

The Use of Educational Animation Videos in Increasing the Concentration of Children Aged 5–6 Years at Paud Anugrah Mandailing Natal

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Abstract

This study describes how the use of animation videos in increasing the concentration of children aged 5-6 years at PAUD Anugrah Mandailing Natal. The purpose of this study is to find out how the use of animated videos in increasing the concentration of children aged 5-6 years. This study uses a qualitative descriptive approach. The focus of this study is the application of animated videos in PAUD Anugrah to increase concentration in children. The subjects of this study were children aged 5-6 years who sat in group B. Data collection techniques with observation, interviews and documentation. The results of this study show that several indicators of developmental achievement related to children's concentration in PAUD Anugrah develop as expected after using animated videos so that it can be concluded that animated videos can be used as an alternative learning media to increase concentration in children aged 5-6 years at PAUD Anugrah Mandailing Natal.

Keywords: Animated Videos, Concentration, Early Childhood, PAUD Anugrah Mandailing Natal, Qualitative Descriptive Research, Learning Media

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Introduction

Early childhood is also very special because this age is the golden age or also called the golden age, where during this time all potentials begin to develop, starting from the development of physical, cognitive, social-emotional abilities, art, self-concept, religious and moral values (Putri & Lubis, 2025). According to Asmidar Parapat (2020), early age (0-6 years) is the early age of developing the imagination and fantasy of every human being. Growth and development at this time will be decisive for the growth and development of children in the next stage. Early Childhood Education (PAUD) plays an important role in the early stages of children's development, especially in cognitive and concentration aspects. At the age of 5–6 years, children are at a critical phase of brain development, where proper stimulation can affect their ability to concentrate and absorb information. However, the challenge faced by educators is how to maintain children's attention that tends to be easily distracted. Early Childhood Education is an education that is organized with the aim of facilitating the growth and development of children as a whole emphasizing the development of all aspects of children's personalities (Syamsuddin et al., 2012) (Zannatunnisya et al., 2024).

Learning videos with characters that learning videos have an affective impact, namely the attitudes or behaviors demanded by early childhood are at the imitation stage so that learning videos can provide good character examples to children, so that children can imitate the behavior of the video so that it can affect children's character (Utami, Wijaya, & Anggraini, 2022). Learning videos can increase children's interest in learning because children can listen as well as look at pictures. One solution that can be applied is the use of educational animated video media. This medium has been shown to be effective in increasing concentration and interest in early childhood learning. According to research conducted by Oktavianti and Hartati (2023), the use of animated videos at Mawar Kindergarten in Padang Pariaman Regency showed a significant increase in the listening ability of children aged 5–6 years. The results showed that the experimental class that used animated video experienced an average score increase of 52, while the control class only 30.

According to Rezeki and Utami (2025), the application of animated videos in education creates an effective and fun learning environment by including not only verbal content but also actions and elements that attract children's attention. The use of animated videos in learning is not only to convey material that is aligned with the curriculum, but also to consider external factors such as experiences and environmental conditions that affect children's interest in learning. This helps children stay focused on the material and encourages them to ask questions, which reflect their curiosity and involvement in the learning process.

In addition, research by Nisawati and Maulidiyah (2019) at Kindergarten IT Utsman Bin Affan Surabaya also revealed that the use of cartoon video media can improve the listening ability of children aged 5-6 years. Media that displays funny images, diverse sounds, and interesting mimicry can attract children's attention and develop their concentration power. In the local context, research conducted at Kindergarten Negeri Pembina 1 Medan by Purba et al. (2022) shows that the use of learning animation film media can increase interest in early childhood learning. Before use of media This, children's interest in learning only reached 27.25%, but after being implemented, it increased to 87.75% in the second cycle. Based on this evidence, the use of educational animation videos at PAUD Anugrah Mandailing Natal is expected to be an effective strategy in increasing the concentration of children aged 5-6 years. By utilizing media that is interesting and in accordance with the characteristics of children, the learning process can be more fun and effective.

Based on the background description and the results of several studies, it can be concluded that the use of educational animation videos is an effective learning medium to increase the concentration of children aged 5–6 years. This media is able to attract children's attention through attractive visuals and audio, so that the learning process becomes more fun

and meaningful. Studies that have been conducted show that animated videos can significantly increase children's listening skills, learning interests, and focus. Therefore, the application of educational animation videos at PAUD Anugrah Mandailing Natal is expected to be an innovative solution in overcoming low concentration of early childhood learning.

