



The Use of Animation Film Media About the Story of Prophet Job in Improving Listening Skills of 5-6-Year-Old Children

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ABSTRAK

This study aims to improve the listening skills of children aged 5–6 years through the use of the animated film media The Story of Prophet Ayyub at Haholongan Kindergarten, Siundol Julu Village, Sosopan District. The study employed the Classroom Action Research (CAR) method based on the Kemmis and McTaggart model, which was conducted in two cycles consisting of the stages of planning, implementation, observation, and reflection. The research subjects were nine children from Group A. Data were collected through observation and documentation techniques. The indicators of listening skills observed included attention, comprehension, memory, interpretation, and responses to the story content. The findings revealed a continuous improvement in children's listening skills across each cycle. In the pre-cycle stage, the percentage score was 36.11%, categorized as Beginning to Develop. This increased to 67.22% in Cycle I, categorized as Developing as Expected, and further improved to 88.33% in Cycle

II, categorized as Very Well Developed. The results indicate that the use of the animated film The Story of Prophet Ayyub was effective in enhancing the listening skills of children aged 5–6 years. The media successfully attracted children's attention, increased their focus, improved their understanding of the story, and helped them remember the characters, events, and moral values conveyed in the narrative.

INTRODUCTION

Early childhood education is a very important stage in a child's development because during this time, kids are in the golden age that determines the development of cognitive, language, social-emotional, moral, and spiritual aspects (Karim, Wiresti, Yanti, & Sidiq). One aspect of development that needs special attention is language ability, especially listening skills. Listening ability is the foundation for developing other language skills, like speaking, reading, and writing (Nadia, Basri, & Nurlaili, 2025). Children who have good listening skills tend to find it easier to understand information, follow instructions, and interact with their social environment (Purba, Nasution, & Rosita, 2021).

Listening skills in children aged 5–6 include the ability to listen attentively, understand the message being conveyed, remember the information received, and respond to what they hear (Stefani & Karim, 2026). At this age, children start to be able to follow simple stories, understand the sequence of events, and retell the story in their own words (Sitorus, Sipahutar, Nasution, Purnama, & Iskandar, 2025). Therefore, teachers need to create a learning process that is interesting and fits the child's developmental characteristics so that their listening skills can develop optimally.

In practice, in early childhood education institutions (PAUD), listening skills often haven't developed to their full potential (Nurhayati, Sudamara, Amrullah, & Durrotunnisa, 2024). This can be caused by the use of less varied learning methods and is still dominated by one-way communication (Khoiroh, 2025). Teachers usually deliver material through lectures or storytelling without using engaging media, so kids easily get bored and lose focus during learning activities (Siregar, 2025). That condition makes it hard for kids to understand and remember the information given.

Based on the initial observations at Haholongan Kindergarten in Siundol Julu Village, Sosopan District, it was found that the listening skills of 5–6-year-old children still need improvement. Some children had trouble paying attention to the teacher's explanations for a long time, were not yet able to answer questions according to the story they heard, and had difficulty retelling the information that had been given. In addition, learning activities that involve few audiovisual materials made the children's interest and attention in listening activities not yet optimal.

Previous research by (Nurhayati, Fitriana, Patipurnama, & Durrotunnisa, 2022) shows that using audiovisual learning media can improve children's language skills because it provides visual and auditory stimulation at the same time, making it easier for children to understand. Besides that (Husna & Dewi, 2021) stating, audiovisual media has also been proven to enhance children's attention focus, memory, and listening skills during learning activities.

Previous research (Metrawarni, et al., 2024) titled 'Animated Film: Can It Improve Children's Listening Skills?' using a research subject of 20 children aged 5–6 years, consisting of 12 boys and 8 girls. Another study by (Aini, Nasution, & Sitorus, 2024) still focuses on the general use of audiovisual media, like educational videos, educational cartoons, or digital picture

stories, without specifically examining the use of animation films based on stories of exemplary figures in Islam as a means to develop listening skills in early childhood.

Research (Rizkina & Khadijah, 2024) Stories about prophets are mostly aimed at shaping religious character and instilling moral values in children, while studies linking animated films about prophets to language development, especially listening skills, haven't been done much. This situation shows a research gap that needs further investigation, namely the lack of studies that integrate Islamic value-based animated films with the development of listening skills in early childhood.

