




# Development of Read Aloud-Based Video Learning to Improve Early Age Children's Literacy Al-Quran

 Nurdiantini<sup>1\*</sup>,  Zainal Abidin Arief<sup>2</sup>,  Masitowati Gatot<sup>3</sup>

<sup>1,2,3</sup>Universitas Ibn Khaldun Bogor  
Jawa Barat, Indonesia  
✉ [nurdeean1982@gmail.com](mailto:nurdeean1982@gmail.com) \*



## Article Information:

Received March 01, 2024

Revised June 02, 2024

Accepted June 30, 2024

## Keywords:

Early Childhood; Learning Videos; Literacy; Reading Aloud

## Abstract

This study aims to develop Read Aloud-based learning videos to improve Early Childhood Literacy at Early Childhood Education Al-Quran Dian Asshobri which is appropriate and effective. The development of Read Aloud-based learning videos was developed with a System-based R & D research model, namely ADDIE. Product feasibility was tested by three experts, namely material experts, instructional design experts, and learning media experts as well as student feasibility tests through one-to-one tests, small-scale and large-scale tests. The sample media in this study were group B students with an age range of 5-6 years. The results showed that the quality of the Read Aloud-based learning videos developed was classified as good (89.71%), good for one-to-one trials (88.67%), good for small groups (90.20%) and very good for large groups (92.76%). Meanwhile, the  $t_{count}$  value is 7.87459 and the  $t_{table}$  value at a significant level of 5% is 2.306004, so  $t_{count} > t_{table}$  or  $7.87459 > 2.306004$ , so  $H_a$  is accepted and  $H_0$  is rejected. This means that there is a significant difference in student learning outcomes before and after being given treatment. This shows that the Read Aloud-based learning videos are feasible and effective and can improve student learning outcomes.

## A. Introduction

Literacy is a skill that is very necessary in the 21st century era. Literacy development is the development of children's abilities, competencies and skills in various things (Nurhayani & Nurhafizah, 2022; Phillips et al., 2021; Wildová & Kropáčková, 2015). Indonesia, as a large country, must be able to develop a culture of literacy to achieve 21st century life skills through integrated education, starting from the family, school, to the community (Nudiati, 2020). As Allah says in the Qur'an Surah Al'Alaq Verses 1 to 5:

إِفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ إِفْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

Meaning: Read, in the name of your Lord, who has created (1), He who created Man from a clot of Blood (2), Read, and it is your God who is Most Gracious (3), Who teaches through Kalam (4), who teaches Man about nothing they don't know (5) (QS Al'Alaq : 96, verses 1-5).

Literacy is an important part of a country's progress. Thus, children's literacy abilities must be present in every aspect of development. Literacy can simply be defined as an individual's ability to read and write to process information and basic knowledge (Kozanoglu & Abedin, 2021; Lisnawati & Ertinawati, 2019; Long & Magerko, 2020).

In early childhood, literacy education can start with the habit of reading story books or fairy tales regularly. Even though this is a simple activity, reading books to children is the first stage of introducing them to the world of literacy (Baiti, 2020; Muzakki et al., 2023; Pergar & Hadela, 2020). For young children, basic

How to Cite : Nurdiantini, N., Arief, Z. A., & Gatot, M. (2024). Development of Read Aloud-Based Video Learning to Improve Early Age Children's Literacy Al-Quran . *FINGER : Jurnal Ilmiah Teknologi Pendidikan*, 3(2), 80–85. <https://doi.org/10.58723/finger.v3i2.252>

ISSN : 2830-6813

Published by : Asosiasi Profesi Multimedia Indonesia

literacy skills must be taught starting from the family environment and pre-school environment before children enter elementary school age.

A simple activity that young children can do to increase their interest in literacy with the help of adults is to use interesting learning media that can stimulate young children's attention through learning videos.

Read aloud is the activity of reading aloud by paying attention to intonation (Fara et al., 2023; Sofyan et al., 2021; Supraba et al., 2020). Through Read aloud, students can focus and train children's mental abilities so that it stimulates children's curiosity about the stories being read, so that questions arise from children and ultimately discussions occur in the learning process (Handini, 2023; Kelly & Barber, 2021; Wood et al., 2018).

