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Digital Storytelling Animation Media with Minimum Competency Assessment to Enhancing Students Folktales Reading Comprehension

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ABSTRAK

Penelitian ini dilatarbelakangi oleh data observasi yang menunjukkan rendahnya hasil belajar siswa kelas II pada kompetensi membaca cerita rakyat, yang disebabkan oleh terbatasnya penggunaan media dalam pengajaran. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan alat pembelajaran: media bercerita animasi digital dengan Penilaian Kompetensi Minimum (MCA). Metode penelitian yang digunakan dalam penelitian ini adalah Research and Development (R&D) dengan menggunakan model ADDIE. Penelitian ini melibatkan seorang guru kelas dan 26 peserta didik kelas II sebuah Sekolah Dasar. Tujuan utama dari penelitian ini adalah untuk menganalisis kelayakan dan efektivitas media bercerita animasi digital dengan MCA untuk kelas II dalam meningkatkan kompetensi membaca cerita rakyat. Pengumpulan data dilakukan dengan menggunakan kuesioner untuk menilai kelayakan media dan kuesioner pretest-posttest untuk mengukur efektivitas media. Hasil penilaian kelayakan media berdasarkan kuisioner diperoleh persentase sebesar 90% yang menunjukkan "Sangat Layak" menurut ahli konten, sedangkan ahli media memberikan nilai sebesar 84% yang menunjukkan "Layak". Mengenai efektivitas media, dinilai melalui kuesioner pretest-posttest, uji N-Gain menunjukkan peningkatan rata-rata sebesar 0,48 dalam skala kecil dengan selisih rata-rata sebesar 22,5. Berdasarkan temuan tersebut, dapat disimpulkan bahwa media bercerita animasi digital dengan MCA untuk kelas II tidak hanya cocok digunakan dalam pembelajaran tetapi juga efektif meningkatkan hasil belajar siswa pada kompetensi membaca cerita rakyat.

ABSTRACT

This research is motivated by observational data indicating the low learning outcomes of second-grade students in the competency of reading to folktales, which is attributed to the limited use of media in teaching. Therefore, this research aims to developed an instructional tool: digital animation storytelling media with Minimum Competency Assessment (MCA). The research method employed in this study was Research and Development (R&D), utilizing the ADDIE model. This study involved a class teacher and 26 learners in grade II of an Elementary School. The primary objective of this research was to analyze the feasibility and effectiveness of the digital animation storytelling media with MCA for the second-grade class in enhancing the competency of reading to folktales. Data were collected using a questionnaire to assess media feasibility and pretest-posttest questionnaires to measure the media's effectiveness. The results of the media feasibility assessment, based on the questionnaire, obtained a percentage of 90%, indicating "Very Feasible" according to content experts, while media experts rated it at 84%, indicating "Eligible." Regarding the effectiveness of the media, as assessed through pretest-posttest questionnaires, the N-Gain test revealed an average improvement of 0.48 on a small scale with an average difference of 22.5. Based on these findings, it can be concluded that the digital animation storytelling media with MCA for the second-grade class is not only suitable for instructional use but also effectively enhances students' learning outcomes in the competency of reading to folktales.

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1. INTRODUCTION

The Merdeka Curriculum structure for the Indonesian language combines four elements: (1) Listening; (2) Reading and Viewing; (3) Speaking and Presenting; and (4) Writing. These four elements are collectively known as language skills (Dewi, 2022; Ratnaningsih & Jatibaru, 2021; Widiastuti, 2023). Among these language skills, reading is a crucial skill required for the learning process (Ali, 2020; Rahiem, 2021; Wulandari, 2020). Reading involves receiving, processing, interpreting, and delving into information in a more detailed manner to acquire new knowledge (Cahya et al., 2019; Nabella, 2022; Nurani et al., 2018). By mastering reading skills, students can comprehend new information, whether it pertains to knowledge or other aspects (Krisanti et al., 2020; Walgermo et al., 2018). Reading skills are one of the learning outcomes for elementary school students as outlined in Minister of Education and Culture Regulation No. 16 of 2022. The regulation specifies that students must be capable of understanding information from imaginative narrative texts in both written and oral forms. This aligns with the previous regulation, Minister of Education and Culture Regulation No. 37 of 2018, which addressed the core competencies and basic competencies of early-grade students, stating that students should be able to understand information from animal stories related to harmonious living from written and oral texts for enjoyment. Understanding folktales information is part of the reading skills (Anggraini et al., 2020; Torres-Gastelú & Kiss, 2016).