Besides that, research on the use of animated films in early childhood learning is generally carried out in educational institutions located in urban areas with relatively better access to technology. Studies conducted in early childhood education centers in rural areas, particularly at TK Haholongan in Siundol Julu Village, Sosopan District, are still very limited. In fact, the characteristics of the environment, learning facilities, and the socio-cultural background of the students can affect the effectiveness of using learning media. Therefore, research is needed that can provide an empirical picture of the effectiveness of using animated films based on the story of Prophet Job in improving the listening skills of 5–6-year-old children in different educational contexts.

Based on the description, the novelty of this research lies in the use of animated films to improve listening skills in early childhood, with a study subject group of 9 children, 4 girls and 5 boys. This study is different from previous research that used a larger number of subjects because it is conducted on a smaller group of children, allowing for more in-depth observation of each child's development during the learning process. This research focuses on using an animated film about the story of Prophet Job as a learning medium, which not only aims to improve the listening skills of 5–6-year-old children but also integrates Islamic character values into the learning process. Unlike previous studies that mostly used general audiovisual media, this study uses animated films that contain religious elements and role models, so children have a more meaningful learning experience.

This study combines the development of language skills with the cultivation of patience, sincerity, resilience, and gratitude as illustrated in the story of Prophet Job. Another novelty lies in the research location, which was conducted at Haholongan Kindergarten in Siundol Julu Village, Sosopan District, so the results are expected to enrich studies on the effectiveness of Islamic animation-based learning media in early childhood education institutions in rural areas. In this way, the study offers both theoretical and practical contributions in the form of an innovative learning model that integrates educational technology, listening skills development, and Islamic character education for young children.

RESEARCH METHOD

This type of research uses Classroom Action Research (CAR) aimed at improving children's listening skills through the use of animated film media. This research applies a collaborative approach involving cooperation between the researcher and the teacher in planning

and implementing classroom learning. The research was conducted at TK Haholongan, Siundol Jae Village, Sosopan District. The research subjects consisted of 9 children and 4 teachers. The research time will be adjusted to match the active hours of classroom activities. The observation conducted involves watching the communication skills through animated film media at TK Haholongan. Research documentation is carried out by photographing the children's activities (Susanto, 2017).

Data collection techniques were carried out using several methods, including observation and documentation, then analyzed with descriptive analysis techniques using assessment categories BB (not yet developed), MB (beginning to develop), BSH (developing as expected), BSB (developing very well) (Creswell, 2024). The technique of data validity is carried out to find out the truth of the information data conducted by the researcher and uses the Kemmis & Mc. Taggart model, where each cycle has 4 stages consisting of planning, implementation, observation, and reflection. This research design model is illustrated as follows (Sanjaya, 2016):

