore from valid, practical, and effective aspects. The development of audiovisuals based on Sasak folklore has gone through several development processes with systematic stages. The development stages in this study are carried out based on the ADDIE model, which consists of systematic stages. The development stages in this study are carried out based on the ADDIE model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation.[17]

1. Analysis At this stage, an analysis is conducted on the problems found in the school, including needs analysis, child analysis, and material analysis. The needs analysis shows that the learning process still has minimal use of media; teachers only use general textbooks, making the learning less varied and not yet able to optimally support the achievement of learning objectives. The child analysis shows that students' literacy skills are still low, and teachers have never utilized animation-based audiovisual media in learning activities. Furthermore, the material analysis reveals that the material on cultural diversity in the surrounding environment has not been conveyed in depth. The thematic books used do not provide specific information regarding cultural diversity in the West Nusa Tenggara Province, particularly the culture of the Sasak ethnic group, so students have not yet gained a contextual understanding of the cultural identity in their region. This situation demands the development of learning media that can enrich students' understanding of social and local cultural diversity, as well as support the achievement of learning outcomes in the Merdeka Curriculum.

2. Design

a. Animation Video Design in the Opening Section Animation video design in the opening section contains a lush village atmosphere, green rice fields, and mountains. Then, in the opening section, bright colors are also used to attract children's attention.

b. Video Design in the Introduction Section The introduction section contains a narrative of the Sasak folk tale that explains the daily life from the story of Inaq Tegining and Amaq Teganang. Their very simple daily life is depicted, featuring the characters Inaq Tegining and Amaq Teganang.

c. Video Design of Sasak Folktale Storyline This section contains the storyline of the Sasak folktale “Inaq Tegining and Amaq Teganang.” This part discusses material about patience and honesty, and the story begins with a man named Amaq Sahnun, who suddenly arrives with a worried expression, asking about his lost cow. Amaq Teganang and his wife respond that the cow they brought belongs to him. Amaq Teganang and Inaq Tegining have never seen Amaq Sahnun's cow. Then Amaq Sahnun apologized to Amaq Teganang and Inaq Tegining for asking the wrong question, and Inaq Tegining responded kindly to Amaq Sahnun and prayed that Amaq Sahnun's cow would be found soon. A few days later, the villagers found Amaq Sahnun's cow near the river. Amaq Sahnun went to the house of Inaq Tegining and Amaq Teganang. Amaq Sahnun felt bad for having had bad assumptions about Amaq Teganang and Inaq Tegining. When he arrived at their home, Amaq Sahnun thanked Amaq Teganang and Inaq Tegining for being honest. From then on, they lived in harmony and helped each other. The villagers respected the honesty of Inaq Tegining and Amaq Teganang. The couple became known as honest and patient people.

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3. Development The development stage is the third stage in this research, where the researcher develops the product by realizing the designed concept and then conducts validation tests on the media, materials, and language carried out by media experts, material experts, and language experts in accordance with the content that contains material on appreciating cultural diversity in a region.

a. Media Validation Test. Media validation was conducted by two experts, namely Dr. Siti Istiningsih, M.Pd, and Filsa Era Sativa, M.Pd, using a 1–4 Likert scale questionnaire. The validation was carried out in two stages. In stage I, the feasibility percentage obtained was 75% (feasible to use), and in stage II it increased to 96% (highly feasible to use). The experts' suggestions were used as the basis for improving the video until it was declared valid.

b. Material Validation Test. Material validation was conducted by Dr. Burhanuddin, M.Hum and Dr. Siti Istiningsih, M.Pd using a 1–4 Likert scale instrument that covers aspects of learning objective relevance, material content, presentation, language, and motivation. Stage I obtained 89% (feasible), while stage II reached 100% (very feasible). These results indicate that the material in the animated video is highly suitable for use.

c. Language Validation Test. Language validation was conducted by Dr. Sukri and Dr. Moh. Irawan Zain, M.Pd through two stages. Stage I achieved 84% (eligible), and stage II reached 94% (very eligible). Thus, the language aspect of the animated video is declared very eligible.

d. Instrument Validation Test. Instrument validation is conducted to assess the suitability of the questions used to measure children's literacy and storytelling abilities. The validation results show a validity level of 90% for the literacy aspect and 87% for the storytelling ability aspect, both falling into the very valid category.