Based on the explanation above, reading skills are a crucial language skill to possess. However, real-world observations indicate that students at the elementary school level have not yet mastered reading skills effectively. Based on observations and interviews conducted at SDN Winong, the researcher obtained information that the learning outcomes of students in the second-grade for the subject of reading to folktales show that only 6 students (23%) out of a total of 26 students have met the Minimum Competency Standard (MCS). Meanwhile, the other 20 students (77%) have not met the set Minimum Competency Standard (MCS), which is 70. According to the observation results, this issue is primarily caused by teachers still implementing teacher-centred teaching methods. In these methods, instruction primarily consists of lectures, with students merely reading. Subsequently, teachers provide evaluation questions solely sourced from student textbooks, resulting in a lack of variety in evaluation questions. This lack of variety in evaluation questions hinders the stimulation of critical and creative thinking among students (Septikasari & Frasandy, 2018; Tahmidaten, 2021). Furthermore, teachers have not fully utilized instructional media to support students' understanding of the material being taught. Teaching without leveraging instructional media can lead to less engaging and more monotonous lessons for students (Andriani, 2019; Krüger & Bodemer, 2022).

Based on these issues, there is a need for a renewal in the learning process to achieve the expected goals. When the learning objectives are achieved, it will influence students' learning outcomes. Learning objectives can be accomplished by implementing media as a tool to facilitate the transmission of learning materials between teachers and students, thereby enhancing the effectiveness of the learning process (Andriani, 2019; Asdianti et al., 2022). The benefits of using media in the learning process include creating a more engaging learning experience, enhancing students' motivation to learn, clarifying learning materials, and stimulating students' thinking and attention during the learning process (Amalia, 2022; Dewi, 2022). There are several types of media commonly used in the learning process, including visual media, audio media, audio-visual media, and multimedia (Asdianti et al., 2022; Nurani et al., 2018). In this era of technological advancement, the suitable media for learning are audio-visual and multimedia (Al Mamun et al., 2022; Nathalia Angelina et al., 2021). The development of media should be tailored to the needs and characteristics of students, learning objectives, the content of learning materials that are easily understandable by students, and the students' cognitive development stage, ensuring that the meaning contained therein is easily comprehensible (Lei et al., 2021; Sadiman, 2018).

Based on the aforementioned viewpoints, the instructional media design is tailored to meet the needs and characteristics of students through a need's assessment questionnaire. Based on the need's questionnaire provided to second-grade students and teachers at SDN Winong, it was found that the instructional media needed for the Indonesian language subject, specifically for the competency of reading to folktales, are audio-visual and multimedia-based media. Some technology-based instructional media are digital multimedia storytelling (Fu et al., 2022; Nuroh & Frestiya Adiyawati, 2023). Digital multimedia storytelling is a form of audio-visual media that combines various multimedia features such as graphics, text, recordings, sound, songs, music, and videos with the art of storytelling to present specific content or points within a certain time duration, packaged in an engaging digital format (Fortinasari et al., 2022; Rosadi et al., 2023). Therefore, the innovation offered to address the issue of low student learning outcomes in the competency of reading to Indonesian folktales is digital storytelling media.

Digital storytelling media has been widely used and proven to enhance student learning outcomes in the competency of reading to folktales. By using this media, students will find it easier to comprehend the provided learning materials. The utilization of audio-visual media in education can improve students'

understanding of the content of folktales in the Indonesian language subject (Agami, 2023; Widiastuti, 2023). Media in the form of digital storytelling videos can address the issue of students struggling to comprehend reading materials. This aligns with the research titled "Improving Learning Interest of Elementary School Students Through Indonesian Language Learning Animation Videos," which aimed to analyze the learning motivation of fourth-grade elementary school students using animated video learning media in the Indonesian language subject (Kurniati et al., 2022). The research results indicated that animated videos made students more interested in learning compared to monotonous lecture-based teaching methods (Amalia, 2022).

