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Innovation in Realistic Animated Fairy Tale Video Learning Media for Children Aged 5–6 Years: An Effort to Improve Language Skills

Nuni Wahyuningsih[1] https://orcid.org/0009-0001-8533-7387
Masitowati Gatot[3] https://orcid.org/0009-0000-8303-3382

[1,2]*Educational Technology, Universitas Ibn Khaldun Bogor, Indonesia*

ABSTRACT

This study aims to develop learning media in the form of realistic animated fairy tale videos based on storytelling methods to improve the language skills of early childhood group B at Garuda Yaksa Kindergarten, Bogor Regency. Based on the low language skills of children, as indicated by initial data that 53% of children are in the category of Not Yet Developing, 27% Starting to Develop and only 20% Developing as Expected. The method used in this study is Research and Development (R&D) by combining the Lee and Owens model and the ASSURE model. The media development process includes needs analysis, media design, animated video production, validation by experts (materials, media, and instructional design) as well as limited and extensive trials. The results of the study indicate that the developed realistic animated fairy tale video media is effective in improving children's language skills. This is proven by a comparison of the pretest and posttest results in three cycles of testing the N-Gain score assessment categorization with a final score of 86% where there is a significant increase in the learning outcome score. In addition, this media is also able to increase children's interest and active participation during the learning process. The conclusion of this study is that realistic animated fairy tale video learning media based on storytelling has proven to be feasible and effective as an alternative solution in creating an interesting, interactive and meaningful learning process for early childhood, especially in improving language skills in the digital era.

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* Corresponding author: Nuni Wahyuningsih wahyununi86@gmail.com
https://orcid.org/0009-0001-8533-7387, Zainal Abidin Arief https://orcid.org/0000-0003-3984-8597 , Masitowati Gatot https://orcid.org/0009-0000-8303-3382

Introduction

Education plays a central and strategic role in efforts to form the next generation of the nation who are intelligent and qualified.(Susilawati & Kartini, 2018)Through formal educational institutions, individuals are not only encouraged to develop their full potential but are also equipped with the knowledge, skills, character, and essential moral values needed to face future challenges and support social development (Sammara, 2023). Therefore, the establishment and implementation of the curriculum serve as the primary guideline for organizing learning activities. This aligns with Law Number 20 of 2003 concerning the National Education System, which defines the curriculum as a set of plans and arrangements regarding objectives, content, and learning materials to achieve specific educational goals. This law explicitly emphasizes competency-based education that fosters student potential.

In the implementation of education, the curriculum plays a key role as a guideline for the teaching and learning process. This is regulated in Law Number 20 of 2003 concerning the National Education System, which defines the curriculum as a set of plans and regulations regarding objectives, content, learning materials, and learning methods to achieve specific educational goals.(Government Regulation of the Republic of Indonesia, 2003)The competency-based curriculum, as defined in this regulation, aims to optimally develop students' potential. For Early Childhood Education (PAUD), Minister of Education, Culture, Research, and Technology Regulation No. 8 of 2024 establishes content standards that emphasize language skills as the foundation of literacy, including listening, speaking, reading, observing images and simple texts, and beginning writing.

However, amidst the commitment to improving the quality of early childhood education, a real challenge has been identified in the field. The main problem was identified at Garuda Yaksa Kindergarten in Bogor Regency, where the language skills of children in group B were classified as very low. Initial data showed a concerning composition: 53% of students were in the Beginning to Develop (MB) category and 20% were in the Developing According to Expectations (BSH) category, while the remainder were still in the Not Yet Developing (BB) category. Cumulatively, 80% of students were at a suboptimal developmental level. This low language skills were characterized by many students who were unable to speak clearly and well. This condition is a serious concern because language proficiency is the main foundation for learning methods such as storytelling, which lays the foundation for developing more complex language skills at the next level.

Based on interviews with teachers and classroom observations, the root of this problem is strongly suspected to stem from the learning methods and media used. The language learning process tends to be monotonous and unengaging, resulting in low student interest and motivation. Students appear passive and uninterested in storybooks, which are conventional media. The lack of innovative learning media results in less than optimal student understanding of the material. Therefore, a breakthrough is needed in the form of learning media that can capture students' interest and deliver material more effectively (Hassinger-Das et al., 2020).

