

Application of Animated Video Media to Improve Disciplined Behavior of 5-Year-Old Children at RA Al Rizky Padang Sidempuan

Siti Khadijah, Rahayu Dwi Utami

Abstract

This study aims to analyze the impact of the use of animated video media on improving the discipline attitude of five-year-olds at RA Al Rizky Padang Sidempuan. The method used is Class Action Research (PTK) which is carried out in two cycles, including the stages of planning, implementation, observation, and reflection. The number of research subjects was 23 children, consisting of 12 women and 11 boys. Before the action was implemented, children's disciplinary behavior was still low. After learning using animated videos that contain moral messages, children begin to show positive changes in terms of obedience to rules, habits of tidying up toys, and the ability to follow teachers' instructions. The first cycle shows early development, and the second cycle results in stronger behavioral improvements, thanks to reinforcement through discussion and the active involvement of teachers in the learning process. From the results obtained, it can be concluded that animation video media is very effective in shaping and strengthening early childhood discipline behavior, as well as creating a more interactive, fun, and meaningful learning atmosphere.

Keywords: Animated Video Media, Early Childhood, Discipline Behavior, Moral Education, Class Action Research.

Siti Khadijah

Early Childhood Islamic Education Study Program, Universitas Pembangunan Panca Budi, Indonesia

e-mail: sitikhadijahsondet@gmail.com

Rahayu Dwi Utami

e-mail: dwirahayu@dosen.pancabudi.ac.id

International Conference Global Islamic Education: Cultivating Tolerance and Interfaith Cooperation in A Multicultural (GIE), Theme: Strengthening Tolerance and Peace.

<https://proceeding.pancabudi.ac.id/index.php/GIE>

Introduction

Early Childhood Education (PAUD) plays an important role in the early development stage of children, especially in the cognitive and concentration aspects. Early childhood is an important phase in individual development, where the cultivation of moral values is the main foundation for forming good character. Early childhood, or often referred to as the golden age, is a child who is in the range of birth age up to six years. At this age, children are in a very rapid developmental phase, both physically, cognitively, linguistically, and emotionally (Widyas et al., 2024). According to Munisa (2020), early childhood is an individual who is undergoing a rapid and fundamental development process in the next life.

Disciplined behavior in early childhood is one of the important aspects in character development and the formation of a good lifestyle. According to Utami et al (2020), Discipline is one of the important aspects that must be formed and developed in an effort to make humans with good personalities. And according to Harahap and Utami (2023), discipline is getting used to obeying the rules or agreement and doing a good deed. At the age of 5, children are entering a very rapid stage of cognitive and social development, so learning about discipline must be done effectively and interestingly (Santrock, 2019). Good discipline in early childhood will have a positive impact on their ability to regulate themselves, respect rules, and interact socially harmoniously (Nurhadi, 2017).

However, the application of discipline in early childhood often faces challenges because children at this age tend to be easily bored and are less able to receive verbal directions (Putri & Hidayati, 2021). Therefore, interactive and interesting learning media is needed so that children can understand the concept of discipline in a fun way.

Discipline is also one of the moral attitudes that does not automatically appear from the moment a child is born, but is formed by the environment through the parenting style of parents towards children, teachers, and other adults around them. Factors that affect discipline include internal (internal), external (external) factors, both schools, and community/family (Bariyah & Rozana, 2025).

One of the media that is considered effective in increasing children's interest and understanding is animated videos. Animated video media combines visuals and audio that can attract children's attention and provide stimulation that is in accordance with their cognitive development (Wijayanti & Ramadhani, 2020). Through animation, children can see examples of disciplined behavior in situations that are easy to understand and can be imitated in everyday life.

Research by Prasetyo et al. (2019) shows that the use of animated video media in learning is able to significantly improve children's discipline behavior compared to conventional learning methods. With this background, it is important to apply animation video media as a means of learning in improving the disciplined behavior of 5-year-olds at RA Al Rizky Padang Sidempuan, as an effort to build strong character from an early age.

Research methodology

Classroom Action Research (PTK) is how a group of teachers can organize the conditions of learning practice, and learn from their own experiences. Teachers can try to make improvements in learning. This study uses a classroom action research methodology. Classroom Action Research (PTK) is a type of research that is conducted in the classroom and focuses on improving collaborative learning. This research was carried out in the middle of the 2024/2025 school year using a flexible research methodology that is very suitable for examining the ever-changing nature of early childhood learning. This study involved a sample of 23 children, consisting of 12 women and 11 boys. The investigation was carried out at RA Al Rizky located in Padang Sidempuan. This research uses the basic methodology of PTK (Class Action Research), which is carried out in two cycles that include four different stages:

planning, implementation, observation, and reflection. The data collection technique used a child discipline observation sheet. After the data is obtained, it will be analyzed using a computer application (excel). The technique of drawing conclusions is based on evidence and information derived from the results (willing evidence).