The digital animation storytelling media to be developed in this study differs from previous research. In this research, digital storytelling media is developed with animations that align with the characters in the animal stories being developed, and it is supplemented with evaluation questions using the Minimum Competency Assessment (MCA) model for the respective grade level. The use of animation is also tailored to the characteristics of elementary school students. Animated videos are a type of moving audio-visual media, capable of stimulating both the auditory and visual senses of children (Asdianti et al., 2022; Hapsari & Zulherman, 2021). Elementary school-age children typically learn 50% of what they hear and see.

The selection of assessment utilizes the Minimum Competency Assessment (MCA) model for this grade level is in line with the implementation of the Merdeka Curriculum. MCA for this grade level is an assessment that measures students' success in the literacy and numeracy components, consisting of multiple-choice questions, complex multiple-choice questions, matching, short answer, and essay-type questions (Aini & Pramasdyahsari, 2023; Iswara et al., 2022). The MCA model was chosen because it presents stimuli to stimulate students' critical and creative thinking, making it attractive and predicted to be well-received by students (Purnomo et al., 2022; Syaifuddin, 2022). Therefore, the product to be developed in this study is a digital animation storytelling media enriched with Minimum Competency Assessment for the competency of reading to folktales. Based on this explanation, the objective of this research is to develop digital animation storytelling media with Minimum Competency Assessment content that is suitable and effective for use in Indonesian language learning, specifically for the competency of reading to folktales.

2. METHOD

This study utilizes a Research and Development (R&D) research type, employing the ADDIE model through the stages of analysis, design, development, implementation, and evaluation (Sugiyono, 2022). The choice of this development model is based on the phenomenon that the basic stages of ADDIE development design are simple, practical to learn, and suitable for implementation in the development of a learning environment (Nabella, 2022). Table 1 shows the detailed development procedures using the ADDIE model.

Table 1. Development Procedures

No	Stage	Indicators
1	Analysis	1. Needs Analysis 2. Analysis of Potential/Supporting Facilities
2	Design	1. Designing the Learning Module 2. Designing Media 3. Crafting Script and Storyboard Flow 4. Selecting Relevant Images for Animation
3	Development	1. Editing 2. Finishing
4	Implementation	1. Expert Material Validation 2. Expert Media Validation 3. Small-Scale Pilot Testing 4. Implementation of Digital Animation Storytelling Media in Learning to Determine Product Effectiveness
5	Evaluation	1. Formative Evaluation 2. Summative Evaluation

The subjects in this research consist of subject matter experts, media experts, classroom teachers, and 26 second-grade students from SDN Winong. Data collection techniques encompass both testing and non-testing methods. Testing techniques were employed to assess students' critical thinking abilities by

administering test questions. In this study, the testing technique was utilized to gather data regarding students' knowledge domain scores in the Indonesian language subject, specifically focusing on their reading comprehension skills when engaged in storytelling. This was achieved through the administration of pretests and posttests, conducted twice: once during the small-scale product trial and again during the large-scale product implementation. These tests were conducted to evaluate the effectiveness of the developed product on student learning outcomes. The data from the pretest and posttest results were then analyzed using the N-Gain score test to determine the improvement in student learning outcomes. The analysis of students' learning outcomes involved comparing the pretest and posttest scores using the N-Gain formula. The interpretation criteria of the N-Gain index according to the Table 2.

Table 2. Interpretation of N-Gain Index

N-Gain Value	Criteria
N-gain ≥ 0.70	High
0.30 < N-gain <0.70	Medium
N-gain ≤ 0.30	Low

The non-testing technique employs a data collection instrument in the form of a questionnaire or survey. The survey method is a data collection technique that involves presenting several questions to respondents. The data obtained are then analyzed to determine the percentage of product feasibility. The instruments utilized include validation questionnaires for subject matter experts, media experts, and users (teachers and students). The media validation test is conducted by media experts and subject matter experts who assign scores to the validation questionnaire instrument. Scoring is guided by Table 3.