e. Implementation At this stage, the product that has undergone validation trials and revisions by the media and material expert team will be applied in the learning process. Then, the product trial is conducted on group B children at TK Nurul Iman, totaling 25 children. The trial is carried out to determine the children's responses regarding the practicality of using the animated video product. After using the product, the practicality of media usage is assessed using a questionnaire instrument from student and teacher responses. Before being given the treatment (using animated videos), they are asked to fill out a pretest instrument sheet first, after which the researcher provides the treatment (introducing the animated video media). During the treatment, the researcher also identifies each child's literacy and storytelling abilities. After that, the children are given a student response questionnaire.

4. Evaluation After going through the implementation stage of the animated video product, this stage involves evaluation based on the results of student and teacher response questionnaires to determine the validity and practicality of the media as well as the effectiveness of the video in improving literacy and storytelling skills. Based on the percentage of student and teacher questionnaire responses, which reached 86% in the very practical category and 79% from teachers in the practical category, without any suggestions or revisions, it can be concluded that the animated video media is very practical to use without modification. In addition to testing the practicality and feasibility of the product, this study also tested the effectiveness of the product in enhancing literacy and storytelling skills.

Product Testing

1. Results of Validity Aspect Data

a. Media validation Media validation is carried out by media experts, and it is conducted in two stages to determine the level of validity of the media after revisions or improvements based on suggestions and input from media experts to refine the results of the assessment during validation.

Table 1. Media Validation Assessment Results

Aspect	Total Score	Average Number of Each Indicator	Percentage Result	Criteria
Visual Display	22			
Audio Quality	24	61	96%	Very Valid
Animation Techniques	15			

Based on Table 1 above, it can be said that the score for the visual appearance aspect is 22, then the score for the audio quality aspect is 24, and the score for the animation technical aspect is 15, so the total average score for each indicator is 61. It can be concluded that the percentage of the achievement level of audiovisual media validity based on expert assessment is 96%.

b. Material validation Material validation is carried out by material experts, conducted in two stages to obtain the level of validity of the material in audiovisual animation media based on suggestions and input from material expert lecturers. The results of the assessment in material validation are as follows:

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Table 2. Material Validation Results

Aspect	Total Score	Average Number of Each Indicator	Percentage Result	Criteria
Suitability of the material for the child's age	24	72	100%	Very Valid
Cultural values and moral messages	32			
Usefulness for literacy and storytelling	16			

Based on the table above, it can be stated that the score for the aspect of material suitability for children's age is 24, the aspect of cultural values and moral messages scores 32, and the aspect of usefulness for literacy and storytelling scores 16. Therefore, it can be concluded that the percentage of achievement of the audiovisual animation material's validity based on expert assessment is 100%, indicating that in terms of the content or material of the audiovisual animation with the Sasak folk tale 'Tegining Teganang,' it is very suitable for use.

c. Language validation Language validation is carried out by linguists to obtain the level of validity in audiovisual animation media based on suggestions and input from expert lecturers. The results of the assessment in this validation are as follows:

Table 3. Language Validation Results

Aspect	Total Score	Average Number of Each Indicator	Percentage Result	Criteria
Clarity of language	31	79	84%	Very Valid
Language rules	30			
Suitability and capability of the aspects developed	18			

Based on Table 3 above, it can be said that the score for the aspect of language clarity was 31, then for the aspect of language rules it was 30, and for the aspect of suitability and ability of the developed aspect it was 18. So, it can be concluded that the percentage of language validity achievement in this animated audiovisual is 84%, which shows that the language in animated audiovisual media is very suitable for use.

2. Practicality Data Results

a. Student responses Student responses using groups in the trial consisted of 25 children in accordance with the trial stages. The practicality level of the animated audiovisual media was obtained through an instrument questionnaire filled out by the students as research subjects in the trial.

