



The Application and Impact of Video-Based Fairy Tales on Students' Communication Skills at a State Islamic Elementary School

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ARTICLE HISTORY

Received: July 11, 2025
Revised: October 14, 2025
Accepted: October 17, 2025
Published: October 21, 2025

KEYWORDS

Video-based fairy tales;
Students' communication skills;
State Islamic Elementary School

ABSTRACT

Background: Language is a system of verbal symbols agreed upon by a community for communication and interaction, grounded in a shared culture. In instruction, relevant strategies are needed to strengthen students' communication skills. **Objective:** To determine the effect of applying the storytelling (fairy-tale) method through video media on communication skills in Indonesian language learning for second-grade students at MIN 1 Bengkulu City. **Method:** A quasi-experimental design was employed with 26 second-grade students at MIN 1 Kota Bengkulu, as participants. The intervention consisted of Indonesian language lessons using a storytelling method supported by video media. **Result:** Findings indicate that the application of storytelling through video media has a positive effect on students' communication skills in Indonesian language learning. **Conclusion:** The conclusion reveals that video-assisted storytelling is a worthwhile consideration as an alternative learning strategy to enhance the communication skills of elementary school students. **Contribution:** This study provides empirical evidence on the effectiveness of storytelling through video media in the context of Indonesian language learning in elementary schools, offering practical insights for teachers and informing curriculum design.

1. INTRODUCTION

Learning media is a tool used by teachers to convey material and stimulate thoughts, feelings, attention, and the willingness of students to create meaningful and enjoyable learning experiences. Learning media come in several types that teachers can use in the learning process, namely visual, audio, audiovisual, multimedia, and reality-based media (Haryana et al., 2022). Video is an electronic medium that combines audio and visual technology simultaneously to produce a dynamic and engaging show (Kern, 2024). Videos can be created in the form of VCDs and DVDs, making them easy to carry around, use, and share. Teachers are required to be more creative and innovative in delivering material through the chosen learning media, so that students do not feel bored when participating in teaching and learning activities (Marpanaji et al., 2018). Media plays a crucial role in learning activities because it serves as one of the keys supports in the learning process (Bicen & Taspolat, 2019). Video media also serves as a learning medium, with functions that include attentional, affective, cognitive, and compensatory aspects (Gillespie et al., 2012). Video media can help students who struggle to grasp a message by making it easier to receive and understand the information delivered. Therefore, a video can combine visuals (images) with audio (sound).

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How to Cite this Article:

Hudzaifah, L. A. (2025). The Application and Impact of Video-Based Fairy Tales on Students' Communication Skills at a State Islamic Elementary School. *Indonesian Journal of Innovative Teaching and Learning*, 2(2), 89-102. <https://doi.org/10.64420/ijitl.v2i2.288>



The selection and use of video as a medium for disseminating innovations (Narayanaswami et al., 2015), what needs to be considered is that it must be able to combine visuals with audio and can be packaged in various forms (Buckingham, 2015), for example, combining face-to-face communication with group communication, using text, audio, and music. Video media has benefits, namely: (1) can foster motivation, (2) the meaning of the message becomes clearer so that it can be understood by students, and allows for mastery and achievement of delivery objectives. Likewise, when choosing learning media, it should be varied, as this is intended to make children's experiences more diverse and help them overcome boredom during learning (Evans et al., 2015), especially in learning activities. The use of fairy tale media videos is expected to improve listening skills in early childhood.

Learning videos can also make it easier for students to understand the subject matter (Rosdiana & Ulya, 2021). In some systems, learning videos are used only as supplementary material for handouts, rather than being professionally prepared to present the material thoroughly (Parker, 2020). Using audiovisual learning media can increase students' passion for learning, thereby improving student learning outcomes (Istuningsih et al., 2018). Teachers are required to be able to design innovative learning media by utilizing existing media. In learning, the development of the Industrial 4.0 era is characterized by a change in learning orientation. The learning curriculum is more text-oriented, where students are expected to be able to understand and produce text, making it the primary material (Cole & Feng, 2015). Moreover, it is expected to prepare students to face the challenges of life in the industrial era 4.0 and contribute to this era by understanding the text, thereby increasing students' comprehension of the subject matter. The role of video media is vital in everyday life because it can provide more sophisticated and faster information (Szymkowiak et al., 2021). In addition to providing information and entertainment, it can also be used as a learning medium. The goal is that the learning process is more quickly captured and understood by students (Ramsay et al., 2017). Moreover, teachers will find it easier to convey material through video media. Of course, this must be supported by science and a mastery of the technology used to teach the material.