Table 3. Validation Product Assessment Scale

Score	Criteria
4	Good
3	Satisfactory
2	Less Good
1	Not Good

After obtaining scores from the validator's assessment, these scores will be converted using a conversion table of levels. The validator's assessment results, calculated using this formula, are then converted into the criteria as shown in Table 4.

Table 4. Conversion of Product Feasibility Criteria

Scale (%)	Feasibility Criteria	Description
86%-100%	Very Feasible	No revision
76%-85%	Feasible	Needs slight revision
60%-75%	Fairly Feasible	Revision
55%-59%	Less Feasible	Many revisions
1-54%	Not Feasible	Product repetition or duplication

3. RESULT AND DISCUSSION

Result

This research was conducted to produce a digital animation storytelling media with Minimum Competency Assessment (MCA) content suitable and effective for use in teaching Class. The media's feasibility was determined through validation conducted by experts. Meanwhile, the media's effectiveness was assessed using pretest-posttest questions, followed by N-Gain analysis. Media feasibility assessment was carried out by an expert team who evaluated the developed product based on reference points, aspects, and indicators specified in the validation instrument. The validation of the digital animation storytelling media with Minimum Competency Assessment (MCA) content was conducted by subject matter experts and media experts. Based on the validation assessment conducted by the subject matter expert, data regarding the feasibility of the digital animation storytelling media with Minimum Competency Assessment content were obtained. The results of the validation assessment by the subject matter expert can be seen in Table 5.

Table 5. Results of Subject Matter Expert Validation

No	Aspect	Score			
		1	2	3	4
1	Content Validity	-	-	4	1
2	Variable Suitability	-	-	3	-
3	Alignment with Material	-	-	-	3
	Total score: 37				
	Percentage: 84%				

Based on Table 5, the validity results of developing digital animation storytelling media with Minimum Competency Assessment (MCA) content for Class obtained a material validity percentage of 84%, with the qualification "feasible" with minor revisions to enhance the product. Product revisions were carried out based on feedback and input from experts. The subject matter expert provided suggestions and input related to grammar usage, punctuation that needed further attention, and the typeface that should be aligned with the students' workbook. This was done to facilitate students' understanding of the reading text, ensuring that the content of the reading material can be maximally absorbed by the students. Product validation was also conducted by a media expert. Based on the media validation feasibility test, data regarding the feasibility of the digital animation storytelling media with Minimum Competency Assessment (MCA) content for Class were obtained. The results of the media expert's validation assessment can be seen in Table 6.

Table 6. Results of Media Expert Validation

No	Aspect	Score			
		1	2	3	4
1	Software engineering	-	-	3	5
2	Learning design	-	-	2	3
3	Visual communication	-	-	5	7
	Total score: 90				

Based on Table 6, the validity results of developing a product in the form of digital animation storytelling media with Minimum Competency Assessment (MCA) content for Class II in the competence of reading to folktales obtained a media validity percentage of 90%, with the qualification of "very feasible," thus requiring no revisions. The summary of product validation by subject matter experts and media experts is presented in Table 7.

Table 7. Recapitulation of Assessment by Experts

Trial subjects	Validity results (%)	Description
Subject matter expert	84 %	Feasible
Media expert	90 %	Very Feasible
	Average: 87%	**Very Feasible**

