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**Development Of Animated Video Media On Early Childhood Speaking Skills  
At Nurul Jannah Kindergarten Palembang****Insyira'ah Oktafiana<sup>1</sup>, Syarifuddin<sup>2</sup>, Windi Dwi Andika<sup>3</sup>**<sup>123</sup>Universitas SriwijayaEmail: [insyiraokta22@gmail.com](mailto:insyiraokta22@gmail.com)<sup>1</sup>, [syarifuddin@fkip.unsri.ac.id](mailto:syarifuddin@fkip.unsri.ac.id)<sup>2</sup>, [windiandika@fkip.unsri.ac.id](mailto:windiandika@fkip.unsri.ac.id)<sup>3</sup>**Abstract**

This research is motivated by the low speaking ability of early childhood in the learning process at Nurul Jannah Kindergarten (TK) Palembang. This condition is influenced by the use of learning media which still tends to be monotonous, less interactive, and not in accordance with the characteristics of early childhood development. Less interesting learning media causes children to be easily bored, lack focus, and minimally actively participate in learning activities, so that children's speaking skills do not develop optimally. Based on this phenomenon, this study aims to analyze the need for the development of animated video media to improve early childhood speaking skills in Nurul Jannah Kindergarten Palembang. This study uses a qualitative descriptive method with data collection techniques in the form of interviews, questionnaires, and observations. The research subjects consisted of two educators and twelve early childhood children. The results of the study show that educators experience obstacles in the use of learning media that are able to attract children's attention and encourage active interaction during learning. Less varied learning causes teacher-child interaction to be limited. On the other hand, children show a high interest in animated video media, characterized by increased attention, more active responses, more communicative language use, and better involvement in the learning process. The needs analysis shows that the development of animated video media has the potential to be an effective, contextual, and humanist learning medium in improving early childhood speaking skills.

**Keywords:** Early Childhood; Needs Analysis; Speaking Ability; Animated Video Media.

**Abstrak**

*Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berbicara anak usia dini dalam proses pembelajaran di Taman Kanak-Kanak (TK) Nurul Jannah Palembang. Kondisi tersebut dipengaruhi oleh penggunaan media pembelajaran yang masih cenderung monoton, kurang interaktif, dan belum sesuai dengan karakteristik perkembangan anak usia dini. Media pembelajaran yang kurang menarik menyebabkan anak mudah bosan, kurang fokus, serta minim berpartisipasi aktif dalam kegiatan belajar, sehingga kemampuan berbicara anak tidak berkembang secara optimal. Berdasarkan fenomena tersebut, penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan media video animasi terhadap peningkatan kemampuan berbicara anak usia dini di TK Nurul Jannah Palembang.*

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*Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara, kuesioner, dan observasi. Subjek penelitian terdiri atas dua orang pendidik dan dua belas anak usia dini. Hasil penelitian menunjukkan bahwa pendidik mengalami kendala dalam penggunaan media pembelajaran yang mampu menarik perhatian anak dan mendorong interaksi aktif selama pembelajaran. Pembelajaran yang kurang variatif menyebabkan interaksi guru dan anak menjadi terbatas. Sebaliknya, anak menunjukkan minat yang tinggi terhadap media video animasi, ditandai dengan meningkatnya perhatian, respons yang lebih aktif, penggunaan bahasa yang lebih komunikatif, serta keterlibatan yang lebih baik dalam proses pembelajaran. Analisis kebutuhan menunjukkan bahwa pengembangan media video animasi berpotensi menjadi media pembelajaran yang efektif, kontekstual, dan humanis dalam meningkatkan kemampuan berbicara anak usia dini.*

**Kata kunci:** Anak Usia Dini; Analisis Kebutuhan; Kemampuan Berbicar; Media Video Animasi.

## INTRODUCTION

Early childhood education is a form of education that emphasizes laying the foundation for physical growth and development, intelligence, socio-emotional, language, and communication, in accordance with the stages of development that early childhood goes through. Early childhood education is very important because early age will determine the character of students during the educational journey correctly and precisely (Alsum & Arsy, 2023). The development of speaking skills in early childhood has a significant correlation with critical thinking skills and academic achievement in the future. However, the reality on the ground shows that many early childhood experiences delays in speech skills. Based on various studies and reports, some children still have difficulty in pronouncing words clearly, lack rich vocabulary, or experience difficulties in composing sentences sequentially. This can have an impact on social and academic development in their lives later (Susanto & Putra, 2021). Early childhood is a period that is often referred to as the golden age because at this age children experience very rapid brain development starting from the time the child is in the womb to entering preschool age.