One type of video media in learning is the fairy tale method. Fairy tales are fictional stories, fantasies that are considered not to happen. There are several aspects in them, namely intellectual aspects, aspects of sensitivity, subtlety of mind, emotions, art, fantasy, and imagination, not only prioritizing the left brain but also the right brain (Halidjah & Magiyati, 2018). Fairy tales are an effective way to develop cognitive (knowledge), affective (feelings), social, and conative aspects (appreciation) of children (Kulbiah & Afriyanto, 2021). Fairy tales also influence the minds and souls of students, offering logical and rational arguments (Limarga, 2017). The important thing that makes fairy tales hold significant meaning in student education is that they fulfill the criteria of effective education by educating, fostering, and developing students' morals (Nasution, 2022). Fairy tales are also works of fiction that are based on the imagination and creativity of the author and serve to entertain (Gunawan et al., 2019). Therefore, teachers must choose media and educational applications that are characterized by appropriate learning for students.

Fairy tales are imaginary stories that have existed in both written and oral forms for a long time (Pebrianti & Triana, 2020). Fairy tales are passed down through generations. Stories in fairy tales typically convey messages about society, history, natural phenomena, and the pursuit of hope for change (Zubaedah, 2018). Fairy tales contain hopes, desires, and advice both implied and explicit (Edi & Wardarita, 2021). Fairy tales are packed with a combination of entertainment elements in fairy tales that can be found in the use of humorous vocabulary, witty character traits, and humorous depictions of character experiences, fairy tales have an educational element when they introduce and teach students about various noble values, spiritual experiences, intellectual adventures, and social problems in society (Hasanah & Jaroji, 2016). Fairy tales are one of the methods used by teachers to deliver material and messages tailored to the needs of students, often in the form of fairy tales (Fani, 2019).

Based on the results of researchers' interviews with teachers who teach at MIN 1 Bengkulu City, the learning process applied at MIN 1 Bengkulu City is still less effective in the utilization of varied learning media, and the lack of active students in communicating in the classroom and the school environment, as well as retelling fairy tales. The learning process is also often monotonous. The findings show that students' communication skills are still low and not by the indicators of developmental achievement, this is indicated by the behavior of students who do not listen, pay less attention, and do not respond when the teacher conveys animal-themed subject matter, even though students should be able to listen and pay attention when the teacher conveys the material, during learning, many students are busy with what is in front of them, playing with their friends and being silent without paying attention to the teacher. When questions were asked about the learning that was conveyed, only a few students understood and responded to the teacher's questions.

The relationship with the learning process is a form of communication within the educational context (Espino-Díaz et al., 2020). In learning, it should be able to utilize media that facilitate communication and use facilities that

make students comfortable, thereby achieving maximum learning goals (Treem & Leonardi, 2013). The use of technology in learning today (modern), of course, has differences in its form (Liu et al., 2020). This technology-based learning media is highly advanced and quite varied, still open to further sophistication in the future.

One of the key areas of development in kindergarten is language development. Language allows students to translate experiences into symbols that can be used to communicate and think (Moore et al., 2020). Language is an oral symbol used by society to communicate and interact with others. Language is used based on mutual agreement within society and is also shaped by a shared culture (DeJarnette, 2019). Language introduction activities can be conducted through communication, which is carried out using good and polite Indonesian. Through communication, a process of exchanging information, thoughts, or ideas occurs, which is then responded to by the interlocutor (O'Sullivan et al., 2015). When someone provides information, suggestions, or ideas as a stimulus to another person, the recipient will automatically respond to the conversation. With this, students will practice speaking and further enrich their language skills. In other words, the more often students communicate, the better their achievement will be, as they will have more words to work with.