Based on the results of observations through researcher observations and interviews with teachers, students and parents at Al-Quran Dian Asshobri Preschool, students' literacy activities still use books and there are 30% of the total students in group B at Dian Asshobri Al-Quran Preschool who are less interested. in reading books. However, if the literacy activities are read by the teacher using the Read Aloud reading technique, they are very interested in listening. Meanwhile 70% can read well. Therefore, researchers conducted research with the aim of developing Read Aloud-based learning videos to improve Early Childhood Literacy.

## B. Research Methods

The place in this research was Dian Asshobri Al-Quran Preschool, while those taken as class subjects were group B students aged 5-6 years. The following is the allocation of research and development time.

**Table 1.** The Allocation of Research and Development Time

No	Research Agenda	Month																
		May					June					July			August			
		1	2	3	4	5	1	2	3	4	5	1	2	3	1	2	3	4
1.	Research preparation stage	√																
	a. Submission of research title.		√	√														
	b. Research planning				√	√												
2.	Research implementation:																	
	a. product creation (selection of stories, creation of narratives, image concepts and determining appropriate applications for research)						√	√	√	√	√							
	b. Expert validation and Due Diligence											√	√	√	√	√		
	c. Data processing and preparation of report results															√	√	
3.	Results Seminar																√	
4.	Thesis hearing																	√

This study uses a development research model, which is also called R & D (Research and Development). Through a systems-oriented development approach, in this case the researcher uses the ADDIE development model. The data collection techniques for this research are interviews, observations and questionnaires.

### C. Results and Discussion

The research results began with a needs analysis (needs analysis), as well as the results of implementing the development research process, which began with expert/expert validation, one-on-one evaluation, field trials, and small groups.

#### 1. Material Expert Test Results

**Table 2.** Material Expert Test Results

No	Respondent	Score Each Statement										Amount
		1	2	3	4	5	6	7	8	9	10	
1	Expert 1	5	5	5	5	5	5	5	5	5	4	49
	Maximum Score	5	5	5	5	5	5	5	5	5	5	50
	Ideal percentage (%)	100	100	100	100	100	100	100	100	100	80	980
	Average Percentage of ideality (%)	98.00										

Based on the calculation of the material expert test questionnaire, the percentage data obtained was 98.00%, which was in the appropriate category and did not need to be revised.

#### 2. Instructional Design Expert Test Results

**Table 3.** Instructional Design Expert Test Results

No	Respondent	Score Each Statement															Amount
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Expert 1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
	Maximum Score	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
	Ideal percentage (%)	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	1200
	Average Percentage of ideality (%)	80.00															

Based on the calculation of the instructional design expert test questionnaire, the percentage data obtained was 80.00%, which was in the appropriate category and had to be revised.

#### 3. Media Expert Test Results

**Table 4.** Media Expert Test Results

No	Respondent	Score Each Statement															Amount
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Expert 1	5	5	4	5	4	5	4	5	5	5	5	5	4	5	5	71
	Maximum Score	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
	Ideal percentage (%)	100	100	80	100	80	100	80	100	100	100	100	100	80	100	100	1420
	Average Percentage of ideality (%)	94.67															

Based on media expert test questionnaire calculations, the percentage data obtained was 94.64% in the very feasible category, no need for revision.

#### 4. One to One Test Results

**Table 5.** One to One Test Results

No	Respondent	Score Each Statement										Amount
		1	2	3	4	5	6	7	8	9	10	
1	S.1	5	4	4	5	4	5	4	4	4	4	43
2	S.2	5	5	5	5	5	4	4	4	4	4	45
3	S.3	5	4	5	4	5	5	4	5	4	4	45
	Amount	15	13	14	14	14	14	12	13	12	12	133
	Maximum Score	15	15	15	15	15	15	15	15	15	15	150
	Average	2.1	1.9	2.0	2.0	2.0	2.0	1.7	1.9	1.7	1.7	19
	Ideal percentage (%)	100	87	93	93	93	93	80	87	80	80	887
	Average Percentage of ideality (%)	88.67										

Read Aloud-based digital videos are "very suitable" to be used for early childhood literacy in the Al-Quran Dian Asshobri.