Research Methods

The type of research conducted is a type of qualitative research with a descriptive method. Descriptive research is research that tries to describe a symptom, event or event that is happening today (Noor, 2017). With this type of research, it is hoped that later the researcher will be able to describe the phenomenon that occurs in the field regarding a situation by conducting observations and teacher interviews which are useful for obtaining valid data and information about the use of animated videos in increasing concentration in early childhood, especially the age of 5-6 years. This research was carried out at PAUD Anugrah Mandailing Natal. The research was carried out for 1 (One) week. The subject of this study is a class B teacher who guides children aged 5-6 years. The focus of this study is the use of animated videos in PAUD Anugrah to increase concentration in children. In this study, techniques were used, namely observation, interviews and documentation.

In qualitative research, the researcher as *a human of instrument* will determine the focus of the research, determine the source, collect data and data analysis. In this study, the researcher also conducted direct observations and conducted interviews with group B teachers.

In this study, the steps in conducting data analysis techniques are as follows: data reduction is an activity to summarize, select, focus on main or important things to find a clearer picture and make it easier for researchers to collect further data and search for it if needed. After reducing the data, the next step is to present the data. In qualitative research, the presentation of data is outlined in the form of a brief description, by presenting data so as to make it easier to understand what is happening and plan the next activity. Finally, drawing conclusions, in qualitative research the conclusion is a new finding that has never existed before. Findings can be in the form of descriptions or descriptions of an object that was previously unclear, which after research becomes clear (Umriati & Wijaya, 2020).

Results and Discussion

In general, research conducted related to the use of animation videos in increasing concentration in group B of PAUD Anugrah Mandailing Natal has gone well and can add new knowledge about the use of animated videos in increasing concentration in children. The research was carried out on May 5-10, 2025. Before conducting the research, observations were first made by the researcher. In the initial observation, the researcher observed how the learning process took place at the school. Which starts from the initial activity, which then continues to the core activity and then closes with the final activity.

It can be seen from some children who were escorted by their parents were greeted by the teacher with greetings and smiles upon arriving at school. Of course, this will make the child feel comfortable and safe so that it supports the teaching and learning process to be conducive and fun for children. While waiting for the presence of other children, it was observed that the teacher directed the children to play using the media available at school and while the teacher arranged the children's play environment that would be used on that day.

Furthermore, after 08.00 WIB, the teacher will direct the children to tidy up the toys they have used and prepare to take part in the opening activity. During the research process, the researcher interacted with six children. After the opening activity which included the opening SOPs, discussions about the theme of the day, and explanations of the tasks that the children would do were completed, the activity continued to the core stage. At this stage,

children will do a number of tasks that have been given by the teacher.

3.1 Steps to Use Animated Videos to Improve Early Childhood Concentration:

1. The teacher makes a lesson plan

Based on the results of observations made by the researcher, it is known that teachers have prepared a learning implementation plan for one semester, which is adjusted to themes and subthemes, and then described into the Daily Learning Implementation Plan (RPPH). The day before the implementation of learning activities, teachers first make various preparations that refer to the RPPH. The preparation includes the determination of the material to be delivered and the selection of learning media that supports the delivery of the material. In this case, the teacher prepares media in the form of animated videos that are relevant to the learning theme. This is as explained by Teacher A, the homeroom teacher of group B:

"Before starting learning activities, teachers first prepare RPPH so that the teaching and learning process can take place in a structured manner. After that, the teacher prepares learning materials and media that are tailored to the theme to be discussed. The media used is in the form of animated videos, whose content must be relevant to the theme and not contain negative elements. In addition, the language used in the video must also be appropriate for the child's level of development. (Interview results, May 6, 2025)."

Based on the results of observations, it was also found that teachers at PAUD Anugrah had prepared RPPH the day before the learning activities were carried out so that learning activities could run smoothly and structured so that learning goals could be achieved. The teacher also prepares the material and also the media to be used.

2. Teachers prepare and arrange children's play environments

Based on the results of observations made by researchers, it is known that in carrying out learning activities to increase children's concentration, teachers use media in the form of animated videos. Before the activity starts, the teacher first prepares the equipment needed to play the video, such as a laptop. This was also conveyed by Teacher A as the homeroom teacher of group B:

"Before starting learning, we first prepare equipment that will be used to play videos that have been prepared beforehand. In this activity, the only media used is laptops, because the number of children present is small so that the sound from the laptop can still be heard clearly by them. (Interview results, May 6, 2025)."

From the results of the interview, it can be concluded that teacher A, who is the homeroom teacher of group B, has arranged the children's play environment by preparing learning tools and media that will be used to display animated videos before learning activities begin.

