


Development Of Animated Video Media To Improve Learning Motivation And Character Of Early Childhood Students

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ABSTRACT

Education is an action to improve the life of the nation. There is a relationship between the idea of improving the life of the nation and its implementation, which can be achieved through various means, such as curriculum development, teacher preparation through pre-service education, teacher education and training on the job, the teacher development system in the workplace, the training process, especially in choosing learning strategies and implementing educational assessments. Several factors influence the success of learning to use strategies in education. Teachers' work is not the only source of learning. Teachers' ability to choose learning strategies to increase the achievement of learning goals, which refer to student achievement in class, is part of their job. Various strategies are designed and evaluated to improve student learning. This research aims to (1) Create learning media; and (2) explain how animated videos function to increase learning motivation and character of group B students at Kemala Bhayangkari 04 Kindergarten, Bogor City. The research method used refers to the ten steps developed by Borg & Gall, which consist of a preliminary study; planning; initial product development; initial trials; initial product revisions; field trials; revision of field trial results; operational trials; and revision of the final product. The products that have been developed are tested using quasi-experimental methods. Using the t test, it is known that animated videos increase students' motivation to learn and their character. Effectiveness can be seen from the average value of learning motivation and the character of students in group A and group B which are very different before and after using animated video media in learning.

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Introduction

Education is an action to improve the life of the nation. There is a relationship between ideas to improve the life of the nation and their implementation, which can be achieved through various means, such as curriculum development, teacher preparation through pre-service education, teacher education and training on the job, systems for developing educators in the

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workplace, training processes, especially in choosing learning strategies, and implementing educational assessments.

Several factors influence the success of learning, including the use of strategies in education. Teachers' work is not the only source of learning. Teachers' ability to choose learning strategies to increase the achievement of learning goals, which refer to student achievement in class, is part of their job. Various strategies were designed and evaluated to enhance students' learning from texts, according to Kombartzsky et al. (2010:426). "Various deep strategies have been designed and evaluated in order to improve students' learning from texts".

Various strategies are designed and evaluated to improve student learning. By understanding the concept and application of media in learning thoroughly, students will have the ability to develop their own learning media. Motivation is very important for the student learning process. Motivation can increase initiative (initiation) and persistence in doing various things, according to Arnold (2009:58-59). Students will try to start the assignment they want. In addition, students tend to carry out the desired task until it is completed. Teachers use student assignments to help students achieve learning goals. Student motivation when studying is an important factor in their learning success, apart from choosing the right learning strategy.

According to Elliott et al. (2000: 332), "Motivation is defined as an internal state that drives us to act, compels us in different directions, and remains engaged in certain activities." to act, push towards it, and engage in certain activities. To achieve student learning goals, the learning process is very important. According to Chapter I of Minister of Education and Culture Regulation Number 65 of 2013 concerning Standards for Primary and Secondary Education Processes, the learning process in Education Units is designed to be interactive, inspiring, fun and challenging. This motivates students to participate actively and provide sufficient space for creativity, initiative and independence. Educational units meet students' needs, interests and physical and psychological development.

Dornyei (2001:116) conveys, "With motivation being as important a factor in learning success as argued earlier, teacher skills in motivating learners should be seen as central to teaching effectiveness". Because of the importance of motivation as a factor in successful learning, teachers must be at the center of effective teaching. Apart from achieving cognitive learning goals, the success of learning also depends on the emergence of characterful student behavior. The behavior of a person with character shows their psychological condition. Student character is very important because moral behavior will shape humans in the future. According to Lickona (2013:72), Character consists of practical values. This character develops into character, a reliable mind that is used to act morally in various situations. Until adulthood, character will be formed and attached to themselves.

Character as a moral disposition fosters and combines attitudes and principles in acting. According to Woolfolk, moral reasoning is a process that involves thinking about what is right and what is wrong, as well as making active moral judgments through understanding applicable rules and norms.

Students' character education includes more than just an understanding of

what is right and wrong; it also helps them behave, behave and act in accordance with the values underlying their personality.

The heroes' struggles teach students that success can only be achieved with motivation and hard work. Students can get inspiration and real examples of enthusiasm, motivation and hard work in fighting for Indonesian independence. According to research by Patty et al. (2010:354), values can be useful in a person's life, influencing decision making and forming appropriate goals. The results of a preliminary study conducted through needs analysis, observations and interviews in February 2024 showed that students' motivation to listen to stories was still low. This is shown by student documentation on the "book-based learning method" as much as 66% below the criteria. Group B teachers said that many students were less interested in paying attention to the teacher when telling stories.

