



3D Animation Video Learning Media Contains Character Education to Improve Social Skills

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ABSTRAK

Permasalahan yang terjadi saat ini yaitu masih banyak anak yang memiliki kemampuan sosial yang kurang. Berdasarkan hal tersebut maka tujuan penelitian ini yaitu untuk mengembangkan media pembelajaran video animasi 3D bermuatan pendidikan karakter. Penelitian ini merupakan jenis penelitian pengembangan. Model yang digunakan dalam mengembangkan media yaitu model ADDIE. Subjek penelitian ini yaitu 2 ahli media pembelajaran dan 2 ahli isi pembelajaran. Subjek uji coba pada penelitian ini yaitu 3 orang guru. Uji efektifitas produk melibatkan anak TK B yang berjumlah 50 orang. Metode yang digunakan untuk mengumpulkan data penelitian yaitu observasi, wawancara, dan kuesioner. Instrumen yang digunakan untuk mengumpulkan data yaitu lembar kuesioner. Teknik yang digunakan dalam menganalisis data yaitu analisis deskriptif kualitatif, kuantitatif, dan statistik inferensial. Hasil penelitian yaitu Rata-rata hasil penilaian yang diberikan oleh ahli media pembelajaran yaitu 3,75 sehingga valid dengan keterangan layak digunakan. Hasil rata-rata penilaian yang diberikan oleh ahli isi pembelajaran yaitu 3,75, sehingga valid. Hasil uji coba kepraktisan yaitu 95,3% (sangat praktis). Hasil uji-t yaitu terdapat perbedaan hasil observasi sebelum dan sesudah pemutaran video. Disimpulkan bahwa media video animasi 3D bermuatan pendidikan karakter dapat meningkatkan keterampilan sosial untuk anak usia dini. Implikasi penelitian ini yaitu media video animasi 3D bermuatan pendidikan karakter yang digunakan dapat digunakan dalam kegiatan pembelajaran anak di sekolah.

ABSTRACT

The problem currently occurring is that there are still many children who need better social skills. Based on this, this research aims to develop 3D animated video learning media containing character education. This research is a type of development research. The model used in developing media is the ADDIE model. The subjects of this research were 2 learning media experts and 2 learning content experts. The test subjects in this research were 3 teachers. The product effectiveness test involved 50 Kindergarten B children. Observation, interviews, and questionnaires are used to collect research data. The instrument used to collect data was a questionnaire sheet. The techniques used in analyzing data are qualitative descriptive analysis, quantitative, and inferential statistics. The research results show that the average assessment result given by learning media experts is 3.75, so it is valid with suitable information. The average assessment result of learning content experts is 3.75, so it is valid. The practicality test results were 95.3% (very practical). The results of the t-test are that there are differences in observation results before and after playing the video. It was concluded that 3D animated video media containing character education can improve social skills for young children. The implication of this research is that the 3D animated video media containing character education used can be used in children's learning activities at school.

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1. INTRODUCTION

Early childhood education plays a vital role in shaping children's character and social abilities. Character education is essential to forming quality personalities in early childhood (Alwi & Iqbal, 2022; Haslip, M & Leona, 2020; Isnaningsih & Rohman, 2020). Social skills are one of the main components of character education because, through social skills, children can learn to interact, cooperate, respect, and empathize with other people (Musyarofah, 2018; Perdina et al., 2019). However, there are still challenges in developing children's social skills in an educational environment. Developing social skills in early childhood is very important to help them interact with their surrounding environment (Musyarofah, 2018; Primayanti et al., 2019). Social ability is an individual's ability to initiate or maintain social relationships with other people (Musyarofah, 2018; Perdina et al., 2019; Primayanti et al., 2019).

