



Prototype for Digitizing the *Sato Kewan* Fairy Tale as A Javanese Language Education Media

Indri Meilani, Eka Yuli Astuti

Javanese Literature and Language Education, Faculty of Languages and Arts,
Universitas Negeri Semarang, Indonesia.

*Corresponding Author. Email: meiindriani558@students.unnes.ac.id

Abstract: This research aims to develop and validate the digitalization product of the *Sato Kewan* fairy tale as a Javanese language educational medium for elementary school students. This research uses the development method (Research and Development) with the ADDIE model to design a learning system. This development model goes through five steps: Analysis, Design, Development, Implementation, and Evaluation. The validation questionnaire for linguists and media experts is a research instrument. Data analysis techniques include qualitative and quantitative descriptive analysis. Based on data from validity results by linguists and media experts on the stop motion animation video of *Sato Kewan's* fairy tale, the media is a suitable criterion for use. For the language aspect, the language expert scored 75%, and the content aspect was 80%. The visual aspect got 75%, the audio aspect 83%, and 83% effectiveness.

Article History

Received: 02-02-2024
Revised: 12-03-2024
Accepted: 28-03-2024
Published: 22-04-2024

Key Words:

Digitization of Fairy Tales; Stop Motion Animation Video; Learning Media; Javanese.

How to Cite: Meilani, I., & Astuti, E. (2024). Prototype for Digitizing the *Sato Kewan* Fairy Tale as A Javanese Language Education Media. *Jurnal Paedagogy*, 11(2), 420-430. doi:<https://doi.org/10.33394/jp.v11i2.10993>



<https://doi.org/10.33394/jp.v11i2.10993>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Fairy tales are cultural expressions that are still inherited from Indonesian culture. Generally, fairy tales tell about animals that appear capable of speaking and acting like humans. The owner of the story does not consider the fairy tale an actual event, and the story is not tied to time or place (Candrika, 2019). Fairy tales are generally written in book form, supported by visuals, to stimulate interest in reading and training children's imagination. In Java, fairy tales, including the *Sato Kewan* fairy tale, are prevalent among children. This research takes one of *Sato Kewan's* fairy tales entitled *Lelakone Kancil*. This Javanese fairy tale is the work of Raden Mas Dayat Mukadam Nataseputra, Samarasika Pakualaman. Javanese fairy tales can help preserve the Javanese language. This is supported by the language used in the fairy tale, Javanese. Improving children's language skills can be done through literature; this is in line with Nurgiyantoro's opinion that children's language acquisition can be supported through literary reading (Yulia et al., 2022).

Through literacy in Javanese fairy tales, children can gain various benefits, including mastery of Javanese vocabulary. According to Candrika (2019), children follow the story and learn Javanese vocabulary. Besides that, fairy tales are an effective medium for moral education for children. Moral education should be instilled from an early age. According to Suyadi (in Prastya et al., 2021), childhood is a time of imagination that lives according to psychology. Children's imaginations are more varied than adults'. Therefore, moral education can be done through fairy tales. One way to foster children's spirit and humanism is through traditional literature (fairy tales, legends, and myths) (Irene, 2016). Unfortunately, Javanese fairy tales are starting to fade; technological factors influence this, as do the limitations of technological learning media in schools and environmental influences.



Advances in information and computer technology are now increasing the use of technology in education (Fakhrurozi et al., 2021). The development of science and technology has become a challenge for Javanese language stories in education. Based on observations and interviews at one elementary school, the delivery of Javanese fairy tales is still done orally, which means there is no use of technology. Meanwhile, in reality, the generation in the current era is more likely to be interested in digital media than reading books. Today's children are growing up in a post-typography era, where digital media and electronic devices are increasing (Laidlaw et al., 2019). Time limitations and teachers' lack of ability to create exciting media can have a negative impact on children's interest in learning Javanese. Increasing the effectiveness of learning in the digital era is carried out through the innovative development of interactive learning media. Interactive media can increase learning motivation, conceptual understanding, and student involvement in learning (Utomo, 2023). Apart from internal factors in schools, the shift to Javanese fairy tales is also influenced by environmental factors. Most children today are more likely to be introduced to stories or fairy tales in Indonesian and even foreign languages (English).