According to Tarigan, speaking is the ability to pronounce articulated sounds to express, express, and express thoughts, ideas, and feelings. In speaking activities, there are five elements involved, namely: speakers, speakers, channels, listeners (listeners), and responses from listeners, speaking is a language skill that develops in students' lives and is preceded by the listening process (Sari, 2021).

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In line with that sentence (Wibowo, 2021), it is also argued that speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. First, the physical factor is the speech tool to produce language sounds, such as the head, 4 hands and facial expressions that are used in speaking.

One of the factors that affects the suboptimal speaking ability of children is the lack of use of learning media that is in accordance with their developmental characteristics. Learning that is still conventional and less interactive makes children get bored quickly and do not get enough stimulation to develop speech skills. As active learning approaches such as discovery learning develop, speaking skills are increasingly receiving attention in the design of learning media, especially at the early childhood education level (Yoon, 2023).

Animated videos are audiovisual learning tools that combine visual movements, colors, sounds, and narrative. These features have been shown to be effective in improving early childhood language skills. By integrating engaging animation with directed verbal directions, animated videos can stimulate a child's sense of hearing and vision, enrich vocabulary, and encourage verbal expression in a fun and meaningful way (Lee & Kim, 2023). This media is able to arouse children's interest in following the learning process, especially in the development of speaking skills.

Animation Video is a media in the form of videos used by students in a learning process and accompanied by image recordings that aim to convey learning materials so that students achieve learning objectives (Sulastri, 2023). Meanwhile (Wahyuni, 2021) said that learning videos are a way to overcome the limitations of distance and time, videos can be repeated if necessary to add clarity, and can develop students' thoughts and opinions. Learning videos can help participants understand the learning material and can repeat the material if they forget. Teaching videos can be used during the learning process at school (Susanto & Putra, 2021).

In today's digital era, children are increasingly familiar with various forms of visual media. Unfortunately, the use of animated videos as a language learning medium in early childhood education institutions is still relatively minimal. Many educators are not fully aware of the great potential that this medium has in supporting the development of children's language skills, especially in terms of speaking. Interactive media such as animated videos, digital apps, and educational games have been proven to increase children's engagement in speaking and develop their vocabulary effectively (LeMoult, 2020).

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Language learning in early childhood aims to develop communication skills through listening, speaking, and understanding vocabulary activities gradually. Speaking ability is one of the indicators of development that needs to be stimulated from an early age because it is related to children's ability to convey ideas, build social interactions, and understand concepts conveyed by teachers. Initial observations at Nurul Jannah Kindergarten Palembang show that most children still have difficulty in expressing simple sentences, are less active in answering questions, and show limited mastery of new vocabulary. In addition, the learning process is still dominated by lecture methods and the use of picture storybooks, so it does not attract children's attention (Kim, 2020).

This analysis was carried out to identify the need for more effective learning media, one of which is through the development of animated videos. Overall the background of this research underlines the importance of interesting learning innovations using animated video media and project-based approaches in supporting early childhood learning. With a systematic and needs-based approach, the results of this study are expected to make a significant contribution to the development of early childhood learning media that is more creative, relevant, and has a direct impact on improving the quality of children's learning processes, especially in the development of animated videos for children's speaking skills at Nurul Jannah Palembang Kindergarten (Shonkoff, 2020).

## RESEARCH METHODS

This study uses a qualitative descriptive approach, which aims to objectively and systematically describe the actual conditions related to the learning needs of children of Nurul Jannah Kindergarten Palembang and the learning needs of kindergarten teachers with the media of animated videos in children's speaking skills. In the context of the development of video animation learning media for early childhood speaking skills, this video media was chosen because it is suitable for the problems in the kindergarten. The subjects in this study involved 12 children from Kindergarten B and 2 classroom teachers from Kindergarten Nurul Jannah Palembang, who were selected through Animation Video Media that the participants were directly involved in learning activities in the Learning in the Animation Video with the theme of Animals with interesting animated character pictures, colors. The data collection technique is carried out through a questionnaire instrument compiled based on the Guttman scale, which is a dichotomy scale with two answer choices, namely "Yes" and "No", which is designed to directly measure the level of need for learning media development. The

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questionnaire is given in two forms, for children, the questionnaire is presented visually and assisted by teachers and researchers in the process of filling it out to suit the cognitive abilities of early childhood, while for teachers, the questionnaire is designed to explore their perceptions and experiences regarding the effectiveness of the media used and in teaching and learning activities (Sugiyono, 2019).