The development of social skills in early childhood is significant, and the role of educators is very much needed for early childhood development (Hasanah, 2016; Musyarofah, 2018; Perdina et al., 2019). This ability needs to be developed, especially in young children in their golden age. Children's ability to absorb information is now faster than adults (Alwi & Iqbal, 2022; Haslip, M & Leona, 2020; Isnaningsih & Rohman, 2020). In general, children's social development is influenced by many factors, namely factors from within themselves and from outside, such as family and environment (Afrianingsih et al., 2019; Solichah & Syafi'i, 2021). Parents are the first forum for children to interact and socialize. Apart from that, parents and families play an essential role in developing social skills in early childhood. Likewise with the environment, if a child's interaction environment is good, then the development of the child's social abilities will be positive and vice versa (Ismaniar & Utoyo, 2020; Nisa & Wuryandani, 2018). Therefore, it is essential to develop it from an early age.

However, the current problem is that many children still need better social skills. This is reinforced by previous research findings, which state that many children still have difficulty developing their social skills (Musyarofah, 2018; We & Fauziah, 2020). Other research also reveals that the lack of social skills in children at school is caused by learning activities that are not enjoyable or that children are still unable to adapt (Dewi et al., 2020; Sari et al., 2019; Setiawati & Novitasari, 2019). This problem was also found in one of the kindergartens in Bali. The results of observations at Taman Hati Kindergarten found that the social abilities of children aged 5-6 years were still relatively low. This is proven by the results of observations in the form of several children who cannot communicate their desires to their friends or teachers. Apart from that, some children still do not want to share the food/drink they have. However, some children already appear to have social skills. For example, they can greet, answer simple questions, and follow commands given by the teacher. Apart from that, the results of interviews with teachers also found that teachers need more innovative media that can help improve children's social skills. The need for more innovative media in schools impacts monotonous learning activities that lack variety (Afrianingsih et al., 2019; Maqfiroh et al., 2020). This causes children to feel bored or have difficulty developing their abilities at school (Nurjanah, 2020; Rifmasari et al., 2021).

Based on this, one solution is to develop innovative digital-based media to improve children's social skills at school. Information and communication technology development, especially in media and animation, provides excellent opportunities for developing early childhood learning (Agustina et al., 2021; Ompi et al., 2020; Yuniarni et al., 2020). Based on this, one media that can be used to improve social skills in children is 3D animated video learning media containing character education. Animated video is a medium that attracts children's attention and can convey messages more visually and interactively (Agustina et al., 2021; Koedoes et al., 2020; Ompi et al., 2020; Wahyuni, 2022; Yuniarni et al., 2020). In this context, the use of animated video learning media containing character education is a potential innovation for improving the social skills of young children. Teachers can act as creators in creating and utilizing appropriate, efficient, and enjoyable media for children (Agustina et al., 2021; Ariani & Ujjanti, 2021; Ompi et al., 2020; Susilawati & Satriawan, 2018). In the concept of educational technology, the task of media is not only to communicate the relationship between the source (educator) and the recipient (student) but can also be used as a practical learning medium (Sayekti, 2019; Susilawati & Satriawan, 2018).

Educating children and instilling character values from an early age is essential. This is because early age is the most appropriate start for forming a child's character (Diputera et al., 2022; Kurnita et al., 2022; Yani & Jazariyah, 2020). Eighteen character education values in PAUD can be applied in early childhood learning, such as religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love of the country, respect for achievement, and friendship. / communicative, loves peace, likes reading, cares about the environment, cares socially, and is responsible. In order to develop character education in the context of early childhood learning, there needs to be collaboration between teachers, parents, and the government (Cahyaningrum et al., 2017; Sitompul et al., 2022). Teachers must understand the importance of character education and apply it in children's daily lives (Handayani et al., 2018; Nurbaiti et al., 2022; Yani & Jazariyah, 2020). Parents need to support and assist teachers in developing character education in children. The development of learning media in animated videos will create an exciting and interactive learning experience for kindergarten children (Koedoes et al., 2020; Vidayanti et al., 2020; Yuniarni et al., 2020). In the animated video, positive character values such as cooperation, ion, empathy, honesty, and responsibility will be inserted. Of course, using this media will facilitate the development of children's social skills.