Due to these problems, it is necessary to digitize Javanese fairy tales to support their preservation among children, especially in the Java area. The digitalization system is the most effective means to promote and improve learning in the world of education (Sugiwati et al., 2023). One of the digitizations of Javanese fairy tales is the *Sato Kewan* fairy tale, which was transformed into an animated video. The selection of the Sato Kewan fairy tale script as the story in the animated video refers to the condition of the research subject, specifically for elementary school students. The characters are appropriate to the child's development, and the language is easy to understand. Also, the moral message contained in this fairy tale is appropriate to students' lives and development. Improving student learning outcomes through animation media is more effective than traditional learning media (Tafani, 2023). According to Lev Manovich (2002), digital theory is always closely related to media, from ancient media to modern media; this is in line with the development of media with technological advances, making it easier for people in all areas of digital theory to understand it (Aji, 2016). Digitizing Sato Kewan's fairy tales into animated videos attracts children's attention more than book-based fairy tales. The series of animation media refers to the visualization or simulation of reality and is presented using audiovisual means. Animation media includes still images, non-audio motion images, motion images with audio in video format, and others (Bintari, 2016). 2D animation creates 2D moving images and can be created using bitmap or vector images (Binanto, 2010: 226 in Nurjanah et al., 2021).

The animated video created will later be uploaded via social media, which is popular among the public. The social media platform that can publish animated videos of the Sato Kewan fairy tale is through the YouTube channel. Videos on YouTube can make learning enjoyable, increase students' interest in reading, and encourage the emergence of ideas to increase students' level of thinking (Qothrotun Nada, 2022). Through this fairy tale literacy, children will be introduced to Javanese vocabulary and trained to communicate in the correct Javanese language. Fairy tale literacy can also minimize the displacement of the Javanese language in modern times.

This research is an update of previous research by Sri and Nur (2022). This research produces a fable storytelling video product for third-grade elementary school students. Experts validated the product and applied it to individual trials, small and large groups, and the third-grade teacher's point of view. Based on the validation results, the development of fable video storytelling was declared very feasible. Then, research was conducted by

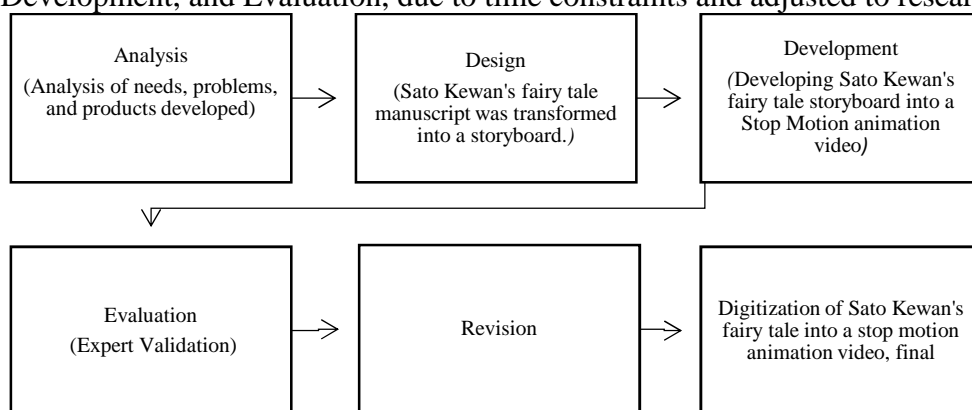


Kusumaning Ayu et al. (2019). This research used Research and Development (R&D) research, which produced the learning media "Hikanusa," an application that makes it easier for students to tell stories in regional languages. Research by Adeyanju et al. (2015) The resulting product is a 3D computer animation for Yoruba Folklore. The evaluation results show that the image quality is extraordinary, the synchronization of images and videos is perfect, the background is excellent, the character impression is excellent, the storyline is excellent, the video effect is rated very good, and the sound quality is excellent. Apart from that, research was conducted by Anjarsari et al. (2016). The product produced was an animated folklore film. The research results show that animated film media influences folklore learning outcomes, where there are striking differences between the experimental and control groups.