The data obtained was analyzed descriptively quantitatively by calculating the frequency and percentage of each response, which was then averaged to determine the category of level of need. The analyzed scores are classified into high, medium, and low categories to provide a more structured and focused picture of needs. The procedure for implementing this research starts from the stage of problem identification and instrument preparation, followed by expert validation and instrument tests, the implementation of data collection in the field, to the analysis of results. With a systematic and real data-based approach, this research is expected to contribute to designing more interesting learning video media, and in accordance with the characteristics of early childhood development.

**Tabel 1. Analysis of learning needs for children**

Aspects	Indicator
Student readiness	Ability to recognize animal types, Listen to animated videos
Recognizing the concept of an animated video understanding recognizing the shape of an animal	Watch animated videos, characters and colors in videos as well as colors on animal images and shapes
Interest in learning	Interest in animated images and animals in Videos
Collaborative Capabilities	Able to listen and work together in a group

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**Tabel 2. Learning needs analysis for teachers**

Aspects	Indicator
Curriculum	Animated videos with animal themes Children's knowledge development in kindergarten
Learning Methods	Application of Video-based learning methods and the use of Interactive learning
Learning Media	Learning media that attracts the interest of kindergarten children to learn Animated Video Media is used for technology-based learning in the classroom

## RESULTS AND DISCUSSION

### Analysis of children's needs

#### 1. Measurement Scale

The quantitative data in this study were obtained through a questionnaire administered to 12 children at Nurul Jannah Kindergarten Palembang. The questionnaire was designed to identify children's needs related to speaking skills and learning responses. A Likert-type scale was used as the measurement scale, adapted to the characteristics of early childhood learners with teacher assistance during data collection. The scale consisted of four response levels, which reflect the frequency or intensity of children's learning behaviors:

- 1 = Never
- 2 = Sometimes
- 3 = Often
- 4 = Always

This scale was selected to capture variations in children's speaking confidence, verbal interaction, sentence construction, and response to learning media in a simple and observable manner.

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## 2. Assessment Categories

Based on the Likert scale scores, children's speaking skill needs were classified into the following categories:

Low (1.00–1.75)

Moderate (1.76–2.50)

High (2.51–3.25)

Very High (3.26–4.00)

These categories were used to describe the extent to which children experience obstacles in speaking skills and learning engagement.

## 3. Determination of Categories

The determination of categories was conducted by calculating the mean score of each indicator assessed in the questionnaire. The mean score was obtained by summing all individual scores and dividing them by the total number of respondents. The resulting mean values were then matched with the predetermined category intervals. The results of the quantitative analysis indicate that most indicators related to speaking skills such as confidence in speaking in front of the class, sentence arrangement, and verbal interaction with teachers fall within the low to moderate categories. These findings suggest that children experience significant obstacles due to limited learning media and insufficient visual and auditory stimulation. Consequently, the data strongly indicate the need for developing animated video learning media to support children's speaking skills and enhance interactive learning experiences at Nurul Jannah Kindergarten Palembang.

Based on the results of the needs analysis carried out on children at Nurul Jannah Kindergarten Palembang, it was found that learning about children's speech and response skills in learning has obstacles for children. The results of the questionnaire that have been distributed to 12 children at Nurul Jannah Kindergarten Palembang. The results of this questionnaire show that the obstacles faced by children are the lack of media support in learning, for example the interesting animation video media, in this problem children also lack confidence to speak in front of the class, the sentences spoken by children are not well composed and verbal interaction between teachers and children is still lacking so that this condition shows that children need more interesting visual and audio stimulation to improve children's speaking skills at Nurul Jannah Palembang Kindergarten.