Previous research findings also reveal that animated videos can help create comfortable and enjoyable learning activities for students (Masykuroh et al., 2022; Swari & Ambarawa, 2022). Other research also reveals that animated videos can improve learning outcomes and motivate students to study (Ariani & Ujjanti, 2021; Ompi et al., 2020; Yuniarni et al., 2020). Other research also reveals that it is essential to provide character education from an early age so that children have positive character (Fitri et al., 2020; Ismaya et al., 2022; Musrifah, 2021; Tabi'in, 2017). Based on this, 3D animated video learning media containing character education can improve early childhood social skills. However, there has yet to be a study regarding 3D animated video learning media containing character education that can improve young children's social skills. The novelty if this study is

integrated 3D animated video learning media containing character education is that the integration of character education in learning media will have a long-term impact on forming children's personalities. By involving the values of the characters in animated videos, children will get used to internalizing and applying these values in their daily actions. Based on this, this research aims to develop 3D animated video learning media containing character education.

2. METHOD

This research is a type of research and development research. This research focuses on developing animated video learning media, which will be tested for effectiveness in improving children's social skills. The model used in developing 3D animated video learning media is the ADDIE model. The stages of the ADDIE model are analysis, design, development, implementation, and evaluation (Setiadi & Yuwita, 2020). This model helps learning media developers design, develop, and evaluate efficient learning media. At the analysis stage, students' needs, curriculum, and character are analyzed. Media designs, scripts, and storyboards for animated video media are created at the design stage to improve children's social skills. They are developing 3D animated video learning media and product validation testing at the development stage. At the implementation stage, the teacher carried out a practitioner validation test. The evaluation stage tests the effectiveness of 3D animated video learning media products on children's social skills. This research was conducted in Kindergarten B at Taman Hati Kindergarten. The subjects of this research were 2 learning media experts and 2 learning content experts. The test subjects in this research were 3 teachers. The product effectiveness test involved 50 Kindergarten B children. Observation, interviews, and questionnaires are used to collect research data. Observations and interviews are used to collect data in the form of problems that occur at school and the needs needed for learning activities. The questionnaire method is used to collect data through assessments given by experts and teachers on social abilities in early childhood. The instrument used to collect data was a questionnaire sheet. The grid of instruments used is presented in Table 1 and Table 2.

Table 1. Content Validation Instrument

No	Aspect	Indicator	Item
1	Visualization	Match the opening script with the animated video	1
		Conformity of the core of the script with the animated video	2
		Conformity of the core of the script with the animated video	3
		Match the ending of the script with the animated video	4
2	Material Contents	Can improve children's social skills	5
		Can increase children's honesty	6
		Can increase children's sense of responsibility	7
		Can increase children's sharing abilities	8
3	Theme	Match the theme to the content of the animated video	9
		Suitability of the theme to the development of children aged 5-6 years	10
		Suitability of the theme to the social abilities of children aged 5-6 years	11
		Suitability of the theme to the characteristics of children aged 5-6 years	12
4	Language	Language is easy for children to understand	13
		Clarity of directions or rules	14
		Simplicity of structure	15
		The language used is communicative	16

Table 2. Media Expert Validation Instrument

No	Aspect	Indicator	Item
1	Picture	Color matching of animated video displays	1
		The video image quality is clear	2
		Motion quality is clear	3
		The layout quality is good and attractive	4
2	Design	The animated display attracts children's attention	5
		The display is clear and easy to understand	6
		Appearance matches the theme	7
		Appearance is suitable for children aged 5-6 years	8
3	Music/sound	Match the music to the sound	9
		Accuracy in voting	10
		Speed of music and sound	11

No	Aspect	Indicator	Item
		Clarity of music and sound	12
4	Visualization	Illustrations correspond to actual conditions	13
		Illustrations match the theme	14
		Illustrations are easy to understand	15
		Illustrations can be demonstrated	16

The techniques used in analyzing data are qualitative descriptive analysis, quantitative, and inferential statistics. Qualitative descriptive analysis is used to analyze data from input provided by experts and teachers regarding 3D animated video learning media. Quantitative descriptive analysis is used to analyze the scores given by experts and teachers regarding 3D animated video learning media. Inferential statistical analysis is used to analyze the effectiveness of 3D animated video learning media on social abilities in early childhood. In research on developing the effectiveness of 3D animated video learning media containing character education to improve children's social skills using Paired sample t-test.

