



## The Development of Animation Video-Based Learning Media for Introducing Discipline to Children Aged 4-5 Years

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### Abstract

This research aims to develop Mehe's video-based learning animation "Aku Anak Disiplin" to introduce discipline in children aged 4-5 years. Subject in this research and development that is children 4-5 years in Early childhood education institution Anna Husada Bangkalan. Research and development this using the model Borg and Gall. Data techniques using questionnaire (media experts questionnaire, material experts questionnaire, and child question response). Media's feasibility based on the results of the media experts is obtaining the percentage 83.5%, based on the results of the experts of the material obtained a percentage of 85%. Media's feasibility based on product test results obtained a percentage of 96%. So, it can be concluded that media learning video animation "Aku Anak Disiplin" worth it is used to introduced discipline in children aged 4-5 years.

### Kata Kunci

Media  
pembelajaran,  
video animasi,  
kedisiplinan

### Abstrak

Penelitian dan pengembangan ini bertujuan untuk mengembangkan media pembelajaran video animasi "Aku Anak Disiplin" guna mengenalkan kedisiplinan. Subyek penelitian dan pengembangan ini yaitu anak usia 4-5 Tahun di Paud Anna Husada Bangkalan. Penelitian dan pengembangan ini menggunakan model Borg and Gall. Teknik pengumpulan data menggunakan angket (angket ahli media, angket ahli materi, dan angket respon anak). Kelayakan media berdasarkan hasil uji coba ahli media yaitu memperoleh persentase 83,5%, berdasarkan hasil uji coba ahli materi yaitu memperoleh persentase 85%. Kelayakan media berdasarkan hasil uji coba produk memperoleh persentase 96%. Sehingga dapat disimpulkan bahwa media pembelajaran video animasi "Aku Anak Disiplin" layak digunakan untuk mengenalkan kedisiplinan pada anak usia 4-5 tahun.

### A. Introduction

Early childhood education is one form of education, which focuses on laying the first foundation towards physical growth and development (gross and fine motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-

emotional (behavioral attitude). and religion), language and communication, according to the stages passed by early childhood. (Nurani, 2013:6-7). Education for early childhood equips children with knowledge and is also expected to equip children to become human beings with character. It is very important to instill character values from an early age. This is given that children are able to absorb very high information at an early age. One of the important character values instilled in children is discipline.

Early childhood discipline is basically an obedient and obedient attitude to applicable rules, both at home, at school, and in the community, carried out by children aged 0-6 years (Novan, 2012: 42). Character formation must be carried out in schools by considering the interaction of students with the environment (family and community) (Perdana, 2015: 420). Along with the times, the value of discipline in society is decreasing. This is evidenced by children today who do not pay attention to the rules that are applied either by teachers or parents at home. When schools apply rules so that children come on time, and there are still children who do not obey these rules.

Introducing the value of the disciplined character to children needs to be done with interesting things so that it gives an impression and is easy for children to remember. One interesting way that can be done is by using learning media. According to Mursid (2016: 46), media are "facilities or infrastructure used to help achieve learning objectives. Learning media are tools, methods, and techniques used in order to make communication and interaction between teachers and students more effective in the learning and teaching process in schools." According to the findings of the study, computer model games have an impact on cognitive development in terms of the development of the concepts of shape, color, and size (Masitoh, 2018: 389). Media is able to be a tool in establishing interaction between teachers and students in the teaching and learning process so that the subject matter can be accepted by children effectively and learning objectives can be achieved properly.

The type of media that can be used is audio-visual learning media, such as animated videos. Animated videos are a series of images that are projected as if they live according to the desired character and sound and have an aesthetic appeal so that they are interesting. Animated videos can support the learning process to achieve the goals of teaching and learning because through animated videos, and children can see and hear the material directly. Taught and directly involved in the teaching and learning process. Research results say that even mild mentally disabled children experience an increase in speaking ability as a result of treatment using picture story video media (Sutisna, 2015: 194). This indicates that audio-visual-based media can improve several aspects of early childhood development, even for children with special needs.

According to a study titled Social Media For Students' Employability Skills, which shows that social media can be an important tool for students to acquire and improve skills in the workplace, social media-based learning media is currently a trend in learning activities (Olowo, 2021: 68). By utilizing electronic-based media, learning can be carried out anywhere and anytime so that the educational paradigm that is only related to the classroom can begin to shift to technology-based learning.

Based on the statement in the previous paragraphs that today's children more easily absorb technology, even those related to learning activities. This shows that students today are very familiar with technology because they are Generation Z, who are involved with technology daily (Supriantini, 2020: 159). Therefore, the technology-based learning approach can actually be applied to learning activities even at the elementary and preschool levels.

