



Efforts to Improve Listening Skills Through Storytelling Methods Using Ritatoon Media in Children

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Abstract

This study aims to determine the learning process, improvement of listening skills, as well as supporting and inhibiting factors in the application of the storytelling method using the ritatoon media for children. Using a qualitative research method with a case study approach through interviews, observation, and documentation, the results of the study indicate that the storytelling method using the ritatoon media is effective in improving children's listening skills. The learning process is carried out through the stages of preparation, implementation, evaluation, and reflection. The ritatoon media has been proven to be able to attract children's attention so that they are more focused on listening to the story, while improving listening skills occurs through the selection of appropriate stories, interactive storytelling processes, and supporting activities. Supporting factors for success include the use of ritatoon media, interesting storytelling methods, and support from teachers and parents, while obstacles faced are limited access to media, teacher skills in telling stories, and lack of parental support at home.

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INTRODUCTION

PAUD is an abbreviation for Early Childhood Education. Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning atmosphere and process so that students can actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state. Meanwhile, a child can be defined as an individual who is not yet an adult. Early childhood refers to the ages of 0 to 6 (Wiyani, 2020).

Early Childhood Education is education provided for children (0-6 years old) through various stimuli to foster physical and spiritual growth and development, preparing them for the next level of education. Through, children are expected to develop their full potential, including moral and religious values, physical, social, emotional, language, and artistic development, as well as acquiring a range of developmentally appropriate knowledge and skills. Children must also possess the motivation and attitude to learn and be creative (Susanto, 2021).

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In the Qur'an, it is explained that children are the decoration of life in the world for humans. As Allah SWT says in Q.S. Al-Kahf :46. Which reads as follows:

مَالٌ وَالْبُنُونَ زِينَةُ الْحَيَاةِ الدُّنْيَا وَالْبَاقِيَاتُ الصَّالِحَاتُ خَيْرٌ عِنْدَ رَبِّكَ ثَوَابًا وَخَيْرٌ أَمَلًا

Meaning: Wealth and children are an adornment of the life of this world, but the righteous deeds that are enduring are better in reward with your Lord and better in hope (Q.S. Al-Kahf: 46).

Early childhood is a golden age, also known as the "golden age," during which a child's brain functions at 80% capacity, as evidenced by rapid changes in physical, cognitive, linguistic, social-emotional, religious, artistic, self-concept, discipline, and independence development. This period lays the foundation for developing these aspects. To ensure a successful transition, every child needs to receive appropriate education and stimulation from an early age (Monica & Yaswinda, 2021).

Early childhood is a crucial part of life in Indonesia, evident in the adoption of the values children need. Early childhood is a period of rapid growth and development, also known as the "golden age." During this period, children experience growth and development, during which development occurs in various early aspects, such as cognitive, social-emotional, religious, moral, linguistic, physical-motor, and psychological development (Budianto et al., 2024). This development forms the basis for children's learning process. Children have a very strong curiosity, one of which is about sex. Children want to know about their own bodies, the functions of their organs, and also the differences between their bodies and those of others (Rusilowati & Wahyudi, 2020).

Early childhood is a group of individuals undergoing growth and development. Experts refer to this age as a golden age, a period that occurs only once in human development. National Education System Law Number 20 of 2003, Article 1, paragraph 14, states that early childhood is defined as children aged 0-6 years. According to the National Association for the Education of Young Children, early childhood is defined as children aged 0-8 years. Based on this definition, early childhood is defined as children aged 0-6 years who are in the process of growth and development (Yulianti & Sulistiyawati, 2020). Ahmad Susanto's book, "Early Childhood Education," explains that the definition of early childhood according to the National Association for the Education of Young Children, is that children between the ages of zero and eight years. This period is characterized by growth and development in various aspects of the human lifespan. The learning process for children must take into account the characteristics of their developmental stages (Priyanto, 2016).