Another way to develop students' communication skills is through learning fairy tales using video media. When students read or listen to fairy tales and then retell the contents of the fairy tale, they will acquire and learn various new vocabulary. Additionally, through fairy tales, students will be able to visualize the story in their imagination, as these tales are interesting to students, allowing them to enter the world of imagination. Thus, fairy tales can be one of the fun learning approaches for students.

Most storytelling research at the elementary level targets reading/writing or broad cognition, focuses on general public schools, and uses live storytelling with weak methods (small samples, short durations, no fidelity checks, unvalidated measures). Comparative media evidence is scarce, and moderators (baseline proficiency, home language, gender, tech access) are rarely modeled; culturally rooted folktale work is limited. This study fills those gaps by centering oral communication in a madrasah, using video-based fairy-tale storytelling in a quasi-experimental design with operational rubrics and transferable implementation guidance.

This study aims to determine the effect of applying the storytelling method (fairy tales) through video media on the communication skills of Indonesian language learning students at MIN 1 Kota Bengkulu. The focus of this research emphasizes (1) how the application of fairy tales with video media in class 2 at MIN 1 Kota Bengkulu?; (2) is there an effect of the application of fairy tales with video media on students' communication skills?. This research contributes as enrichment material, both theoretically and practically, related to the application of the fairy tale method through video media and its effect on the communication skills of students in Indonesian language learning at MIN 1 Kota Bengkulu.

2. METHOD

2.1 Research Design

This type of research is a type of quantitative research using an experimental method approach. Experimental research is a type of research that seeks to determine the effect of certain variables on other variables, whose appearance is triggered by strictly controlled conditions, in order to establish a causal relationship between the two variables (Safitri & Ngaisah, 2018). The research method employs a quasi-experimental design, which is a development of the proper experimental design that features a control group but does not fully control external variables that affect the experiment's implementation (Mukminah et al., 2020). The quasi-experimental design is described in Table 1 below:

Table 1. Design of a Quasi-Experiment

01	X	02
03		04

- 01 Questionnaire scores of experimental class students who used fairy tales with video media
- 02 The questionnaire score of control class students who only use fairy tales.
- 03 The value of the observation sheet of experimental class students using fairy tales with video media.
- 04 Value of observation sheet of control class students who only use fairy tales

Researchers manipulate stimuli, treatments, or experimental conditions, then observe the effects or changes caused by manipulation deliberately and systematically.

2.2 Research Object

This research was conducted at MIN 1 Kota Bengkulu. The selection of this location was deliberate, based on the consideration that MIN 1 Bengkulu City is one of the schools that incorporates fairy tales into video media, and no related research has been conducted at that location. This research was conducted from March 21, 2022, to May 16, 2022.

The total population in this study consisted of 206 students, all of whom were grade 2 students in MIN 1 Bengkulu City, divided into eight classes. The samples for this study consisted of 26 students from class 2D, serving as the control class, and 25 students from class 2G, serving as the experimental class. This sampling considers that, according to the teacher, class 2G is less eager to communicate and less courageous in retelling fairy tales in front of the class. This sampling technique employs purposive sampling, a method that selects participants based on specific criteria.

2.3 Validity and Reliability of Instruments

The questionnaire is a collection technique used by researchers in the data collection process. This questionnaire was administered to students of class 2D (control class) and class 2G (experimental class) at MIN 1 Kota Bengkulu, to gather information about the students' communication skills. This research uses a Likert scale. The Likert scale is used to measure a person's or group's attitudes, opinions, and perceptions about social phenomena.

2.4 Data Analysis

a) Validity Test

The validity of the instrument is assessed to determine whether the prepared questionnaire is reliable and accurate. This is achieved by correlating the score/value of each question item with the total score of the questionnaire. The analysis process is conducted using the product-moment formula. Based on the results mentioned, of the 26 questionnaire items, 20 are valid and six are invalid.

b) Reliability Test

Reliability test to determine the extent to which the measurement results using the same object will produce the same data. The reliability test was conducted using the split-half technique, and the results were analyzed using the Spearman-Brown formula. The analysis results show that the instrument reliability value is 0.895. Then, to determine the reliability, it is continued by consulting the reliability of the instrument using the r-table product-moment value, which corresponds to 25 degrees of freedom (df) and yields a value of 0.380. Therefore, the reliability value of the instrument is greater than the r-table value ($0.895 > 0.380$), which indicates that this research questionnaire is reliable.