Results and Discussion

4.1 Research Results

Based on the results of the research conducted through the Classroom Action Research (PTK) method at RA Al Rizky Padang Sidempuan, data was obtained showing that the use of animated video media has proven to be effective in improving the discipline behavior of five-year-olds. This research was carried out in two cycles, each of which consisted of stages of planning, implementation, observation, and reflection. The subjects in this study were 23 children, with details of 12 girls and 11 boys, who were students in the five-year age group.

In the early stages before action is taken, observations show that the majority of children have not shown adequate disciplined behavior in learning activities. Children tend not to follow the rules of the class, often leave toys or study tools without tidying them up again, difficult to follow queue during the activity, and have not been able to provide a quick and appropriate response to the instructions given by the teacher. This condition reflects the weak understanding and habituation of children to discipline values. One of the causes of this problem is the use of learning methods that tend to be monotonous and less interesting, so they are not in accordance with the characteristics of early childhood which requires a visual, concrete, and fun learning approach.

As a form of solution to this problem, teachers began to apply educational animation video media as a learning tool that contains moral values, especially related to discipline. The videos used show children's characters in situations that are relevant to daily life, such as when they have to obey the rules, wait their turns, maintain cleanliness, and be responsible for their tasks. In the implementation of actions in the first cycle, the results of observations showed that there was a change in behavior that was quite encouraging. Children begin to show improvements in responding to the teacher's commands more quickly, showing effort to tidy up toys after use, and starting to get used to following the lines and rules that apply in the classroom. However, the increase that occurred was still partial and not evenly distributed among all students. Some children still show inconsistencies in implementing disciplined behavior.

Reflection from the implementation of the first cycle is the basis for compiling corrective actions in the second cycle. Teachers increase the intensity of playing animated videos more regularly and consistently, accompanied by verbal reinforcement in the form of praise or motivation when children show disciplined behavior. In addition, the teacher also invited the children to have a light discussion after watching the video to strengthen their understanding of the moral message conveyed through the show. In the second cycle, changes in children's behavior are seen to be more significant and comprehensive. Almost all children showed progress in implementing discipline attitudes. They appear to be more orderly, independent, and have the awareness to follow the rules without the need to be constantly directed by the teacher. They also began to show responsibility for the tasks and play tools used, and showed high enthusiasm in participating in learning activities. Quantitative data obtained from the observation sheet of children's discipline behavior in each cycle was analyzed using the Microsoft Excel application to facilitate measurement and comparison. The results of the analysis showed an increase in the average score of disciplined behavior from the first cycle to the second cycle. This is an indicator that learning strategies that use animated video media are not only effective in increasing children's understanding of discipline values, but are also able to change children's real behavior in the context of life in the classroom.

4.2 Discussion

In general, the results of this study confirm that educational animation video media is very appropriate to be used as a means of fun learning and at the same time shape children's character, especially in the aspect of discipline. In addition to increasing children's attraction to the learning process, this media also makes it easier for them to absorb and imitate behaviors that are in accordance with positive values. However, the effectiveness of this media also depends heavily on the active involvement of teachers in guiding children, providing reinforcement, and creating a conducive learning atmosphere. Therefore, the application of animated videos as part of the learning strategy in PAUD or RA is highly recommended to support the optimal formation of children's character from an early age, especially in terms of instilling disciplinary values that are an important foundation in their social and moral development.

4.2.1 The Effectiveness of Animated Video Media as a Tool for Disciplined Character Education

The results of the study showed that animated video media had a positive influence in improving the discipline behavior of 5-year-old children. Animated videos have been proven to be able to attract children's attention, facilitate the understanding of moral messages, and provide concrete examples in the form of visual stories that are in accordance with children's worlds.

Based on observation data before and after the application of media, there was an increase in the score of discipline behavior in most of the study subjects. Children who were often late to tidy up toys or did not want to follow the rules in class, began to show more orderly behavior after being shown educational videos that contained discipline values.

Animated videos serve as a visual-auditory stimulus that can strengthen the character learning process. This is in line with Bandura's social learning theory, which states that children learn through imitation (modeling). The character in the video becomes a role model that children imitate.

4.2.2 Forms of Behavior Change in Children's Discipline

After children were given animated videos regularly, there was a clear increase in discipline behavior. Children begin to obey the rules more, such as sitting neatly during activities, waiting for their turn while playing, and following the teacher's instructions without having to repeat them many times.

