International Journal of Language, Humanities, and Education

The Use of Animated Video Media in Teaching Fairy Tales to Lower Grade Students at MI Ma'arif NU 01 Kajongan

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ABSTRACT

The use of fairy tale materials in Indonesian language instruction is aimed at achieving predetermined competency standards. To meet these standards, a solid understanding of theoretical concepts is essential. In order to minimize misunderstandings in the delivery of theoretical content, the use of appropriate instructional media is necessary. This study aims to describe the implementation of animated video media in teaching fairy tale content to lower grade students. Employing a qualitative research method with a case study approach, the study was conducted at MI Ma'arif NU 01 Kajongan. Data were collected through observation, interviews, and documentation. Data analysis was carried out using an interactive model comprising data reduction, data display, and conclusion drawing. The findings indicate that teachers are able to integrate animated video media effectively in the instruction of fairy tales by adhering to key principles of media utilization during the planning, implementation, and evaluation phases. These findings imply that incorporating engaging multimedia resources can enhance young learners' comprehension and motivation in language learning.

INTRODUCTION

The urgency for innovation in Indonesian language education has been extensively underscored by various scholars, policymakers, and practitioners, driven by pressing challenges in the national education system. Several interrelated factors necessitate this innovation (Luckyardi et al., 2024). The declining quality of education across levels has resulted in outcomes misaligned with labor market needs, partly because curricula fail to cultivate essential competencies such as

critical thinking, creativity, communication, and collaboration, while teaching methods remain dominated by rote memorization rather than active and higher-order learning. This quality gap is evident in the small proportion of high-achieving graduates and the prevalence of educated yet unemployed individuals, reflecting a disconnect between educational attainment and employable skills that undermines national competitiveness. Additionally, centralized, top-down educational management often stifles school-level innovation and fails to accommodate diverse learner needs, while the overloaded national curriculum imposes dense, uniform content on students from varied socio-economic, cultural, and linguistic backgrounds—an unrealistic approach that exacerbates disparities and contributes to suboptimal learning outcomes.

Research consistently shows that educational innovation in Indonesia has not yet reached its full potential (Satriana et al., 2025). The limited scope of innovation is evident in the weak competitiveness of Indonesian human resources when compared with other Southeast Asian countries (Mandasari et al., 2025). The nation's ability to compete globally depends significantly on the quality of its education system. As Ki Hajar Dewantara, a pioneer of Indonesian education, emphasized, education serves as the foundation for building an intelligent nation and securing a better future (Hufron & Junaedi, 2021). His philosophy underscores the necessity of aligning educational strategies with the vision of producing competent, creative, and morally responsible citizens.

In this context, instructional media play a pivotal role in revitalizing the teaching and learning process. Instructional media are tools or aids that facilitate the delivery of learning content, thereby enhancing both the effectiveness and efficiency of instruction. The application of instructional media is essentially the process of transmitting information in a structured and meaningful way to achieve educational objectives (Bowman et al., 2022).

Among various forms of instructional media, animated media—comprising a sequence of moving images—have gained significant attention for their potential to enrich classroom experiences. Animated media can capture students' attention and sustain their interest by combining visual, auditory, and sometimes kinesthetic elements into a cohesive learning resource. The use of animation has been widely recognized as a means to influence student attention, stimulate motivation, and support the development of affective aspects of learning (Bulbul & Kuzu, 2021).

For instance, a study by Al Habsyih (2023) demonstrates how 3D media were designed and implemented in Islamic education (PAI) classes to improve students' prayer skills. This study highlighted the pedagogical advantages of using three-dimensional animated representations, such as the ability to depict detailed, step-by-step processes and create immersive learning environments. However, the literature reveals a gap: there is a lack of research on the use of 3D animated media in Indonesian language instruction, particularly in the teaching of fairy tales.

Addressing this gap, the present study seeks to explore the application of 3D animated media in teaching fairy tales to lower-grade students at MI Ma'arif NU 01 Kajongan. The research is guided by a central question: How is 3D animation media implemented in the teaching of fairy tales for lower-grade students at MI Ma'arif NU 01 Kajongan? This question is grounded in the understanding that fairy tales hold a unique place in Indonesian language education, serving not only as a vehicle for linguistic development but also as a medium for cultural transmission, moral education, and imagination-building.

Traditionally, the teaching of fairy tales in Indonesian language classes has relied heavily on lecture-based and text-centric approaches (Martono, 2019). While these methods can provide direct instruction, they often fail to engage young learners meaningfully. Children in lower grades may struggle to visualize abstract descriptions or sustain attention during prolonged oral explanations. As a result, learning experiences may become monotonous, and retention of narrative details can be limited.

The use of 3D animated media presents a promising alternative to these traditional approaches (Maulidi et al., 2025). Animated presentations of fairy tales can vividly depict characters, settings, and events, thereby supporting comprehension and imagination. Furthermore, the dynamic nature of animation aligns with children's natural curiosity and preference for visually rich stimuli. When combined with thoughtful instructional design, such media can promote deeper engagement, encourage active participation, and enhance memory retention. From a pedagogical perspective, integrating 3D animation into fairy tale instruction aligns with constructivist learning theories, which emphasize the role of active engagement and multimodal input in knowledge construction. By presenting content through multiple sensory channels, animated media can accommodate diverse learning styles, making it possible to reach a broader range of students. Additionally, the incorporation of interactive elements—such as pause-and-discuss segments or embedded comprehension questions—can further strengthen learning outcomes.