Early childhood refers to children from birth to six years of age. Early childhood is the most important and fundamental period throughout the entire span of human growth and development (Farantika, 2022). This period is characterized by various fundamental periods in a child's life, from birth to the final stage of development. One of the periods that characterizes early childhood is the golden age (Intania & Sutama, 2020). Early childhood is also called the "golden age." This term is closely related to what occurs at each stage of early childhood. The "golden age" in children is a crucial period for optimizing their growth and development. During this period, the fundamental formation of the nervous system has already occurred. Connections between nerve cells also occur. The quantity and quality of these connections determine their intelligence (Sit, 2017).

Early childhood refers to children between the ages of 0 and 6, who require a lot of stimulation to support their physical and mental growth and development. At this age, stimulation aims to optimize various aspects of child development, including the development of religious and moral values, social and emotional development, linguistic

development, cognitive development, physical and motor skills, and artistic development. Language is crucial for this aspect of development because it allows children to communicate with those around them (Qorib, 2024).

Language is a sound symbol that represents a person's thoughts, feelings, and attitudes toward others. Children's language is the language they use to express their wishes, thoughts, desires, requests, and so on, while still considering their personal interests (Saldıraner & Cinkara, 2021). Children typically use language in their lives to meet their individual needs. Language use in early childhood must be facilitated to ensure optimal language development (Komariah & Nihayah, 2023). Language development is one aspect that needs to be developed in early childhood because it is a means of communication, allowing children to express their ideas, thoughts, and feelings to others. Early childhood language development is divided into four aspects: listening, speaking, reading, and writing. With these aspects, it will be easier for a person to interact with others and also facilitate their development. Gaining new knowledge and experiences. Of these four aspects, listening is the earliest skill before children can speak, read, and write (Husniyah, 2024).

Listening is defined as the activity of listening with full understanding, attention, and appreciation. Listening is the process of listening to spoken symbols with full attention, understanding, appreciation, and interpretation to obtain information, grasp the content or message, and comprehend the meaning of the communication conveyed by the speaker through speech or spoken language (Dasopang et al., 2022). According to Nurbiana Dhieni et al., listening is a receptive oral language skill. Receptive activities, such as listening to stories, develop simple morphological and syntactic skills. Retelling a fairy tale or story that has just been heard is a language development skill for children aged 5 years and above (Harjono & Wiryotinoyo, 2021). Therefore, listening skills are crucial for language development. If children are accustomed to listening to good and positive things, they will acquire a variety of information, making it easier to develop other aspects of language, such as speaking, reading, and writing (Mianawati et al., 2019).

Listening is the process of attentively listening to spoken symbols, understanding, and interpreting them to obtain information, grasp the content or message, and comprehend the meaning of the communication conveyed by the speaker through speech. Listening is a receptive skill, meaning it involves not only hearing the sounds of language but also understanding them (Means, 2020). Listening is a language skill practiced daily. Listening enables a person to communicate fluently and acquire information. The most common form of listening we engage in daily is listening to others' conversations. Saleh Abbas defines listening as the process of organizing what has been heard and interpreting the messages from those sounds into a meaningful meaning. Anderson, on the other hand, defines listening as listening attentively and appreciatively (Masdul et al., 2024).

Listening is a skill that teachers need to develop, as it is a communication tool for everyone, including children. Mastering the ability to listen to others also significantly impacts social skills. Through listening, children can express their thoughts, enabling others to understand them and establish relationships (Astina, 2020). Before learning other knowledge, children need listening skills to effectively understand what others are saying. In this way, children will be able to develop their abilities in pronunciation, writing, and reading, which significantly support higher-level literacy. Listening skills also impact children's intelligence. If children are highly intelligent, they will quickly understand what others are saying. However, mastering these listening skills cannot develop spontaneously but must be fostered through a learning process and stimulation from the child's immediate environment (Azizah, 2024).

The importance of listening in language interactions, especially communication, is

very clear. To engage in communication, one must understand and react to what has just been said. Children can acquire vocabulary, grammar, and good pronunciation through listening skills (Palupi et al., 2022). Therefore, listening activities need to be focused on and developed as early as possible because they serve as the foundation for other language development. At kindergarten age, children's abilities are still limited to understanding language from the perspective of others. The acceleration of children's language development occurs as a result of symbolic development. Once the development of linguistic symbols has developed, this allows children to learn from the spoken language of others. The more and more frequently they listen to vocabulary, sentence patterns, intonation, and so on, the more their speaking or language skills will develop (Izzati & Yulsyofriend, 2020).