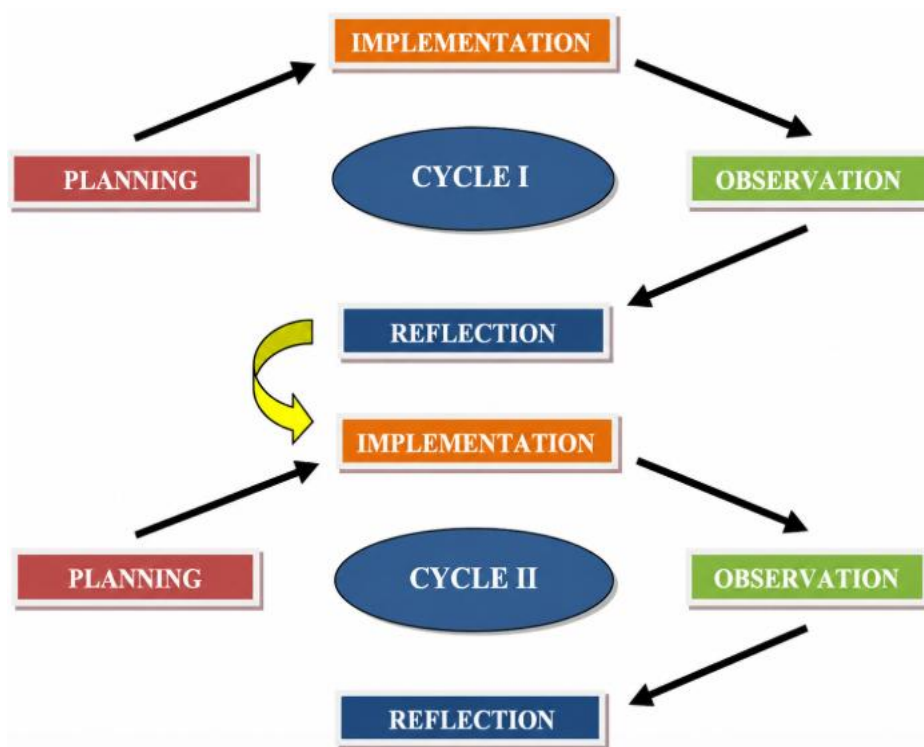


Figure 1: Classroom Action Research Flow

In measuring the process or level of success of actions in the implementation by the researcher when improving children's listening skills, an analysis was conducted by calculating the percentage using the following formula:

$$P = \frac{N}{A} \times 100 \%$$

Description:

P: Percentage of change

N: Obtained value

A: Number of children

As for the observation sheet used in this study, it can be seen in Table 1, which presents the indicators and research instruments based on the listening skills of children that are the focus of the study (Tarigan, 1986).

Table 1. Child Listening Skills Observation Sheet

Variable	Aspect	Indicator
Children's Listening Skills	Comprehension	Children are able to answer simple questions about the content of the story they have listened to.
	Attention	Children are able to focus and pay attention to the animated film throughout the activity.
	Memory	Children are able to recall and mention the characters and events in the story.
	Interpretation	Children are able to express the moral message contained in the story.
	Response	Children are able to provide responses or retell the story in their own words.

RESULTS AND DISCUSSION

Results

The researcher conducted a study at one of the Early Childhood Education Institutions located in Siundol Julu Village, Sosopan District, Padang Lawas Regency. The institution has two learning classes, namely class A and class B. In this study, the researcher chose class A, which consists of 9 children, as the research subjects with one teacher as the source regarding the children's language abilities.

The first step taken by the researcher was to start with a preliminary observation to get an initial picture of the children's listening abilities. Before that, the researcher had an initial meeting with the classroom teacher to explain the research objectives and to meet with the students to observe the development of their listening skills through animated films. The early stage of the research involved observing the learning process to understand the initial condition of the children's listening abilities. This observation was carried out using an observation sheet that had been prepared beforehand (Table 1). The researcher also observed the teacher to see the teacher's activities during the learning process. Based on the initial observations, it was found that the children's listening skills were still low, indicated by their lack of attention while listening to explanations and their inaccurate responses when interacting during learning activities.

Based on initial observations, it was found that the children's listening skills are still quite low. The kids seemed to have trouble understanding the information presented during lessons. They also tend to be passive when asked to respond or answer questions about what they've heard, so their listening abilities haven't developed optimally. This shows the need for engaging

and meaningful learning to make them more motivated to listen and understand the information being shared.

Seeing this issue, the researcher took the initiative to design an innovative and fun learning media, namely an animated film about the story of Prophet Job. This media is expected to help children improve their listening skills through activities that involve hearing and paying attention to the story presented in an engaging way. With this media, children are trained to focus, understand the content of the story, and be able to respond to the information they have heard during the learning activities. In this way, children not only get practice in listening, but also in understanding and expressing the information they have obtained in a simple way. The research was carried out according to the planned schedule, which was in two cycles. Each cycle lasts 4 days in a week. In carrying out the actions, the researcher acts as a collaborator who assists the teacher, while the teacher remains the main executor in the learning activities. The details of the activities in each cycle will be explained in the next part.

The pre-cycle activities began by showing animated films to the children to observe their initial listening skills. In this activity, the children were asked to pay attention to the story being shown and then respond to the content of the story. Through this activity, the researcher could see how developed the children's listening skills were before any intervention. In this study, the researcher set several benchmark indicators to monitor the development of listening skills in 5-6 year old children at TK Haholongan in Siundol Julu Village, Sosopan District.

Table 2. Number of Children in the Pre-Cycle

No.	Development Category	Number of Children
1	Not Yet Developed (NYD)	0
2	Beginning to Develop (BD)	9
3	Developing as Expected (DAE)	0
4	Very Well Developed (VWD)	0
Total		9

Based on Table 2, in the pre-cycle stage, 9 children were in the MB (Beginning to Develop) category. The results of the pre-cycle show that they need stimulation in the form of encouragement to improve their listening skills, so the research continued to cycle I.