Based on the problems above, this research aims to determine the form of a digitalization prototype for the Sato Kewan fairy tale as a Javanese language educational medium and the results of prototype validation by experts. The hope of this research is that developing the Stop Motion Animation video of *Sato Kewan's* fairy tale can support the Javanese language learning process in the classroom. Apart from that, Javanese educational media is expected to help students master Javanese vocabulary and improve their ability to communicate using Javanese properly and correctly.

Research Method

This research uses research and development methods with the ADDIE Dick and Carry (1996) development model to design a learning system. This development model goes through five steps: Analysis, Design, Development, Implementation, and Evaluation. However, in the context of this research, only four stages were used, namely Analysis, Design, Development, and Evaluation, due to time constraints and adjusted to research needs.



Picture 1. ADDIE model development chart

The subjects of this research involved grade 3 students and teachers at SDN 2 Selosabrang, DKV lecturers at Semarang State University as media experts, and Javanese Language and Literature lecturers at Semarang State University as language and material experts. The instrument used consisted of a validation questionnaire from linguists and media experts regarding the *Sato Kewan* fairy tale animation video development product. Research data was obtained through observations and interviews with teachers and students, and scores were obtained from validation results by experts through predetermined questionnaires. Observations were conducted to see how learning techniques and media were used in teaching Javanese in the classroom. Meanwhile, interviews were conducted to find more in-depth information about learning techniques and media used in teaching Javanese in the



classroom. Data analysis techniques involve descriptive methods that are both qualitative and quantitative. Qualitative descriptive analysis is applied to data from interviews and observations, while quantitative descriptive analysis is used on data in the form of numbers (scores) resulting from product validation by experts. The following is a description of the analysis of expert validation data along with the formula for calculating validation results scores.

Table 1. Analysis of expert validation questionnaire data

Score	Criteria
4	Strongly agree
3	Agree
2	Disagree
1	Strongly Disagree

(Sugiyono, 2020)

The scores resulting from validation by language experts and media experts are calculated using the following formula.

$$P = \frac{\sum R}{NK} \times 100\%$$

Information:

P : Final score

$\sum R$: Total assessment score results

NK : Maximum total score

Based on the calculation of scores resulting from expert validation, qualitative standards are obtained.

Table 2. Qualitative percentage

Interval	Criteria
81,25% < Skor 100%	Very Good
62,50% < Skor 81,25%	Good
43,75% < Skor 62,50%	Pretty Good
25% < Skor 43,75%	Not Good

(Anggraeni *et al.*, 2021)

Results and Discussion

According to the ADDIE development method proposed by Dick and Carry (1996), this development stage begins with analysis. The analysis was conducted to determine the needs and problems in the Javanese language learning process at SD Negeri 2 Selosabrang. This stage includes observation and interview techniques for teachers and grade 3 students at SD Negeri 2 Selosabrang. The results of observations and interviews show that Javanese language learning in class 3 of SD Negeri 2 Selosabrang on fairy tale material still uses lecture techniques. Apart from that, books are still the only medium for classroom learning activities. Time limitations and lack of teacher expertise in creating interesting media are some of the problems in elementary school learning activities. Based on students' confessions, they need help understanding Javanese language material due to several factors, such as a large amount of poorly understood vocabulary, the lack of supporting media, and the student's lack of interest in Javanese. The use of media can motivate students to learn. Yusnita (in Pratiwi *et al.*, 2018) revealed that the use of media in the learning process in class can motivate students. Utilizing learning media that meets material needs can improve student learning achievement. According to Pratiwi and Meilani, 2018 increasing teachers' abilities in using media influences efforts to increase the effectiveness of media use.