Listening is an important means of receiving information. Paul Ramkin's study of children's communication activities shows that 45% of children's time is spent listening, followed by 30% speaking, 16% reading, and 9% writing. Through listening, it is hoped that children will develop creative and critical listening skills (Afina, 2020).

The storytelling method in learning activities has several important benefits for achieving educational goals. Storytelling can stimulate children to understand the story by conveying an engaging narrative, making storytelling an enjoyable activity for them. Children who are willing to listen to stories indicate an interest in both the story and the teacher's delivery. Children who are not interested in listening to the teacher's story will This results in the teacher's stories not connecting them to the enjoyment children experience (Wati et al., 2024). Teachers can utilize storytelling to instill honesty, courage, loyalty, friendliness, personal and moral development in children, and other positive attitudes in life. Through storytelling, teachers provide children with learning experiences that help them achieve predetermined learning objectives. Therefore, the purpose of storytelling is designed to achieve the planned learning objectives (Anggraeni et al., 2019).

The storytelling method has many uses in learning activities, as it can create an engaging learning atmosphere and foster interactive communication between children and teachers. Storytelling can develop children's speaking skills by listening to and then retelling the story. This way, children can practice their speaking skills to convey ideas and ideas verbally. Furthermore, children will receive lessons or advice through stories, providing intelligent education (Pratiwi et al., 2024). This, in turn, satisfies children's needs for imagination and fantasy. One important thing to do is to foster enthusiasm for learning through enjoyable learning. Storytelling will make children happy and interested in the story. Furthermore, children will gain rich experiences from listening to the story. Many argue that storytelling is merely for entertainment. In fact, through storytelling, we can instill moral values or messages contained within the stories we tell (Sarjiyani, 2020).

A method is a way of teaching, while a method is essentially a procedure for achieving a predetermined goal. The storytelling method is a strategy for improving children's language skills. This method is delivered orally in the form of storytelling. The purpose of the storytelling method is to introduce, provide information, and explain new things that can develop the potential of early childhood. Storytelling provides learning value for children, fostering their passion for doing things, including reading and retelling events. Thus, storytelling can teach children the habit of practicing good deeds (Budiana, 2019).

The storytelling method is the process of presenting and delivering learning material orally in the form of a story from the teacher, which is then directed to students during the learning process. The storytelling method is a technique for explaining something through oral explanations or direct narration in a story (Istiyani et al., 2024). The storytelling method is a productive language skill, meaning it generates ideas,

concepts, and thoughts. The speaker's ideas, concepts, and thoughts have wisdom or can be utilized by the listener. For example, a teacher speaks to transfer knowledge to students, so that the knowledge can be practiced and utilized by them in their daily lives (Azminah et al., 2023).

One form of literary art that can be read or heard is storytelling. Storytelling provides a learning experience that encourages listening practice. By listening, children gain a variety of information about knowledge, values, and attitudes that they can internalize and apply in their daily lives. Providing learning experiences using storytelling methods allows children to develop cognitive, affective, and psychomotor skills. If children are trained to listen well, they will also be trained to become good and critical listeners (Larasantika et al., 2021).

Storytelling activities can be carried out using various learning media. Learning media have several important functions in learning activities, such as motivating children's interest, presenting information, directing children's attention, and clarifying messages. In the learning process, learning media are very helpful in conveying material or information to children, achieving learning objectives and making it easier for students to understand and remember what the teacher conveys. In this case, storytelling can be done using simple learning media with three-dimensional tools, one of which is the Ritatoon image medium (Pangesti, 2019).

A ritatoon is a series of images framed in such a way that the stages shown in the images can be presented as a process. Ritatoon media can be presented with material that can be adjusted at any time with a fixed frame, making it more economical and can be used according to grade level. Ritatoon media contains large images that can be demonstrated in front of the class and can be clearly seen by all children in a class (Pangestu, 2025).

