



Animated Video Development Using Macromedia Flash for Arabic Vocabulary Recognition in Early Childhood Education

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ABSTRACT

The recognition of Arabic vocabulary in early childhood education is a vital component in fostering foundational language skills, yet remains constrained by limited access to effective learning media. This study aims to develop animated video media using the Macromedia Flash application to support Arabic vocabulary acquisition among early learners in preschool settings. Utilizing a research and development approach with a modified 4-D model—focusing on the define, design, and develop stages—the study employed expert validation sheets and teacher response questionnaires to evaluate the media's validity and practicality. The animated video, themed around school equipment, was designed to promote vocabulary learning through engaging visual narratives. The media attained a high validity score of 89.33% in terms of construct, content, and language, and a 90% practicality rating from educators, indicating its relevance and applicability in classroom contexts. These findings affirm that the developed animated video is both valid and practical, offering a promising tool for enhancing Arabic vocabulary instruction in early childhood education.

Keywords: Animated Video, Arabic Vocabulary, Early Childhood Education, Language Learning Media

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INTRODUCTION

Early childhood is a potential social being with its own world and characteristics that are very different from adults (Desmita et al., 2023; I. P. Sari et al., 2023). He is very active, dynamic, enthusiastic, and mostly interested in what he sees and hears which seems to never stop learning. Early childhood is often referred to as the golden age. At this point, almost all potential children pass through a sensitive period that allows them to grow and develop rapidly and brilliantly. Children are better able to perform developmental tasks when they receive strong environmental stimulation (Khaironi & Ilhami, 2018). Early childhood is a group of people who are in the process of growth and development. Experts refer to this era as the golden era. This only happens once in the evolution of human life. Early childhood growth and development must be aligned with physical, cognitive, social, emotional,

linguistic, and creative abilities and balanced as the correct foundation for building a complete personality (Amini, 2014).

The period of early childhood is considered to be the most important developmental phase of life and requires a multidimensional and regular evaluation according to the chronological age of the child (Meriem et al., 2020). From the age of 0-6 years, children show tremendous growth and development, evoking in them many of the uniqueness of the child itself. Early childhood is a child with various types of possibilities and characteristics that are clearly different from adults. For this reason, it is best at this stage, including education, to introduce children to good character so that they can easily embed themselves into it and grow into a better person. family, and the environment, and the environment becomes a place for children to grow and develop, and when they enter an educational institution (D. Suryana, 2016). Therefore, children should have a conducive environment that supports their development physically and psychologically.

Because education is a conscious process, it is critical to plan programs that are appropriate for children. A correct analysis of the child's needs is required to determine the appropriate program (E. Suryana et al., 2022). The increasing need for formal education in early childhood is very important, because education is an important milestone for the implementation of further education. Early childhood education is the initial stage of basic education from 0 to 6 years of age and is carried out by stimulating children. At this level of education, educators encourage children to develop their potential so that they can solve problems creatively (Sujiono, 2013). The education that children receive in early childhood affects their development at a later stage, because early childhood education is the basis for the education that children take at the next level. Early Childhood Education as described in Article 1 paragraph 14 of the 2003 Indonesian National Education System Law: Early Childhood Education is a form of guidance given to children from birth to 6 years of age through the provision of educational stimuli, carried out so that children can grow and develop physically and emotionally so that they are ready for further education.

Early childhood is an important period of growth and development. Child development includes cognitive, religious, physical movement, social-emotional development, and language aspects (Handayani et al., 2017; Nurlaila et al., 2023; Warmansyah et al., 2023). Language is very important because children can use language to communicate successfully with people and their friends. Language acquisition has been intensively studied for a long time. At this time, we have learned a lot about how children speak and use language, but we know little about the actual process of language development (Isna, 2019). Early childhood education cannot be ignored in the educational period that determines the success and development of children in the future. Support in early childhood education will affect the optimal growth and development of children, including the use of interesting media, has many facets, including aspects of language development, which depends on who the child only interacts with, playing an important role in ability (Majid & Darisman, 2022).

