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Development of an Interactive Digital Storybook to Improve Listening Comprehension Skills Among Children Aged 5–6 Years at Aisyiyah 77 Kindergarten, Parung

Suriyani[1]*, Yusuf Haryanto[2], Nurlelah[3]
Universitas Muhammadiyah Bogor Raya
Corresponding Author: Suriyani, suriyanibgr556@gmail.com

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A B STR A CT

This study was motivated by the low listening comprehension skills of children aged 5–6 years at Aisyiyah 77 Kindergarten, Parung, where 14 of 20 children (70%) had not yet reached the expected developmental level because of the limited learning media available. This study aimed to identify needs, describe the development process, and determine the feasibility and effectiveness of an interactive digital storybook in improving children's listening comprehension skills. The study employed a Research and Development (R&D) method using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), involving 20 Class B children aged 5–6 years. The resulting product was an interactive digital storybook entitled "My Healthy Body," developed using Canva and ChatGPT. Validation yielded an average feasibility score of 91.21%, classified as Very Feasible, based on assessments by a subject-matter expert (78.18%), language expert (91.67%), media expert (100%), and teacher responses (95%). The N-Gain analysis produced a score of 0.5061, classified as moderate, with the average listening comprehension score increasing from 59.5% on the pretest to 80% on the posttest. Thus, the developed interactive digital storybook was valid, feasible, and effective in improving the listening comprehension skills of children aged 5–6 years at Aisyiyah 77 Kindergarten, Parung

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INTRODUCTION

Stimulating early childhood development involves several aspects, one of which is language, which plays an important role as a means of communication and social interaction. Language development from an early age provides the foundation for children to understand their surroundings, express their thoughts, and build social relationships with others. Language is an important aspect of early childhood development: it functions not only as a communication tool but also as a means of thinking, expressing feelings, and understanding the surrounding environment. Appropriate stimulation is therefore essential for developing children's language skills from an early age.

Early childhood language skills include listening, speaking, reading, and writing. Of these four aspects, listening is a foundational skill that needs to be developed first. Listening is the initial means by which children receive information before they can express it through speaking, reading, or writing. According to Tarigan (2015), listening is the process of attending carefully to spoken symbols with attention, comprehension, appreciation, and interpretation in order to obtain information, grasp content or messages, and understand the meaning communicated by a speaker through spoken language. Listening is therefore not merely passive hearing, but an active process involving attention, comprehension, and responses to received information.

Children with good listening skills tend to understand instructions more easily, grasp the content of stories, and respond appropriately in communication. Conversely, poor listening skills may affect overall language development. Limited listening skills and a lack of varied digital literacy media at school make it difficult for children to concentrate during storytelling, understand story content, and retell information they have heard. This indicates that stimulation has not been optimal in terms of both teaching methods and learning media.

In practice, classroom learning often still relies on conventional methods, such as reading printed books without engaging media variations. This can limit children's active involvement in learning. Yet young children tend to learn more easily through interactive, visual, and enjoyable media. Research indicates that interactive digital media can significantly improve children's attention, motivation, and language skills.

Initial observations at Aisyiyah 77 Kindergarten, Parung, found that listening comprehension among children aged 5–6 years remained low. Of the 20 children, 14 (70%) were unable to maintain attention while listening to stories, answer simple questions about story content, or retell stories presented by the teacher. Only six children (30%) demonstrated listening skills that were developing as expected. This suggests that the children need more effective stimulation through learning media that are engaging and appropriate to the characteristics of early childhood learning. In addition, discussions with the classroom teacher showed that the media used had been limited to conventional storybooks and direct storytelling without digital support. Children aged 5–6 today are growing up in a digital environment and may respond more readily to audiovisual stimuli than to static printed media. These circumstances motivated the researchers to develop an interactive digital storybook integrating text,

images, audio, animation, and interactive features to improve listening comprehension at Aisyiyah 77 Kindergarten, Parung.

Based on this background, the research questions were: (1) What are the needs and characteristics to be considered in developing an interactive digital storybook to improve listening comprehension among children aged 5–6 years at Aisyiyah 77 Kindergarten, Parung? (2) How is an interactive digital storybook developed to improve listening comprehension among children aged 5–6 years at Aisyiyah 77 Kindergarten, Parung? (3) How feasible and effective is the interactive digital storybook in improving listening comprehension among children aged 5–6 years at Aisyiyah 77 Kindergarten, Parung?