The combination of text and images in Ritatoon media can enhance the appeal and facilitate comprehension of information presented in both verbal and visual formats. Ritatoon media can also be used for activities other than storytelling, so its use is tailored to learning objectives. Storytelling using Ritatoon images can encourage children to interact interactively with the teacher. This interaction prevents monotony in listening activities and facilitates comprehension (Astuti & Amri, 2021).

Based on initial observations conducted by researchers at ABA Paraman Ampalu Kindergarten, various issues related to children's listening skills were still identified. Listening skills are still lacking. This is indicated by the average achievement of listening indicators such as sitting quietly, listening to the speaker, remaining calm, and listening to all words, which was 47.1%. During the listening activity, 24 children did not understand the story content and were unwilling to retell the story told by the teacher. Six children were willing to retell the story but still used basic words and did not tell the story in front of the class, but rather in their seats with minimal assistance from the teacher. Furthermore, when the teacher asked questions, 14 children were able to answer correctly, while 16 children imitated other children. Some children only glanced briefly at the teacher while she was telling a story, not continuously. Children tended to divert their attention to other, more interesting activities and looked outside the classroom. While sitting while listening to a story, children sometimes stood up from their seats, and some even moved to the floor. Children who were seated appeared to maintain inappropriate posture and posture. While the teacher was telling a story, children talked to their classmates and interrupted the teacher (Amanda et al., 2024).

During the lesson, the teacher's use of storytelling methods was not optimal, with strategies and techniques not being applied appropriately. Teachers have traditionally used lectures in their storytelling, resulting in children appearing bored. Learning focused solely

on developmental aspects, with a greater emphasis on cognitive and fine motor skills. Furthermore, the use of available media was not optimal. Children generally used media for play during recess. During listening activities, teachers only used pictures on children's worksheets, a lack of media that could be used as storytelling aids (Akbar, 2020). This leads children to prefer talking to their deskmates rather than looking at the pictures on their worksheets. Furthermore, children's own motivation to engage in learning activities is also lacking.

METHOD

The type of research used is qualitative research with a Case Study approach, where researchers must go into the field (location) (Engkizar et al., 2025). Which defines qualitative methods as research procedures that produce descriptive data in the form of written or oral statements and observable behavior from the people (subjects) themselves (Febriani et al., 2025). This study intends to describe Efforts to Improve Listening Skills Through Storytelling Methods with Ritatoon Media in Children. Describing means describing what is found in the research, then providing an explanation and concluding it (Utami et al., 2023). The research conducted by the researcher is a qualitative research and uses a case study method. The main problem discussed in the proposal, how Efforts to Improve Listening Skills Through Storytelling Methods with Ritatoon Media in Children (Satrial et al., 2024).

RESULT AND DISCUSSION

The process of learning listening skills through the storytelling method with Ritatoon media for children

The learning process is a sequence of activities involving interactions between teachers and students to achieve learning objectives. This process takes place in an educational setting and involves reciprocal communication. During the learning process, teachers deliver material to students through specific media. The material delivered is the content of the teachings or curriculum. In addition to delivering the material, teachers are also tasked with guiding, encouraging, and providing learning facilities for students (Berti et al., 2019).

The learning objectives are to acquire knowledge, develop students' intellectual abilities, stimulate curiosity, and motivate their abilities. Learning objectives are divided into three categories: cognitive, affective, and psychomotor. The storytelling method can help improve children's listening skills. This method provides children with learning experiences through stories told orally. In addition to improving listening skills, the storytelling method can also help children develop and practice their language skills. The process of teaching listening skills through the storytelling method using the RitaToon medium for children can be carried out in several stages: children listen to the story told by the teacher, children understand the story's content, children interpret and evaluate the teacher's delivery, children retell the story's content, and children respond to questions posed by the teacher (Saracho, 2023).