Based on Table 7, the average percentage given by the subject matter experts and media experts for the development of digital animation storytelling media was 87%, categorized as "Very Feasible." Based on this, the product was deemed suitable for testing. The testing was conducted in two phases: a small-scale test and a large-scale test. The small-scale test was carried out to obtain feedback from students for the improvement of the media. During the small-scale product trial, a user assessment questionnaire was given to teachers and second-grade students at SDN Winong after using the digital animation storytelling media with Minimum Competency Assessment (MCA) content. In this research, the researcher used purposive sampling technique, where the sample selection takes into consideration specific criteria. The researcher selected a sample consisting of 6 students, chosen based on their abilities: 2 high-achieving students, 2 students with medium abilities, and 2 students with low abilities. The purposive sampling technique was employed to ensure that the development of digital animation storytelling media with Minimum Competency Assessment (MCA) content for reading to folktales could cater to students with various levels of abilities. The product trial involved the playback of digital animation storytelling videos using an LCD and projector. Students watched the digital animation storytelling video together, after which they were asked to complete pretest-posttest questions to measure their abilities before and after using the digital animation

storytelling media. The learning outcomes of the small-scale pretest-posttest trial results can be seen in Table 8.

Table 8. Results of Small-Scale Product Trial Pretest-Posttest

No	Student code	Pretest score	Mastery	Posttest score	Mastery
1	S1	30	Fail	67.5	Fail
2	S2	47.5	Fail	77.5	Pass
3	S3	65	Fail	80	Pass
4	S4	50	Fail	75	Pass
5	S5	65	Fail	80	Pass
6	S6	70	Pass	82.5	Pass
Average		**54.58**		**77.08**	
Minimum Competency Standard (MCS)		**70**			

Table 8 show the pre-test results in the small-scale trial indicate that only one student's score meets the Minimum Competency Standard (MCS), while the scores of the other five students have not reached the specified MCS. As for the post-test results, five students have achieved the MCS, while one student has not met the MCS yet. Based on this data, there is an increase in the average scores between the pre-test (before using the digital animation storytelling media with Minimum Competency Assessment content) and the post-test (after using the digital animation storytelling media with Minimum Competency Assessment content) in the learning process. After completing the pretest-posttest questions, students were then provided with a questionnaire survey to assess their feedback after using the digital animation storytelling media with Minimum Competency Assessment content. The results of the student feedback questionnaire can be seen in Table 9.

Table 9. Small-Scale Student Response Percentage Results

No	Aspect	Average percentage
1	Content Suitability	90%
2	Language Proficiency	86%
3	Technical Quality and Attractiveness	94%
Percentage		**90%**

Based on Table 9, the small-scale student responses to the digital animation storytelling media with Minimum Competency Assessment (MCA) content for Class received a percentage of 90% with the qualification of "very feasible." In addition to being administered to students, the questionnaire survey was also given to second-grade teachers at SDN Winong. Here are the results of the teacher feedback questionnaire. A result of teacher response percentage is show in Table 10.

Table 10. Results of Teacher Response Percentage

No	Aspect	Score			
		1	**2**	**3**	**4**
1	Material Suitability	-	-	1	6
2	Language Proficiency	-	-	2	2
3	Technical Quality and Attractiveness	-	-	2	2
Total score: 55					
Percentage: 92%					

Based on Table 10, it is known that the evaluation by teachers of the digital animation storytelling media with Minimum Competency Assessment (MCA) content for Class yielded a percentage of 92% with the qualification of "very feasible." During the small-scale trial, several suggestions and feedback were received from both teachers and students. These suggestions and feedback pertained to the size of the images in the evaluation questions, which were considered too small, making the stimulus images less visible for students seated at the back of the classroom. The display of product is show in Figure 1.

Before revision

(Small stimulus images)

After revision

(Larger stimulus images)

Figure 1. Product Revision

After the product revision in the small-scale trial was completed, the product can be tested on a larger scale. A summary of the evaluations of teacher and student feedback on the digital animation storytelling media can be seen in Table 11.

Table 11. Recapitulation of User Feedback

Trial subject	Result (%)	Description
Teacher	92%	Very Feasible
Student	90%	Very Feasible
Average:	**91%**	**Very Feasible**

Based on Table 11, it can be observed that the average percentage of teacher and student feedback on the digital animation storytelling media is 91%, categorized as "Very Feasible." Based on this, it can be concluded that the digital animation storytelling media is suitable for testing on a large scale.