Table 4. Student Responses

Aspect	Total Score	Average Number of Each Indicator	Percentage Result	Criteria
Material	24	52	86%	Very Valid
Media	28			

Based on Table 4 above, it can be said that the score for the material aspect is 24, while the score for the media aspect is 28. Therefore, it can be concluded that the practicality percentage of the animated audiovisual product at this trial stage is 86%, indicating that the animated audiovisual media is very practical to use.

b. The assessment of teachers' responses to the practicality level of audiovisual animation based on teacher response questionnaires in the product trial is as follows:

Table 5. Teacher Assessment

Aspect	Total Score	Average Number of Each Indicator	Percentage Result	Criteria
Suitability of media with the material	13	38	79%	Valid
Quality of media presentation	19			
Benefits of media	6			

Based on Table 5 above, it can be stated that the score for the aspect of media suitability with the material is 13, then for the aspect of media presentation quality, the score is 19, and for the aspect of media usefulness, the score is 6. Thus, it can be concluded that the percentage level of the practicality of the animated audiovisual product in the teacher's assessment is 79%, which indicates that the animated audiovisual media is very practical to use.

3. Test the Effectiveness of Audiovisuals in Improving Literacy and Storytelling Skills

a. Field Test The field test aimed to determine the feasibility of animation audiovisuals in improving the literacy and storytelling abilities of children in the group.

b. In the small group trial, it was conducted at TK Nurul Iman using 25 children as the small group and 40 children as the large group at TK Nurulshodikin.

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c. Description of the pretest scores of small group literacy skills, statistical data related to the initial literacy ability scores of children before learning are presented in the table below:

Table 6. Pretest Scores Statistics for Literacy Skills

Number of students	25
Highest score	56
Lowest value	42
Average	48,32

Based on the data from statistical table 6 above, it can be concluded that the pretest scores of literacy skills for children in group B before learning using media fall into the very low category, with an average score of 48.32 out of an ideal score of 100, which is achievable by children. Description of the pretest scores of literacy skills for the larger group.

Table 7. Pretest Literacy Scores Statistics for Large Group

Number of students	40
Highest score	55
Lowest value	47
Average	50,72

Based on the data in statistical table 7 above, it can be concluded that the pretest scores of literacy skills of the large group of children before learning using media fall into the very low category, with an average score of 50.72 out of an ideal score of 100, which is attainable by children. The description of posttest literacy skills of the small group of children. The statistical data related to the initial literacy skills of children after learning using conventional media are presented in the table below:

Table 8. Posttest Statistics Data for Low Literacy

Number of students	25
Highest score	78
Lowest value	70
Average	74,52

Based on the data from statistical table 8 above, it can be concluded that the posttest scores of children's literacy skills after using the media are in the high category, with an average score of 74.52 out of an ideal score of 100 that children could potentially achieve. Description of the posttest scores for literacy skills in the large group.

Table 9. Post-Test Literacy Statistical Data

Number of students	25
Highest score	75
Lowest value	69
Average	71,42

Based on the data in Table 9 of the above statistics, it can be concluded that the post-test literacy skills of the children after the use of media fall into the high category, with an average score approaching the ideal score of 100, which is potentially attainable by the children. Description of the pre-test scores of storytelling ability in small groups The statistical data related to the initial storytelling abilities of the children before the learning process is presented in the table below:

Table 10. Statistical Data of Small Storytelling Pretests

Number of students	25
Highest score	54
Lowest value	40
Average	45,56

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Based on the data in statistical table 10 above, it can be concluded that the pretest scores of storytelling ability of children in group B at TK Nurul Iman before learning using media fall into the very low category, with an average score of 45.56 out of an ideal score of 100 that could be achieved by the children. Description of pretest scores for reading ability of the large group: Statistical data related to the initial storytelling ability of children before learning are presented in the table below:

Table 11. Statistical Data of the Storytelling Pretest

Number of students	40
Highest score	56
Lowest value	49
Average	51,5

Based on the statistical table 11 data above, it can be concluded that the pretest scores of storytelling ability for children in group B before learning using media fall into the very low category, with an average score of 51.5 and an ideal score of 100 that could be achieved by the children. A description of the post-test storytelling ability scores of the small group. Statistical data related to the initial storytelling ability scores of children after learning using media are presented in the table below:

Table 12. Post-Test Statistics Data for Small Storytelling

Number of students	25
Highest score	78
Lowest value	64
Average	72,24

Based on the statistical data above, it can be concluded that the post-test scores of children's storytelling ability after using the media fall into the high category and have increased with an average score of 72.24 out of an ideal score of 100, which children are potentially able to achieve. The description of the post-test scores of storytelling ability for the large group of children and the statistical data related to the initial storytelling ability scores of children after learning using the media are presented in the table below:

Table 13. Statistical Data of Post-Test on Storytelling

Number of students	40
Highest score	75
Lowest value	67
Average	70,1

Based on the data from the statistical table 13 above, it can be concluded that the post-test scores of children's storytelling ability after using the media fall into the high category and increased with an average score of 70.1 out of a possible ideal score of 100 that children could potentially achieve.