THEORETICAL REVIEW

Language skills in early childhood are a developmental aspect related to children's ability to receive and express information through verbal and nonverbal symbols. Language development is strongly influenced by social interaction and a supportive learning environment.

The nature of early childhood language skills can be understood as a process beginning at birth through which children acquire, understand, and use language as a communication tool. This ability does not emerge instantly; rather, it develops through the interaction of biological, cognitive, and environmental factors. Recent reviews identify language skills as fundamental to children's development because they underpin later cognitive, social, and academic abilities. Language therefore functions not only as a communication tool but also as a key foundation for children's learning.

Early childhood is a period of rapid development and an important foundation for later life. Development during this period significantly influences children's future growth. In the early years, children enter a sensitive period in which they begin responding to various environmental stimuli. Appropriate stimulation is therefore needed to support optimal growth and development in accordance with their age (Aldaina Kartika Putri, 2025).

According to Tarigan (2015), listening is the process of attending carefully to spoken symbols with attention, comprehension, appreciation, and interpretation in order to obtain information, grasp content or messages, and understand the meaning communicated by a speaker through spoken language. Listening is thus an active process rather than passive hearing.

Furthermore, Bromley (as cited in Dhieni et al., 2009) emphasizes that listening is the first language skill acquired by children, and the quality of their listening skills is strongly influenced by the quality of language stimuli they receive in daily activities, including classroom learning. Providing learning media that optimally stimulate listening skills is therefore an important responsibility of teachers, particularly in early childhood education.

Children with good listening skills tend to understand instructions more easily, grasp stories, and respond appropriately in communication. In contrast, poor listening skills may hinder overall language development. When listening skills are weak and digital literacy media are limited, children may struggle to focus during storytelling, understand the story, and retell information they have

heard. This suggests that stimulation through teaching methods and learning media has not been optimal.

Classroom teaching often continues to use conventional methods, such as reading printed books without engaging media. This can reduce children's active participation, even though young children tend to learn more readily through interactive, visual, and enjoyable media. Research suggests that interactive digital media can improve children's attention, motivation, and language skills (Neumann, 2021).

As technology develops, digital media have become an alternative for early childhood learning. Digital technology enables content to be presented in more engaging and interactive ways, potentially increasing children's interest and participation. Digital storybooks have been found to support children's language skills, including vocabulary, speaking, and listening (Rini Fitriyani & Elsi Rahmawati, 2025).

Language is an important aspect of early childhood development because it supports communication, thinking, and social interaction. It includes receptive and expressive skills that develop through interaction and learning experiences.

Language is particularly important for children aged 5–6 years. At this stage, children's language skills develop rapidly, both in understanding language and in expressing thoughts, feelings, and desires.

Andriani and Wulandari identify several early childhood language skills that should be developed in an integrated manner: (1) listening, or understanding information received through hearing; (2) speaking, or expressing ideas, feelings, and information orally; (3) early reading, or recognizing written symbols; and (4) early writing, or expressing ideas through scribbles or simple writing.

This study focuses on measuring listening comprehension because it underpins communication and early literacy. Listening involves integrating and interpreting sounds so that they convey meaning. It is not merely the physiological process of hearing sounds, but an active cognitive process involving the reception, identification, interpretation, and evaluation of verbal messages.

Listening is the first language skill acquired by humans, even before birth. Listening, or receptive language comprehension, is essential before children can express their thoughts productively. Listening in early childhood may be regarded as an art because it requires discipline, concentration, active participation, comprehension, and evaluation. It is therefore not passive hearing, but an active process involving attention, understanding, and responses to information.

At ages 5–6, listening skills develop rapidly. Children can listen to and understand longer, more complex stories, follow multi-step instructions, and begin retelling stories in their own words. Maulida and Siregar (2024) found that young children regularly exposed to audiovisual digital stories demonstrated more structured listening skills and better comprehension of story content. This suggests that audiovisual learning media have considerable potential to stimulate listening development among children aged 5–6.

Under Regulation of the Minister of Education, Culture, Research, and Technology No. 5 of 2022, language-development outcomes for children aged 5–6 include listening to, understanding, and responding to information from various sources, including stories they hear. This standard underpins the listening indicators used in this study: (1) maintaining attention and concentration; (2) understanding story content; (3) remembering information; (4) answering questions; and (5) retelling a story.