2.5 Data Analysis

a) Homogeneity Test

A homogeneity test is used to determine whether the variances are the same or not. The homogeneity test is carried out by calculating the variance statistics through the comparison of the largest variance with the smallest variance between the two sample class groups. The sample is said to have a homogeneous variant if the F-count is smaller than the F-table value at a 5% significance level. Mathematically, it is written $F\text{-count} < F\text{-table}$ in the degree of freedom (dk) of the numerator (largest variant) and the degree of freedom (dk) of the denominator (smallest variant).

b) Hypothesis Test

To test the comparison of ratio or interval data, the test results obtained by researchers in the control and experimental classes are used to calculate the t-test formula. Test the research hypothesis to find out whether there is an increase in students' communication skills when applying fairy tales with video media in class 2 MIN 1 Bengkulu City using the t-tests separated variant formula.

3. RESULT AND DISCUSSION

3.1 Result

a) Control and Experiment Group Questionnaire Results

Based on the results of the average score (M) of the students' questionnaire answers and the standard deviation of the questionnaire, the analysis results show that the control class questionnaire score obtained an average of 72.69 and a standard deviation of 7.28.

Based on the teacher's assessment of the communication skills of the control class students, the author categorizes the students' scores into upper, middle, and lower groups, providing a detailed explanation in Table 2.

Table 2. Assessment of the Communication Skills of the Control Group

No	Score Value	Category	Frequency	Percentage
1.	81,9-100	High	0	0%
2.	71,38 – 81,8	Medium	23	88,5%
3.	0-71,37	Low	3	11,5%
Total			26	100%

The table above shows that the teacher's assessment of the communication skills of control class students has 23 students in the middle group (88.5%), and three students in the lower group (11.5%).

The experimental class questionnaire scores yielded an average of 74.68 and a standard deviation of 5.79. From the results of the teacher's assessment of students' communication skills, the author determines students scores into upper, middle, and lower groups with a detailed explanation presented in Table 2 below:

Table 3. Assessment of the Communication Skills of the Experimental Group

No	Score Value	Category	Frequency	Percentage
1.	81,23-100	High	0	0%
2.	68,99– 81,22	Medium	24	96%
3.	0-68,98	Low	1	4%
Total			25	100%

The table above shows that the teacher's assessment of students' communication skills has 24 students in the middle group (96%), and one student in the lower group (4%).

b) Homogeneity Test

To conduct a homogeneity test, calculations are performed to determine the variance of each sample. To determine the t-test formula that will be used for hypothesis submission, it is necessary to test whether the variances of the two samples are homogeneous or not. Testing the homogeneity of variance employs the F-test. The calculated price needs to be compared with the F-table, using a dk numerator ($25 - 1 = 24$) and a dk denominator ($25 - 1 = 24$). Based on a dk numerator of 24 and a dk denominator of 24, with an error rate of 5%, the F-table price is 1.98 because F-count is smaller than F-table.

c) Hypothesis Test

Testing using the t-test formula. The t-value above is then compared with $dk = N1 + N2 - 2 = 25 + 25 - 2 = 48$. With $dk = 48$, and when the error rate is set at 5%, the t-table = 2.0106. Thus, $t\text{-count} > t\text{-table}$ ($2.582 > 2.0106$), it has a significant effect, which means that the working hypothesis (H_a) in this study is accepted, namely that there is an effect of the application of fairy tales with video media on the communication skills of grade 2 Indonesian language learning at MIN 1 Bengkulu City. In contrast, the null hypothesis (H_o) is rejected.

3.2. Discussion

a) Application of Fairy Tale Method with Video Media

The application of fairy tales in video media enhances students' communication skills and facilitates a fun learning process. Video media can hone students' communication skills through the use of vision and hearing, which are channeled through images and sounds contained in the video. With video media, students can also learn easily and have a great time.