Based on the interview results above, it can be concluded that teachers play a multidimensional role in developing children's listening skills, acting as educators, guides, motivators, and facilitators. As educators, teachers introduce basic listening concepts, such as identifying main ideas, drawing conclusions, and analyzing information. They also teach active listening strategies, such as noting key points and asking questions. As guides, teachers provide individualized guidance to students, tailoring their approach to each child's needs and learning style. They provide constructive feedback and guide students

in overcoming difficulties they encounter in the listening process (Wald-Fuhrmann et al., 2021).

Furthermore, teachers act as motivators by creating a positive and supportive learning environment. They praise and reward students' efforts and encourage them to continuously improve their listening skills. Teachers can also use a variety of engaging and interactive learning methods to maintain student motivation. As facilitators, teachers provide the resources and tools students need to improve their listening skills, such as books, articles, audio, and videos. They also facilitate class discussions and group activities that allow students to practice listening and interact with learning materials. Thus, this integrated teacher role is crucial in developing children's listening skills holistically and effectively (Bodie, 2023). The process of teaching children's listening skills through storytelling using the ritatoon media can be described as follows: a) Preparation: The teacher prepares stories that are appropriate to the age and development of the children. Stories are chosen that are interesting, easy to understand, and contain moral values. The ritatoon media is also prepared, ensuring good sound and image quality. The classroom is arranged to be comfortable and conducive for listening activities. b) Implementation: The teacher begins by introducing the ritatoon media to the children. The teacher reads the story with interesting expressions and intonation, while showing pictures on the ritatoon media. During the story, the teacher pays attention to the children's responses, ensuring they are focused and actively involved in the listening process. Interaction is carried out through simple questions and activities that stimulate understanding. c) Evaluation: After telling the story, the teacher conducts a simple evaluation to determine the children's understanding of the story. Evaluation can take the form of questions and answers, asking children to retell part of the story, or through drawing activities. The evaluation results are used to improve learning methods and adapt the material to the children's needs. Documentation of the learning process is also carried out to monitor and evaluate the development of children's listening skills. d) Reflection: After the learning process is complete, the teacher conducts a reflection to evaluate the effectiveness of the storytelling method using the Ritatoon medium. Points that need improvement and development are noted for future learning. The teacher can also discuss the findings with colleagues to share experiences and improve the quality of learning (Wang et al., 2022).

Improving Listening Skills Through Storytelling Methods with Ritatoon Media in Children

Improvement is a process, method, or act of improving something or an effort to move something forward in a better direction than before. Listening skills that can be improved through storytelling using the Ritatoon method are those of early childhood. Listening is the activity of hearing and understanding what others are saying. Listening can improve other language skills, such as reading, speaking, and writing.

Improving children's listening skills through the Ritatoon method can be achieved in several ways. This method is effective because it combines narrative, visual, and audio elements that capture children's attention. a) Auditory and Visual Stimulation: Ritatoon, with its combination of moving images and narration, simultaneously stimulates children's senses of hearing and sight. This allows children to focus and actively engage in the listening process, improving their memory and comprehension of the story. Early childhood learns most effectively through rich sensory experiences. b) Reinforcement of Understanding: The use of Ritatoon allows for easy repetition of the story. Children can listen to the story repeatedly, either independently or with parents or teachers. This repetition strengthens their understanding of the storyline, vocabulary, and moral message conveyed. Story visualization also helps children form clearer mental images. c) Language

Skill Development: Storytelling using ritatoons indirectly helps develop children's vocabulary and language comprehension. Exposure to the rich and diverse language in stories expands their vocabulary. Furthermore, ritatoons can be used to introduce new concepts and broaden children's general knowledge (Alejandro, 2024).

Improving children's listening skills through storytelling using ritatoons can be achieved through several steps. This method utilizes the visual and audio appeal of ritatoons to capture children's attention and increase their focus during the listening process.