Teachers can design learning strategies that communicate information and encourage students to actively learn through learning media so that students can feel the positive impact of using this media. Learning media can improve the quality of student learning because students are directly and actively involved in class, so it is not only the teacher who actively provides material. In this way, students' understanding of the content of the material provided by the teacher will be easier (Nurrita, 2018). Therefore, it is necessary to develop Javanese language learning media at SD Negeri 2 Selosabrang using fairy tale material. The development of this media is by digitizing Sato Kewan's fairy tales into stop-motion animation videos. Herliyani (2014:53) said that stop motion animation is creating animation by taking pictures using a video camera. This animation is not drawn but instead photographs the object's movements individually (Fadillah, 2023). Wisada and Sudarma, 2019 (and Anisa & Aan, 2022) that material can be explained through pictures and videos to give an accurate impression to students.

This animated video product is made using the VN video editor application. Exposure to material through animated videos can increase the effectiveness of learning. Exposure to Javanese visuals, sounds, and texts accompanied by subtitles makes it easier for children to learn Javanese vocabulary. Apart from that, using animated video media can also reduce children's feelings of boredom.

The next stage of development is Design. This is the stage of planning the product concept to be developed. After going through the needs and problem analysis stage, it is necessary to have a design or concept in product development. This stage begins with selecting a Javanese fairy tale script tailored to the student's needs. This research takes the story of *Sato Kewan's* fairy tale, *Lelakone Kancil*. This Javanese fairy tale is the work of Raden Mas Dayat Mukadam Nataseputra, Samarasika Pakualaman. The next step is designing a storyboard for Sato Kewan's fairy tale script and assessment instruments for linguists and media experts. The aim of designing a storyboard is to prevent the animated video from deviating from the predetermined story context and help animation makers understand the flow of the animation project more easily (Limbong et al., 2017). At this stage, the use of the Javanese language is simplified to suit the students' conditions. The selection of Javanese vocabulary in accordance with the general guidelines for Javanese spelling, the suitability of subtitles, and the suitability of character selection in the story also need to be considered when designing the storyboard.

Kantjil - Geschiedenis			
Dongeng nyaritakake lelakone Kancil			
Scene	Visual	Durasi	Narasi
1		1 menit 30 detik	<p>Deskripsi: Ing omah, ing alas</p> <p>Prilog : Kacarita ana padhalia dume anak dewi sangkawa kang maling tanpa sèbèh. Bangêt dukase, Sang padhalia nganti ora kerna ngake putri marang Dewi Sangkawa, bangêt tumpangring.</p> <p>(Ing alas) bangane Dewi Sangkawa katuwang-diwang, mrip ngiyun alas, rina wong maku. Yen semp mangsa cembu gegelangan kang imes, yen tutu ana sangkarung kakayan. Naju nanggal purnama wayah sirip wong, Dewi Sangkawa mbabar, nanging ora wujud jabang bayi, nanging wujud Kancil bugar rupane. (Dewi Sangkawa milih)</p>
			<p>Deskripsi: Ing pagagan</p> <p>Kacarita kancil silih barjar mandhak gèrhe sacempe. Sabane adhi usuk pagagan lan mangsi pagagan. Kang dowe pagagan mau dhudha mlarat, jenggo kera Kaci Juru Pagagan, mako mung siji wadoo iah peawan. Nganti pagagan susuk barjar mangsi kula. Lei sawetara Kancil koolol barjar digawa milih iah dikayang. Kacarita ana Asu macan marang panggonane Kancil, ucape.</p>

Picture 2. Storyboard Design

The finished storyboard is then exported as a stop-motion animation video. The next stage is making the design look natural. The visual and audio aspects of the animated video creation process must be considered to produce a high-resolution product. The applications used in making this animated video are VN Video Editor, Picsart, Audio Editor, and Voice Changer. The following is the process of making a stop motion animation video product for *Sato Kewan's* fairy tale.