In the control class, the teacher only used fairy tales in the learning process. After a while, the teacher read the fairy tale text, and the students only listened and imagined the contents of the fairy tale. Some students were still talking to their friends, while others were busy reading the fairy tale text in their packages. After the teacher finished

reading the fairy tale, the teacher asked the students to come forward to the front of the class and retell what they heard, and the teacher asked the students about the fairy tale.

In the experimental class, which is an improvement over the control class, the teacher prepares video media used for learning fairy tales. Students are very excited when they know that the media used is very interesting. The teacher said that in today's lesson, students will be invited to watch fairy tales from video shows and reminded them to listen carefully to the video, as they will receive an assignment after watching it. After ensuring that all students are ready and calm, the teacher plays a fable fairy tale video entitled "Ants and Cocoons" and conducts a question-and-answer session with students after the video is finished. After that, students are invited to work on the exercise sheet. The teacher then goes around the class to ensure that students work independently and guide them in completing the task and collecting their work. Then, the teacher creates games where students who get the instructions wrong are assigned to retell the fairy tales they have listened to in front of the class. The teacher explains that the essence of this learning is that students are expected to be able to retell fairy tales. The role of the teacher is to guide students to retell fairy tales correctly, namely, coherently and with appropriate content. After that, the teacher reflects by reminding students of the message of the fairy tale and ends the lesson.

The use of fairy tales in the learning process can be enjoyable, allowing students to feel less advised or patronized by educators (Pakpahan et al., 2022). With fairy tales, it is hoped that the learning material can be conveyed well and students can easily accept the messages the teacher conveys (Fitriani, 2019). For this reason, fairy tales are particularly suitable for use in the learning process (Widyaningrum, 2016). Storytelling is one of the instruments of moral education for students and is considered a primary approach in comprehensive value education (Saputri & Yamin, 2022). With fairy tales, the process of education or moral education for students can be carried out in an early and captivating manner. Teaching about normative values through stories will facilitate the information transfer process (Izzah et al., 2020). Fairy tales offer several benefits for students, including developing vocabulary, providing examples, conveying moral messages, and promoting problem-solving. It is hoped that students can apply what they have learned in their daily lives (Sophya, 2018).

There are four benefits of fairy tales, namely: (1) fairy tales can hone students' imagination and thinking power, when dealing with fairy tales students will visualize the story according to their imagination; (2) fairy tales can strengthen the bond of communication between storytellers and audiences; (3) fairy tales are an effective medium for instilling various values and ethics; 4) fairy tales can help increase vocabulary in students (Husniyah, 2022). There are also several other benefits of fairy tales for students, including (1) a medium for instilling values and ethics; (2) introducing forms of emotion; (3) strengthening inner bonds; (4) expanding vocabulary; and (5) stimulating imagination.

Video media can be utilized as a tool in the learning process through the use of fairy tales (Seni, 2021). Video is an audiovisual learning material that can be used to convey messages or subject matter (Wahyu et al., 2022). It is said to be visible because the listening element (audio) and the visual/video element (visible) can be presented simultaneously. Video is a learning material that is packaged on videotape and can be viewed through a video/VCD player connected to a television monitor. Video media is a form of media that presents audio and visuals containing learning messages, including concepts, principles, procedures, and theories, to help learners understand the material more effectively. Video media is a type of audiovisual media that presents learning messages, containing concepts, principles, procedures, and theories on knowledge application, to help understand learning material in the form of images and sound (Nicolaou et al., 2019). This video medium possesses extraordinary features and abilities as a communication tool, enabling it to present information and knowledge realistically and engagingly. Video media can also capture events and objects in real-time, providing a convenient learning experience for its users.

The teaching and learning process, aided by video media, will foster students' interest in learning activities for a long time (Reyna et al., 2018). That means student learning activities, with the help of video media, will produce better learning processes and results than those without media assistance. The use of this video is one-way; students only pay attention to the video media, and this is what the teacher needs to focus on. The video can be repeated or stopped during playback, allowing the teacher to invite student discussion about the content, material, and message of the video being viewed. Teachers can also invite students to ask questions about the videos they listen to, ensuring that communication is not one-way (Lin & Hwang, 2018). Video media is a tool or component that is convincing and can stimulate thoughts, feelings, and desires, facilitate students' reception and understanding of messages or material delivered by the teacher.