3. RESULT AND DISCUSSION

Result

This research uses the ADDIE model to develop 3D animated video learning media containing character education. The research results in each stage are as follows. First, the analysis results, namely the results of observations at Taman Hati Kindergarten, found that the social abilities of children aged 5-6 years were still relatively low. This is proven by the results of observations of several children who cannot communicate their desires to their friends or teachers. Apart from that, some children still do not want to share the food/drink they have. However, some children already appear to have social skills. For example, they can greet, answer simple questions, and follow commands given by the teacher. Apart from that, the results of interviews with teachers also found that teachers need more innovative media that can help improve children's social skills. The lack of innovative media in schools has an impact on learning activities that are monotonous and lack variety. This causes children to feel bored or have difficulty developing their abilities at school. Based on this problem, 3D animated video learning media containing character education was developed.

Second, the design stage is carried out by creating media designs, scripts, and storyboards for animated video media to improve children's social skills. This animated video media is specifically designed for gross motor learning only. It contains several movements that can improve gross motor skills. Developing animated video learning media requires tools in the form of software to support the process of creating animated videos. Therefore, the tools that helped develop this animated video are Adobe After Effects and Adobe Premiere software, which help create animations capable of moving so that they appear to have the illusion of movement. The first step to take is to create a video script. After making the video script, the researcher made a storyboard to make it easier to make the video.

Third, the development stage, namely developing 3D animated video learning media. Teaching materials are developed according to the story board's requirements at this stage. In video development, this research uses AI assistance and the Adobe Premier application to combine videos .that have been degenerated by AI. The results of developing a 3D animation video containing character education are presented in [Figure 1](#).

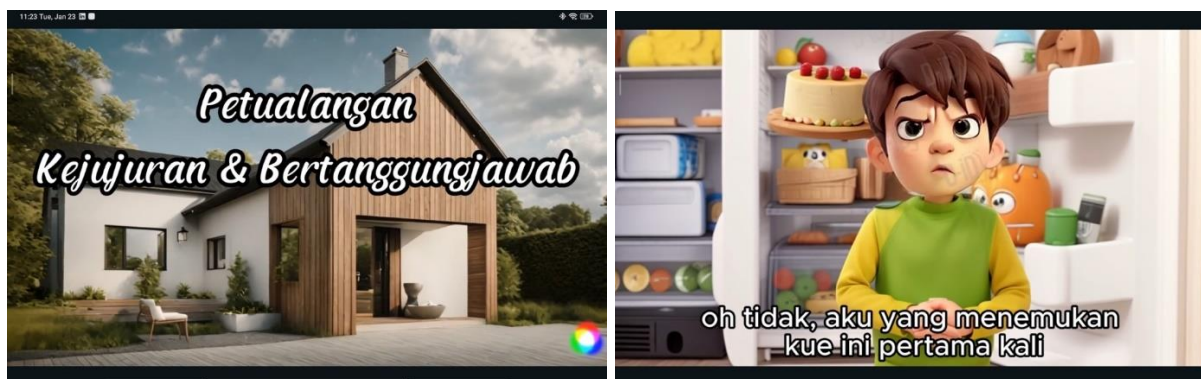


Figure 1. Results of 3D Animation Video Learning Media Development

The 3D Animation Video Learning Media developed was then tested for validity by experts. Media experts and content experts carry out validation by providing assessments and suggestions for this 3D animated