To address these issues, innovations in learning strategies and media are needed that are appropriate to the developmental characteristics of early childhood (Gomes D. F, 2022). One potential solution is the implementation of creative and educational animated learning videos to improve the language skills of Group B students at Garuda Yaksa Kindergarten. Animated videos are a proven learning medium for conveying abstract and complex material due to their ability to present material visually, attractively, and easily understood (Anggraeni, 2022). This approach is supported by previous studies showing that animation can improve memory and comprehension, and contains various educational values (Aprilianto et al., 2019). With a commitment to improving the quality of learning and addressing language skills challenges, this study aims to develop and test

the effectiveness of implementing animated learning videos in improving the language skills of early childhood at Garuda Yaksa Kindergarten, Bogor Regency.

Method

The research method used is Research and Development or R&D. In the field of education, the R&D method is used to develop and validate educational products and design educational product models.(Friendly, 2023). The product developed in this study is a realistic animated fairy tale video using the storytelling method, and the integration model developed is the Lee and Owens and Assure models. This integration model was chosen because the Lee and Owens Model has a procedure in the form of stages of development research starting from the needs analysis stage to the evaluation stage. And the ASSURE model is a learning planning model that emphasizes the use of media and technology in the teaching and learning process, by paying attention to the characteristics of students and their active involvement during the learning process.(Rustandi, 2022).The following is a design combining the Lee and Owens models with Assure as follows:

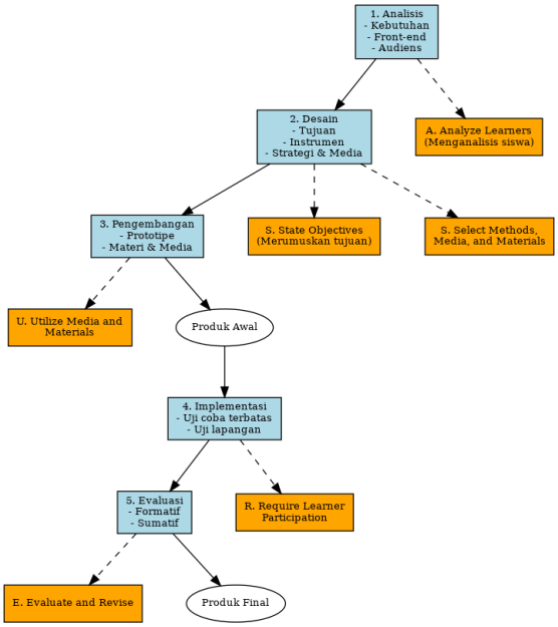

Figure 1. Lee and Owens Integration Model with Assure

Participation

The subjects of this study were Garuda Yaksa Kindergarten in Bogor Regency, with group B samples consisting of children aged 5-6 years. The study was conducted during the second semester of the 2024/2025 academic year.

Data Collection Techniques

The data collection techniques used in this study consisted of observation, interviews, and documentation. Initial observations were conducted to gather data and conduct careful observations.(Arief Abidin Zainal, 2014). From the observations obtained by the researcher, it is clear that children's language skills are still low. The learning process when explaining a theme is carried out as usual, only showing pictures, the teacher telling a story related to the theme, playing vocabulary games, or playing letter cards. There is no storytelling method related to the learning theme presented to the children. This is evident in the children appearing less active in the learning process. This condition is caused by the lack of varied media such as animated story videos that can support optimally stimulate language in children. Next, the researcher conducted interviews. Gatot & Agtriyanti, (2025) to gather initial information regarding the gaps that

occur in the learning process at Garuda Yaksa Kindergarten. From interviews conducted with group B teachers, it was found that this was due to the limitations of inadequate and less innovative learning media, as shown in Table 1 below:

Table 1. Interview Results with Group B Teachers

No	Question	Answer
1	Since when have you been teaching at Garuda Yaksa Kindergarten and specifically in group B?	I started teaching at Garuda Yaksa Kindergarten in 2023 and have been focusing on teaching Group B for the past year.
2	How do you see the development of the language skills of the children in group A so far?	The development of children's language skills is quite good, although there are still some children who are shy or lack confidence when speaking.
3	What challenges do you often face in developing the language skills of children aged 4-5 years?	The main challenge is the differences in children's backgrounds and the lack of interesting media to stimulate children's interest in speaking.
4	Do you often use storytelling in your learning activities? If so, how effective do you think it is?	Yes, I often use the storytelling method. This method is very effective because it helps children focus better and understand the message of the story more easily.
5	What media do you usually use when telling stories?	I usually use picture story books, hand puppets and flannel boards.
6	What was the children's response to the storytelling activity?	They are very enthusiastic, love to laugh, and often repeat parts of the story they like.
7	Have you ever used animated video media in learning? If so, in what context?	Yes, usually when introducing a new theme or as a closing activity to strengthen children's understanding.
8	In your opinion, do realistic fairy tale videos attract children's attention and help them understand the story?	Absolutely. Children tend to be more focused and engaged when watching animated videos that are visually and audibly engaging.
9	What do you think is important to include in an animated story video to be effective in improving children's language skills?	Simple language, attractive illustrations, repetition of words and expressive narrative are very important.
10	How do mothers assess their children's language skills after participating in storytelling or watching videos?	Usually they are more fluent in imitating words and more confident in speaking in front of their friends.
11	Do children tend to be more active in speaking, asking questions or responding after being exposed to stories or videos?	Yes, children become more active in asking questions and wanting to retell the content of the stories they hear or watch.
12	How do mothers usually evaluate their children's language development?	I observed their vocabulary usage, their ability to retell stories and how they responded to questions.
13	In your opinion, how should animated storytelling video learning media be	It should be short, colorful, with a child-friendly narrator voice, and the content

	developed to suit the needs of early childhood?	should be appropriate for the world of children.
14	Do you have any specific input regarding the design, duration, or story content of the animated video?	Ideally, the story should be no more than 5 minutes long. The content should be educational and contain a simple moral.
15	What are your hopes for media like this to support classroom learning?	I hope this media can be used regularly and become an effective tool to support children's language development.

Source: Researcher, 2025

Then, to determine the feasibility of the product developed and tested by experts, the following percentages are used:

$$Percentage(\%) = \frac{\Sigma x}{SMI} \times 100$$

Table 2. Product Eligibility Criteria

Achievement Level	Qualification	Information
90% - 100%	Very good	No need to revise
75% - 89%	Good	Revised as necessary
65% - 74%	Enough	Quite a lot of revision
55% - 64%	Not good	Much revised
0% - 54%	Very bad	Totally revised

Source: (Sugiyono, 2018)

To measure media suitability through a questionnaire with a Likert scale, the formula used to calculate the percentage of learning media suitability is as follows:

$$Percentage(\%) = \frac{\Sigma x}{SMI} \times 100$$

Table 3. Category of Eligibility Interpretation

Achievement Level	Validity Level
81% - 100%	Very suitable (can be used)
61% - 80%	Suitable (can be used with revision)
41% - 60%	Less suitable (not recommended for use)
21% - 40%	Not eligible (not usable)
0% - 20%	Very unfit (not usable)

Source: (Sugiyono, 2018)

To test the effectiveness of the product, researchers used pre-test and post-test analysis tests with the test*Normalized Gain Score*. With the following formula:

$$N - Gain = \frac{post\ test\ score - pre\ test\ score}{maximum\ value - pre - test\ value}$$

And the following are the categories according to the levels based on the calculation results:

Table 4. Category N-Gain

Achievement Level	Qualification
g > 0.7	High
0.3 ≤ g ≤ 0.7	Currently
g < 0.3	Low

Source: (Sugiyono, 2018)

Results

1. Needs Analysis

The research and development of this realistic animated storytelling video learning media stems from a needs analysis at Garuda Yaksa Kindergarten in Bogor Regency, which identified the need for innovative solutions to improve the basic literacy skills of children aged 5-6 years. Based on a preliminary study involving observation and Q&A with teachers, it was revealed that children's language skills, particularly in listening, answering complex questions, and understanding simultaneous commands, were still low. This condition was exacerbated by the lack of variety in learning media in the classroom, where methods used such as showing pictures or playing letter cards were deemed insufficient to stimulate active participation and language development in children, who are highly responsive to fun and sensory learning approaches.