Making multimedia-based learning media can actually be studied and developed using minimal-cost applications. Kurniawati expressed that developing animated video media can produce quality educational animation using an online platform (Kurniawati, 2020: 30). Therefore, researchers want to develop an animated video application. Based on the research results presented by Kurniawati (2020), learning using cooperative learning strategies and animated video media is more effective than traditional learning strategies and using image media to increase student learning motivation (Kurniawati, 2019: 37).

Early childhood education institution Anna Husada Bangkalan is one of the Early childhood education institutions in Bangkalan Regency, which is very concerned about inculcating character in children. This is evidenced by the learning activities at the institution, which implement pillar activities every day. The media used during pillar activities were pillar books, finger puppets, or hand puppets, according to the findings of observations made by researchers while conducting academic activities and then confirmed by interviews on October 6, 2019, at Early Childhood Education institution Anna Husada Bangkalan. Based on this, the researchers are interested in conducting research and development with the title "The Development of Animation Video-Based Learning Media for Introducing Discipline to Children Aged 4-5 Years Old".

## B. Methodology

The type of research that researchers use is Research and Development (R&D) in the field of education. The subjects in this research and development are expert test subjects (media experts and material experts), and target trial subjects (3 children aged 4-5 years at Early Childhood Education Institution Anna Husada Bangkalan)

The procedures for the research and development of the Borg and Gall model include: 1) potential and problems; 2) data collection; 3) product design; 4) design validation; 5) design revision; 6) product trial; 7) product revision; 8) trial use; 9) product revision; 10) mass production (Sugiyono, 2017:207).

**Table.** Media Qualification and Achievement Rate Conversions

Achievement Level	Qualification	Description
90% -100%	Very high	Very decent, no revision needed
75% - 89%	Tall	Decent, no revision needed
65% - 74%	High enough	Not worth it, needs revision
55% - 64%	Not high enough	Not worth it, needs revision
0% - 54%	Very low	Very unworthy, needs revision

Data collection techniques were carried out through documentation and questionnaires. Expert validation data analysis was obtained from the assessment of material experts and media experts based on the questionnaire given. The data is then analyzed with the formula: According to Komang I Sudarman in the book Wanda Ramansyah (2018: 52), to calculate the percentage of each statement item in the questionnaire, you can use the following formula:

$$\text{Percentage of Answers} = \frac{F}{N} \times 100\%$$

Description:

F = Frequency of subjects who choose alternative answers

N = Total number of questionnaire items

The results of the above calculations will be analyzed the level of validity of the media that has been developed. The analysis refers to the following criteria:

## C. Result and Discussion

### Result

The results of this development research are animated video learning media products that are ready to be validated by experts and tested for attractiveness. The following describes the presentation and analysis of data from the assessments of media experts, material experts, and target testing.

#### 1. Expert Validation

After testing the media experts and material/content experts, the validation results will be presented on the learning media that have been developed.

##### a. Media expert validation

Mr. Muhamad Afif Effindi, S. Kom., MT, is the validator who assesses and validates the animated video media "*Aku Anak Disiplin*." The validation of the media expert questionnaire results in a total score of 71 on the media's feasibility, with an 83.5 percent percentage, indicating that the media is "worthy."

##### b. Material expert validation

The validator who provides assessment and validation on the animated video media "*Aku Anak Disiplin*" is Mrs. Eriqa Pratiwi, S. Pd., M. Pd. The results of the material expert's questionnaire validation got a total score of 47 from the feasibility of the media with a percentage of 85%. The media can be said to be "adequate," but there are some suggestions.

#### 2. Target trial

The trial was carried out once with a time of 10-15 minutes according to the pillar learning schedule at Early Childhood Education Institution Anna Husada Bangkalan. Field trials were conducted at Anna Husada Early Childhood Education with the subject of 3 children aged 4-5 years. The results of the response questionnaire validation obtained a total score of 72 from the media's eligibility with a percentage of 96%. The media was included in the qualifications very feasible to use and did not need revision. Research conducted by researchers is a research and development of learning media in the world of education, especially for early childhood education. The media developed is in the form of animated videos to introduce discipline to early childhood. The object of research in this research and development is the animation video learning media that was developed and the material about discipline delivered through the media.

### Discussion

The developer carried out this research and development to develop an animated video learning media that can be used to introduce discipline to early childhood, especially children aged 4-5 years. In relation to early childhood education, learning media can be used to stimulate children's development. The principle in providing learning to early childhood is active, creative, and innovative learning as well as fun (Mursid, 2016: 10). The animated video learning media "*Aku Anak Disiplin*" is the most recent invention in early childhood learning media, notably at Anna Husada Bangkalan's Early Childhood Education Institution, because previously, the only media utilized were books and various types of dolls. These innovations can increase children's learning motivation because, in the digital era like today, children will be more interested in digital applications compared to classical learning.