Table 3. Number of Children in Cycle I

No.	Development Category	Number of Children
1	Not Yet Developed (NYD)	0
2	Beginning to Develop (BD)	0
3	Developing as Expected (DAE)	8
4	Very Well Developed (VWD)	1
Total		9

Next, in Table 3 it shows that in Cycle I, there were 8 children included in the BSH (Developing as Expected) category, which indicates a significant improvement. Then, there was

1 child included in the BSB (Very Well Developed) category. This of course shows that the children's listening skills have experienced quite a good improvement.

Table 4. Number of Children in Cycle II

No.	Development Category	Number of Children
1	Not Yet Developed (NYD)	0
2	Beginning to Develop (BD)	0
3	Developing as Expected (DAE)	0
4	Very Well Developed (VWD)	9
Total		9

Next, table 4 shows that in cycle II, it was noted that there are 9 children included in the BSB (Very Good Development) category. Of course, this improvement happened because the learning methods given to the children were appropriate, which could stimulate the children's comprehension skills at TK Haholongan in Siundol Julu Village, Sosopan District.

Table 5. Results from Pre-Cycle, Cycle I, and Cycle II Assessments

Cycle	Score	Percentage	Category
Pre-Cycle	65	36.11%	BD (Beginning to Develop)
Cycle I	121	67.22%	DAE (Developing as Expected)
Cycle II	159	88.33%	VWD (Very Well Developed)

Based on Table 5, it can be seen that implementing learning using an animated film about the story of Prophet Job can definitely bring changes to the listening skills of children aged 5-6 years, carried out over 2 cycles. In the pre-cycle stage, the researcher obtained a score of 65 with a percentage of 36.11%, which falls into the MB (Starting to Develop) category. This presentation result proves that children's listening skills need to be stimulated for improvement, so the research continued to cycle I. Based on the results in cycle I, there was an increase in scores to 121, with a percentage reaching 67.22%, which falls into the BSH (Developing as Expected) category. This happened due to habituation by stimulating children's listening skills through the animated film about the story of Prophet Job. Next, in cycle II, there was an improvement with a score of 159 and a percentage of 88.33%. From these results, it can be seen that animated film media is proven to be able to improve the listening skills of 5-6 year old children at Haholongan Kindergarten in Siundol Julu Village, Sosopan District. Of course, the increase in the score is due to the habituation and reinforcement provided by the researcher during the learning process using animated films about the story of Prophet Job, which allowed the children's listening skills to improve significantly.

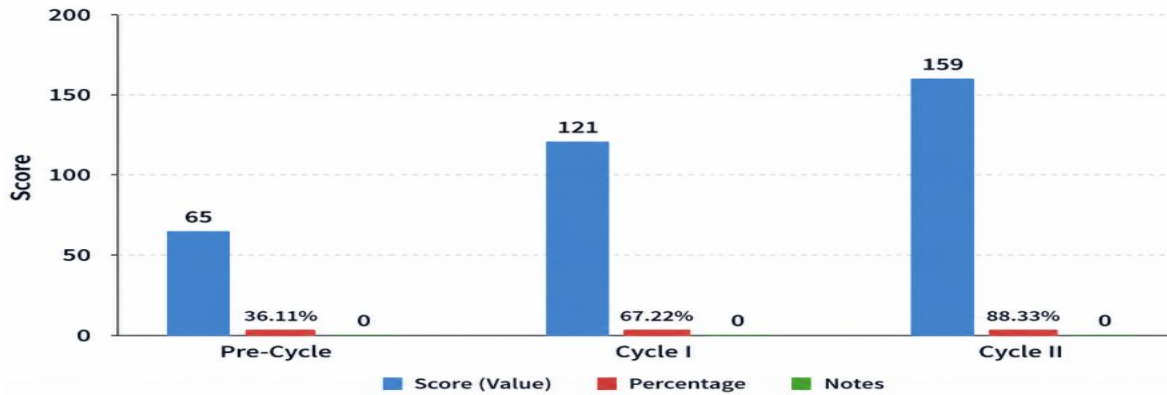


Figure 2. Results of Pre-Cycle Assessment, Cycle I, and Cycle II

Based on the data shown in Figure 2, it can be defined that there is a progressive increase in the competence of listening skills in children aged 5-6 through three phases of implementing classroom action research, including the pre-cycle stage, Cycle I, and Cycle II. Evaluation results in the pre-cycle stage showed a percentage score of 36.11%, implying that the majority of research subjects had not yet reached an adequate level of mastery in applying children's listening skills optimally during learning activities. These findings indicate that the children's ability to understand stories and remember what they heard in an appropriate linguistic context is still at a low level.