Data Analysis

1. Instrument Reliability Test

Reliability analysis was conducted on the validation sheet instrument to determine whether the statements in the instrument are consistent and reliable. The results of the analysis can be seen in the following table:

Table 14. Results of Storytelling Instrument Data Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.892	20

Table 15. Results of Literacy Instrument Data Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.803	20

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Based on the analysis of the two data sets above, it can be concluded that decision-making should be done if the Cronbach's alpha value > 0.05, indicating that the instrument is valid. Based on the two tests, storytelling ability was found to be 0.892 and literacy ability 0.803, which means both results are greater than 0.05, so it can be said that both instruments are reliable.

Table 16. Interpretation of alpha values

Cronbach's Alpha Value	Criteria
≥ 0,90	Excellent
0,70 – 0,89	Good
0,50 – 0,69	Fair
< 0,50	Poor

2. Normality Test

The normality test aims to determine the extent to which the data is normally distributed in the variables of this study. Good data that can be used in research is data that is normally distributed. The results of the data analysis can be seen in the following table:

Table 17. Normality Test of Pretest and Posttest Storytelling Ability Instrument

Tests of Normality						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	df	Sig.	**Statistic**	**Df**	**Sig.**
Pre_KB	.173	25	.052	**.931**	**25**	**.092**
Post_KB	.160	25	.097	**.927**	**25**	**.076**
a. Lilliefors Significance Correction						

Decision Making for the Shapiro-Wilk normality test: if the significance value is > 0.05, then the data is normally distributed. Based on the Shapiro-Wilk test above, it was found that the pretest value has a significance of 0.092 and the posttest value has a significance of 0.76, which means it is greater than 0.05. Based on the test above, it can be concluded that the pretest and posttest storytelling ability scores are normally distributed.

Table 18. Normality Test of Pretest and Posttest Literacy Skills Instrument

Tests of Normality						
	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	df	Sig.	**Statistic**	**Df**	**Sig.**
Pre_L	.143	25	.200*	**.967**	**25**	**.576**
Post_L	.162	25	.088	**.951**	**25**	**.260**
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Decision making for the Shapiro-Wilk normality test: if the significance value (sig.) > 0.05, the data is normally distributed. Based on the Shapiro-Wilk test above, it was found that the pretest value has a sig. of 0.576 and the posttest value has a sig. of 0.260, which means both are greater than 0.05. Based on the test above, it can be concluded that the pretest and posttest literacy ability scores are normally distributed.

Table 19. Paired Sample t-Test The type of analysis used is the Paired Sample t-test.

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-26.200	3.014	.603	-27.444	-24.956	-43.466	24	**.000**

Decision Making for paired sample t-test: if the significance value (sig.) < 0.05, then there is a significant difference between storytelling ability and literacy skills in children of group B at TK Nurull Iman. Based on the paired sample t-test above, it was found that the significance value (sig.) is 0.000, which means it is smaller than 0.05. Based on the testing above, it can be concluded that there is a significant difference between storytelling ability and literacy skills in children of group B at TK Nurull Iman. The research entitled Development of Sasak Folklore-Based Animated Audiovisuals to Improve Early Childhood Literacy and Storytelling Skills aims to produce learning media that is valid, practical, and effective in enhancing children's literacy and storytelling abilities. To achieve this goal, this Sasak folklore-based animated audiovisual is developed using the ADDIE model. States that ADDIE is an approach that emphasizes an analysis of how each component interacts with one another, coordinating according to the existing phase.[18]

This development begins with the analysis stage. At this stage, it is divided into three analyses, namely needs analysis, student analysis, and material analysis. The first stage, needs analysis, revealed that group B at TK Nurul Iman only used

teaching materials that contained general content and the media used was still monotonous. In the learning process, media plays a very important role because it can enhance children's understanding, increase their motivation, and provide a fresh learning atmosphere to avoid boredom. It would be better if the teaching media used were more varied, such as story videos, which aligns with the explanation that media is a tool in the form of a series of images, each created using a series of images accompanied by characters in the story video, and there is a summary of the story for each video scene.[19]