In addition, children become more independent. They get used to tidying up toys, washing their hands before eating, or completing small tasks without having to be constantly monitored. They also begin to understand when it's time to play and when to learn, so that the transition between activities goes smoother.

Children's self-control also increased. They are better able to resist personal desires, such as not pushing themselves when they want to play longer or not getting angry when they have to wait for their turn. This change was reinforced by the results of interviews with teachers and parents, who mentioned that disciplined behaviors are also starting to appear at home, such as tidying up their own things or following a sleep schedule.

4.2.3 Animation Video Suitability for 5 Years Old

Animated videos are perfect for 5-year-olds because children at this age learn better through pictures, sounds, and stories. Children are more interested in funny characters and bright colors, so the message conveyed in the video is easier to remember.

In this study, short videos (about 5–7 minutes) were used to fit the child's attention span. The story is simple, describing everyday activities such as queuing, tidying up toys, or listening to the teacher. The characters in the video behave positively and become an example for children to imitate. In this way, children can learn discipline in a fun and natural way.

4.2.4 Implementation Strategy and Role of Teachers

The application of animated videos is carried out in regular steps. First, the teacher chooses a video with an appropriate theme, such as queuing or tidying up things. After watched together, the teacher guides the child to have a light discussion so that the child understands the content of the story and the values conveyed.

After that, the teacher gives the child the opportunity to practice the behavior that has been seen, for example making class rules together or playing while learning to queue. Children who show disciplined behavior are given praise or stickers as a form of appreciation. In this way, the value of discipline is not only watched, but also applied directly by children in daily activities.

4.2.5 Obstacles in Implementation and Solutions

During the study, several obstacles were discovered. For example, children can easily get bored if the video is too long or monotonous. The solution is to choose a short video and the theme varies.

Not all videos contain educational value, so teachers need to select content carefully. In addition, there are children who just watch without understanding the content. For this reason, the discussion after watching is very important so that children really understand the value conveyed.

The limitations of devices such as LCDs or speakers are also an obstacle in some schools. Teachers can overcome this by using a small laptop or tablet and scheduling use in turn.

4.2.6 Research Implications for Early Childhood Education

This research shows that animated videos can be an effective medium for character learning, especially for instilling discipline in early childhood. This media helps teachers convey moral values in an interesting and easy-to-understand way for children.

Teachers and parents need to work together to choose the right videos and accompany the child while watching. Support from home will strengthen the habituation of discipline that begins at school. In this way, positive values are not only accepted by children, but also become habits in daily life.

Conclusion

Through the implementation of Classroom Action Research which was carried out in two cycles, evidence was obtained that the use of animated video media was able to make a significant contribution to improving disciplinary behavior in five-year-old children at RA Al Rizky Padang Sidempuan. In the early phase of the study, the children showed weak discipline behavior, characterized by non-compliance with rules, lack of awareness of tidying up the toys, and slow response to instructions from teachers.

After the implementation of the learning strategy using animated videos that contain discipline values, gradually children's behavior begins to change. In the first cycle, progress began to be seen although it was not evenly distributed. However, after improvements were made in the second cycle, such as increasing the intensity of video use, motivation by teachers, and reflective discussions after watching, the results obtained were more stable and comprehensive. Children show an increase in independence, order, and adherence to class rules.

Thus, it can be stated that educational animation videos are an appropriate and effective medium in instilling disciplinary values in early childhood, especially when supported by the active role of teachers in directing and strengthening children's behavior during the learning process.

Reference

- Al-Ghazali. (2002). *Ihya' Ulumuddin* (Jilid 1-4). Beirut: Darul Fikr.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, CO: Westview Press.
- Hasan, M. (2018). *Pendidikan Karakter Berbasis Islam*. Jakarta: Rajawali Pers.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Mulyasa, E. (2014). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.
- Santrock, J. W. (2011). *Child Development* (13th ed.). Boston: McGraw-Hill.
- Spradley, J. P. (1980). *Participant Observation*. New York: Holt, Rinehart and Winston.
- Suyadi. (2020). *Pendidikan Islam Anak Usia Dini dalam Konteks Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. (2003). Jakarta: Sekretariat Negara.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Hasanah, U. (2019). *Pendidikan akhlak pada anak usia dini*. Bandung: Remaja Rosdakarya.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Muslich, M. (2018). *Pendidikan karakter: Menjawab tantangan krisis multidimensional*. Jakarta: Bumi Aksara.
- Ramli, M. (2018). Strategi pembentukan karakter anak usia dini. *Jurnal Golden Age*, 2(1), 15–24. <https://doi.org/10.29408/goldenage.v2i1.1067>