Based on these findings, this study was designed using a Research and Development (R&D) methodology that began with an in-depth literature study to ensure the media concept developed was on target. The main objective of this product development is to create an innovative learning medium in the form of a realistic animated story video that can function as scaffolding or learning support. This medium is expected to optimize the development of children's basic literacy, which is an important foundation for elementary school, by focusing on four key concepts: reading, writing, listening, and logical thinking, through an engaging storytelling method adapted to the learning characteristics of early childhood.

2. Planning

An important step in the learning media design process is establishing specific learning objectives, which are formulated based on the learning outcomes in the curriculum. These learning objectives serve as descriptions of the competencies—including knowledge, skills, and attitudes—that students are expected to possess after participating in learning activities. In this study, the researcher formulated specific learning objectives that align with the context of West Javanese fairy tales, specifically "The Miracle of the Pajajaran Kingdom" and "Prabu Siliwangi," taking into account the characteristics of early childhood at Garuda Yaksa Kindergarten in Bogor Regency. These objectives were designed operationally. Learning objectives are formulated as follows: (1) students can name at least 3 characters after watching the video with 80% accuracy; (2) students can recognize at least 4 characters based on the explanation in the video; (3) students can tell the same picture from the template provided; and (4) students can retell the story using their own language. The formulation of these measurable objectives serves as a guide and indicator of the effectiveness of realistic animated story video media in achieving the expected learning outcomes. This approach ensures that learning objectives are not only contextually relevant, but also measurable and appropriate to the child's cognitive development stage.

Next, in the design stage, researchers developed a learning media based on realistic animated fairy tale videos that were packaged interactively and educationally. The development process involved integrating various digital platforms such as ChatGPT for scripting and narration, Canva for visual design, and Kling.AI and Runway AI to animate images into animations. CapCut was used to compose and combine visual and audio elements into a complete video. This media was not only designed to be visually appealing but also equipped with prompt questions to encourage active participation by children.

All videos were curated and uploaded to YouTube for easy access, and accompanied by supporting storybooks to strengthen the multisensory learning experience. With this approach, the learning media not only facilitates language introduction but also instills local cultural values through regional fairy tales packaged in a modern way and tailored to the needs of early childhood.

3. Early Development

In the development stage, the selection of strategies, technologies, and materials was carried out systematically by considering the developmental characteristics of children aged 5–6 years who are in the concrete pre-operational stage. The researchers chose a play-based learning approach integrated with interactive media based on realistic animated fairy tale videos as the main strategy, because this approach is able to create a fun, participatory, and child-centered learning environment. This strategy not only supports the development of language skills through structured repetition and direct feedback, but also accommodates various visual, auditory, and kinesthetic learning styles through interactive features such as quizzes, random wheels, and letter matching. In addition, the local context of Garuda Yaksa Kindergarten in Bogor Regency was also an important consideration, so that the materials were designed to be simple, easily accessible, and integrate moral values and West Javanese culture that are relevant to children's daily lives.

The technology selection and material design were carried out synergistically to support the effectiveness of the established strategy. Learning media were developed in the form of realistic animated fairy tale videos accessed through the school's multimedia facilities, including digital projectors and computers, thus enabling optimal content presentation in the classroom. The fairy tale material was selected from West Javanese cultural heritage, specifically the stories of "The Miracles of the Pajajaran Kingdom" and "Prabu Siliwangi," and then modified into educational scripts that align with the language learning objectives. The subsequent development process transformed the design into a tangible product in the form of an interactive video packaged in an attractive and educational manner. This stage involved the production, modification, and integration of visual elements, narrative, and interactivity, resulting in learning media that is not only informative but also able to arouse children's interest and active involvement in the language introduction process.