According to Suryani (2018: 3), media are all forms and channels of delivering messages/information from the source of the message to the recipient of the message that can stimulate the mind, arouse enthusiasm, attention, and willingness of students so that students are able to acquire knowledge, skills or attitudes in accordance with the objectives of learning. The

animated video learning media "*Aku Anak Disiplin*" was developed to convey information about discipline in early childhood. The media is able to increase children's willingness to learn so that children are able to gain knowledge. The media testing on children evidences this, and they have high enthusiasm, and children are able to understand the contents of the media as evidenced by being able to answer guessing games on the media. Kemp and Dayton mention that the benefits of learning media are tools for delivering uniform material in the teaching and learning process (Suryani, 2003: 15-17). The media is able to convey uniform information in the form of information about discipline in early childhood. The material is said to be uniform because the media only presents material about discipline in early childhood, which will be uniform when using the media in the process of learning information.

The result of media development is in the form of animated videos packaged in applications equipped with songs and picture guessing games. However, the focus of development is the animated video "*Aku Anak Disiplin*." Animated video is a series of images that are projected as if they live according to the desired character and sound and have an aesthetic appeal that makes them attractive. The animation video that has been developed is in the form of a two-dimensional animated video with a storyline as children's daily activities. Animated videos are made as attractive as possible to increase children's interest in learning. The selection of the animated video is based on the children's current preference for watching animated videos on social media.

The resulting animated video contains disciplinary behaviors that children in everyday life usually carry out. Discipline behavior in question is such as being on time in various activities such as getting up from bed, worshipping, coming to school, and other behaviors. It aims to introduce to children that the simple things they do already reflect disciplined behavior. The results of previous research conducted by Romadhon (2017: 133) obtained the result that the development of the animated video "SALUTE" after going through several procedures was declared feasible to be used in the learning process. This is in line with the results of the development that the developers have done, that animated videos are effectively used as learning media to achieve learning goals. Animated videos are able to display information clearly because children can see and hear and follow the plot of the story presented.

The animated video media "*Aku Anak Disiplin*" is not far from advantages and disadvantages. The advantages of the animated video media "*Aku Anak Disiplin*" are, (1) the information presented is in the form of children's daily activities so that it is easily understood by children, (2) users can play the media repeatedly, (3) the addition of songs and games guessing pictures can add to the attractiveness of the media, the display of the media is not monotonous in animated videos, but when users feel bored they can replace them with others, (4) the existence of picture guessing games can be a benchmark for children's understanding of the material in the video.

In addition to its benefits, the animated video media "*Aku Anak Disiplin*" has drawbacks, such as (1) the animated video media "*Aku Anak Disiplin*" can only be accessed via gadgets and when played on a small monitor screen can limit the delivery of information, and (2) the long-term use of animated videos can cause the wearer to become dependent.

#### **D. Conclusion**

Based on the results of the development described in the previous chapter, it can be concluded that the animated video learning media "*Aku Anak Disiplin*" is an innovative learning media that can be used to introduce disciplined behavior in early childhood. It is intended to teach disciplined behavior in children's daily activities. The media is packaged in the form of an

application that is equipped with disciplinary songs and guessing games to increase the attractiveness of the media for children. The target of this development is children aged 4-5 years, especially in Early Childhood Education Institution Anna Husada Bangkalan. This research and development use the Borg and Gall model. Ten stages are taken, including potential and problems, data collection, product design, design validation, design revision, product testing, product revision, usage trial, and product revision mass production. The media's feasibility is determined by the results of a media expert's trial, which received an 83.5 percent rating, indicating that the media is "sufficient" without alteration. The media's feasibility is determined by the outcomes of the material expert's trial, which requires a percentage of 85 % to be considered "sufficient." The feasibility of the media based on the results of product trials obtained a percentage of 96%, for that the media was included in the "very high" qualification and it could be said that the media was very feasible to use and did not need revision.

Based on the conclusions and limitations in media development, there are several suggestions, including the following: 1) Suggestions for teachers from developers regarding the results of developing an animated video "*Aku Anak Disiplin*" as a medium to introduce discipline to children aged 4-5 years, namely being able to use the animated **video learning** media "*Aku Anak Disiplin*" as a digital learning media innovation, it is recommended that teachers use the media in the learning process. 2) Suggestions for Further Researchers regarding the results of developing the animated video "*Aku Anak Disiplin*" as a medium to introduce discipline to children aged 4-5 years are as follows: a.) Can develop animated video learning media with the values of other characters, or in full, which includes 9 character pillars; b) Can develop media with more attractive designs according to the characteristics of early childhood.

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