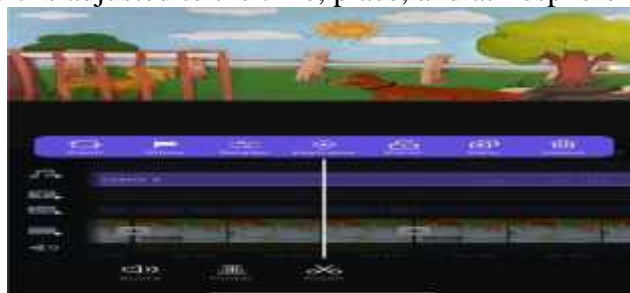
The first step in making a stop motion animation video product for *Sato Kewan's* fairy tale is selecting the characters, supporting elements, and background as needed. The required characters include DewiSungkawa, Pandhita, Kancil, Dog, Farmer, Snail, Buffalo, and Crocodile—required elements such as trees, rocks, clouds, sun, grass, rice, etc. The background required is the yard, forest, plantation, rice fields, and rivers. The selected images are then printed and cut to make them look like puppets. The characters, supporting elements, and background then go through the stage of taking pictures/photos using a camera with stop motion techniques on a predetermined background. This process is adjusted to the storyline on the storyboard.

This research took eight scenes: an opening, five scenes of story content, a conclusion, and a closing. The opening scene requires one image as the background for the fairy tale title; scene 2 requires 80 shots; scene 3 requires a total of 122 shots, 100 shots for scene 4, 108 shots for scene 5; scene 6 requires 120 shots for the conclusion and closing use the available background in the VN Video Editor application. Some images that require editing are done using the Picarts application.



Picture 3. Animation video editing process via the VN application

The following process is editing via the VN video editor application. The collected photos are entered into the VN application by adjusting the storyline and duration. This process will produce a moving image. The third process includes dubbing (voice-over) and back sound (accompaniment music). In this process, the character of each character's voice is made different so that it does not sound monotonous and is more varied. The editing process differentiates the character of one character's voice from another. The voice recording results go through the editing process in the voice effects application. On the other hand, the addition of accompanying music is adjusted to the time, place, and atmosphere of the story.



Picture 4. The process of adding voice actors (dubbing) and backsound



Picture 5. The process of adding prolog text, dialogues, and subtitle

The final process in making the stop motion animation video for *Sato Kewan's* fairy tale is adding prologue text, dialogue, and subtitles. The text and dialogue in this video are in Javanese, so Indonesian subtitles are needed. This subtitle makes it easier for children to understand the story's content and interpret difficult words found in the prologue and dialogue. In the process of adding text, one must pay attention to the letters' shape, color, and size of the letters so that the text can be read clearly. After going through several processes to make the animated video, the stop motion animation video for *Sato Kewan's* fairy tale is ready to be shown.



Picture 6. Stop motion animation video clip of Sato Kewan's fairy tale

The following research stage is evaluation, the stage of product development assessment carried out by experts regarding whether the product is suitable for use. Linguistic and media experts assess or validate products by completing validation questionnaires. If the validation results show a product revision, the animated video will be revised to become the final product. The following are the results of the validity test of the stop-motion animation video of *Sato Kewan's* fairy tale.