Before implementing the development of the realistic animated storytelling video, an expert review was conducted. This expert trial aimed to assess the feasibility of the video development product in terms of material, media, and learning design, using assessment instruments based on the learning media evaluation guidelines. The results of the expert review are as follows:

Table 5. Validity Results by Learning Material Experts

No	Validity Variable	Validity Value	Criteria
1	Language	**100%**	Very Worthy
2	Benefit	**100%**	Very Worthy
3	Accuracy of Coverage	**97%**	Very Worthy
	Overall Ideal Percentage	**98%**	Very Worthy

Source: Researcher, 2025

The results of the analysis of learning material expert data show that the assessment results from the table above obtained an overall score of 79 with a percentage of 98% which is included in the Very Suitable category. The comments given are as follows: "Suitable for use as electronic learning materials for early childhood." The feasibility of this initial product resulted in the conclusion "very suitable for use as a learning medium with revisions according to suggestions."

Table 6. Validity Results by Learning Media Experts

No	Validity Variable	Validity Value	Criteria
1	Learning	**89%**	Eligible
2	Product Quality	**98%**	Very Worthy
	Overall Ideal Percentage	**89**%	Eligible

Source: Researcher, 2025

The results of the validity data analysis by the learning media experts showed an overall score of 70 with a percentage of 89%, which falls into the Very Appropriate category. Although categorized as Very Appropriate, the realistic animated storytelling video media still needs to be revised based on general suggestions provided by the media experts to perfect the product.

The suggestions given are as follows: 1) Learning outcomes and objectives should be written in a better way 2) Use original sound 3) There should be an opening and closing video 4) Make a synopsis at the end. The feasibility of this initial product produces a product that is "Suitable for use as learning material in the form of realistic animated fairy tale video media according to the revisions of the suggestions given".

Table 7. Validity Results by Learning Design Experts

No	Validity Variable	Validity Value	Criteria
1	Media Display Aspects	87 %	Eligible
2	Aspects of Linguistic Structure	90%	Very Worthy
3	Software Engineering Aspects	92%	Very Worthy
4	Implementation Aspects	90%	Very Worthy
	Overall Ideal Percentage	**98**%	**Very** Eligible

Source: Researcher, 2025

The results of the validity data analysis of the learning design expert showed that the overall value was 76 with a percentage of 98% which was included in the Very Feasible category. Although categorized as very feasible, the realistic animated fairy tale video still needs to be revised based on general suggestions given by the learning design expert in order to perfect the product. The suggestions given are as follows: 1) image brightness, 2) the font size must be the same 3) make a book/print media. This initial product feasibility resulted in a product that was "Very Feasible to be used as learning material in the form of realistic animated fairy tale video media according to the revision of the suggestions given".

Calculation of the average percentage of feasibility of realistic animated fairy tale video learning media from the assessment of material experts, instructional design experts, and media design experts. The results of the average percentage of assessments obtained are presented in the following table:

Table 8. Summary of Expert Validation Test Results

No	Test Member	Results	Category
1	Material	98%	Very Worthy
2	Instructional Design	89%	Eligible
3	Media Design	98%	Very Worthy
	Amount	285%	
	Rate-Rate	**95**%	**Very** Eligible

Source: Researcher, 2025

Based on the table above, the results of the feasibility test from the material expert obtained 95% with very feasible criteria, while the results of the instructional design

feasibility test obtained 89% with very feasible criteria and the feasibility of the media design obtained 89% with very feasible criteria. From the three feasibility tests of material experts, Instructional design and media design based on the results of the research and the quality of the feasibility obtained, an average of 98% of the feasibility level was very feasible. So with the validity assessment data, the realistic animated fairy tale video learning media with the storytelling method to improve language is worthy of being tested in the field.

After conducting a feasibility test by experts and making several revisions according to the suggestions of each expert, the researcher then conducted a field trial starting from one-to-one trials, small group trials, and large group trials to determine the feasibility of the fairy tale video.

Table 9. One to One Test Analysis Results

No	Validity Variable	Validity Value	Criteria
1	Appearance	93%	Very Worthy
2	Uses	93%	Very Worthy
3	Involvement	83%	Eligible
	Overall Ideal Percentage	**89%**	**Eligible**

Source: Researcher, 2025

Based on the calculation of the one-to-one test questionnaire for Early Childhood from 3 children in group B, the percentage data obtained was 82% in the very appropriate category, no revision is needed. This means that the realistic animated fairy tale video is "appropriate" to be used to improve the language of Early Childhood at Garuda Yaksa Kindergarten, Bogor Regency.