Apart from that, teachers only use puppets as media, and they only use story books, so it is less interesting. The results of the interview show that habituation activities in the context of character formation have been carried out. However, student results are still very low. It is very important to innovate learning based on the conditions that have been described.

Robertson (2015:30) emphasize, "Teachers also need professional development in the pedagogical application of those skills to improve teaching and learning. Technology support for teachers on a day-to-day basis is important as well".

Teacher professional development is also needed to improve teaching and learning. Technological support for teachers' routines is also important. It is hoped that teachers will become more skilled and have facilities that support learning. By considering the effectiveness of learning media, in this case the learning objective is to increase the motivation and quality of students' hard work, student characteristics, limited resources such as computers owned by each school, and teacher interest in the learning media that students have used, this research was conducted to develop learning media in the form of animated videos to increase student motivation and character.

To achieve learning goals, learning places must be designed in a way that allows students to acquire knowledge. According to Newby, et al. (2000: 117), "An instructional medium as a means of providing a stimulus-rich environment for learning". Instructional media is a means that provides an interesting learning environment so that students feel comfortable in gaining knowledge. The media development process mentioned by Allesi & Trollip (2001: 410)

Includes planning (planning), which includes determining the scope of the material, identifying student characteristics, formulating goals and costs, creating planning documents, creating a style guide, establishing and gathering sources, soliciting initial opinions or consulting with experts, and defining the look and feel. The focus of this research is limited to students who do not have the motivation to learn, the character of hard work that is not visible to students, the use of learning media that is not optimal, and the teacher's need for animated video media. Thus, the focus of this research is the development of animated video media regarding the material "Preparation for Indonesian Independence", which is intended as a way to increase students' desire to learn and the spirit of hard

work. Jeong (2012:6) emphasizes: “ *Among a variety of instructional media, video technology is believed to be particularly useful and suitable for problem -based learning because it can convey setting, characters, and action in an interesting way and can portray complex and interconnected problems*”.

In other words, among various types of learning media, video technology is considered very useful and then changed. This study involved group B students from Kindergarten Kemala Bhayangkari 04, consisting of 6 students for the limited trial and 8 students for the expanded trial. These students came from Kindergarten Kemala Bhayangkari 04. The operational field trial involved 40 students, consisting of 10 students from group A and 10 students from group B1 as the control class and 20 students from group B2 as the experimental class. Most of these students are located in Bogor City.

Problem-based learning because it can convey setting, characters, and action in an interesting way and can depict complex and interconnected problems. Animation is also good for development. Animated films because it has been found that watching animated films increases learning (Astuti & Mustadi, 2014). However, “A science teacher may stress the perseverance of those students who have worked hard to improve,” said Dimerman (2009:9–10). Classroom teachers can emphasize student persistence. Practicing perseverance to achieve the goal of forming discipline can help improve character.

It is hoped that the animated videos developed in this research can provide new learning experiences for students and help teachers in the learning process. It is hoped that this new learning experience will help students become more motivated to learn. It is hoped that the characters in the animated video will learn how to behave well.

Method

This research uses the research and development model created by Borg & Gall (1983:775-776), which consists of ten steps. The focus of this research includes nine stages, namely: (1) initial research and information gathering; (2) planning; (3) drafting the project; (4) limited trials; (5) limited improvement in trial results; (6) field trials; (7) improvement of field trial results; (8) operational trials; and (9) final product improvement.

Product trials consist of three phases: limited trials, field trials, and operational trials. Before being tested, the learning tools are validated by material experts and media experts. This research collects data using questionnaires and observations. This research uses a product assessment scale, learning motivation scale, self- assessment questionnaire regarding hard work character, character observation guidelines, teacher and student response scales.

The data analysis method used in this research is analysis of the effectiveness test of animated video media products and product feasibility test analysis. The results of evaluating product suitability by media experts and material experts are considered to meet standards if they reach a minimum of 70% of the good category. The product effectiveness test was carried out using the t test, and the assessment results scores were compared with the total average.

Results

Preliminary Study This media developed animated video material "Complying with Regulations" because of the industry's need for media as an alternative learning resource that is interesting for students and helps them understand what is being taught. Observations, interviews, and analysis of previous documents or products are used to obtain information. The results of interviews conducted at school show that students do not have the motivation to learn. This is shown by 66% of students' reading interest being below the achievement value. The teacher in group B1 said that during the lesson, many students were not interested in listening to the story being read. Apart from that, teachers only use storybook media when teaching and are limited to finger or hand puppets.

Teachers currently only use magazines and sometimes only use photo documentation media. The subject stated this as follows. According to an interview with the class teacher in February 2024. "The method I use in storytelling lessons is more based on the lecture method, but I also sometimes use pictures in magazine books held by students to help students achieve book-based material." Learning activities are very useful for students who have visual and audio learning styles. Apart from that, at the school there are facilities in the form of an LCD (Liquid Crystal Display) which can help students learn. The LCD procurement was carried out by UPT to ensure minimal services in schools. The subject in his statement stated this as follows.

"There are many facilities at the school, including LCD and internet. I look for references from the internet if needed in learning. "In fact, it would be better and more interesting if there were films or videos that could be used to promote fairy tales or stories for young children." In interviews held with class teachers in February 2024." The teacher explains how important it is to build character values in students if they understand the character values instilled in the learning process. This is explained in the following statement. "To form good attitudes, habituation and modeling examples are the best ways to learn character. In fact learning does not only emphasize knowledge it also emphasizes attitudes and skills. In addition watching television is something that children really like can interfere with their behavior. Therefore, instilling culture is very important so that students become intelligent people and have strong character (Interview with class teacher June, 2024)."

At the literature study stage, researchers studied theories about animated videos as a medium for increasing learning motivation and character, especially the character of hard work. This study was carried out by analyzing books and journals related to researchers' needs for developing animated video media. The results of the center's study show that using animated videos can attract students to study, increasing their motivation to learn. Apart from that, it can develop the value of students' hard work, so research is carried out to make animated videos. As it is already known, the analysis stage of the media and documents used shows that students are very interested in learning quietly, similar to the textbooks used. This shows that teachers need learning media that can encourage students to learn and encourage them to work hard. Considering that teachers can only use laptops

and Liquid Crystal Display (LCD) projectors, the media needed are animated videos shown conventionally to increase students' learning motivation and hard work enthusiasm.

Based on the findings of the preliminary study above, it can be concluded that teachers need learning media that is able to motivate students and make it easier for students to understand lessons. Apart from that, the media must also instill values about character so that students can emulate good attitudes and develop the traits needed to achieve learning goals. Apart from that, this animated video media is tailored to student needs.

Data Expert Validation Results

Media experts assessed the suitability of animated videos as media products with a total score of 65 in the "Very Good" category. resulting in an assessment with a score of 74 and also categorized as "Very Good". The assessment shows that animated videos made from media elements are very suitable for use.

Data Analysis Limited trial

Involving six group B students at Kindergarten Kemala Bhayangkari 04. The six students were randomly selected based on their ability level: high, medium, and low. This very small trial was carried out to achieve research objectives and improve animated video media products, as well as to get an idea of student learning in class. The data obtained consists of student and teacher responses. Student Respondents: Table 1 shows data from student response questionnaires regarding the use of animated video media.

Table 1. Results of Student Responses regarding Animation Video Media Products

No.	Name	Total	Value	Criteria
1	Alfarizi	33	B	Good
2	Gazala	34	A	Very Good
3	Areta	32	B	Good
4	Arsyilla	34	A	Very Good
5	Khanza	33	B	Good

In this limited trial, students responded well to the use of animated videos in learning, with an average score of 33.17 and the "Good" category, as shown by the results of student responses in the table above. Figure 1 shows the percentage of responses given by students.

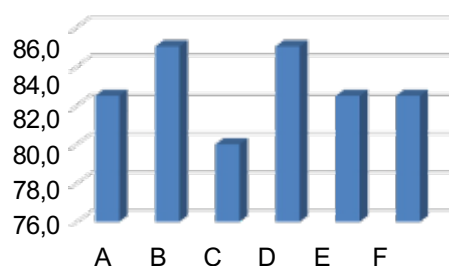


Figure 1. Percentage of Student Responses on Limited Trials

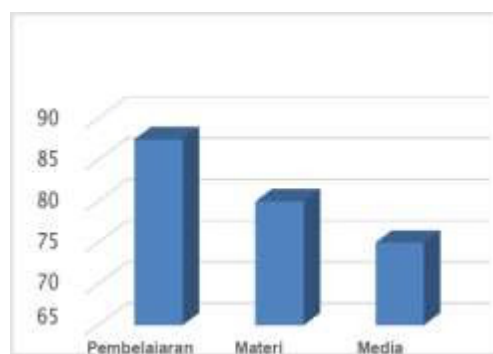
Teacher Response:

Table 2 displays data from the teacher response questionnaire regarding the use of animated video media.

Table 2. Results of Teacher Responses regarding Animation Video Media Products

No.	Aspect	Score	Category	Value
1	Learning	7	SB	Very Good
2	Material	16	B	is good
3	Media	9	B	Good
Total Score		32	B	Good

Based on Table 2, the teacher's response to the implementation of animated video media in the learning process is good. The following figure shows the percentage of teachers' responses to the acceptability of animated video media in the classroom. The "Good" category is obtained from the total score of both aspects, with a percentage of 80.83%.



In this limited trial, students responded well to the use of animated videos in learning, with an average score of Figure 2. Percentage of Teacher Responses on Limited Trials.

Data analysis:

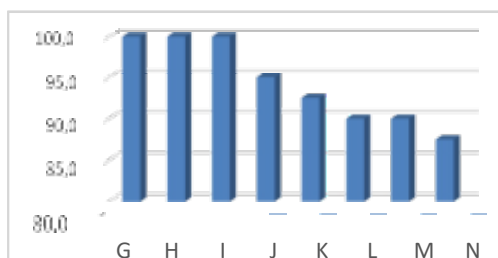
The trial was extended to eight students in the B2 group at Kindergarten Kemala Bhayangkari 04. The eight students were randomly selected based on their ability level: low, medium and high. The pilot data was expanded to include teacher and student responses. All data is analyzed here. Student Response

Table 3 shows the data from the student response questionnaire.

Table 3. Results of Student Responses about Products in Expanded Trials

No.	Name	Score	Value	Criteria
1.	Alfarizi	40	A	Very Good
2.	Gazala	40	A	Very Good
3.	Areta	40	A	Very Good
4.	Arsyilla	38	A	Very Good
5.	Khanza	37	A	Very Good
6.	Kenzi	36	A	Very Good
7.	Alvigan	36	A	Very Good
8.	Almira	35	A	Very Good
Total		302		
Average		37.75	A	Very Good

Based on the data in the table above, it can be seen that students' responses to the use of animated video media are on average in the "Very Good" category, with 8 students from the expanded trial subjects giving an A grade for animated video media, and the overall response average the expanded test subject was 37.75, with the percentage of student response scores being in the "Very Good" category.



Teacher Response

Table 4 below shows data from the teacher response questionnaire.

Table 4. Results of Teacher Responses in the Expanded Trial

No.	Aspect	Score	Category	Value
1	Learning	8	A	Very Good
2	Material	17	A	Very Good
3	Media	10	B	Good
Total Score		35	A	Very Good

According to the table above, the teacher's response to this expanded trial phase regarding the use of animated video media in learning is in the "Very Good" category, the material aspect is in the "Very Good" category, and the media aspect is in the "Good" category. Figure 4 shows the percentage score of teacher responses to animated video media products in the expanded trial.

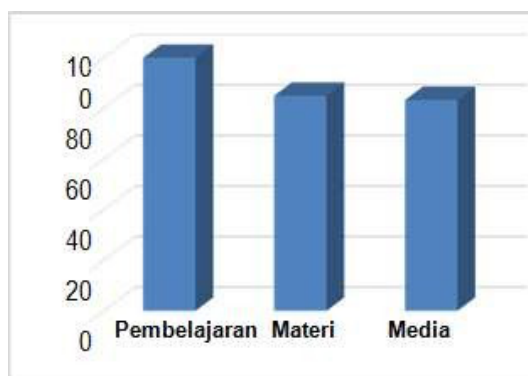


Figure 4. Percentage of Teacher Response Scores in the Expanded Trial

Data Analysis of Operational Trial Results

In this trial, there were two classes out of three classes. Two classes function as experimental classes, and the other two classes function as control classes. Group B2 has 20 students as the experiment, and Groups A and B1 have 10 students each as the control class. In the operational trial phase, data, cognitive learning outcomes, learning motivation, and responses

Students and educators are gathered. Analysis of data regarding students' learning motivation and character formation in operational trial activities in experimental classes shows a significant increase in results. Table 5 shows the differences in the average increase in total score.

Table 5. Average Difference in Total Scores for Learning Motivation and Hard Work Character

Data	Pre	Criteria	Post	Criteria
Learning Motivation	57,65	B	61,70	A
Work Character	55,14	C	67,38	B

And the media aspect received a score of 21 with an A in the "Very Good" category. Based on a response questionnaire from 23 students, the average student score was 39.4 in the "Good" category, which shows that 94% of student responses to animated videos have been used well in learning activities.

Final Product Review

Apart from that, Table 6 shows the significance value based on the results of the experimental class t-test.

Table 6. Significance of the Experimental class t

Data	<u>Significanc</u>
Motivation to Learn	0.000
Character Hard Work	0.000

Based on the table above, learning motivation and hard work character each have a significance value of 0.000. In other words, there are significant differences in students' learning motivation and work characteristics before and after using animated videos. Therefore, the promotion of animated video media succeeded in increasing learning motivation and character building for group B students.

Teacher and Student Responses

After using animated video media and giving an assessment score to the teacher, the teacher's response was "Very Good". The earned value shows these results. given, namely the material aspect received a score of 23 with an A value in the "Very Good" category, and the media aspect received a score of 21 with an A value in the "Very Good" category. The final product of this research is improvements from input and from limited trial drafts, expanded trials, and operational trials. The final product of this research is animated video media which contains stories about complying with regulations.

Material, cost, and time are some important factors when designing animated video media. The material selected is based on basic competencies and considers material that is impossible to present again in past contexts. The costs are adjusted according to the researcher's funds, which allows the production of animated videos of different lengths. The material considered is material that already exists in the second semester and the video making process must be

completed before the material is delivered according to the teacher's learning program.

Animated video media has pictures, animation, reading text, audio, bright colors, clear graphic backgrounds, and music. This keeps students motivated and interested during learning. Each episode has a summary and evaluation questions, so that animated video media can be used as a tool to measure how well students understand the subject matter. This animated video has a short dialogue that connects the material to be studied so that students become more interested in understanding it. By cutting out characters in videos, animation media has the ability to increase students' motivation to learn and develop their characters.

Discussion

The animated video media story "Patuh Terhadap Peraturan" (Obey the Rules) for group B students was created in this research. According to the material expert's assessment, the animated video media received a score of 65 in the "Very Good" category, and media experts gave it a score of 74 in the "Very Good" category. The results of the expert assessment show that the story animation video media "Patuh Terhadap Peraturan". As a result of expert educators' assessments, this animated video media was assessed as meeting learning competencies, learning objectives, the material was in accordance with basic competencies, appropriate to the demographics of kindergarten students, contained correct concepts, and was presented in appropriate language. Readable text, explanatory narration, clear audio, clearly visible visuals, and sound effects that support the learning process are the characteristics of this animated video, according to the assessment of media experts. Additionally, it is easy to play animated videos, keeping students happy and interested in the learning process. This animated video media attracts students' attention when learning in class and helps teachers convey lessons to students.

Animated video media containing the story "Patuh Terhadap Peraturan" / "Obey the Rules" displays examples of good characters who teach students to behave well to achieve their goals. To get a designer, it takes struggle and hard work, as shown in the animated video story "Aku Bisa Berwudhu" (I Can Perform Ablution). The animated video medium, where the child characters are played by a boy and a girl, allows students to see these scenes. Examples of characters modeled by characters in animated videos are presented clearly and in accordance with situations that students usually experience.

Students have motivational powers that cannot be seen physically. Goals are what drives someone to do something. This is called motivation. In addition, motivation is related to a person's physical actions. Actions such as effort, persistence, and other actions that can be consistently observed are examples of physical activity. In addition, children's mental activities include planning, memorizing, organizing, monitoring, decision making, problem solving, and progressing in tasks. Bland (2012:98) argues, "When the two elements were combined into a video that incorporated audience reaction scenes and content interaction via computer responses, the students were significantly motivated to view the lesson".

Students are highly motivated to watch lessons when the two components are combined into a video that has reaction scenes for the audience and content interaction via the computer. As a result, kindergarten students are expected to pay attention to teaching materials during the learning process. One way teachers can increase intrinsic motivation is by using various interesting presentation approaches, according to Slavin (2009:334-336).

Making the learning process interesting with a variety of materials and approaches can encourage students to pay attention. According to research conducted by Tosti, Stephen, and Gwo (2014:352), implementing the right approach is one way to increase students' desire to learn. Therefore, students' motivation to learn can be increased by using concrete objects or through games or simulations. The story "Patuh Terhadap Peraturan" and examples of characters being educated are packaged in a narrative with scenes similar to a film, able to attract students' attention and make them diligent. Students' enthusiasm when using this animated video media from the beginning to the end of the lesson shows that students' motivation to learn and their enthusiasm for hard work increases.

This study of animated video media products is based on evaluations carried out by material experts and media experts. The results show that this animated video media is suitable for use in learning. Analysis of students' learning motivation scales and their knowledge about character is the basis of research that shows increased motivation and character. Apart from that, analysis of observation results using the hard work character observation sheet is the basis of research which shows increased motivation and character.

The results of operational trials carried out in the experimental group B2 class at Kemala Bhayangkari 04 Kindergarten showed that the animated video media material "Persiapan Kemerdekaan Indonesia" (Preparing for Indonesian Independence) could increase students' learning motivation and hard working nature. Based on the modeling theory put forward by Bandura (1985: 51), information transformation can have an impact on a person's behavior because it contains attention, retention, proxy and motivation.

Ultimately, this will lead to inhibition or disinhibition of learned behavior. Student behavior can be influenced by imitating model behavior through character models in the animated video media. Each scene in an animated video media product has characters serving as models, indicating that these scenes can enhance the character. Rampant lying, disobedience and unfilial piety are evidence of character decline. Arum and Dressler (2002:608) state, "Children and particularly adolescents struggle often in interaction with school authority to define themselves as individuals with distinct identities. Identity formation involves challenges in many social psychological domains, including moral development".

Children and especially adolescents often interact with school authorities to define themselves as individuals with different identities. Identity formation involves challenges to social psychology, including moral development. According to Strickland (2001:110), "Qualities of an individual's motivation are shaped during all stages of childhood".

These individual motivational characteristics emerge at an early stage. As a person grows up, the habits and behaviors they have will shape their qualities. According to Weissbourd, Scherer, and Alexandria (2009: 231), "Parents and teachers are powerful vehicles for driving the moral growth of adults and students". Parents and teachers are powerful resources for encouraging the moral growth of adults and students. It is clear that the role of parents and teachers is very important for children's moral growth.

The dual coding theory proposed by Paivio (2006:3) supports modeling theory, which states that students' memory and understanding of material can be improved by combining visual information provided in learning media with packaged instructions. Animated video media has succeeded in providing psychological benefits by motivating students. This can be seen from the increase in students' learning motivation scores between before and after using animated video media.

Interesting learning and involving students in fantasy, such as artificial situations (fictitious characters), is what underlies the development of animated video media. Animated videos containing fantasy depict various artificial situations so that they attract students' attention. Kim et al. (2007:260) states that "Qualities of an individual's motivation are shaped during all stages of childhood".

The qualities of an individual's motivation are formed during the childhood stages. As a person grows up, the habits and behaviors they have will shape their qualities. According to Weissbourd, Scherer, and Alexandria (2009: 231), "Parents and teachers together are powerful vehicles for driving the moral growth of adults and students".

Parents and teachers are powerful resources for encouraging the moral growth of adults and students. It is clear that the role of parents and teachers is very important for children's moral growth. Animation may be more engaging and motivating, according to Kim et al. (2007:260). According to several studies and research using animated video media, the use of the story "Patuh Terhadap Peraturan" (Obey the Rules) can increase students' desire to learn and the hard work nature of students in group B of Kindergarten Kemala Bhayangkari04.

Conclusion

The results of this development research produced the following conclusions. The research results show that the animated video media product related to the story "Patuh Terhadap Peraturan" meets the criteria of material experts and media experts to be categorized as "Very Good". Second, according to the research results, animated video material related to the story "Patuh Terhadap Peraturan" increases student motivation to learn and shows character in group B students at Kemala Bhayangkari 04 Kindergarten, Central Bogor District.

The feasibility and effectiveness of creating animated video media to increase the learning motivation of group B students was tested. Therefore, teachers must use animated videos as an alternative media for teaching their students. This type of video can also be further developed for different material

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