Children's language and communication development should not be ignored by educators, especially parents. Since humans are born with the ability and willingness to learn language on their own, any ordinary person can learn language. A person who has heard the pronunciation of a language continuously for a period of time can usually pronounce it

without special or deliberate instruction (Farista & Priyanti, 2023; Maromi & Pamuji, 2024). From this we can conclude that language is one of the main aspects developed in early childhood. The goal is that children do not become awkward or rigid towards the surrounding community. One of them is vocabulary, and having vocabulary makes it easier to learn language to produce ideas and ideas (Marisa, 2015).

Zainuri (2019) explained that vocabulary includes the meaning of all words that are expressed, spoken or written that are intended to be used in the field of science. Vocabulary is words that have meaning so that they can be understood and used to create new sentences that are communicated to others. Children's vocabulary is very important to be taught from an early age. Because vocabulary can help children in the process of language development, including Arabic vocabulary. Vocabulary proficiency and knowledge is very important because it is the source of language and communication between people. Vocabulary is the most important skill associated with language, so when introducing Arabic, teachers must first introduce vocabulary. We can conclude that vocabulary development is very important for children because vocabulary helps them teach the words they want to teach. Teaching Arabic in early childhood is very important. This is because Arabic is an international language, a tool for studying the origins of Islamic law in the form of understanding the Qur'an and Hadith. Religious activities that use Arabic include recitation, prayer, and recitation of the Qur'an. According to Umam & Budiyati (2020), learning Arabic should start from an early age, learning about Islam from a young age, and using Arabic writing which is unique and different from Indonesian. Therefore, one must be careful to learn.

Thus it can be concluded that learning Arabic from an early age is important to familiarize children with Islam and Arabic from an early age, and learning Arabic in early childhood is also important to avoid mistakes in mediation of Arabic. Based on the results of observations conducted by researchers at PAUD Qur`an Al-Fityan Lima Kaum, it can be seen that Arabic language learning at PAUD Qur`an Al-Fityan has several obstacles, especially in the limited availability of learning media and even some learning themes that do not have media. Besides that, learning that only uses the guidebook, posters, and objects found in the school environment. However, although some learning themes have limitations on learning media, the enthusiasm of children to learn is not diminished at all. Although there are some children who are less focused in the learning process and are still busy using their own activities, there are still many children who have high enthusiasm for the learning process even though they do not use media that is fairly interesting for learning materials. Based on the problems, an interesting learning media is needed.

When learning Arabic at an early age, it is recommended to use interesting media. One of the efforts to make learning fun for children is to create an appropriate animated video as an appropriate learning target in the learning process. The media used must meet educational standards (education), technical standards (procedures and manufacturing processes), and aesthetic standards (beauty). One of the media that can be developed in learning vocabulary recognition is animated video media. According to Sari (2012), animated video is an audiovisual media that displays images with motion effects or changes in shape that occur over a period of time. Therefore, this animated video can help educators to teach

learning materials more easily and can also increase children's interest in learning, thus having a positive impact on children's learning process.

Animated video media is a form of multimedia that is widely used in learning, especially for early childhood learners, because it can provide interesting and entertaining effects. In addition, animated video media as a form of multimedia can make the process of recognising Arabic vocabulary more effective for early childhood learners because it comes from more sources, both audio and visual. Mayer (2014) stated that multimedia learning occurs when people build mental representations from words and pictures, such as animation or video. People learn more deeply from words and pictures than from words alone. One of the principles of multimedia is the modality principle, which states that people learn better from graphics and narration than from graphics and printed text.

Some researchers have also explored the utilization of animated videos in Arabic language learning, such as the utilization of animated videos in learning listening (Baharun et al., 2024; Fatma et al., 2023; Handayani & Syafi'i, 2022; Tini & Sidiq, 2023), speaking (Annisa et al., 2023; Baharun et al., 2024), vocabulary (Hasanah et al., 2024), and so on. Some researchers also have developed animated videos for Arabic language learning. Animated videos have been developed for Arabic language learning in Madrasah Tsanawiyah (Asrullah et al., 2023) or Madrasah Aliyah (Hamidi et al., 2023). From the studies that have been conducted, there is no research that focuses on the development of animated video media in Arabic language learning for early childhood learners, especially for the recognition of Arabic vocabulary. Therefore, this research focuses on developing an animated video for Arabic vocabulary recognition using Macromedia Flash 8.