The research subjects in the large-scale trial were 20 second-grade students from SDN Winong. The large-scale trial involved administering pretest-posttest questions to students to assess their learning outcomes before and after using the digital animation storytelling media. If there is an improvement in learning outcomes, it can be concluded that the developed media is effective for use in teaching. In this trial, there were two different animal stories. The first story was titled "*Belalang dan Semut*" and was presented as a regular text, which was printed out and read independently by students as reading material for the pre-test. The second story was titled "*Bandeng dan Udang*" and was incorporated into the digital animation storytelling media, complete with evaluation questions using the Minimum Competency Assessment (MCA) model for the post-test. Results of pretest-posttest in large-scale usage trial is show in Table 12.

Table 12. Results of Pretest-Posttest In Large-Scale Usage Trial

No	Value Category	Number of Students (Pretest)	Percentage	Number of Students (Posttest)	Percentage
1	Value range 0-69	13	65%	2	10%
2	Value range 70-79	5	25%	9	45%
3	Value range 80-89	2	10%	5	25%
4	Value range 90-100	0	0%	4	20%
Average score		**58.57**		**79.5**	
Highest score		**82**		**95**	
Lowest score		**32,5**		**65**	
Pass		**7 (35%)**		**18 (90%)**	
Fail		**13 (65%)**		**2 (10%)**	
Minimum Competency Standard			**70**		

Based on Table 12 the pre-test scores in the large-scale usage trial show that only 7 out of a total of 20 students achieved scores meeting the Minimum Competency Standard (MCS) with an average score of 58.57. Meanwhile, the post-test scores indicate that 18 students have achieved scores meeting the Minimum Competency Standard (MCS), while 2 students have not yet met the MCS criteria. The pretest-posttest score table for both the small-scale and large-scale trials demonstrates that students' learning outcomes have improved. This is evident from the N-Gain scores obtained from the pretest-posttest results. The increase in the average scores between the pre-test and post-test data can be seen in Table 13.

Table 13. Average N-Gain Test Results

Class	Pre-test Average	Post-test Average	Mean Difference	N-Gain	Description
Small Scale	54.58	77.08	22.5	0.48	Medium
Large Scale	57.34	78.68	21.34	0.51	Medium

Based on Table 13, the results of the improvement in the average scores (N-Gain) in the small-scale trial indicate that students' learning outcomes have shown an average improvement of 0.48 with a mean difference of 22.5, categorizing it as medium. In the large-scale trial, it is evident that students' learning outcomes have improved with an average increase of 21.34 and a mean difference of 0.51, also falling under the medium category. Based on this data, it can be concluded that students' learning outcomes in both the small-scale and large-scale trials have shown improvement after using the digital animation storytelling media with Minimum Competency Assessment content.

Discussion

This developmental research has resulted in a product in the form of digital storytelling animation media with Minimum Competency Assessment (MCA) content for second-grade students at SDN Winong. The digital storytelling animation media with MCA content was developed to address the issues identified in the learning process, which include underutilization of media and a lack of question variety in teaching. Consequently, the average learning outcomes of second-grade students at SDN Winong in the domain of storytelling comprehension remained below the Minimum Competency Standard (MCS) (Andriani, 2019; Krisanti et al., 2020; Kurniati et al., 2022). The development of digital storytelling animation media with Minimum Competency Assessment (MCA) content is tailored to the technological advancements and characteristics of elementary school students (Iswara et al., 2022; Sadiman, 2018). Elementary school students generally have a preference for engaging digital media. In this age of technological advancement, educational media has been greatly influenced by the development of multimedia technology, which integrates text, graphics, animation, audio, and video (Elmahdi et al., 2018; Kusumawati et al., 2021). Therefore, the development of digital storytelling animation media with MCA content offers an alternative medium to enhance students' learning outcomes in the domain of storytelling comprehension.