#### 5. Small Group Test Results

**Table 6.** Small Group Test Results

No	Respondent	Score Each Statement										Amount
		1	2	3	4	5	6	7	8	9	10	
1	S.1	5	4	4	5	5	5	5	4	4	5	46
2	S.2	5	5	5	5	5	5	4	4	5	5	48
3	S.3	5	4	4	4	5	5	4	4	4	5	44
4	S.4	4	5	4	5	4	4	5	4	5	5	45
5	S.5	4	4	5	4	5	5	4	4	4	4	43
6	S.6	5	3	4	5	4	5	4	4	4	5	43
7	S.7	4	4	5	4	5	5	5	4	4	5	45
Amount		32	29	31	32	33	34	31	28	30	34	314
Maximum Score		35	35	35	35	35	35	35	35	35	35	350
Average		4.6	4.1	4.4	4.6	4.7	4.9	4.4	4.0	4.3	4.9	45
Ideal percentage (%)		91	83	89	91	94	97	89	80	86	97	897
Average Percentage of ideality (%)		89.71										

Video-based digital video is "very feasible" to use READ ALOUD-based video.

#### 6. Large Group Test Results

**Table 7.** Large Group Test Results

No	Respondent	Score Each Statement										Amount
		1	2	3	4	5	6	7	8	9	10	
1	S.1	4	4	4	5	5	5	5	4	5	5	46
2	S.2	5	4	5	5	4	4	4	5	4	5	45
3	S.3	5	5	4	5	4	4	4	4	5	5	45
4	S.4	5	4	5	5	5	5	4	5	4	5	47
5	S.5	5	4	3	4	5	5	4	5	4	4	43
6	S.6	5	5	4	5	5	5	4	4	5	5	47
7	S.7	4	4	4	3	5	4	5	4	4	5	42
8	S.8	5	5	4	4	5	5	4	5	4	4	45
9	S.9	5	5	4	4	5	4	5	4	4	5	45
10	S.10	5	5	5	5	5	4	4	4	5	4	46
Amount		48	45	42	45	48	45	43	44	44	47	451
Maximum Score		50	50	50	50	50	50	50	50	50	50	500
Average		4.8	4.5	4.2	4.5	4.8	4.5	4.3	4.4	4.4	4.7	45.1
Ideal percentage (%)		96	90	84	90	96	90	86	88	88	94	902.0
Average Percentage of ideality (%)		90.20										

From the results of the Material Expert test, the results were 98% very feasible. The results of the Instructional Design Expert Test were 80% feasible, the media expert test results were 98% very feasible, based on the one-to-one results 88% were very feasible, the small group test results were 89% very feasible, and the results of the large group test were found to be 90% very suitable for use. and broadcast for Early Childhood literacy at Al-Quran Dian Asshobri Preschool.

Based on the research that has been conducted, researchers suggest the following:

1. Researchers suggest that Read Aloud-based E-Books for early childhood should continue to be tested to get better children's literacy outcomes
2. The researcher suggests that future researchers can develop E-Books on different materials or collaborate with other capabilities or methods.
3. The researcher suggests that future researchers can add more experts so that Read Aloud-based E-Books for early childhood can be better and expand the population and test subjects in the research.

#### D. Conclusion

The ADDIE development model was used to develop Read Aloud-based learning videos on Early Childhood literacy at Al-Quran Dian Asshobri Preschool. After following lessons using Read Aloud-based

learning videos on Early Childhood literacy at Al-Quran Dian Asshobri Preschool, the t test results with  $dk=10-2=8$  and a significance level of 5% or 0.05, so the  $t_{count}$  value is 7.874, and  $t_{table}$  is 2.306004. The pretest and posttest results showed a significant difference between before and after treatment at Al-Quran Dian Asshobri Preschool with the use of Read Aloud-based learning videos. The results of the child's language assessment were very well developed. This shows that Read Aloud based learning videos can improve results. After participating in learning using Read Aloud Based Learning Videos to Improve Early Childhood Literacy at Al-Quran Preschool Dian Asshobri. it was found that the t test results were  $t_{count} = 7.874$ , and  $t_{table} = 2.306004$  and the significance level was 5% or 0.05. The pretest and posttest results were very different before and after treatment. At Dian Asshobri's Al-Quran Preschool using Read Aloud based learning videos. The value of children's language development each day becomes Very Well Developing (BSB) from previously Starting to Develop (MB), student learning outcomes are on average better than conventional learning.

### E. Acknowledgment

The author would like to thank Paud Al-Quran Dian Asshobri who has given permission to the author to conduct research at the school.