Ultimately, the present study positions itself at the intersection of educational innovation, instructional media design, and language pedagogy. It aims not only to describe how 3D animated media are implemented in a specific classroom context but also to contribute to broader discussions on modernizing Indonesian language education. In doing so, it responds to the call for pedagogical strategies that are both culturally relevant and technologically advanced. These insights imply that the integration of engaging, technology-driven media into language instruction can serve as a catalyst for revitalizing learning experiences, improving student motivation, and bridging the gap between traditional educational practices and contemporary learner needs.

METHOD

This animated video aims to enhance students' enthusiasm and facilitate the learning process, particularly for fairy tale materials in lower grades(Fakhrurozi et al., 2021). Many teachers still deliver fairy tale content through traditional lecture methods, and some even require students to read the stories individually. Such approaches often lead to student boredom, especially among first graders, some of whom may not yet be fluent readers or are still in the early stages of learning to read. The use of animated video media to present fairy tale content can serve as an effective solution to these learning challenges. At MI Ma'arif NU 01 Kajongan, animated video media are implemented in Indonesian language instruction, specifically in the teaching of fairy tales.

To achieve this objective, the present study employs a qualitative descriptive research design using a case study approach (Yin, 2009). Qualitative research seeks to explore and understand the meanings that individuals or groups attribute to social or human problems. In this study, the researcher investigates the use of animated video media in fairy tale instruction within the school context.

This study adopts field research methods by directly examining the selected setting to obtain accurate and reliable data. The data sources consist of observations of the teaching and learning process, interviews with teachers, and documentation. The research process follows a systematic sequence: problem formulation, determination of research instruments, data collection, data analysis, conclusion drawing, and preparation of the research report.

Data analysis in this study follows the procedure proposed by (Miles & Huberman, 1994)

Miles and Huberman, which consists of: (1) Data reduction, whereby the collected data are summarized, selected, and focused on the most relevant information; (2) Data display, where data are organized according to the research questions to facilitate interpretation; and (3) Verification, which involves testing the validity of the findings through credibility checks.

RESULTS AND DISCUSSION
Results

Listening to fairy tales is an integral component of the Indonesian language curriculum, aimed at enabling students to capture and understand the story's content (Yemenici, 2021). Specifically, listening to fairy tales is one of the basic competencies outlined in the curriculum, focusing on the appreciation of narrated tales. Teachers are expected to guide students in comprehending the fairy tale so that they achieve the predetermined competencies, namely: (1) identifying interesting aspects of the narrated fairy tale, and (2) demonstrating the relevance of the story's content to present-day situations.

According to an interview with the first-grade homeroom teacher, learning activities become more engaging and enjoyable for students when appropriate media are used in alignment with the subject matter. In this case, the teacher employs animated video media in teaching the Indonesian language, specifically in fairy tale lessons. The use of animated video media allows for the effective and clear delivery of fairy tale material, enabling students to easily comprehend and identify interesting elements within the narrated story.

In this study, the researcher identified two distinct methods of implementing animated video media in Indonesian language instruction, particularly in teaching fairy tale materials to lower-grade students at MI Ma'arif NU 01 Kajongan. The first method involves the teacher providing their own equipment to deliver fairy tale content using animated videos. In this approach, the learning process takes place inside the classroom, with the teacher supplying essential tools such as an LCD projector, laptop, and speakers. While this method offers convenience in terms of location, it requires additional preparation time for the teacher to set up the instructional media before the lesson begins.

The second method does not require the teacher to provide their own equipment. Instead, instruction is conducted outside the classroom, where the teacher takes students on a visit to the Purbalingga Regional Library. In addition to its reading facilities, the library offers a mini-theater that screens educational films. This facility is utilized to support the delivery of fairy tale materials through animated videos, providing students with a more immersive and engaging learning experience.

Discussion

The Implementation Process of Animated Video Media in Fairy Tale Instruction

In its implementation, the teacher carries out Indonesian language instruction—specifically fairy tale material—using animated video media through several stages: the planning stage, the implementation stage, and the final stage of learning. Each of these stages is described as follows:

Table 1. The Stages of Using Animated Video

No	Procces	Description
1.	Planning Stage	The planning stage involves the preparation of teaching materials, selection of media, determination of teaching approaches and methods, and the development of assessment strategies within an allocated time frame to achieve predetermined competencies. Prior to the start of the academic year, teachers and the school principal hold a meeting to prepare for the upcoming school term. This meeting includes an evaluation of the previous semester's learning activities, followed by guidance from the principal regarding the preparations teachers need to undertake. During this stage, the teacher prepares the Indonesian language lesson plans and selects animated video media as the instructional tool (Putu et al., n.d.).