In the implementation of the learning intervention in cycle I, there was an improvement reaching 67.22%. This increase reflects a positive transformation in the children's listening skills after using animated film media about the story of Prophet Job in the learning activities. The children began to show better attention while watching the animated film, were able to understand the storyline, and could even answer simple questions related to the story's content. However, there are still a few children who need guidance and reinforcement to understand the moral message and remember the characters and events in the story.



Figure 3. Cycle I Research

Next, in cycle II, the children's listening skills showed a more significant improvement, reaching a percentage of 88.33%. This increase indicates that the continuous use of animated film media about the story of Prophet Job can effectively stimulate the development of children's listening skills. The children appeared more focused during lessons, were able to understand the story better, remembered the characters and events in the story, and could convey the moral message contained in the story of Prophet Job.

The improvement seen from the pre-cycle, cycle I, to cycle II shows that animated film media plays an important role in creating a learning process that is interesting and enjoyable for young children. The moving images combined with sound and a clear storyline can capture children's attention, making it easier for them to understand the information presented. In addition, animated film media also provides a concrete learning experience, so children can more easily connect the story content with everyday life.



Figure 4. Cycle II Research

Discussion

The classroom action research that has been carried out shows that using the animated film media 'The Story of Prophet Job' has a significant impact on improving the listening skills of 5–6-year-old children at Haholongan Kindergarten, Siundol Julu Village, Sosopan District. The results of the study show an improvement in children's listening skills in each learning cycle. The percentage of children's listening ability, which was only 36.11% at the pre-cycle stage, increased to 67.22% in cycle I, and then rose again to 88.33% in cycle II. This improvement shows that the animated film media 'The Story of Prophet Job' can provide effective stimulation in developing children's listening skills, especially in aspects like paying attention to the story, understanding the content, remembering characters and events, and conveying the moral message contained in the story they listened to.

The low listening ability of children at the pre-cycle stage is shown by the lack of attention children pay when the teacher tells a story, their low ability to mention the story's characters, and their difficulty in fully understanding the story's content. This condition is in line with the opinion (Ridinger, 2020; Nazwa, Iskandar, & Paramole, 2025) which states that listening skills are a complex process involving attention, understanding, interpretation, and the ability to

remember the information received. Therefore, learning media that can capture children's attention is needed so that the listening process can take place optimally. In this study, the animated film media 'The Story of Prophet Job' was chosen because it can combine visual and audio elements simultaneously, making learning more interesting and easier for young children to understand.

The improvement in listening skills that occurred in cycle I shows that animated film media is starting to have a positive impact on children's learning process. Kids seem more focused on watching the show, more interested in following the lesson, and are starting to be able to answer simple questions about the story content. This condition supports the Cone of Experience theory (Foltz, 2023) which explains that learning experiences through audiovisual media are at a more concrete level compared to purely verbal learning. Through animated shows, children not only hear the story but also see visualizations of characters, plots, and events, making the understanding process easier. In addition, the social constructivism theory proposed by (Matovu, et al., 2023) It also explains that children's skill development is greatly influenced by their learning environment and the stimuli they receive. In the context of this research, animated film media acts as a stimulus that can encourage children to be more active in the listening process.

The higher improvement in cycle II indicates that using the Kisah Nabi Ayub animated film media becomes increasingly effective when applied continuously. Children are not only able to pay better attention to the story, but they can also name the main characters, explain the storyline simply, and understand the moral message contained in the story of Prophet Job. These findings show that animated media not only enhances attention and concentration but also strengthens children's comprehension and memory of the information received. According to (Mizrachi, 2024; Iskandar, Mesiono, & Sit, 2025), Audiovisual media has the ability to increase attention, clarify learning messages, and help students understand the material more effectively because it involves more than one sense. This view is supported by (McCarty, 2024) which states that animation media is very suitable for use in early childhood education because it can provide a learning experience that is interesting, fun, and fits the characteristics of child development.