Video media as teaching material also aims to (1) clarify and simplify the delivery of messages so that they are not too verbalistic; (2) overcome the limitations of time, space, and sensory power of students and instructors, and (3) can be used appropriately and varied. The benefits of using video media include (1) providing students with

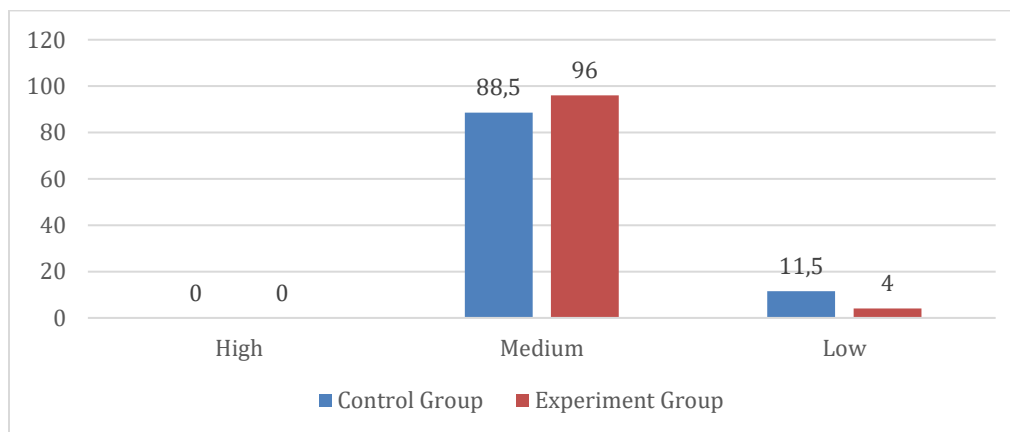
unexpected experiences; (2) showing in real-time something that was initially impossible to see; (3) analyzing changes in a specific period; (4) giving students the experience of feeling a particular situation; and (5) presenting case study presentations about real life that can trigger student discussions. With video media, students can witness firsthand a dangerous event or a past event that cannot be presented in the classroom. Students can also play back the video according to their needs and requirements. Learning with video media can foster student interest and motivation to always pay attention to lessons (Parong & Mayer, 2018).

Video media is widely used in learning and learning activities. With its advantages as an audiovisual medium, video can show objects, places, and motion pictures. There are several advantages to using video media, namely (1) video can add a new dimension to learning; (2) video presents moving images to students in addition to the accompanying sound; and (3) video can display a phenomenon that is difficult to see in real life. The use of video media has advantages, among others (1) using video (accompanied by sound or not) can show back certain movements; (2) using specific effects can be strengthened both the learning process and the entertainment value of the presentation; (3) with video information can be presented simultaneously at the same time in different classes and with an unlimited number of students by placing monitors in each class; and (4) with video students can learn independently.

b) The Effect of the Fairy Tale Method with Video Media on Students' Communication Skills

The results showed that applying fairy tales through video media had an impact on the communication skills of grade 2 students learning the Indonesian language at MIN 1 Kota Bengkulu. The results of the average value of student questionnaire scores from the two classes show that the average value of student scores in the experimental class, which uses video media, is higher than that in the control class, which only uses fairy tales.

Comparison of the improvement of communication skills through fairy tales with video media in control and experimental classes can be explained through graphs, as follows:



Graph 1. Comparison of the improvement of students' communication skills in control and experimental classes

From the graph above, it can be seen that the communication skills of students in the MIN 1 Bengkulu City experimental class have increased, as indicated by the average score in the achievement indicators.

The learning process in schools is continually undergoing renewal, particularly in the application of technology's results. This aligns with the advancement of science and technology, which is becoming increasingly sophisticated. Teachers are required to utilize the tools provided by the school to convey learning materials as effectively as possible and adapt to the demands of the times. Teachers who play a direct role in learning provide, show, guide, and motivate students to interact with various learning resources available. The tools used by teachers in the learning process are referred to as instructional media.