Digital storybooks with multimedia features can increase children's attention, support story comprehension, and expand vocabulary compared with static media, provided that interactive features are relevant to the storyline and do not cause excessive distraction. In digital media for young children, user-interface design is important because it directly affects comfort, focus, and engagement. Child-friendly digital media should have a simple, uncluttered interface that is easy to understand. Too many buttons, excessive colors, irrelevant animations, or simultaneous sounds may increase cognitive overload and interfere with comprehension.

Interactive features are most effective when designed with simple controls and visual elements focused on the main story. Overly complex features can distract children from learning objectives. Recent research on digital storybooks indicates that animations or visual effects relevant to the story can support comprehension, whereas additional visual elements that do not support the storyline may reduce comprehension.

Child-friendly digital media can therefore support a comfortable, enjoyable, and effective learning experience that improves young children's listening skills.

Children's language skills do not develop spontaneously; they are built gradually through exposure to letters, syllables, and sentences. Interactive digital storybooks can support the development of listening skills by presenting text that is highlighted in synchronization with audio narration. This enables children to connect language sounds with their written representations. When storytelling is presented in an interactive digital format, its developmental potential increases because children do not merely listen but also interact directly with the content.

Interactive digital storybooks are therefore a relevant and strategic tool for language learning, particularly in a digital era that requires future generations to be technologically literate while possessing strong language skills. This medium can bridge enjoyable learning experiences and comprehensive language-competency development.

METHODOLOGY

This study employed a Research and Development (R&D) method using the ADDIE model. It combined quantitative data from validation results and questionnaires with qualitative data consisting of comments and suggestions used to develop interactive learning media based on Articulate Storyline. R&D was selected because the study aimed not only to examine a phenomenon or test relationships between variables, but also to produce a practical product: an interactive digital storybook for use as a learning medium in early childhood education.

RESEARCH RESULTS

Product development followed the ADDIE model, comprising five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. As Sugiyono (2022) explains, Research and Development is intended to produce a particular product and test its feasibility. In this study, each ADDIE stage was carried out systematically and connected to the others, with the results of each stage informing the next.

The product was an interactive digital storybook entitled "My Healthy Body," aligned with the classroom learning theme and designed to stimulate listening comprehension among children aged 5–6 at Aisyiyah 77 Kindergarten, Parung. This section describes the needs analysis, product characteristics, and specifications developed in response to the learning conditions and needs identified during the analysis stage.

Table 1. Specifications of the Interactive Digital Storybook

Aspect	**Product Specification**
Product name	Interactive digital storybook
Story title	Lala and My World
Theme/Subtheme	My Healthy Body / Get to Know My Body Parts
Target users	Class B children
Objective	To improve children's listening comprehension skills
Number of pages	15 pages
Product format	Interactive digital
Design platforms	ChatGPT, Canva, and Flipbook
Illustrations	Full color, child-friendly cartoon style
Language	Simple, communicative Indonesian appropriate for ages 5–6
Color theme	Bright and warm colors consistent with child-friendly interface principles
Assessment	Questions about the story, a drawing project, and retelling activities

Source: Product design results (researcher, 2026).

The content specifications describe an interactive digital storybook on the theme "My Healthy Body," aligned with the first-semester learning theme for the 2026–2027 academic year at Aisyiyah 77 Kindergarten, Parung. The theme was selected because the material analysis indicated that it was relevant to the development of self-identity among children aged 5–6 and was commonly introduced early in the first semester. The story was designed to incorporate character values such as gratitude, self-confidence, and self-awareness, using a simple, coherent storyline that children could easily understand.

Implementation was the fourth stage of ADDIE. The interactive digital storybook, after validation and revision based on expert feedback, was tested directly with the research participants during learning activities. Implementation consisted of two stages: a limited trial and a field trial.

The limited trial was conducted on Thursday, July 30, 2026, involving 10 Class B children selected randomly (simple random sampling) from the 20 children in Class B at Aisyiyah 77 Kindergarten, Parung. The trial took place in

one session lasting approximately 60 minutes, from the opening activity and the main activity using the media to the closing activity, which included questions and answers and observation of children's listening skills. The trial proceeded smoothly in a conducive atmosphere. The children responded positively, appearing enthusiastic, focused, and actively engaged. During the session, the researcher observed listening skills using a prepared observation sheet.