The findings of this study also align with the results of the research (Marcuson, 2026; Setiawati, 2024) who found that the use of audiovisual media can improve children's concentration and listening skills because presenting images and sounds at the same time makes it easier for children to understand the learning content compared to lecture methods. Similar results were also found by (Dovalis & Izod, 2022) which states that animated media can improve children's ability to understand the content of a story, remember characters, and retell the plot better. Furthermore, research (Shaik, 2022; Marchela, Trengganis, Angga, & Ani, 2022) showing that animated films have a positive impact on children's listening skills because they can activate hearing and sight simultaneously, making children more focused and enthusiastic in following the lessons. The similarity of these research results strengthens the finding that animated film media is one of the effective tools in developing listening skills in early childhood.

In addition to improving listening skills, using the animated film The Story of Prophet Job also contributes to the development of children's character values. Kids not only understand the

story, but they can also recognize the moral lessons within it, such as patience, steadfastness, sincerity, and gratitude, as exemplified by Prophet Job. Therefore, the animated film used in this study serves not just as a language development tool, but also as a character education medium aligned with Islamic values. This gives it a distinct advantage over general animated media, which are more focused on entertainment.

The results of this research are also relevant to the studies conducted by (Petersen & Knudsen, 2022; Wahyunda, 2025) which shows that the use of animated media can increase the vocabulary of children aged 4–5 years to a very good category with a success rate of 80%. Although Hayati's research focus is different, as it emphasizes vocabulary improvement, these results indicate that animated media has great potential in developing various aspects of children's language skills. The difference lies in the research focus, where Hayati's study aims to enhance children's vocabulary, while this study focuses on improving the listening skills of children aged 5–6 years through the animated film 'The Story of Prophet Job'.

The success in improving listening skills in this study is also inseparable from the teacher's role as a learning facilitator. During the learning process, the teacher not only showed animated films but also gave guidance, asked questions, and facilitated simple discussions related to the story that the children had listened to. The active involvement of both teachers and children in the learning process creates an interactive and enjoyable learning atmosphere. According to (Sluckin, 2023; Rizkina & Khadijah, 2024), Listening activities supported by active interaction between teachers and children will have a bigger impact on the development of children's receptive language. Therefore, combining the use of animated films and interactive learning strategies becomes an important factor that supports the success of this research.

Based on the overall research results, it can be understood that the improvement in children's listening skills happens because the animated film media of the Story of Prophet Job can provide a concrete, engaging, and meaningful learning experience that matches the characteristics of early childhood. This media helps children focus their attention, understand information more easily, remember the story content better, and develop language and character skills at the same time. Therefore, using the animated film of the Story of Prophet Job has proven to be effective as an innovative learning alternative in boosting the listening skills of 5–6-year-old children at Haholongan Kindergarten, Siundol Julu Village, Sosopan District.

CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that using the animated film media of the Story of Prophet Job is effective in improving the listening skills of 5–6-year-old children at TK Haholongan, Siundol Julu Village, Sosopan District. The improvement in listening skills was seen at each stage of the research, starting from the pre-cycle at 36.11% with the category of Beginning to Develop (MB), increasing to 67.22% in Cycle I with the category Developing as Expected (BSH), and reaching 88.33% in Cycle II with the category Very Well Developed (BSB). The animated film media can capture children's attention, improve concentration, help understand the story content, remember

the characters and events, and convey the moral messages contained in the story. Thus, the animated film media Kisah Nabi Ayub can be used as an alternative learning medium that is effective, interesting, and fun for developing the listening skills of young children. Based on the research results, it is recommended that teachers use animated films as an alternative learning tool to develop listening skills in young children because it can improve their attention, concentration, and understanding. Schools are expected to provide supporting facilities and infrastructure for using audio-visual media so that the learning process is more engaging and effective. Parents also need to provide guidance and choose educational animation shows at home to support the development of their children's listening and language skills. Additionally, future researchers are expected to expand the study with a larger subject group, longer duration, and examine the effects of animated films on other aspects of child development.

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