Next is the stage of developing audiovisual media to improve literacy and storytelling skills. The development stage in this research also includes product validity testing by conducting media validation, material validation, and language validation, until it produces Sasak folklore-based audiovisual media that can provide children with an understanding of appreciating local cultural diversity, particularly the Sasak ethnic group, which is valid or suitable for use.[20] This validation test stage involved 3 expert lecturers, namely a media expert, a material expert, and a language expert. In this stage, the media expert, material expert, and language expert conducted assessments and provided suggestions and feedback on the media if there were still aspects that were not appropriate based on the evaluation criteria. This is intended to ensure that the purpose of validation is to produce media that is valid for use as learning media. Meanwhile, material validation aims to measure and assess the degree of validity of the developed material. Language expert validation aims to assess the appropriateness of the language in the learning media, ensuring clarity and suitability of the content according to the development of children's language.[21]

Based on three aspects in media validation assessment, namely visual appearance, audio quality, and animation technicality, the media validator gave a score of 96% with a category of fit for use. Then, the material validation stage was carried out to obtain the validity level of the aspects of material suitability for children's age, cultural and moral values, as well as the usefulness for literacy and storytelling that was developed.[21] At the material validation stage, the validator gave a score of 100% with a very feasible category. At the language validation stage, it was conducted to obtain the level of material validity and language aspects such as language clarity, language rules, and suitability with the developed competency aspects. At this language validation stage, the validator gave a score of 84% with a very feasible category. The next stage is implementation. This stage aims to determine the responses of students and teachers in terms of attractiveness and feasibility. The product trial process was conducted involving all children who were research subjects. After conducting the trial, all children who were subjects assessed the practicality of using the media by using a teacher and student response questionnaire instrument. The results of the teacher and student response questionnaires in the trial then entered the evaluation stage to determine the practicality of the product. This stage begins by introducing the media to the child and guiding the child to follow the procedures that have been carried out, then the researcher directs the child to play in an orderly manner, then conducts reflection, asks the child to retell what has been done previously, provides a pretest sheet, and finally conducts a question and answer session.

The final stage is implementation, which is the final phase where improvements are made after receiving suggestions, comments, and feedback from teachers and the three validators. The evaluation stage is conducted to see whether the goals and objectives of this product have been achieved or not by drawing conclusions and reviewing the results of presentations from questionnaires that have been distributed to experts and students. In this study, the evaluation is conducted based on the results of the product practicality test. The practicality of the product is determined based on responses from student and teacher questionnaires after using the product in the trial. Based on the questionnaire results, if there are suggestions and feedback from teachers and students, they can serve as the basis for improving the media; however, the assessments from teachers and students indicate that the use of audiovisual animation media based on Sasak folklore is very practical to use.

Conclusion

Based on the development process and the trial results of the folk tale-based Sasak animation audiovisual media that have been carried out, it can be concluded that: Development of Folk Tale-Based Sasak Animation Audiovisual This audiovisual is designed to convey material about cultural diversity, the values of honesty, and mutual respect in an engaging and easily understandable way for children. Through systematic design, this media successfully integrates elements of Sasak local culture, thereby enhancing the early childhood reading literacy skills. Validity and Practicality of Folk Tale-Based Sasak Animation Audiovisual The folk tale-based Sasak animation audiovisual is declared valid after going through a validation process involving media experts, material experts, and language experts. Validation results show that this animation audiovisual received a 96% rating from media experts, 100% from material experts, and 84% from language experts, all falling into the very valid category. The validation process was carried out in two stages, where the first stage involved providing suggestions and feedback for improvements and also validated by different expert lecturers, and in the second stage, the media successfully met the validity criteria without further revisions. This indicates that this animated audiovisual media is suitable to be used as an effective learning medium to enhance children's understanding of cultural diversity. Meanwhile, the results of the practicality test showed that the animated audiovisual media based on Sasak folklore is very practical to use in the learning process. Responses from students and teachers indicated a high level of practicality, with 79% from teachers and 86% from students. This shows that the animated audiovisual media is not only engaging but also easy to implement in teaching and learning activities, thereby increasing student involvement.

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