The first step is selecting a story appropriate for the age and developmental level of the children. The story chosen should be engaging, easy to understand, and contain a moral or educational value. Furthermore, it is important to ensure the ritatoons used have good picture and sound quality, as well as proper synchronization between the narrative and visuals. The second step is the storytelling process itself. Teachers can begin by introducing the ritatoons and their characters (Ivone & Renandya, 2019). While telling a story, teachers need to maintain eye contact with children, use varying intonations, and use expressive facial expressions to make the story more lively and interesting. Teachers can also actively engage children by asking simple questions or asking them to guess what the next plot twist will be. The third step is to provide supporting activities after the story. These activities can include simple discussions about the story, drawing pictures of favorite characters, or role-playing based on the story. These activities aim to test children's understanding of the story and strengthen their listening skills. Regular evaluations are also important to monitor the development of children's listening skills. Teachers can use various evaluation methods, such as observation, interviews, or simple tests (dan Politik & Bangsa, 2020).

Supporting and Inhibiting Factors of Listening Ability Through the Storytelling Method with Ritatoon Media in Children

Listening difficulties include understanding vocabulary, sentence patterns, and other factors. Internal factors include hearing problems, personal interests, and even motivation. Common listening skill challenges include problems with listening competency tests, teachers' technological stuttering and media availability, conventional learning processes, and authentic assignments.

There is significant potential for developing children's listening skills. Its success depends on several supporting factors, including: the teacher's active involvement in selecting age-appropriate stories and interests, the use of engaging and high-quality ritatoons, and a classroom atmosphere that is conducive and comfortable for children to focus. Furthermore, positive interactions between teachers and children during and after storytelling are crucial for strengthening children's understanding and memory. While promising, this method also faces several obstacles. Limited access to quality ritatoons and high production costs can be obstacles. Lack of training for teachers in the effective use of ritatoons can also diminish the method's positive impact. Another factor to consider is the child's own abilities, such as a short attention span or hearing impairment, which can impact their ability to listen effectively. Finally, a lack of variety in the use of ritatoon can lead to boredom and reduce children's interest in listening (Tektigul et al., 2023).

Several factors support the development of children's listening skills through the storytelling method using ritatoon media. First, the use of visually and auditorily engaging ritatoon media can increase children's interest and focus in following the story. Second, interactive storytelling methods, such as involving children in questions and answers or simple games, can improve their comprehension and memory. Third, consistent support

from teachers and parents in familiarizing children with listening and storytelling activities is crucial. A positive and enjoyable learning environment also contributes to the success of this method. Several factors can hinder the development of children's listening skills (Lipetz et al., 2020). First, limited access to high-quality and diverse ritatoon media can limit story variety and reduce children's appeal. Second, the teacher's ability to manage the classroom and convey stories effectively is crucial. Insufficient teacher skills can cause children to lose interest and focus. Third, individual factors in children, such as hearing impairments or difficulty concentrating, can also be obstacles. Finally, a lack of parental support in practicing children's listening skills at home can reduce the effectiveness of this method.

CONSLUSSION

The process of learning children's listening skills through the storytelling method with ritatoon media, I conclude that the process of learning children's listening skills through the storytelling method with ritatoon media can be described as follows: 1) Preparation, 2) Implementation, 3) Evaluation, 4) Reflection. Things that need to be improved and developed are noted for further learning. Teachers can also discuss with colleagues to share experiences and improve the quality of learning. Improving children's listening skills through the storytelling method with ritatoon media can be done in several steps. This method utilizes the visual and audio appeal of ritatoon to capture children's attention and increase their focus during the listening process, 1) Preparation and Selection of Stories, 2) Storytelling Process, 3) Supporting Activities. factors that support the development of children's listening skills through the storytelling method with ritatoon media. First, the use of visually and auditorily attractive ritatoon media can increase children's interest and focus in following the story. Second, interactive storytelling methods, such as involving children in questions and answers or simple games, can improve their comprehension and memory. Third, consistent support from teachers and parents in familiarizing children with listening and storytelling activities is crucial. Several factors can hinder the development of children's listening skills. First, limited access to high-quality and diverse storytelling media can limit the variety of stories and reduce their appeal to children. Second, the teacher's ability to manage the classroom and convey stories effectively is crucial. Third, individual factors in children, such as hearing impairments or difficulty concentrating, can also be obstacles. Finally, a lack of parental support in practicing children's listening skills at home can reduce the effectiveness of this method.

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