Table 10. Small Group Analysis Results

No	Validity Variable	Validity Value	Criteria
1	Appearance	93%	Very Worthy
2	Uses	96%	Very Worthy
3	Involvement	94%	Very Worthy
	Overall Ideal Percentage	**94%**	**Very Worthy**

Source: Researcher, 2025

Based on the calculations of the small group test questionnaire from 7 children in group B, the assessment results obtained from the table above, obtained an overall score of 331 with a percentage of 94%. This means that the realistic animated fairy tale video media based on Educational Games is included in the "Very Suitable" category for use.

Table 11. Large Group Analysis Results

No	Validity Variable	Validity Value	Criteria
1	Appearance	96%	Very Worthy
2	Uses	97%	Very Worthy
3	Involvement	97%	Very Worthy
	Overall Ideal Percentage	**97%**	**Very Worthy**

Source: Researcher, 2025

The results of the large group test data analysis show that the calculation of the large group test questionnaire from 15 children in group B, then the assessment results obtained from the table above, obtained an overall score of 728 with a percentage of 97%. This means that realistic animated fairy tale video media with the storytelling method is included in the "Very Suitable" category for use.

Table 12. Teacher Response Test Analysis Results

No	Validity Variable	Validity Value	Criteria
1	Appearance	95%	Very Worthy
2	Implementation	97%	Very Worthy
	Overall Ideal Percentage	**94%**	**Very Worthy**

Source: Researcher, 2025

Based on the calculation of the teacher response test questionnaire from 5 Garuda Yaksa Kindergarten teachers, the assessment results obtained from the table above, obtained an overall score of 313 with a percentage of 94%. This means that realistic animated storytelling video media is included in the "Very Suitable" category for use.

After conducting a feasibility test for the fairy tale video, the researcher conducted an effectiveness test on Garuda Yaksa Kindergarten children aged 5-6 years. The effectiveness test calculation used pre-test and post-test questions in the form of an assessment rubric. The data calculation used the N-Gain Test, and the calculation results were as follows:

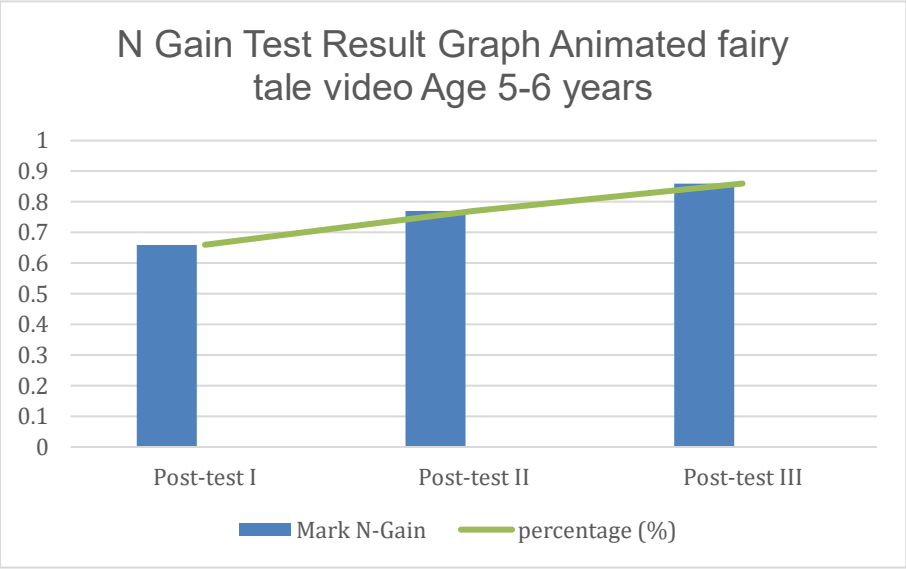

Figure 2. Effectiveness Test Calculation Results

Based on the N-Gain score assessment categorization, the results of the effectiveness test showed a significant increase in language mastery in group B at Garuda Yaksa Kindergarten, Bogor Regency. In the first post-test, the N-Gain score reached 0.66 (66%) which is included in the medium category; the second post-test increased to 0.77 (77%) which is in the medium-high category; and in the third post-test, the score reached 0.86 (86%) which is included in the high category. This gradual increase indicates that the application of realistic animated fairy tale video media with the storytelling method has a positive impact on the development of children's language skills. With a final score of 86%, the learning media can be declared effective and suitable for use as a supporting tool for language learning that can increase the effectiveness and involvement of students in the learning process.