The field trial was conducted on Monday, August 3, 2026, involving all 20 Class B children at Aisyiyah 77 Kindergarten, Parung. As with the limited trial, the field trial took place in one session using a similar procedure, but with a larger group. The field trial proceeded more smoothly, partly because the product had been revised following the earlier trial. The researcher was also more proficient in operating the media, making the learning activities more efficient and structured. All 20 children appeared enthusiastic and actively participated, answered questions displayed on the screen, and paid attention to the animations and story narration.

Evaluation was the final ADDIE stage and aimed to assess the success of the overall development process and product use. Two types of evaluation were conducted: formative evaluation throughout development and summative evaluation after implementation.

Formative evaluation was conducted continuously from analysis through implementation. During analysis, observation was used to ensure that the product addressed actual classroom needs. During development, subject-matter, media, and language experts validated the product and provided important suggestions for improvement. During implementation, formative evaluation involved direct observation and field notes during the limited trial, leading to further product revision before the field trial.

Summative evaluation was conducted after implementation to measure the product's overall effectiveness in improving children's listening comprehension. Data were obtained by comparing pretest and posttest scores from the field trial and analyzing them using the Normalized Gain (N-Gain) formula, as described below.

A feasibility test was conducted to determine whether the interactive digital storybook was suitable for classroom use. The product was evaluated by subject-matter, language, and media experts. Validation assessed product quality and gathered feedback for improvement. The assessed aspects included content suitability, language use, media presentation, and the characteristics required of learning media for children aged 5–6.

The subject-matter expert assessed the alignment of the storybook content with learning objectives, the characteristics of children aged 5–6, and the listening skills targeted by the product. Assessment used a validation questionnaire with a five-point Likert scale, where 1 indicated very poor and 5 indicated very good. The product feasibility score was 78.18%. According to the interpretation criteria, a score between 61% and 80% is classified as Feasible. The validation indicated that the content met criteria related to alignment with the early childhood curriculum, suitability for the age and characteristics of children aged 5–6, coherence between concepts and storyline, moral values, listening-development

outcomes, vocabulary richness, support for listening development, stimulation of curiosity and exploration, and connections with children's everyday experiences.

Thus, the interactive digital storybook was considered feasible for use with children aged 5–6 at Aisyiyah 77 Kindergarten, Parung. Although it met the feasibility threshold, the subject-matter expert's comments and suggestions were used to refine the product before implementation.

After content assessment, a language expert evaluated the language using a validation form with a Likert scale. The score was 91.67%, which falls within the 81%–100% range and is classified as Very Feasible. The results indicate that the language met criteria including age-appropriate vocabulary, simple and clear sentences, language structures appropriate to children's development, readable text, unambiguous wording, support for story comprehension, engaging and consistent narration, clear voice acting, appropriate intonation, a speaking rate suited to children's processing, synchronization between audio, text, and visuals, and accurate Indonesian spelling and grammar.

A media expert then assessed the product's visual and technical suitability as digital learning media. The assessment covered visual quality, colors and illustrations, layout, ease of use, navigation, stability, use of technology, audio quality, and suitability for children aged 5–6. The score was 100%, within the 81%–100% range and classified as Very Feasible. The product met the media criteria, including attractive child-appropriate visuals, suitable colors and illustrations, balanced text and image layout, illustrations that support story comprehension, easy-to-operate flipbook functions, clear and intuitive page navigation, stable operation, relevant use of technology, clear audio, synchronization of audio, visuals, and text, child safety, and the absence of unsuitable content or links.

After assessment by the subject-matter, language, and media experts, the teacher evaluated the product as its intended classroom user. The teacher completed a Likert-scale questionnaire after implementation, covering ease and smoothness of use, alignment of content with learning objectives, suitability for children's characteristics, attractiveness, child engagement, and usefulness in supporting teaching. The teacher rating was 95%, within the 81%–100% range and classified as Very Feasible. The teacher responded very positively: the media was easy to operate without special training, ran smoothly, aligned with learning objectives, suited the developmental level of children aged 5–6, attracted children's attention, encouraged active listening and participation, helped improve listening skills, and supported more effective teaching.

The average of all assessments was 91.21%, within the 81%–100% range and classified as Very Feasible. This indicates that the interactive digital storybook met feasibility criteria for content, language, and media and received a very positive response from the teacher.

Overall, the interactive digital storybook designed to improve listening comprehension among children aged 5–6 at Aisyiyah 77 Kindergarten, Parung, met the feasibility criteria and was considered very suitable for classroom use. These validation results show that the product fulfilled the Development-stage

objectives and received positive feedback during Implementation. They also informed the Evaluation stage, in which the product was refined based on validator and teacher feedback before wider use.