3. Teacher setting *the* classroom environment

Based on the results of observations at Nurhidayah Kassa Kindergarten, the researcher noted that teachers tried to adjust the children's sitting positions comfortably so that they could watch the video clearly. Because the number of children in the group is not too large, the teacher does not have significant difficulty in setting up sitting positions and directing them. This was also conveyed by Teacher A as the homeroom teacher of group B:

"Before the animated video is played, the children are set in a sitting position by forming a semicircle so that they can all see the animated video well and also ensure that

they concentrate when participating in the activity using the animated video (interview on May 6, 2025)".

To ensure that learning activities run smoothly, teachers first prepare children to be ready to follow the learning process. In this case, children are prepared to concentrate on seeing the videos that will be shown, while teachers will supervise and accompany them during the activity so that the atmosphere remains optimal and conducive.

4. Teacher Explains Learning Objectives

The results of the researcher's observations show that at PAUD Anugrah, before the children are invited to watch the video, the teacher first gives an explanation of the purpose of the activity. In addition, the teacher also explained the content of the animated video to be watched, which was adjusted to the learning theme of the day. This was explained by Teacher A as the homeroom teacher of group B:

"Before the animation video is played, the children will be given an explanation of the animated video that will be shown so that they can follow it well and inform them that the activities carried out are to increase children's concentration (interview on May 6, 2025)".

So before the child sees the animated video that is displayed, the child is first given an explanation of the content of the animation video and the learning goals to be achieved, namely so that the child can concentrate when watching the video. This makes the children enthusiastic to watch the animated video that will be shown.

5. Teachers ensure children's readiness to carry out learning activities

After ensuring that the media or tools to be used, the videos to be shown, and the children's sitting positions are ready, the teacher then ensures that the children are ready to watch the show. This was also conveyed by Teacher A as the homeroom teacher of group B: "Before the animated video is played, we must first make sure that the children are in a ready condition because we hope that when the animated video is played, the children will not be busy with their own activities and ensure that they concentrate on participating in the activities (interview on May 6, 2025)."

In order for the learning process to run effectively, teachers first prepare children so that they are ready to take part in learning. In this context, teachers ensure that children are ready to watch the videos that will be shown, as well as supervise and accompany them during the activity so that the atmosphere remains optimal and conducive.

6. Teachers Conduct Learning Evaluations

Every time learning with animated video media is completed, the teacher will carry out evaluation activities. This evaluation was carried out through a question and answer session with children to find out their understanding of the content of the video that had been watched before. This is as explained by Mrs. Teacher A as the homeroom teacher of group B:

"After the children finish watching the video, we will ask some questions regarding the content of the video. In addition, the children were also asked to recount what they had seen in the video." (Interview on May 6, 2025)."

Based on the results of the researcher's observations and previous statements, it is known that teachers always evaluate after learning activities are completed. This evaluation aims to ensure that children are really listening well, understand the content of the videos they are watching, and know if there is an improvement in their vocabulary. This is in line with the main goal of learning, which is to develop children's listening skills.

3.2 The Use of Animated Videos in Improving Early Childhood Concentration:

1. Ability to focus on an activity or task

Based on the results of observations that have been made for indicators of children's ability to focus on a task or activity, it can be seen that children show development. On Monday, May 5, 2025, the learning activities at that time raised the theme of "profession" with the subtheme "teacher". On that day, there were six children present at the school, namely: A, B, C, D, E, and F. Guru showed an animated video entitled *"Getting to Know the Teacher"* with a duration of 2 minutes. The video tells the story of Pak Santo who is a teacher in a remote village.

After finishing watching the video that was shown, the teacher asked the child to make sure that the child was really concentrating on participating in the activity. As explained by Teacher A's mother as the homeroom teacher of group B, namely:

"There are 4 (Four) children who when asked about the video they have seen, they can answer according to the content of the video and there are 2 (Two) children who are starting to develop because they still have to be helped and provoked when answering questions (interview on May 5, 2025)."

So from the results of observations and interviews that have been carried out, it can be concluded that in the indicator of the ability to focus on a task or activity, it was found that out of 6 (Six) children, there were 4 (Four) children who developed according to expectations and 2 (Two) of them who began to develop.

2. Ignoring minor distractions

Based on the results of observations made by researchers on indicators of children's ability to ignore minor disturbances, it can be seen that children are able to remain concentrated following the videos they watch. This observation was carried out on Tuesday, May 6, 2025, when the theme of learning raised was the teaching profession. At that time, the children were shown an animated video titled *"Equipment a Teacher Needs"* with a duration of 1 minute. The video contains information about The teaching profession includes the teacher's workplace, the equipment used in carrying out duties, and the responsibilities of a teacher. After the video is played, the teacher asks the children questions to make sure that they are really concentrating on the content of the video.