The use of video media will encourage student involvement in the learning process, leading to a positive attitude toward learning content or material (Rapanta et al., 2020). This will undoubtedly make it easier for students to understand the material being studied. Video media has a significant role, especially in learning, including (1) it can attract students' attention so that it can foster learning motivation; (2) clarify the meaning of teaching materials so that students easily understand them; (3) teaching methods are more varied; and (4) students do more learning activities. Appropriate learning media can arouse student curiosity and activeness during the learning process, mainly when video media is used in Indonesian language subjects. Video media can serve as an effective medium for

conveying lesson information; therefore, fairy tales, when supplemented with video media, are used in Indonesian language subjects.

Before determining what media is suitable for use in a learning situation, several factors must be considered so that the chosen media can enhance the quality of student learning. Some good media selection criteria include (1) accuracy with learning objectives; (2) support for the content of the lesson material; (3) ease of obtaining media; (4) teacher skills in using it; (5) available time to use it; and (6) by the level of thinking of students.

There are also several criteria for selecting media in learning (Sagi & Rokach, 2018), including (1) the content of the teaching media is valuable and important for students; (2) the content of the media interests students; (3) the format is following the organization of learning activities; (4) the materials used are valid, easy to obtain, and not outdated; (5) the facts and concepts are reviewed in terms of density; (6) the media content is related to the objectives that have been specifically set; (7) the material or material from the media is not something that can cause harm, controversy, and harm; (8) the material or material does not cause something that is propaganda, which is not following educational objectives; (9) the teaching media has a creative side with good technical quality, clear and attractive images; and (10) the teaching media has a good, neat, and structured design.

Effective teaching requires thorough planning, and the media used in the teaching process also necessitate careful planning (Gacs et al., 2020). Although the reality in the field shows that a teacher chooses one of the media in his activities in the classroom based on considerations to meet his needs to achieve the goals that have been implemented, including (1) feeling familiar with the media, such as a blackboard or transparency projector; (2) feeling that the media he chooses can describe better than himself, for example, diagrams on film charts; and (3) the media he chooses can attract students' interest and attention, and lead him to a more structured and organized presentation. The selection of educational media must adhere to the correct criteria and principles of media use, ensuring a smooth learning process. In media selection, several principles must be considered, including that the characteristics of the media should be better understood, the purpose of media selection should be clear, and several media options should be available for consideration.

The application of the fairy tale method through video media influences students' Indonesian language learning communication skills. The communication process begins with the sender, who desires to convey the message or information to the recipient. Based on the above definition, it can be understood that (1) communication is a process of conveying information, seen from this point of view, the success of communication depends on the design of the message or information and how it is conveyed; (2) communication is the process of conveying ideas from one person to another; (3) communication is defined as the process of achieving meaning to the ideas or ideas conveyed. The communication process can help students build a deeper understanding of ideas and make these ideas more complete, and then share them publicly. Communication skills in the Indonesian language learning can be interpreted as a student's ability to convey their knowledge through dialogue or interact with others in the classroom during the learning process. Fairy tales are included in Indonesian language subjects in the lower grades, which are learning that focuses on students' knowledge, skills, and communication skills (Masyhuri et al., 2015). Providing learning experiences is carried out by the teacher as the controller of the learning process through video media. Indonesian language learning in SD/MI is the core of the educational process at school. Learning is a primary tool for achieving learning goals as an integral part of the educational process in schools. To achieve these goals, we must understand the purpose and role of learning the Indonesian language. The objectives of Indonesian language learning in SD/MI that teachers must understand are as follows (1) communicate effectively and efficiently by applicable ethics, both orally and in writing; (2) appreciate and be proud to use Indonesian as a language of unity and state language; (3) understand Indonesian and use it appropriately and creatively for various purposes; (4) use Indonesian to improve intellectual abilities as well as emotional and social maturity; (5) enjoy and utilize literary works to broaden horizons, refine character and improve knowledge and language skills; (6) appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implication

Integrating video-supported storytelling (folktales) should be a core strategy in lower-grade Indonesian language instruction and embedded in lesson plans through performance tasks, communication rubrics, and ongoing formative assessment; schools need to provide audiovisual resources, curate locally relevant story videos, and train teachers, while parents reinforce learning with rewatch-and-retell activities at home. Future studies should compare

this approach with other media and examine long-term effects on fluency, speaking confidence, and vocabulary across broader populations and grade levels.