RESEARCH METHODOLOGY

The method used in this research is research and development method, which is a research method used to produce certain products and test the effectiveness of these products. In this research and development, researchers used the 4D model, which is an extension of Define, Design, Development and Dissemination. The definition stage contains activities to get what products will be developed, along with the specifics. The planning stage contains activities to make a design for the product that has been determined. The development stage contains activities to make the design into a product and test the validity of the product repeatedly until the product is produced in accordance with the specifications set. The validity assessment was carried out by two experts and the practicality was carried out by two practitioners. The dissemination stage contains activities to disseminate products that have been tested for others to use. However, this research and development did not reach the dissemination stage.

The instruments of the study were validation sheets and practicality sheets. The components assessed on the validation sheet are construct, content and language, while the components assessed on the practicality sheet are display attractiveness, ease of use, suitability to material and suitability to students. The data from the validation sheet and the practicality sheet were then tabulated and permented. The animated video was developed with macro media flash application. Video animation for the recognition of Arabic vocabulary for early

childhood with the theme of school equipment is intended for children aged 5-6 years at PAUD Qur'an Al-Fityan Lima Kaum Tanah Datar Regency.

RESULTS AND DISCUSSION

The purpose of this research is to produce valid and practical learning media. To get a valid and practical product, researchers conducted several stages of research based on the definition of the development model, namely Define, Design and Development (validation/practicality).

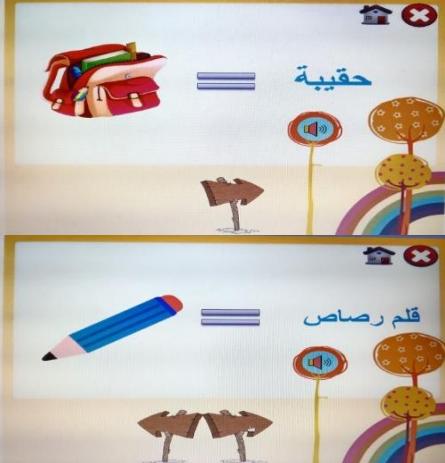
Define

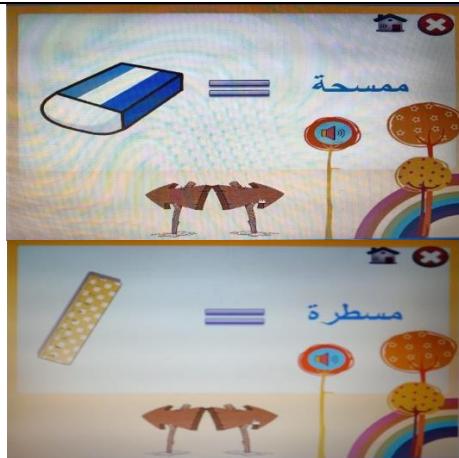
In this phase, researchers analyzed the needs of the product to be developed. During this phase, the researcher interviewed the teachers to analyze the teachers' needs for the product to be developed. The results of the interview with one of the teachers showed that the teacher had not used special media for learning vocabulary. Researchers also conducted classroom observations which showed that not all children were interested in learning Arabic because of the lack of interesting learning for them.

Design

In the design stage, researchers design products that are in accordance with the needs analysis in the form of animated videos based on macro media flash 8 applications to introduce Arabic vocabulary in early childhood. Researchers developed animated video learning media to introduce Arabic vocabulary in the form of objects around the school with the theme "School Equipment". The following is the process of designing an animated video for the recognition of Arabic vocabulary for early childhood learners.

Table 1. Design of Animated Video for Arabic Vocabulary Recognition

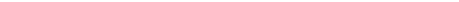
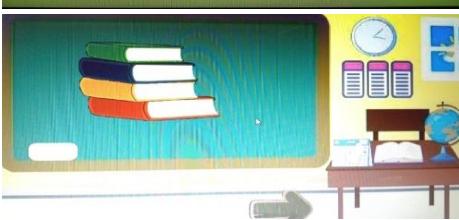
Design	Description
	Opening page
	Learning material



Singing together



Quizzes





Development

At this stage, researchers assessed the validity and practicality of the animation videos that had been developed. This validity and practicality assessment aims to make the animation video produced truly valid and practical so that it is ready to be used in schools. The validity assessment was carried out by two experts and the practicality was carried out by two practitioners.