### References

- Baiti, N. (2020). Peran Orang tua Dalam Meningkatkan Kemampuan Literasi Anak Di Masa Covid-19. *PRIMEARLY Jurnal Kajian Pendidikan Dasar Dan Anak Usia Dini*, VI(2), 113–127. <https://doi.org/10.37567/primarly.v3i2.323>
- Fara, E. W., Rohinah, R., & Na'imah, N. (2023). Interactive Read Aloud as An Effort to Improve Foreign Language Skills at Early Age. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 603–610. <https://doi.org/10.35445/alishlah.v15i1.2776>
- Handini, F. D. (2023). Penggunaan Metode Read Aloud untuk Meningkatkan Kemampuan Berkomunikasi melalui Bacaan. *INCOME: Indonesian Journal of Community Service and Engagement*, 02(03), 208–213. <https://doi.org/10.56855/income.v2i3.661>
- Kelly, J., & Barber, A. T. (2021). Interactive Read-Aloud Instruction With Narratives: Teaching Inferencing Using Theory of Mind. *Teaching Exceptional Children*, 54(2), 106–115. <https://doi.org/10.1177/0040059920987876>
- Kozanoglu, D. C., & Abedin, B. (2021). Understanding the role of employees in digital transformation: conceptualization of digital literacy of employees as a multi-dimensional organizational affordance. *Journal of Enterprise Information Management*, 34(6), 1649–1672. <https://doi.org/10.1108/JEIM-01-2020-0010>
- Lisnawati, I., & Ertinawati, Y. (2019). Literat Melalui Presentasi. *Jurnal Metaedukasi: Jurnal Ilmiah Pendidikan*, 1(1), 1–12. <https://doi.org/10.37058/metaedukasi.v1i1.976>
- Long, D., & Magerko, B. (2020). What is AI Literacy? Competencies and Design Considerations. *Conference on Human Factors in Computing Systems - Proceedings*, 1–16. <https://doi.org/10.1145/3313831.3376727>
- Muzakki, M., Aghnaita, A., & Puspita, D. (2023). Mengembangkan Kegiatan Literasi Awal Bagi Anak Usia Dini Di Lingkungan Keluarga. *Transformasi: Jurnal Penelitian Dan Pengembangan Pendidikan Non Formal Informal*, 8(2), 111–119. <https://doi.org/10.33394/jtni.v8i2.6966>
- Nudiati, D. (2020). Literasi Sebagai Kecakapan Hidup Abad 21 Pada Mahasiswa. *Indonesian Journal of Learning Education and Counseling*, 3(1), 34–40. <https://doi.org/10.31960/ijolec.v3i1.561>
- Nurhayani, N., & Nurhafizah, N. (2022). Media dan Metode Pengembangan Literasi Anak Usia Dini di Kuttub Al Huffazh Payakumbuh. *Jurnal Basicedu*, 6(6), 9333–9343. <https://doi.org/10.31004/basicedu.v6i6.3598>
- Pergar, M., & Hadela, J. (2020). Raising awareness of the importance of reading to early childhood and preschool age children through lifelong education of parents. *Croatian Journal of Education*, 22(Specialedition3), 101–113. <https://doi.org/10.15516/cje.v22i0.3912>
- Phillips, B. M., Kim, Y. S. G., Lonigan, C. J., Connor, C. M., Clancy, J., & Al Otaiba, S. (2021). Supporting language and literacy development with intensive small-group interventions: An early childhood efficacy study. *Early Childhood Research Quarterly*, 57, 75–88. <https://doi.org/10.1016/j.ecresq.2021.05.004>
- Sofyan, N., HJ Wahid, J., & Idris, N. H. (2021). The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan*

- 
- Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 11–18. <https://doi.org/10.33394/jo-elt.v8i1.3564>
- Supraba, A., Wahyono, E., & Syukur, A. (2020). The Implementation of Reading Aloud in Developing Students' Speaking Skill. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1), 145–153. <https://doi.org/10.24256/ideas.v8i1.1319>
- Wildová, R., & Kropáčková, J. (2015). Early Childhood Pre-reading Literacy Development. *Procedia - Social and Behavioral Sciences*, 191, 878–883. <https://doi.org/10.1016/j.sbspro.2015.04.418>
- Wood, S. G., Moxley, J. H., Tighe, E. L., & Wagner, R. K. (2018). Does Use of Text-to-Speech and Related Read-Aloud Tools Improve Reading Comprehension for Students With Reading Disabilities? A Meta-Analysis. *Journal of Learning Disabilities*, 51(1), 73–84. <https://doi.org/10.1177/0022219416688170>
- 

**Copyright Holder**

© Nurdiantini, N., Arief, Z. A., & Gatot, M.

**First publication right :**

FINGER: Jurnal Ilmiah Teknologi Pendidikan

This article is licensed under:

