Application of Animated Videos to Improve Early Childhood Disciplinary Behavior

Rahayu Dwi Utami, Afriya Sri Rezeki

Abstract

This study discusses the application of animated videos to improve discipline in early childhood at RA As-Syafiiyah Medan Johor. This study aims to improve discipline in early childhood through the application of animated videos. The method used in this study is classroom action research with two cycles. The results of the research in the first cycle and the second meeting on improving discipline through the application of animated videos in early childhood showed that 35% of children were starting to develop (MB), 20% were developing as expected (BSH), and 10% were developing very well (BSB). The results of the research in the second and third meetings of the second cycle showed an increase in discipline with the application of animated videos, with 85% of children developing very well (BSB). Therefore, the application of animated videos can improve children's discipline.

Keywords: Animated Videos, Disciplinary Behavior, Early Childhood

Rahayu Dwi Utami[1]
[1]Bachelor of Early Childhood Education, Universitas Pembangunan Panca Budi, Indonesia
e-mail: dwirahayu@dosen.pancabudi.ac.id

Afriya Sri Rezeki[2]
[2] Bachelor of Early Childhood Education, Universitas Pembangunan Panca Budi, Indonesia
Email: afriyasrirezeki@gmail.com[2]

Introduction

Early childhood education basically focuses on the growth and development of children which includes various aspects, such as: motor physics which includes gross and fine motor, social-emotional, cognitive, spiritual, and language (Asmidar, 2020). By providing this education, it will shape children into competent, disciplined and independent individuals who will be useful for children in the future. One of the most important Education to be stimulated from an early age is Character education. Character education not only forms a society that is firm in religious and cultural values, but also boosts morale to make responsible decisions in the face of global issues. Character education is an effort to form and develop children's character as a whole based on pure values such as honesty, trustworthiness, fairness, and being able to refrain from various violations of religious and cultural values in the community (Utami, et al., 2020). Personality and values are important drivers that serve as general guidelines or references for individuals to support decision-making and responsible behavior towards global social science issues (Rozana, 2021).

One of the characters that needs to be stimulated from an early age is discipline. Discipline is one of the most important characters to be instilled and formed from an early age. Early age is a stage of 0-6 years of age, where at this age children begin to develop an understanding of rules and consequences, and begin to form habits that will affect future behavior (Nelsen et al., 2020). Disciplined behavior can encourage discipline that comes from within the child without punishing or giving rewards.

Through a consistent approach, open communication and strengthening positive relationships can make disciplined behavior a strong basic foundation to support optimal child growth and development (Handoko, 2023). This goal is based on an independent learning curriculum that can be used as a framework to train children to be disciplined, independent and independent by developing strategies that restore the importance of implementation and evaluation. Therefore, independent learning guarantees academic independence and is a prerequisite for the development of disciplined personality values and the promotion of the development of good personality values (Indriani, et al., 2023).

The subject of this study is the RA As-syafiiyah education unit located in Medan Johor district, Medan City group B in the Bintang class with a total of 20 children, consisting of 10 girls and 10 boys. It was found that most of the approaches used were still centered on punishment and reward. This problem occurs not only in RA As-syafiiyah but also in various other educational institutions, where the application of discipline often follows a pattern of rules and regulations. The researcher conducted pre-observation with interviews with RA As-syafiiyah teachers to obtain preliminary data. From the results of the observations made, there are several problems found, that 15% of children have not been able to distinguish good and bad behavior as the basis for developing self-discipline. 25% of children do not understand social rules and norms, which are the foundation for building responsibility and discipline. 35% of children have not developed the ability to cooperate, delay desires, and obey rules with awareness. 25% of children are not yet able to make decisions, solve problems, and understand cause-and-effect relationships, which is important for building a disciplined mindset. Seeing these conditions, the researcher took indicators based on the Ministry of Education and Culture Regulation Number 5 of 2022, regarding early childhood graduation standards to achieve:

1. Children can distinguish between good and bad behavior as the basis for developing self-discipline.
2. Understand social rules and norms, which are the foundation for building responsibility and discipline.
3. Develop the ability to work together, delay desires, and obey rules with awareness.
4. Learning to make decisions, solve problems, and understand cause-and-effect relationships, which are important for building a disciplined mindset.

In this context, technology can be a tool that supports the successful implementation of disciplined behavior. The presence of digital technology in early childhood certainly poses a big challenge, especially for preschool-age children to be able to continue their education until elementary school (Zaini & Soenarto., 2021). In the era of digitalization like today, most activities use technological devices, including in the field of education.

Teachers have an important role as determinants of the success of the learning process in the classroom, especially in the 21st century, where the use of technology is demanding. By utilizing technology, teachers can create more productive, creative, and innovative learning media, such as animated videos. Animated video is an audiovisual media that contains electronic images and is accompanied by audio elements transmitted through video cassettes (Rahman, et al., 2020). Animated videos also have the potential to be an effective tool in conveying messages and values to children, including in building discipline (Papadakis, 2020). The use of animated videos in learning will make the classroom atmosphere more enjoyable, children more active, and the achievement of developmental aspects and learning goals.

The research related to this research is a research conducted by Rahayu Dwi Utami, Munisa, and Abdi Syahrial, with the title "The Influence of Storytelling Methods and Listening Skills on the Formation of Early Childhood Discipline Character". The study aims to show that the formation of discipline character of children taught by the storytelling method using hand puppets is higher than that of children taught by other methods. In contrast to the study, the research conducted by the author discusses the application of animated videos in improving disciplined behavior in early childhood. Researchers applied fun learning through animated videos, which are expected to improve disciplined behavior in early childhood.

The purpose of this study is to explore the application of animated videos as a fun learning medium to help early childhood improve disciplined behavior in daily life. The goal of this approach is for children to enjoy learning while learning relevant disciplinary skills. The results of this study provide new insights for educators and parents regarding the use of technology, especially animated videos, as a tool to improve disciplinary behavior in developing learning strategies that are more effective, engaging, and responsive to the needs of early childhood in the digital era.

Theoretical Studies

1. Early Childhood

In early childhood, children learn through play as they learn. So that children do not get bored after the learning process, educators must also be able to design games that children are not used to seeing. Therefore, we can design a game that covers all aspects of development (Rozana & Ampun: 2020). During this period, there is a process of growth and development in various aspects, one of which is the aspect of social interaction (Munisa: 2020).

Based on Article 1 Chapter 1 of the Child Protection Law of the Republic of Indonesia Number 32 of 2002, what is meant by a child is a fetus that is still in the womb and is not yet 18 years old. Meanwhile, based on the National Education System Law Number 20 of 2003, Article 28 paragraph (1), early childhood is defined as a child in the age range of zero to six years (Tatminingsih, Sri, and Iin Cintasih: 2019).

Early childhood is a child who is in their golden age, which is between the ages of 0 and 6 years, during which time they learn through play and grow and develop from various aspects of stimuli, including social interaction that can end with learning. This shows their sensitivity to the surrounding environment.

2. Disciplined Behavior

Discipline is a method developed by Dr. Jane Nelsen with the aim of educating children to have a responsible and intelligent nature (Saputra, 2023). This character is formed from habits and is based on the encouragement in children to be disciplined by obeying rules and decisions that have been mutually agreed upon without any punishment and rewards. Children

who have a disciplined character will grow up to be confident, responsible, respectful and respectful of others, independent and selfless.

Children in the digital era prefer memorization. They want the rules at home to have a logical explanation. Therefore, parents must provide a logical explanation of the rules that apply at home. Educators (teachers and parents) must convey to children the concept of responsible freedom. Educators should not let go of children without understanding the principle of cause and effect of the actions taken, as well as children understanding the consequences of the actions taken (Widya, et al., 2020).

Discipline is a way used for discipline with a positive approach by using effective communication, providing examples, praise, support, appreciation, encouragement (Sutanto and Adriani 2019). Discipline is different from punishment because it does not always make the child aware of his mistakes. This happens because discipline with punishment is only centered on the target that the child wants to achieve during the learning process. Good disciplined behavior will help children to form a lasting and strong attitude of discipline, communicate clearly about desires with agreed rules and limits. The application of disciplined behavior also aims to enable children to learn better. So that in the future, children can adapt easily to comply with the norms that apply in their environment.

3. Animated Videos

The use of technology in learning media is a form of innovation that makes the learning process easier and more enjoyable for children, so that the message that is to be conveyed can be well received. One form of application of this technology is the use of animated videos as a learning medium that is able to attract children's attention.

Animated video is a combination of two words derived from the words video and animation. Video is a medium that displays audio and visuals. While animation is an image that contains an object, both in the form of a composition and individual, the shape of an object, shadow, or additional element that looks alive because the difference in the image changes regularly and is presented on different sides (Munar & Suyadi: 2021).

Animated video is the process of moving frames to other frames in a predetermined time to create the illusion of movement, accompanied by the sound of conversation or dialogue (Husni: 2021). In addition, animated videos are also used as a support in the teaching and learning process to stimulate students' thoughts, feelings and motivation through moving images, narrative sounds and clarifying learning messages (Fitriana, 2021).

The use of animated videos makes the learning process more effective and fun, because it not only relies on verbal explanations, but also displays movements and visual elements that are interesting to children. The use of animated videos in learning does not only focus on delivering material according to the curriculum, but also considers other factors such as experiences and environmental conditions that can affect children's learning interests. Through the application of animated videos, children get a pleasant learning experience because they can see and hear the material at the same time, thus fostering curiosity and encouraging the emergence of questions that increase their interest in learning.

Research Methodology

This study uses a type of class action research (PTK) with the Kemmis and Taggart models. According to Kemmis and Taggart, PTK is a reflective assessment of problems that occur in a group of children in the classroom, which aims to improve children's understanding and reasoning in learning, so that their knowledge and abilities are further developed. The PTK model with the reference of Kemmis and Taggart involves four stages, namely: 1). Planning, 2). Action, 3). Observation, 4). Reflection, which is carried out in one cycle. The success of this study was measured based on the achievement of 85% of Very Good Developing (BSB) children. The data obtained during the learning process is analyzed in the form of percentages with the following formula:

$$P = \frac{f}{N} \times 100\%$$

Remarks: P = Percentage to be achieved

               f = Score obtained

               N = Number of Students

The data from the analysis results are then interpreted into the following achievement criteria:

1. Undeveloped (BB): Value 0%-28%.
2. Starting to Grow (MB): Value 29%-56%.
3. Growing as Expected (BSH): Score 57%-84%.
4. Very Well Developed (BSB): Score 85%-100%.

Results

1. **Cycle I Meeting I**
   1. Planning Stage

      In the planning stage, teachers prepare learning tools such as RPPH and ensure the availability of supporting facilities, such as infocus and projectors, before learning activities are carried out. This step is taken to create a conducive learning atmosphere and support the achievement of learning goals optimally.
   2. Implementation Stage

      At the implementation stage, the activity began by making a class agreement to create a positive learning atmosphere. Next, the teacher showed an animated video that showed good habits of washing hands as an effort to maintain personal hygiene. After the video is played, the teacher invites the children to discuss by reviewing the activities shown in the video to strengthen their understanding. The video is also shared with parents, so that it can be used as an educational spectacle at home, especially when children use mobile phones.
   3. Observations.

      At the observation/observation stage, teachers evaluate the improvement of children's discipline behavior through the application of animated videos. The observation results showed that as many as 13 children were in the Not Developing (BB) category, 7 children in the Starting Developing (MB) category, while no children reached the Developing According to Expectations (BSH) or Very Good Developing (BSB) categories. The percentage of observations on children's disciplinary behavior can be seen in the following table:

Table 1. Percentage Results of Cycle I Meeting I

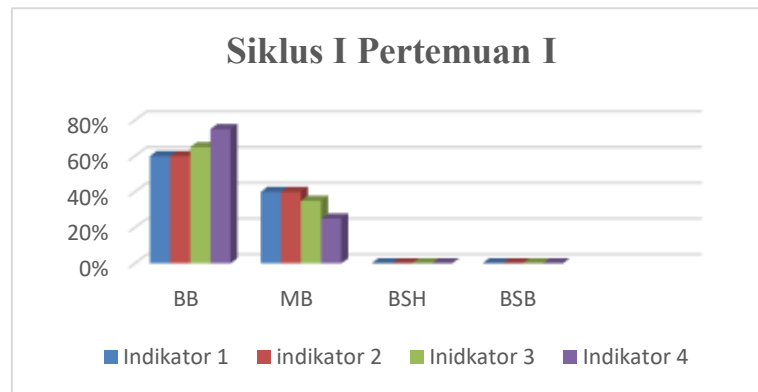| DEVELOPMENT VALUES	INDICATOR				RESULT
	1	2	3	4	
BB	12 children 60%	12 children 60%	13 children 65%	15 children 75%	13 children 65%
MB	8 children 40%	8 children 40%	7 children 35%	5 children 25%	7 children 35%
BSH	0 children 0%	0 children 0%	0 children 0%	0 children 0%	0 children 0%
BSB	0 children 0%	0 children 0%	0 children 0%	0 children 0%	0 children 0%

Figure 2. Diagram of Results of Cycle I Meeting I

4. Reflection

Based on the results of the implementation of the activity, the researcher observed that in the first cycle of the first meeting there were still several shortcomings that needed to be corrected. Some of the obstacles found include teachers who have not been optimal in conditioning children so that the classroom situation is less controlled, children are still hesitant in setting class agreements, and there are mistakes in understanding the causes of problems. Therefore, teachers are advised to deliver activities with a more creative and fun approach so that children are more enthusiastic and motivated in following the learning process.

2. Cycle I Meeting II

1. Planning Stage

In the planning stage, teachers prepare learning tools such as RPPH and ensure the availability of supporting facilities, such as infocus and projectors, before learning activities begin. The preparation aims to create a comfortable learning atmosphere and support the effective achievement of learning goals.

2. Implementation Stage

This activity began by reviewing the class agreement that had been mutually agreed. Next, the teacher showed an animated video about the activity of tidying up toys after using them as a form of implementing a responsible attitude. After the video is played, the teacher invites the children to remember and re-explain the activities shown in the video. The researcher also gave a copy of the video to the teacher to be forwarded to the student's guardian, so that it can be played back at home as an educational spectacle when children use mobile phones, so that playing time becomes more useful.

3. Observation/Observation

At the observation/observation stage, the teacher evaluates the improvement of children's positive discipline through the application of animated videos. The results of observations showed that as many as 7 children were included in the Not Developed (BB) category, 7 children were included in the Starting Development (MB) category, 4 children were included in the Developing as Expected (BSH) category, and 2 children were in the Very Good Developing (BSB) category. The percentage of observations on children's disciplined behavior can be seen in the following table:

Tabel 2. Percentage Results of Cycle I Meeting II

NILAI PERKEMBANGAN	INDIKATOR				HASIL
	1	2	3	4	
BB	6 anak 30%	8 anak 40%	8 anak 40%	6 anak 30%	7 anak 35%
MB	8 anak 40%	6 anak 30%	6 anak 30%	8 anak 40%	7 anak 35%

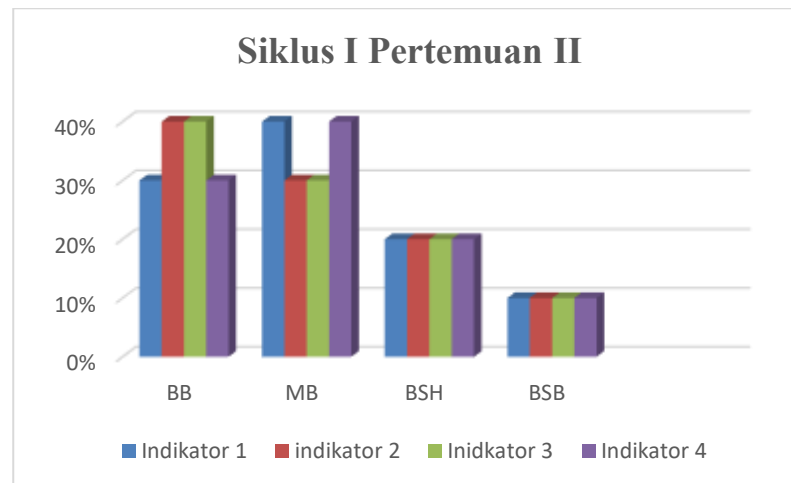|					
BSH	4 anak 20%	4 anak 20%	4 anak 20%	4 anak 20%	4 anak 20%

Figure 4. Diagram of Results of Cycle I Meeting II

4. Reflection

Based on the results of the teacher's reflection in the first cycle of the second meeting, the reflection is in the form of revision of actions carried out to identify shortcomings in the first cycle of the second meeting. The issues that arose in the first cycle of the second conference turned out to be mostly the same as the issues that arose in the first conference. Children's understanding is still lacking when understanding the cause of the problem, the teacher's teaching method has not changed much so that introducing activities must still be more creative and fun to children so that children become more enthusiastic and enthusiastic in participating in activities.

Table 3. Percentage of Results of Implementing Animated Videos in Improving Disciplined Behavior

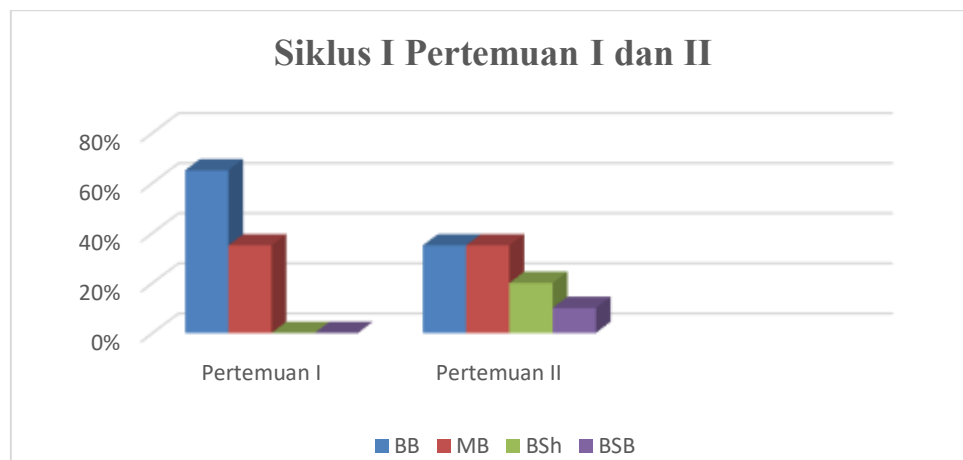| Siklus 1	Nilai Perkembangan			
	BB	MB	BSH	BSB
Pertemuan I	65%	35%	0%	0%
Pertemuan II	35%	35%	20%	10%

Figure 5. Diagram of Results of Cycle I Meeting I and II

Based on the results of cycle I, it can be seen that the results of the application of animated videos in improving disciplined behavior in early childhood have not been successful because they have not achieved 85% success. Therefore, the researcher continued in cycle II.

3. **Cycle II Meeting I**
    1. Planning Stage

        In the planning stage, teachers prepare learning tools in the form of RPPH and ensure that supporting equipment such as infocus and projectors are available before the activity starts. The purpose of this preparation is to create a comfortable learning environment and support the achievement of learning objectives.

    2. Implementation Stage

        This activity was carried out by reviewing what class agreements had been made together. The teacher showed an animated video familiarizing himself with the four magic words, namely sorry, please, thank you, and excuse me. After that, the teacher asked again what activities were done in the video, and invited the children to tell about their experiences in saying magic words. The researcher also shared videos with teachers to share with their parents so that children can return to watch at home when children want to play mobile phones so that parents can provide useful spectacle.

    3. Observation/Observation

        At the observation/observation stage, teachers evaluate the improvement of children's discipline behavior through the application of animated videos. The observation results showed that there were no more children included in the Not Developed (BB) category, 2 children in the Starting Developing (MB) category, 5 children in the Developing As Expected (BSH) category, and 13 children had reached the Very Good Developing (BSB) category. The percentage of observations on children's disciplinary behavior can be seen in the following table:

Table 4. Percentage Results of Cycle II Meeting I

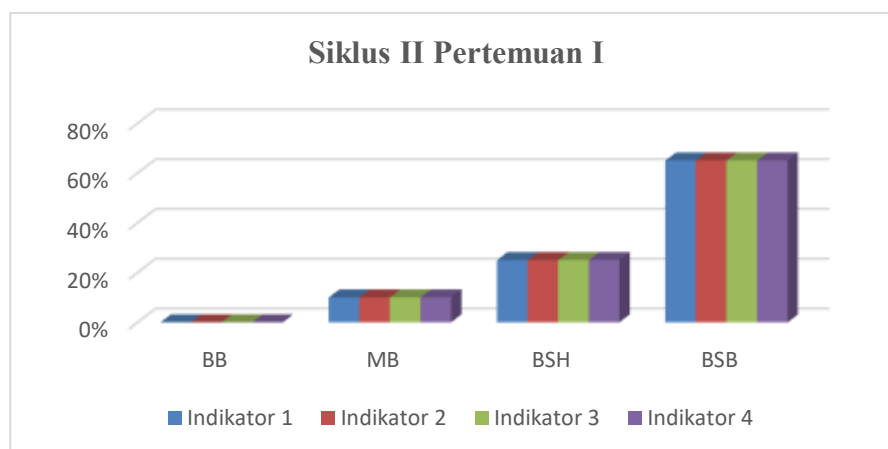| NILAI PERKEMBANGAN	INDIKATOR				HASIL
	1	2	3	4	
BB	0 anak 0%	0 anak 0%	0 anak 0%	0 anak 0%	0 anak 0%
MB	2 anak 10%	2 anak 10%	2 anak 10%	2 anak 10%	2 anak 10%
BSH	5 anak 25%	5 anak 25%	5 anak 25%	5 anak 25%	5 anak 25%
BSB	13 anak 65%	13 anak 65%	13 anak 65%	13 anak 65%	13 anak 65%

Figure 7. Diagram of Results of Cycle II Meeting I

    4. Reflection

        Students who are in the categories of Developing According to Expectations (BSH) and Developing Very Good (BSB) have increased from the previous cycle. This is due

to the use of animated video media that succeeds in attracting children's attention, so that the learning process becomes more effective and fun.

4. **Cycle II Meeting II**
   1. Planning Stage

      In the planning stage, teachers prepare learning tools in the form of RPPH and ensure that supporting equipment such as infocus and projectors are available before the activity starts. The purpose of this preparation is to create a comfortable learning environment and support the achievement of learning objectives

   2. Implementation Stage

      This activity was carried out by reviewing what class agreements had been made together. The teacher shows an animated video about the cause of children coming to school late and the researcher as a storyteller tells stories with dolls. After that, the researcher asked again what activities were done in the video, invited the children to guess the content of the story that was shown and invited the children to role-play. The researcher shared the video with the teacher to share with the student's parents so that parents had a good impression when the child asked to play with the cellphone.

Figure 8. Storytelling and Role-Playing

   3. Observation/Observation

      In observation, the teacher evaluates the improvement of positive discipline of children through the application of animated videos. The observation results showed that there were no children in the Not Developing (BB) category, and the Starting Developing (MB) category, there were 3 children in the Developing According to Expectations (BSH) category, and 17 children in the Very Good Developing (BSB) category. The percentage of observations on children's disciplinary behavior can be seen in the following table:

Table 5. Percentage Results of Cycle II Meeting II

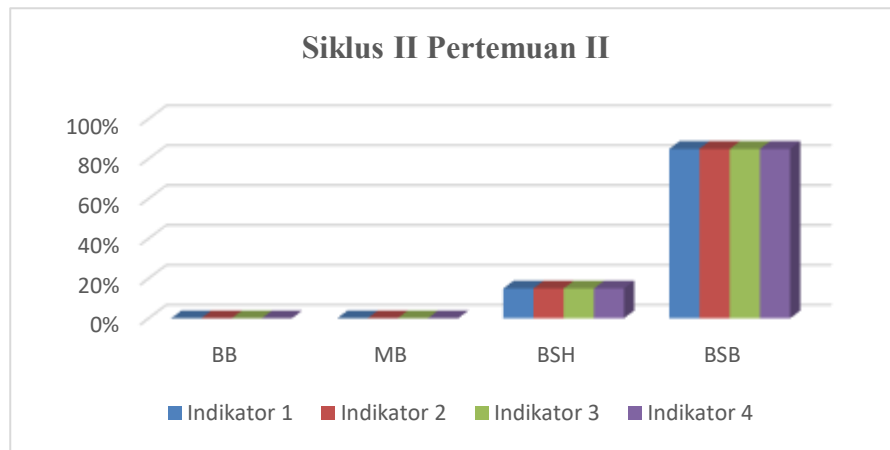| NILAI PERKEMBANGAN	INDIKATOR				HASIL
	1	2	3	4	
BB	0 anak 0%	0 anak 0%	0 anak 0%	0 anak 0%	0 anak 0%
MB	0 anak 0%	0 anak 0%	0 anak 0%	0 anak 0%	0 anak 0%
BSH	3 anak 15%	3 anak 15%	3 anak 15%	3 anak 15%	3 anak 15%
BSB	17 anak 85%	17 anak 85%	17 anak 85%	17 anak 85%	17 anak 85%

Figure 9. Cycle II Meeting II Results Chart

4. Reflection

In the second cycle of the second meeting, the results obtained showed a significant increase in the application of disciplinary behavior, with 85% of children achieving the Very Good Developed (BSB) category. Children show progress in understanding consequences and responding to class rules more consistently.

Table 6. Percentage of Results of Implementing Animated Videos in Improving Disciplined Behavior

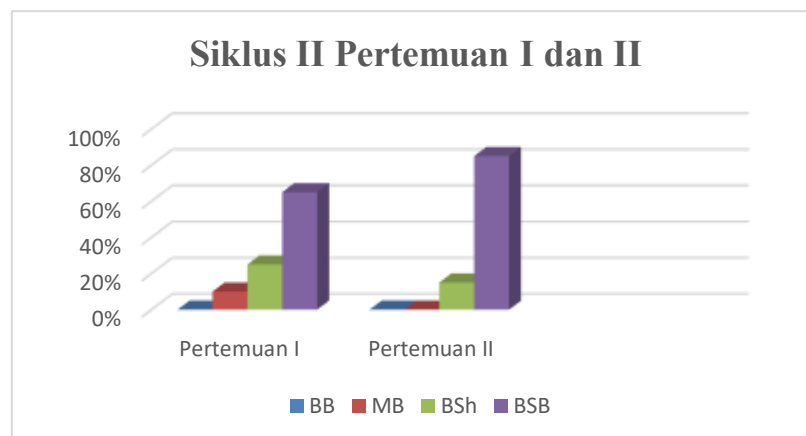| Siklus 2	Nilai Perkembangan			
	BB	MB	BSH	BSB
Pertemuan I	0%	10%	25%	65%
Pertemuan II	0%	0%	15%	85%

Figure 10. Diagram of Results of Cycle II Meeting I and II

Based on the results of cycle II, it can be seen that the results of the application of animated videos in improving disciplined behavior in early childhood have been successful because they have achieved 85% success. This research ended in the second cycle of the second meeting with the achievement of 85% of children Developing Very Well (BSB).

Conclusion

From the results of this study, the results of the application of animated videos to children have an impact on children being able to distinguish good and bad behavior as the basis for developing self-discipline, children are able to understand social rules and norms, which are the foundation for building responsibility and discipline, develop the ability to work together, postpone desires, and obey rules with awareness, children are able to make decisions, solve

problems, and understanding the causal relationship, which is important to build an early childhood discipline mindset in improving discipline behavior.

In the digital era, the use of technology such as animated videos is an effective solution to support fun and engaging learning for children. This study uses the classroom action method to observe the impact of the use of animated videos in improving disciplined behavior. This research provides new insights for educators and parents to utilize technology as a tool to improve children's discipline behavior, while contributing to more innovative and relevant learning strategies in the modern era.