The results of developing digital storytelling animation media with Minimum Competency Assessment (MCA) content for second-grade storytelling comprehension are deemed suitable and effective for use in education. This assessment is based on evaluations conducted by subject matter experts, media experts, feedback from teachers, and responses from students, all of which indicate that digital storytelling animation media with MCA content is suitable for educational purposes (Nabella, 2022; Yamtinah et al., 2022). Furthermore, it has been proven to be effective in education, as evidenced by pretest and posttest scores from students in both small and large-scale assessments, which demonstrate an average improvement calculated based on the average N-Gain test.

In addition to the aforementioned points, the suitability and effectiveness of digital storytelling animation media with Minimum Competency Assessment (MCA) content can be assessed from various perspectives. Firstly, this media contains content that aligns with the demands of the basic competencies (BC) and learning outcomes (LO), as well as conforms to the designed teaching modules. Furthermore, the content in the developed media is supplemented with evaluation questions using the minimum competency assessment question model, which is in line with the current curriculum, namely the *Merdeka* Curriculum. This implies that the developed media is in accordance with the intended objectives.

Secondly, the design of the developed media is tailored to the characteristics of elementary school students (Sadiman, 2018; Saputri et al., 2018). This is done to ensure that the meaning conveyed in the media can be easily understood by students. The media design is considered appropriate for the needs and characteristics of students because the formulation and learning objectives have been developed in accordance with the core competencies and basic competencies packaged in digital media. This aligns with the observation that elementary school students generally prefer engaging digital media (Nabella, 2022). An advantage of the digital storytelling animation media with Minimum Competency Assessment (MCA) content that has been developed is its use of animation for each character in the story, which is believed to enhance student learning motivation (Amalia, 2022; Sagri et al., 2018).

Thirdly, the product, comprising digital storytelling animation media with Minimum Competency Assessment (MCA) content, consistently prioritizes the attainment of learning objectives and alignment with students' characteristics. This commitment is exemplified through the utilization of the Andika font, which aligns with student textbooks in the Merdeka Curriculum, facilitating a more accessible understanding of the material. Moreover, the incorporation of animation in this media aims to enhance the engagement of students, thereby boosting their learning motivation, facilitating their access to instructional

content, and elevating their learning outcomes (Fatmawati, 2021; Sumarni et al., 2020). The narrative script titled "*Udang dan Bandeng*," presented as an animated video, features complementary visual elements, sound effects, and animations, carefully designed to prevent monotony, thus ensuring students remain engaged with the digital storytelling animation media. This approach significantly contributes to students' improved comprehension of the narrative's content. Furthermore, voice dubbing is tailored to individual characters, accompanied by thoughtfully chosen sound effects, all of which serve to capture students' attention effectively during the learning process (Handrianto et al., 2021; Wisada et al., 2019).

The evaluations from teachers and students at SDN Winong, specifically from Grade II, consistently classified the media as highly suitable. Additionally, the pre-test and post-test scores revealed an overall improvement in students' performance, as substantiated by the N-Gain analysis. Consequently, it can be inferred that the digital storytelling animation media infused with Minimum Competency Assessment (MCA) content, designed to enhance reading comprehension of folktales in Grade II at SDN Winong, is both feasible and effective for utilization within the instructional process. The introduction of this media is expected to serve as a catalyst for improving students' motivation to learn, particularly in the domain of folktales comprehension, specifically those featuring the moral values of harmonious living, whether presented in oral or written form. The outcomes of this research hold considerable implications for the field of education by creating an enriching learning environment that fosters active student participation. Consequently, this pedagogical approach empowers students to gain a deeper understanding of the instructional content, ultimately resulting in the realization of the intended learning objectives.

4. CONCLUSION

The digital storytelling animation media embedded with Class Minimum Competency Assessment (MCA) content, as explored in this study, falls within the category of being feasible and effective for implementation in the teaching and learning process, particularly in the context of the Indonesian language subject and the competence of comprehending folktales. This assertion is grounded in the outcomes of the validation process, which involved assessments by subject matter experts and media specialists, feedback from both students and teachers, as well as the results obtained from pre-test and post-test scores collected from students during both small-scale and large-scale trials. The validation by subject matter experts indicated that the developed media is considered feasible, while the assessment by media specialists deemed it highly appropriate.

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