Table 3. Linguist Validity Results

Assessment aspect	Percentage of validity results	Information
Language aspect	75%	Good
Content aspect	80%	Good

Table 4. Media Expert Validity Results

Assessment aspect	Percentage of validity results	Information
Visual aspect	75%	Good
Audio aspect	83%	Very Good
Effectivity	83%	Very Good



Based on the validity data, the stop motion animation video of *Sato Kewan's* fairy tale is a good criterion or suitable for use. Where the language aspect gets a score of 75%, the content aspect gets 80% by language experts. The visual aspect got 75%, the audio aspect 83%, and 83% effectiveness. The validity results by linguists are in good criteria, which means the animated video product is suitable for use. Language that is easy to understand and follows the child's age development is an additional point in assessing this animated video. The story's content is easy to understand, and the message is conveyed so that this media can function as a medium for learning Javanese in the context of fairy tales.

Meanwhile, the validity results by media experts also obtained good criteria in the visual aspect, namely suitability of character traits, full color, and proportional presentation of images and text. There are some revisions to the contrast in the image. Meanwhile, the audio aspect received excellent criteria, with an assessment of the suitability of the voice actor with the characters, clarity of voice, pronunciation of vocabulary, and the suitability of the background sound selection. The effectiveness aspect also received excellent criteria, where media use is practical, adapts to current technology, increases creativity, and motivates children to learn. Animated videos are an excellent way to help students visualize concepts and encourage social interaction (Hanif, 2020).

The final stage in developing the *Sato Kewan* fairy tale animation video media is the revision stage. Guidelines for revising products to make them more optimal are taken from suggestions and input by language and material experts. Several things need to be revised in the writing and pronunciation of Javanese vocabulary, such as the pronunciation of ta, tha, da, and dha in the words *thukulan*, *sandhuwure*, *gedhe*, and *dawane*. Meanwhile, there have been several revisions to the visual aspect regarding image contrast in the media. After the revision stage has been carried out, the animated video product can be disseminated as a medium for learning Javanese.

The difference between this research and previous research lies in the animated video production process. In this research, the video creation process was carried out using stop motion techniques and only one video editor application, so it did not require a computer device for Design, and it was easier for everyone to do. Previous research (Anisa et al., 2022) used Canva, Kinemaster, and Plotagon web-based applications in developing animated videos. Similar research was also carried out by (Fakhrurozi et al., 2021), designing animated fairy tale films using computers capable of Graphic Design with additional devices in the form of open tabs. Further animation video development was also done (Nabella, 2022) using Adobe Premier Pro software.

Conclusion

The conclusion obtained from the results of this research is that the final product development is a stop motion animation video of the *Sato Kewan* fairy tale as a Javanese language educational medium for elementary school students with validation results in the feasible category. Using language that follows children's development with Indonesian subtitles makes it easier for children to understand the story's content, with a validation result percentage of 75%. The stop motion animation video product *Sato Kewan's* fairy tale presents a storyline that is easy to understand and conveys a moral message to students with a validation result percentage of 80%. Apart from that, this animated video is practical for use as a learning medium, motivating students to learn and increasing creativity with a validation result percentage of 83%. These results indicate that this animated video product is considered feasible and the right choice for Javanese language educational functions.



Recommendation

The recommendations submitted based on the results of this research are that the school is expected to be able to improve technological learning facilities and encourage the potential of teachers to develop more creative learning media. Teachers, who play the main role in classroom learning activities, are expected to be able to innovate in developing technological learning media and keep up with the times.

References

- Azis, A. C. K., Lubis, S. K., Kartono, G. & Daulay, M. A. J. (2023). *Digitalisation of Teaching Materials for Toba Batak Ethnic Decorative Variety with Procreate Media Based on p-Books and e-Books*. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(3), 782–793. <https://doi.org/10.33394/jk.v9i3.8746>
- Aji, G. B., & Waluyo, R. (2021). *Animasi Cerita Wayang Sebagai Media Pembelajaran Bahasa Jawa*. *Journal of Computer Science an Engineering (JCSE)*, 2(1), 51–79. <http://dx.doi.org/10.36596/jcse.v2i1.7951>
- Aji, R. (2016). *Digitalisasi, Era Tantangan Media (Analisis Kritis Kesiapan Fakultas Dakwah Dan Komunikasi Menyongsong Era Digital)*. *Islamic Communication Journal*, 1(1), 43–54. <https://doi.org/10.21580/icj.2016.1.1.1245>
- Anisa Lusiana Komara, AanSubhanPamungkas, R. S. D. (2022). *Pengembangan Media Pembelajaran Berbasis Video Animasi Kartun di Sekolah Dasar*. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 11(April), 316–326. <http://dx.doi.org/10.33578/jpkip.v11i2.8585>
- Anggraeni, S. W., Alpian, Y., Prihamdani, D., & Winarsih, E. (2021). *Pengembangan Multimedia Pembelajaran Interaktif Berbasis Video untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar*. *Jurnal Basicedu*, 5(6), 5313–5327. <https://doi.org/10.31004/basicedu.v5i6.1636>
- Anjarsari, D. R., Kurniati, E., & Utami, S. (2016). *Pembelajaran Cerita Rakyat dengan Media Film Animasi melalui Pendekatan Terpadu pada SD Negeri Maos Kidul 03 Kabupaten Cilacap*. *Lingua*, XII(2), 151–159. <https://doi.org/10.15294/lingua.v12i2.9085>
- Bintari, S. (2016). *Penggunaan Media Video Animasi untuk Meningkatkan Keaktifan Siswa dalam Mempelajari Cerita Rakyat pada Mata Pelajaran Bahasa Indonesia di Kelas 5 SDN 7 Kuripan Purwodadi pada Tahun Akademik 2015-2016*. XXVIII(2), 380–390.
- Candrika, L. Y. (2019). *Tantangan Budaya Literasi di Era Digitalisasi : Peranan Dongeng Lokal dalam Memperkaya Literasi Nasional*. *Prosiding Seminar Nasional Dharma Acarya* Ke 1, 181–190. Retrieved from: <http://jurnal.stahnmpukuturan.ac.id/index.php/dharmaacarya>
- Fadillah, A. N. (2023). *Pengembangan Media Pembelajaran Matematika Berbasis Stop Motion untuk Kelas IV SD*. *JIRK Journal of Innovation Research and Knowledge*, 3(6), 1259–1266. <https://doi.org/https://doi.org/10.53625/jirk.v3i6>
- Fakhrurozi, I., Fajar, Z. N., & Trisnawati, R. (2021). *Perancangan Film Animasi Dongeng Sebagai Media Edukasi Anak Paud*. *Jurnal Teknik Informasi Dan Komputer (Tekinkom)*, 4(2), 129. <https://doi.org/10.37600/tekinkom.v4i2.345>
- I.A, A., C.T, B., K.B, S., & B.D, O. (2015). *3D-Computer Animation For a Yoruba Native Folktale*. *International Journal of Computer Graphics & Animation*, 5(3), 19–27.



- <https://doi.org/10.5121/ijcga.2015.5302>
- Irene, K. V.-E. (2016). *The Child and the Fairy Tale: The Psychological Perspective of Children ' s Literature*. International Journal of Languages, Literature and Linguistics, 2(4). <https://doi.org/10.18178/ijll.2016.2.4.98>
- Kusumaning Ayu, R. F., Puspita Sari, S., Yunarti Setiawan, B., & Khoirul Fitriyah, F. (2019). *Meningkatkan Kemampuan Berbahasa Daerah melalui Cerita Rakyat Digital pada Siswa Sekolah Dasar: Sebuah Studi Pengembangan*. Child Education Journal, 1(2), 65–72. <https://doi.org/10.33086/cej.v1i2.1356>
- Laidlaw, L., O'Mara, J., & Wong, S. S. H. (2019). 'This is your brain on devices': Media accounts of young children's use of digital technologies and implications for parents and teachers. Contemporary Issues in Early Childhood, 22(3), 268–281. <https://doi.org/10.1177/1463949119867400>
- Limbong, E., Tulenan, V., & Rindengan, Y. D. . (2017). *RancangBangunAnimasi 3 DimensiBudayaPassiliran*. Jurnal Teknik Informatika, 10(1). <https://doi.org/10.35793/jti.10.1.2017.15803>
- Hanif, M. (2020). *The Development and Effectiveness of Motion Graphic Animation Videos to Improve Primary School Students ' Sciences Learning Outcomes*. International Journal of Instruction, 13(3), 247–266. <https://doi.org/10.29333/iji.2020.13416a>
- Nada, Q. ., & Nuriadin, I. (2022). *Edupreneurship: Pemanfaatan Video Pembelajaran pada Platfom Youtube*. Journal of Educational Management and Strategy (J E M A S T), 01(02), 158–161. <https://doi.org/https://doi.org/10.57255/jemast.v1i2.216>
- Nurjanah, J., Rakhman, R. T., & Prayitno, E. H. (2021). *Dongeng Aceh: Pangeran Aceh Folk Tales: Prince Amat Mude in 2 D Animation*. Qualia-Jurnal Ilmiah Edukasi Seni Rupa Dan Budaya Visual, 1(2), 106–112. Retrieved from: <https://journal.unj.ac.id/unj/index.php/qualia/article/view/29736>
- Nurrita, T. (2018). *Pengembangan Media Pembelajaran untuk Meningkatkan Hasil Belajar Siswa*. Misykat: Jurnal Ilmu-Ilmu Al-Quran, Hadits, Syariah Dan Tarbiyah, 03, 171–187. <https://moraref.kemenag.go.id/documents/article/97874782242006512>
- Prastya, C., Ida Bagus Putrayasa, & I Nyoman Sudiana. (2021). *Membentuk Karakter Anak Melalui Habituasi Dongeng pada Pembelajaran di Sekolah Dasar*. Jurnal Ilmiah Bahasa Dan Sastra, 8(2), 68–77. <https://doi.org/10.21067/jibs.v8i2.6259>
- Pratiwi, I. T. M., & Meilani, R. I. (2018). *Peran Media Pembelajaran Dalam Meningkatkan Prestasi Belajar Siswa*. Jurnal Pendidikan Manajemen Perkantoran, 3(2), 33. <https://doi.org/10.17509/jpm.v3i2.11762>
- Sri Nurwahyu, Nur Abidah Idrus, S. R. (2022). *Pengembangan Video Storytelling Dongeng Fabel Berbasis Literasi Bahasa untuk Siswa Kelas III Sekolah Dasar*. Global Journal Basic Education, 1(3), 391–408. Retrieved from: <http://eprints.unm.ac.id/id/eprint/33631>
- Sugiwati, R., Prastowo, S.B., & Farisi, M. I. (2023). *Development of Interactive Animated Multimedia-Based Learning Tools in Improving Student Learning Outcomes Healthy Food Materials*. Jurnal Kependidikan: Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran, 9(4), 1254–1262. <https://doi.org/10.33394/jk.v9i4.9116>
- Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan*



- R&D*). Alfabeta. Bandung.
- Sugiyono. (2019). *Metode Penelitian Kauntitatif, Kualitatif dan R&D*. Alfabeta. Bandung.
- Sugiyono. (2020). *Metode Penelitian dan Pengembangan (Research and Development/ R&D)*. Alfabeta. Bandung
- Tafani, A. K. (2023). *Development of PowToon Animation Video on Joyful Learning Loaded Reaction Rate Material to Increase High School Students' Learning Motivation*. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(1), 258–271. <https://doi.org/10.33394/jk.v9i1.7057>
- Yulia, R., Umah, H., & Fatmahanik, U. (2022). *Dongeng Anak Berbahasa Jawa “si Jlitheng” dan Relevansinya dengan Pembelajaran Bahasa Jawa Sekolah Dasar*. *Journal of Primary Education*, 5(2), 138–146. <https://doi.org/10.24014/ejpe.v5i2.19433>