Based on the results of the validation of animated video learning media assessed by experts, it can be seen that the average validation result is 89.33% with very valid criteria. From the aspects assessed, the average score on the construct aspect is 88%, the content aspect is 90% and the language aspect is 90%. The results of construct, content, and language validation illustrate that the animated video learning media to introduce Arabic vocabulary is valid with an assessment percentage of 89.33% on very valid criteria. This shows that the animated video media developed is good and can be used as media in introducing Arabic vocabulary to children. In addition to validating the developed animation video, the validators also provided suggestions and input for revision. The suggestions and inputs from the validators are as follows; 1) Using more appropriate Arabic spelling in the recognition of Arabic vocabulary.; 2) Selecting Arabic vocabulary that is more appropriate to introduce to early childhood learners; 3 Adding voice volume so that the pronunciation of Arabic vocabulary is more clearly heard.

Based on the feedback, the researcher revised the animation video. The researchers improved the spelling of the Arabic vocabulary in the animated video media so that it met the criteria for correct Arabic spelling. Other The Arabic vocabulary introduced in the animated video media was also selected to be suitable for early childhood learners. In addition, the researchers increased the volume of the sound in the animated video media so that the pronunciation of the Arabic vocabulary sounded clearer and could be easily understood by early childhood learners. After the revision, the animation video was ready for the practicality test.

The practicality assessment was carried out through a teacher response questionnaire to the animated video developed using the Macro Media Flash 8 application. The practicality assessment was carried out through a teacher response questionnaire to the animated video developed using the flash 8 media macro application. The questionnaire results show that the level of practicality of animated video learning media has an average rating point of 90% with a very practical category. In general, teachers consider that the animated video learning media developed can help in learning the introduction of Arabic vocabulary to early childhood. Teachers consider that the animated video media is very interesting, both in terms of appearance, color and image. This can make children interested and enthusiastic in following learning. This is in line with Mayer (2014), who said that people learn more deeply from

words and pictures than from words alone and people learn better from graphics and narration than from graphics and printed text.

Some researchers have also developed animated video media for language learning for early childhood learners. Dewantari et al. (2023) created a product in the form of a learning video based on the Canva application to help improve listening skills in early childhood. Researchers develop the animated video media using the ADDIE model. Ariani et al. (2021) also developed animated video media to support the development of listening skills in early childhood. Researchers also use the ADDIE model to develop the animated video media. Meanwhile, Habibah & Nafiqoh (2022) proved that animated video media can improve listening and speaking skills in early childhood learners and Rahmadani & Muryanti (2023) proved that the use of animated video media is effective for introducing English vocabulary to children. Fadillah & Tanfidiyah (2025) also found that the use of animated video media can successfully improve children's language development, capture children's attention, enrich vocabulary, improve listening skills, and help children express themselves better through interactive and fun audio-visual stimulation. The last three studies support the importance of developing animated video media for language learning for early childhood learners.

The results of this study support previous studies which show that animated video media is the right choice for early childhood learners, especially in their language development, both second language and foreign language. The difference is that the researchers developed this animated video media for foreign language learning, namely Arabic, especially for the recognition of Arabic vocabulary. In addition, the development of this animated video media is based on Macromedia Flash 8 and uses the 4D model. This learning media is considered a new innovation in the learning process of recognising Arabic vocabulary.

CONCLUSION

The development of animated video media for introducing Arabic vocabulary has proven to be both valid and practical in supporting vocabulary acquisition among early childhood learners. The media, designed around the theme of school equipment, aligns with learners' developmental needs and integrates Arabic vocabulary in an engaging and contextually relevant format. Validation results indicate a high level of feasibility, with an average validity score of 89.33% across construct, content, and language aspects, and a practicality score of 90%, reflecting strong usability by educators. While the development process was limited to the first three stages of the 4-D model and implementation trials were restricted to a single institution, the findings suggest that animated video media holds significant potential as a language learning tool in early childhood education. Further research is recommended to expand content coverage, conduct broader trials, and proceed toward dissemination for wider application.

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