4.2 Research Contribution

This study contributes at the theoretical, methodological, practical, and policy levels: theoretically, it strengthens evidence that video-supported storytelling as a multimodal pedagogy can improve elementary students' oral communication in Indonesian language classes; methodologically, it offers a concise, replicable quasi-experimental design with communication indicators and rubrics that comparable studies can adopt; practically, it outlines implementable steps for lesson plans (storytelling sequences, performance tasks, and iterative formative assessment) suited to the Islamic elementary school context; and at the policy level, it informs curriculum enrichment grounded in local culture through a curated bank of story videos and targeted teacher training. The findings also lay the groundwork for comparative media research and longitudinal studies on fluency, speaking confidence, and vocabulary development.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has several limitations: a quasi-experimental, nonrandomized design; a small, single-site sample ($n = 26$, MIN 1 Kota Bengkulu) that limits statistical power and generalizability; a short intervention period and unverified implementation fidelity; reliance on researcher-developed rubrics without established reliability, validity, or monitored inter-rater agreement; and incomplete control of key covariates (baseline proficiency, prior media exposure, home technology access). It also lacks comparisons with alternative media or instructional approaches and includes no follow-up, thereby constraining conclusions about the comparative efficacy and durability of its effects.

5.2 Recommendations for Future Research

Future studies on the application of video-supported storytelling (such as fairy tales) should move beyond single-site quasi-experiments by conducting multi-site randomized controlled trials with larger, more diverse samples and longer timelines that include delayed post-tests. Use preregistered protocols, independent fidelity checks, and standardized, psychometrically validated speaking/listening measures with calibrated inter-rater reliability. Benchmark effects against alternative or hybrid modalities (live storytelling, audio-only podcasts, interactive animation, flipped/classroom blends) and model moderators (baseline proficiency, grade, gender, SES, home language, digital access) as well as mediators (engagement, narrative transportation, self-efficacy, vocabulary growth) using multilevel or structural models.

6. CONCLUSION

This study confirms that video-supported storytelling in Indonesian language instruction for second-grade students at MIN 1 Kota Bengkulu positively strengthens oral communication skills. The integration of narrative with visuals enables multimodal processing that helps students organize ideas more coherently, enrich context-specific vocabulary, and improve fluency and speaking confidence. Activities that involve listening to stories, summarizing, and responding to plot and character also build careful listening, turn-taking, and basic dialog etiquette, which are foundational language skills in early grades.

Practically, the findings suggest that video-based storytelling can be effectively integrated into lesson planning through a precise activity sequence that includes pre-listening, while-listening, and post-listening stages, as well as performance tasks such as retelling and role-playing, operational communication rubrics, and recurring formative assessments to monitor progress. The approach aligns with literacy and oracy goals rooted in local culture, allowing materials to be curated from culturally relevant tales. Implementation is more effective with basic audiovisual resources, teacher professional development in digital storytelling and language scaffolding, and home-school collaboration through rewatch-and-retell activities.

Although the results are promising, generalization should be cautious given the quasi-experimental design and the small, single-site sample. Future work with broader samples, more extended intervention periods, and psychometrically validated measures is needed to confirm effectiveness and assess durability. Despite these constraints, the study provides a solid empirical basis for video-supported storytelling as an applicable, culturally responsive,

and effective strategy for enhancing elementary students' oral communication, while offering a realistic implementation pathway for teachers and curriculum developers.

Acknowledgments

The author would like to express their sincere gratitude to the Principal of MIN 1 Bengkulu City, the teachers (especially the second-grade teachers), and all students who actively participated in this study. Their support in the form of permission to conduct the study, assistance with activities, scheduling, and provision of school facilities greatly facilitated the data collection process.

Author Contribution Statement

The author declares that the entire research and writing process for this article was conducted independently. The author assumes full responsibility for all data associated with this research. No other individual contributed as a co-author or made any significant contribution to the content of this work.

Conflict of Interest Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Ethical Approval Statement

The authors declare that this study was conducted with due regard for research ethics, including obtaining approval from the institution. This includes respecting the autonomy of participants, maintaining confidentiality of data, and ensuring their safety and well-being, in accordance with applicable research ethics guidelines.

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