2.	Implementation Stage	This stage consists of the introduction, core learning activities, and assessment. In the introduction, the teacher begins the lesson by leading a group prayer, creating a pleasant classroom atmosphere, taking attendance, and providing a brief overview of the fairy tale topic. In the core activities, the teacher gives a short explanation about the content and prepares the necessary media tools, such as an LCD projector, laptop, and speakers. Students watch and attentively listen to the fairy tale video projected on the screen. They actively engage with the content, responding to scenes shown in the video. Following the viewing, the teacher provides feedback by asking students questions about the story, which facilitates interactive discussion between the teacher and the students (Ruhimat, 2010).
3.	Closing Stage	In the final stage, the teacher evaluates the learning outcomes by assigning tasks or exercises. The teacher then summarizes the lesson, emphasizing the moral messages conveyed in the fairy tale and relating them to students' everyday lives. Finally, the teacher offers encouragement and academic support to the students to reinforce their learning and motivation.

Challenges in Implementing Animated Video Media

The use of animated video media has been shown to be highly effective in Indonesian language instruction, particularly in the teaching of fairy tale content to lower-grade students. Animated videos combine visual and auditory elements, making them especially suitable for young learners who are still developing their reading fluency (Maulidi et al., 2025). By presenting stories in a vivid and engaging format, animated videos not only facilitate better comprehension of the narrative but also stimulate students' interest and motivation to learn. This combination of entertainment and education helps capture students' attention for longer periods, thereby improving retention and understanding of key concepts in the lesson.

In addition to enhancing comprehension, animated video media significantly increases students' enthusiasm and active participation during lessons. Learners become more eager to share their thoughts, respond to questions, and relate the fairy tale's content to their own experiences. Such active engagement aligns with the objectives of the Indonesian language curriculum, which emphasizes both the appreciation of literary works and the ability to make meaningful connections between texts and real-life contexts. The visual storytelling format of animated videos also helps students grasp abstract concepts more easily, fostering a deeper appreciation for language and literature from an early age (Napida et al., 2024).

Despite these clear benefits, several challenges have been identified in the implementation of animated video media in Indonesian language instruction. One of the most pressing issues is the limited availability of electronic equipment. At MI Ma'arif NU 01 Kajongan, the school currently has only one LCD projector, which must be shared among multiple classrooms. This situation often creates scheduling conflicts, particularly when different teachers plan to use multimedia resources at the same time. In many cases, these conflicts lead to delays in the teaching schedule, while in others, lessons involving animated videos must be cancelled altogether.

Such limitations hinder the consistent integration of technology into the learning process and reduce the overall effectiveness of animated video-based instruction.

Another significant obstacle is the lack of training in IT-based learning among teachers. While some educators are comfortable using digital tools, many still lack the necessary skills and confidence to conduct technology-enhanced lessons effectively. This skills gap often results in the underutilization of available digital resources, as teachers may revert to traditional lecture-based methods when faced with technical challenges. Without adequate training, even well-designed digital media cannot reach their full potential in supporting learning objectives.

Given these challenges, teachers have emphasized the need for the institution to invest in improving infrastructure and facilities to support technology-based learning. Increasing the number of LCD projectors, laptops, and other essential equipment would allow for more flexible and consistent integration of animated media into lessons (Istiara & Hastomo, 2023). Furthermore, there is a strong demand for professional development programs that focus on media and technology-based instruction. Such training should not only cover the technical aspects of using animated videos but also provide pedagogical strategies for incorporating them effectively into lesson plans.

Ultimately, addressing these challenges would enable animated video media to be implemented more effectively, ensuring that its benefits—enhanced comprehension, greater enthusiasm, and deeper engagement—can be fully realized in the teaching of Indonesian language and literature.

CONCLUSION

This study demonstrated that the implementation of animated video media in Indonesian language instruction, particularly in teaching fairy tales to lower-grade students at MI Ma'arif NU 01 Kajongan, can effectively enhance comprehension, foster enthusiasm, and increase active participation in learning. Teachers employed two main approaches: delivering lessons in the classroom using personal equipment and conducting lessons at the Purbalingga Regional Library to utilize its mini-theater facilities. The process followed structured stages—planning, implementation, and closing—ensuring that media integration aligned with curriculum objectives. Animated videos proved to be a powerful tool in helping young learners identify key story elements, relate moral messages to daily life, and remain engaged throughout the lesson. These findings imply that integrating visually engaging, technology-driven media into language teaching can significantly improve the quality of learning experiences, particularly in early-grade literacy and literature appreciation.

Despite these benefits, the study identified notable challenges, including limited availability of electronic equipment and insufficient teacher training in IT-

based instruction. These constraints hindered consistent implementation and reduced the potential impact of animated video integration. Therefore, it is recommended that schools invest in upgrading infrastructure—such as procuring additional projectors, laptops, and speakers—and prioritize professional development programs focused on the effective use of technology in instruction. Such initiatives should not only build technical skills but also provide pedagogical strategies for integrating media into diverse classroom contexts. Future research could expand this study by exploring the long-term effects of animated video use on literacy development and by comparing learning outcomes across different grade levels and school settings.

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