Discussion

The research and development of learning media in the form of realistic animated fairy tale videos began with a comprehensive needs analysis stage at Garuda Yaksa

Kindergarten, Bogor Regency. Through literature studies, field observations, interviews with teachers, and comparative studies, researchers identified that children aged 5–6 years still experience obstacles in basic literacy aspects, especially in listening, understanding complex instructions, and expressing thoughts verbally. This finding is reinforced by the fact that the learning methods used so far tend to be conventional and lack interactive media. Therefore, a media based on realistic animated fairy tale videos was designed that is not only visually appealing, but also able to stimulate language skills through a fun storytelling approach that is in accordance with the characteristics of early childhood development.

The next stage was product planning and design, which referred to the ASSURE model and the principles of Lee and Owens. Researchers formulated specific learning objectives based on curriculum outcomes, such as the ability to name characters, recognize character traits, and retell fairy tales. Media was developed using several digital applications such as Canva, CapCut, ChatGPT, and Kling.AI to produce realistic animated content that was educational and interactive. Two local West Javanese fairy tales, The Miracle of the Pajajaran Kingdom and Prabu Siliwangi, were chosen as the core material to strengthen cultural identity and enrich children's vocabulary. The media design also took into account children's psychological aspects, such as the use of contrasting colors, clear capital letters, and trigger questions at the end of the video to gauge understanding.

The development and validation process was carried out iteratively through three main stages: expert testing (materials, media, and instructional design), limited trials (one-to-one, small group, and large group), and teacher response testing. Validation results showed that the media was highly feasible with an average feasibility percentage reaching 95%. Revisions were made based on expert input, such as the addition of opening/closing videos, adjustments to the narrative voice, increased image brightness, and consistency of font size. Field trials with students also showed positive responses: the media was able to increase students' interest in learning, participation, and engagement in literacy activities. Teachers also considered this media practical, easily accessible, and effective as scaffolding in language learning.

Finally, the effectiveness test through pretest and posttest over three months showed a significant improvement in children's language skills. The N-Gain score increased from 66% (medium category) in the first month to 86% (high category) in the third month, proving that this realistic animated fairy tale video media is effective in improving basic literacy in early childhood. Improvements were clearly visible in the ability to name characters, understand character traits, recognize initial letters, and retell the story sequentially. Thus, the integration of the ASSURE model and the Lee and Owens approach successfully produced a learning medium that is not only innovative and feasible, but also proven effective in the real context of early childhood learning.

Conclusion

This research successfully produced learning media in the form of realistic animated fairy tale videos developed through a systematic approach by integrating the Lee and Owens model and the ASSURE model. The development process includes critical stages, starting from needs analysis, Front-End Analysis, design, development, implementation, and evaluation of product effectiveness. The integration of the two models ensures that the media is not only designed technically and aesthetically, but also relevant to the learning context, student characteristics, and curricular objectives. This structured approach provides a strong foundation in producing learning products that are planned, contextual, and oriented to the needs of early childhood.

Expert validation results show that this realistic animated video media is highly suitable for use in learning, with an average suitability percentage exceeding 85% in aspects of content, visuals, audio, and suitability for early childhood development stages. Beyond just being suitable, effectiveness tests prove that this media is able to significantly improve children's language skills, especially in the ability to listen, retell stories, and enrich vocabulary. In addition to cognitive impacts, this media also triggers positive affective responses, such as high enthusiasm and increased courage in children to communicate in class. Thus, this realistic animated fairy tale video media not only meets suitability standards but also proves effective as an innovative and engaging learning tool that supports children's holistic language development.

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