An effectiveness test was conducted to measure changes in children's listening comprehension before and after using the interactive digital storybook. Data were analyzed using Normalized Gain (N-Gain), following the approach referenced in this study from Hake (1999), to determine the extent of score improvement from pretest to posttest.

The analysis indicated that the interactive digital storybook improved children's listening comprehension. The mean score increased from 59.5 at pretest to 80 at posttest, with an N-Gain of 0.5061. This value falls within $0.30 \leq g \leq 0.70$ and is classified as moderate. According to Hake's (1999) effectiveness criterion, learning media are considered effective when N-Gain ≥ 0.30. Therefore, the interactive digital storybook met the stated effectiveness criterion.

Based on the criteria used in this study, the result met the effectiveness threshold. Thus, within the context of this trial, the interactive digital storybook was associated with improved listening comprehension after the media was used.

DISCUSSION

The findings are discussed in relation to the development process, feasibility assessments, and effectiveness test, with reference to the objective of developing an interactive digital storybook. The discussion interprets the results obtained at each stage.

Development of the Interactive Digital Storybook

The analysis stage showed that media development was grounded in actual learning conditions in Class B, particularly the need to stimulate listening comprehension and the limited variety of storytelling media. These findings were translated into a product combining a story, illustrations, audio narration, animation, and interactive activities. The resulting product was therefore directly linked to the needs identified during analysis, and the ADDIE stages proceeded systematically from needs identification to product design and development.

Feasibility of the Interactive Digital Storybook

Validation yielded 78.18% from the subject-matter expert (Feasible), 91.67% from the language expert (Very Feasible), and 100% from the media expert (Very Feasible). The teacher rating was 95% (Very Feasible). The average of these four assessments was 91.21%, classified as Very Feasible. These findings indicate that the product met feasibility criteria for content, language, and media and was accepted by the teacher as a user.

Differences between validator scores indicate that product quality is determined not only by visual presentation but also by content suitability and language use. The lower subject-matter score, compared with the language and media scores, is important for evaluation because it suggests that story content may require closer alignment with children's developmental characteristics.

Validator feedback concerning content suitability, illustrations, and intonation also informed product refinement.

Improvement in Children's Listening Comprehension

The trial showed an increase in the mean listening comprehension score from 59.5 at pretest to 80 at posttest. The N-Gain score of 0.5061 was in the moderate category. This increase indicates that children's listening comprehension scores improved after they used the interactive digital storybook. Audio, visuals, narration, questions, and retelling activities gave children opportunities to receive information, respond to story content, and recall the information presented.

Nevertheless, the moderate N-Gain result should be interpreted proportionately. It indicates improvement in the trial, but does not establish that all improvement was caused solely by the media. Other factors, such as children's individual circumstances, concentration, learning experiences, teacher support, and classroom conditions, may also have influenced the results. The findings are therefore best understood as evidence that the product showed potential effectiveness in the trial context.

CONCLUSION AND RECOMMENDATIONS

This study was motivated by low listening comprehension among children aged 5–6 at Aisyiyah 77 Kindergarten, Parung, where 14 of 20 children (70%) had not yet reached the expected developmental level because of limited learning media. The study aimed to identify needs, describe the development process, and determine the feasibility and effectiveness of an interactive digital storybook in improving children's listening comprehension. The study used a Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), involving 20 Class B children aged 5–6. The resulting interactive digital storybook was developed using Canva and ChatGPT.

The analysis showed that the interactive digital storybook improved children's listening comprehension. The mean score increased from 59.5 at pretest to 80 at posttest. The N-Gain score was 0.5061, within the range $0.30 \leq g \leq 0.70$ and classified as moderate.

According to Hake's (1999) criterion, learning media may be considered effective when N-Gain ≥ 0.30. The N-Gain score of 0.5061 met this criterion. The interactive digital storybook can therefore be considered effective in improving children's listening comprehension. Although the improvement was in the moderate category, the result indicates that using the interactive digital storybook made a positive contribution to children's listening comprehension.

FURTHER RESEARCH

This research and development project was carried out as thoroughly as possible in accordance with the established scientific procedures. Nevertheless, several limitations should be considered by future researchers conducting similar development studies: (1) limitations in the research subjects and location; (2) limitations in the theme and scope of the content; (3) limitations in the indicators of ability measured; (4) limitations in the platform and devices used; and (5) limitations in the duration of the trial.

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