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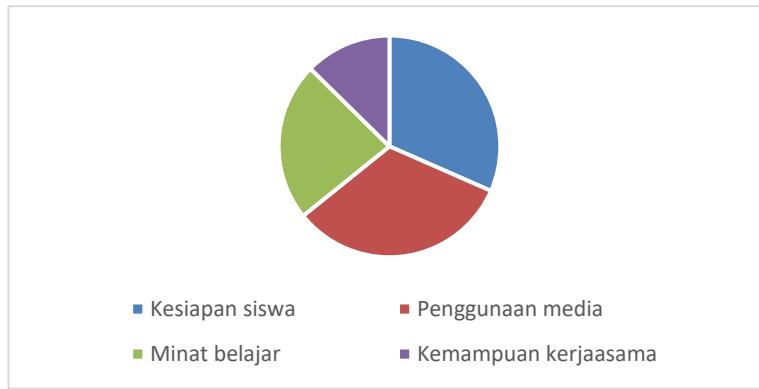


Figure 1. Determinants of Student Learning Outcomes

In the picture above, it shows that children lack interest in learning, therefore animated video media in children's learning at Nurul Jannah Kindergarten is very much needed, from the readiness of students 0.15, the use of media 0.30, interest in learning and cooperation of children 0.20, from the results mentioned that children need interesting learning media, Because children understand more and are more interested in learning while playing with the use of animated video media in improving this conversation will increase The learning process between teachers and children, children's response is more needed in the classroom. With the existence of animated videos can attract children's responses in learning, from the results of the need analysis that children are more interested in learning using video media with material that has been provided about animals with interesting pictures, colors, and sounds from the animation video and this statement is concluded that animation videos are very important to be applied in Nurul Jannah Palembang Kindergarten.

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### Results of Teacher Needs Analysis

An analysis of the needs of Nurul Jannah kindergarten teachers was carried out on 2 teachers of Kindergarten B at Nurul Jannah Kindergarten Palembang. To ensure the suitability of learning media with the goals and content of the curriculum, the results of this needs analysis are addressed as follows:

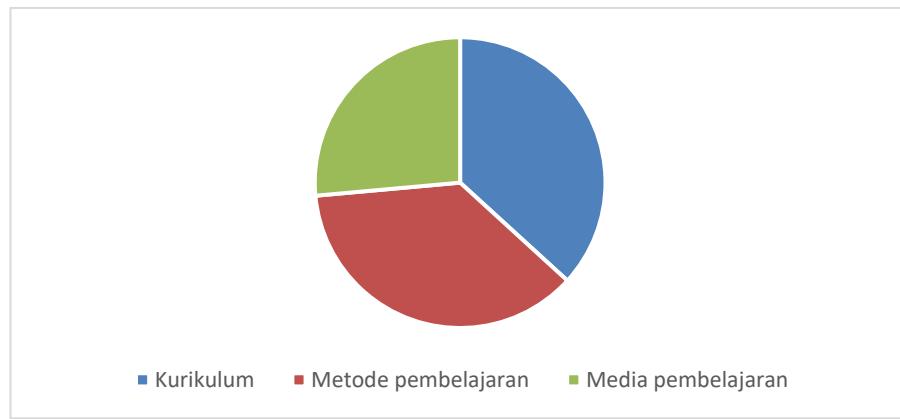


Figure 2. Suitability Of Learning Media

In the image above, it shows that the curriculum, learning methods and learning media from the results in the image above that the curriculum aspect has statements including: Is the animal theme in accordance with the development stage of Kindergarten B children?, Does the animated video support the child's language development?, Can the child understand the material taught through the video?, Based on the data from the survey results of the learning needs analysis questionnaire given to Kindergarten B teachers, The curriculum aspect shows the high category. The analysis of the learning needs of Kindergarten B teachers was carried out on 2 Kindergarten B teachers at Nurul Jannah Kindergarten Palembang with a total of 10 statements. Meanwhile, the learning method on the theme of getting to know animals in animated videos to improve children's speech development for Kindergarten B children shows that these needs are in the "moderate" category. Aspects of Learning Methods There are indications that learning in displaying animated video creations can help children understand, making it easier for teachers to explain so that children respond with teachers displaying fun and more concrete learning. This shows the need to develop media that can support the application of children's speech more effectively to improve the quality of learning and involvement of teachers and children.

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With the curriculum and learning methods, the results of the learning media used in animal-themed animation videos are quite attractive to children. In addition, existing learning media have not been able to optimally motivate children to participate more in learning. The use of technology-based media in animated videos in improving children's speech has also not been often applied, although teachers agree that these media can help children understand the material more clearly, for this reason teachers must start learning with interesting ideas so that children are more interested in participating in the class and children express their opinions by seeing learning through the animated videos (Eadie, 2021).