The children also responded by stating that they concentrated on following the stories presented in the video. As explained by Mrs. Teacher A as the homeroom teacher of group B, information was obtained that:

"For indicator 2, there are 4 (Four) children who have developed according to expectations, because they can remain concentrated when there are minor disturbances such as a janitor who enters the classroom to take a broom but the children remain concentrated on following the video until the end (interview on May 6, 2025)."

So based on these observations and interviews that have been conducted, it can be concluded that in the indicator of being able to ignore minor disorders, there are 4 (Four) children who have developed as expected and 2 children who have begun to develop.

3. Complete tasks within a timeframe appropriate for their age

Indicators of children's ability to complete tasks within a time range appropriate to their age have developed according to expectations. Children retell the content of the video they previously watched. Based on the results of the researcher's observations on Wednesday, May 7, 2025, the children were shown an animated video entitled *"Getting to Know the Profession"* which was in accordance with the theme of the day, namely the police profession. As explained by Teacher A as the homeroom teacher, namely that:

"3 out of 5 children have been able to complete tasks within the appropriate time span for their age. The task given is to retell the story that has been listened to in the animated video. Children are able to tell it in their own language so that the child has developed according to expectations, then the other 3 children begin to develop because when asked to continue the story they still have to be helped by the teacher to remember the storyline (interview on May 7, 2025)."

So from the results of the observations that have been made and based on the results of the interviews, it can be concluded that the indicator of children being able to complete tasks in a time span appropriate for their age, it can be concluded that there are 3 out of 6 children who develop according to expectations and 3 of them begin to develop. For more clarity, see the following table:

Table 1. Research Results of Concentration Ability of Children Aged 5-6 Years Using Animation Videos at PAUD Anugrah Mandailing Christmas

NO	Child's Name	Indicators			Information
		1	2	3	
1	A	MB	MB	MB	MB
2	B	BSH	BSH	BSH	BSH
3	C	BSH	BSH	BSH	BSH
4	D	MB	MB	MB	MB
5	E	BSH	BSH	BSH	BSH
6	F	BSH	BSH	BSH	BSH

Source: Observation on May 7, 2025 at PAUD Anugrah

Description of Developmental Achievements:

BB (Not Yet Developed): If the child does it, it must be with the guidance of the teacher or exemplified by the teacher.

MB (Starting to Develop): If the child does it, he is still reminded or helped by the teacher

BSH (Developing According to Expectations): When the child can do it independently without having to be reminded by the teacher

BSB (Very Good Development): If the child can do it independently and help his friends who have not achieved their abilities according to the expected indicators (Directorate of Early Childhood Education Development)

Based on the data in the table, it can be seen that 4 children showed development as expected, while 2 children were in the category of starting to develop. Thus, it can be concluded that the use of animated videos in an effort to increase children's concentration age 5-6 years in group B at PAUD Anugrah Mandailing Natal has been carried out well and in line with the achievement of children's cognitive abilities.

Discussion

A teacher is expected to be able to create a conducive, fun, and active learning atmosphere for children, so that the learning process takes place with a sense of comfort and full of joy. To realize these conditions, teachers can utilize various types of learning media. One of the media that can be used is animated video. Based on the results of the researcher's observation on the application of animation video media in increasing children's concentration at PAUD Anugrah, teachers in choosing the videos to be shown pay attention to several

specific criteria. In line with Batubara's (2020) opinion, there are a number of aspects that need to be considered in choosing a learning video, including: video content must be in accordance with learning standards and objectives, the information conveyed must be accurate and up-to-date, the use of language must be adjusted to the child's age level, visual and audio displays must be of high quality, the presentation of the material must be clear and easy to understand, the video does not contain advertisements or negative elements, able to increase children's motivation and interest in learning, and the video is easily accessible and used in the learning process.

Conclusion

The use of animated videos in improving children's concentration has been proven to work well and smoothly, even though it only uses a laptop device without additional tools such as projectors or external speakers. This is possible because the number of children who are the subjects is only about 3 to 5 children, so the use of laptops is adequate as a means of video playback in learning activities. Regarding the achievement of three indicators of child concentration at PAUD Anugrah, the results of observations show that: in the indicator of the ability to concentrate on a task or activity, of the 6 children observed, 4 children showed progress according to expectations and 2 children were in the category of starting to develop. Meanwhile, in the indicator of the ability to ignore minor disturbances, it was also found that 4 out of 6 children were developing as expected, while the other 2 children were still in the stage of starting to develop. As for the third indicator, it can complete the task in the range The time is appropriate for his age, there are 3 children developing as expected and 3 children starting to develop. From these results, it can be concluded that the use of animated videos in increasing children's concentration can be categorized as good and feasible to be continued and used as one of the alternative media that can be used to increase early childhood concentration, especially 5-6 years old.

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