References

[1] Fitri, F.A (2021). Pengembangan Video Pembelajaran Menggunakan Aplikasi Kinemaster pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu,* Volume 5 No.6 Hal. 6330-6338.

[2] Handoko, Y. H. Y. (2023). "Disiplin dan nilai-nilai religius dalam membentuk perilaku tangguh dan tanggung jawab." *Injire*, 1(2), 201–212.

[3] Husni, P (2021). *Pengaruh Penggunaan Media Video Animasi Terhadap Motivasi Belajar Siswa*. Jambi

[4] Indriani, Nina., Indriyanis Suryani.,& Lu'ul'ul Mukaromah. (2023). Implimentasi Kurikulum Merdeka Belajar Dalam Pembentukan Karakter Disiplin Peserta Didik Di Sekolah Dasar. *Khazanah Pendidikan: Jurnal Ilmiah Kependidikan*, Vol. 17 No .1, Hal. 242-252.

[5] Munar,Asyiful. Suyadi. (2021). Penggunaan Media Animasi dalam Peningkatan Kemampuan Menyimak Anak Usia Dini. *Kindergarten: Journal Of Islamic Early Chilhood Education*, Vol. 4 No.2 Hal.155-164.

[6] Munisa. (2020). Pengaruh Penggunaan Gadget Terhadap Interaksi Sosial Anak Usia Dini Di TK Panca Budi Medan. *Jurnal Abdi Ilmu,* Vol 13, Hal. 102-114.

[7] Nelsen, J., Lott, L., & Glenn, H. S. (2020). Positive discipline for preschoolers: For their early years--raising children who are responsible, respectful, and resourceful. Harmony.

[8] Papadakis, S. (2020). Tools for evaluating educational apps for young children: a systematic review of the literature. Interactive Technology and Smart Education, 17(4), Hal. 397-415.

[9] Parapat,Asmidar. (2020). *Model Pendidikan Anak Usia Dini*. Makassar: Yayasan Barcode.

[10] Rahma, S., Utami, S., & Hapidin, H. (2021). Implementasi Disiplin Positif dalam Pengasuhan Anak Usia Dini. Jurnal Obsesi: *Jurnal Pendidikan Anak Usia Dini*, 5(2), Hal. 1719-1728.

[11] Rahman, M.H., Kencana, R., & Faizah, N. (2020). *Pengembangan Nilai Moral Dan Agama Anak Usia Dini*. Edu Publisher.

[12] Rozana, Salma., Bantali, Ampun. (2020). *Stimulasi Perkembangan Anak Usia Dini*. Edu Publisher.

[13] Rozana, Salma., Syahrial, Abadi., Astuti, Ria., Ubaidillah., Widya, Rika., Tullah, Rachmat., Anwari, M.A., Mahardhani, J. A. (2021). *Strategi Taktis Pendidikan Karakter Anak Usia Dini*. Edu Publisher

[14] Saputra, A.S. (2023). Menumbuhkan Disiplin Diri Melalui Disiplin Positif Restitusi. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri,* Vol. 09 No. 02 Hal. 5666-5682.

[15] Sutanto,Vita Sutanto.,Ari Andriani. (2019). *Positive Parenting: Membangun Karakter Positif Anak.* PT. Pustaka Baru.

[16] Tatminingsih, Sri dan Iin Cintasih. (2019). Dasar-Dasar Pendidikan Anak Usia Dini. Banten: Universitas Terbuka.

[17] Utami, Rahayu D., Munisa., & Syahrial, Abdi. (2020). Pengaruh Metode bercerita dan Kemampuan Menyimak Pada Pembentukan Karakter Disiplin Anak Usia Dini. I*Jurnal Serambi Ilmu,* Volume 21 No.2 Hal. 287-300

[18] Widya, Rika., Bahtiar Siregar.,Salma Rozana. (2020). *Holictik Parenting*. Tasikmalaya: Edu Publisher.

[19] Zaini, H., & Soenarto, S. (2021). Persepsi Orangtua terhadap Hadirnya Era Teknologi Digital di Kalangan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), Hal. 90-101.