The results of the study show that early childhood speaking ability in Nurul Jannah Palembang Kindergarten is influenced by the quality of learning media used by educators. The media that has been used so far tends to be monotonous, less interactive, and not in accordance with the characteristics of early childhood learning that require visual, audio, and interesting stimulus. This condition results in less effective learning, limited teacher-child interaction, and decreased children's interest in learning in participating in speaking activities. These findings are in line with the theory of children's language development which emphasizes the importance of consistent visual and verbal stimulation to trigger speech skills (Sutapa, 2021).

From the results of interviews and questionnaires, educators stated that the limitation of interesting learning media is the main obstacle. Educators often have difficulty creating a communicative learning atmosphere because supporting media are not able to stimulate children's attention optimally. Meanwhile, children show a very positive response to animated video media because colorful visual displays, movements, sounds, and simple storylines can help children understand vocabulary and language patterns. This positive response reinforces the idea that animation-based audiovisual media can increase focus, encourage the courage to speak, and facilitate two-way interaction between teachers and children (Brunsek, 2020).

The use of animated videos has also been proven to contribute to improving children's speaking skills, both in terms of pronunciation, vocabulary, and the ability to imitate simple dialogues. This is due to the nature of animation media that unites sound and movement, making it easier for children to imitate and understand language in a way that suits their developmental stages. The animated videos developed according to the learning needs at Nurul Jannah Kindergarten also provide space for teachers to integrate character values, the

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context of the environment around the child, and more interesting learning materials (Lagström, 2020).

The needs analysis carried out in this study shows that both educators and students need learning media that is more innovative, interactive, and relevant to the world of early childhood. Animated videos are considered able to meet these needs because they not only present attractive visuals, but also increase children's involvement in the learning process. Thus, the development of animated video media is the right strategy to improve early childhood speaking skills, as well as create a more humanistic, fun, and contextual learning process.

Overall, this study emphasizes that the development of animated video media has strong potential as an effective solution to address the limitations of conventional learning media in early childhood education. Consistent with previous studies on multimedia learning, animated video media provides visual and auditory stimulation that can enhance children's attention, engagement, and motivation during the learning process. Prior research has demonstrated that interactive and visually rich media are more effective than static or teacher-centered approaches in supporting language development and communication skills among young learners. The findings of this study reinforce these arguments by showing that animated video media facilitates more active teacher child interaction and creates a learning environment that is more responsive to children's developmental needs (Wan, 2021).

From a pedagogical perspective, the use of animated video media aligns with constructivist and socio-cultural learning theories, which emphasize the importance of meaningful interaction and contextual learning experiences in early childhood. The increased responsiveness and communicative behavior observed among children indicate that animated video media can function as a mediating tool that supports language acquisition, particularly speaking skills. This finding is in line with existing literature that highlights the role of multimodal input in stimulating vocabulary use, sentence formation, and expressive language in early childhood education (Driver, 2020).

The contribution of this study lies in its contextual and empirical focus on needs analysis within an early childhood education setting. Unlike studies that directly test the effectiveness of instructional media, this research provides a systematic analysis of teachers' challenges and children's learning responses, offering empirical evidence to justify the development of animated video media. The study contributes to early childhood education research by highlighting the importance of aligning media development with pedagogical

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needs, learner characteristics, and classroom realities. Practically, the findings offer a foundation for educators and policymakers to design technology-based learning media that are pedagogically grounded, child-centered, and responsive to the developmental needs of early childhood learners.

## CONCLUSION

Based on the needs analysis conducted at Nurul Jannah Kindergarten Palembang, the findings indicate that children require stronger instructional support to develop their speaking skills. The data show low speaking confidence, limited sentence construction ability, and weak verbal interaction between teachers and children during learning activities. These constraints are primarily associated with the limited use of engaging learning media, particularly animated video media. Questionnaire results from both children and teachers reveal that animal-themed animated videos are appropriate for children's developmental stages and effective in supporting language development. The visual and auditory elements, such as images, colors, and sounds, make learning content easier to understand and more engaging for children. However, the application of such media remains minimal, resulting in suboptimal learning interest, responsiveness, and participation. Teachers also report the need for more creative and interactive teaching approaches to enhance classroom interaction. Overall, these findings confirm that the development and implementation of animated video learning media are essential to create enjoyable learning experiences, improve children's speaking confidence, and strengthen teacher-child interaction in early childhood classrooms.

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