video by filling out a validation sheet. The validation results given by Learning Media Expert I was 4, and Learning Media Expert II was 3.75. The average result of the assessment given by learning media experts is 3.75. Based on the results of data analysis, the 3D animated video media that was created falls within the Valid criteria with the description that it is suitable for use with slight revisions. The validation results given by learning content expert I were 3.9, and learning content expert II was 3.6. The average result of the assessment given by learning content experts is 3.75. Based on the results of data analysis, the 3D animated video media that was created falls within the Valid criteria with the description that it is suitable for use with slight revisions. Fourth is implementation. At this stage, the kindergarten teacher carried out a practical test. The average assessment results given by teachers are 95.3%. It was concluded that 3D animated video media containing character education was practical.

Fifth is evaluation. At this stage, a test was carried out on the effectiveness of 3D animated video media containing character education on social skills for early childhood. Test the effectiveness of 3D animated video media containing character education using the t-test. Normality and homogeneity tests are carried out before testing the hypothesis. The results of the data normality test are presented in [Table 3](#).

Table 3. Normality Test Results

Sample Condition	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Before Watching the Video	0.106	50	0.200	0.959	50	0.081
Before Watching the Video	0.092	50	0.200	0.961	50	0.097

Base on [Table 3](#), the Kolmogorov-Smirnov normality test using SPSS-22 shows that the observation data is normally distributed and can be continued to the next test, namely the homogeneity test. The Levene Statistics homogeneity test using SPSS-22 shows that the data value is 0.861, so it can be concluded that the observation data is homogeneous. Next, the t-test was continued. The t-test results are presented in [Table 4](#).

Table 4. T-test results

Paired Group	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Tailed p	Two-Tailed p
				Lower	Upper				
Pair 1 After Watching Video - Before Watching Video	36.800	9.409	1.331	34.126	39.474	27.656	49	<0.001	<0.001

Base on [Table 4](#), the results of the data analysis showed that a significant result of 0.001 was obtained, which means there were differences in observation results before and after playing the video. From the data above, it can also be seen that H₀ is rejected, and H₁ is accepted. It was concluded that 3D animated video media containing character education could improve the social skills of young children.

Discussion

The results of data analysis show that 3D animated video media containing character education is suitable for use in learning. This is caused by several factors, namely as follows. First, 3D animated video media containing character education is suitable for learning because it can improve young children's social skills. Social abilities in early childhood education refer to social skills and competencies developed early in a child's life ([Musyarofah, 2018](#); [Perdina et al., 2019](#)). These social abilities include interacting with other people, communicating, empathizing, working together, controlling emotions, and recognizing and appreciating individual differences ([Perdina et al., 2019](#); [Satya Yoga et al., 2015](#)). Developing social skills in early childhood is essential in forming the foundations of healthy social relationships and preparing children for future social life. Children with good social skills tend to be easier to get along with, adapt to, and solve problems in social interactions ([Huliana et al., 2022](#); [Putri, 2018](#); [Wakhid et al., 2019](#)). In early childhood education, the development of social skills is usually integrated into daily activities and through a child-centered learning approach. 3D animated videos can help children remember information better because they are attractive and interactive. This can help children remember lessons more easily ([Ompi et al., 2020](#); [Syahrowardi & Permana, 2016](#)). 3D animated videos containing character education can help improve children's social skills. The characters in the video can be good examples for children when interacting with others.

Second, 3D animated video media containing character education is suitable for learning because it can increase young children's enthusiasm for learning. This media was chosen because it has a high appeal for children so that it can increase their interest in learning (Alfianti et al., 2020; Gae et al., 2021; Ponza et al., 2018; Margareta Widiyasanti et al., 2018). In the development process, the character education content integrated into the animated video is designed in such a way as to suit the characteristics and needs of young children. This will help create a fun, interactive learning environment and encourage active participation from kindergarten children (Agustina et al., 2021; Koedoes et al., 2020; Yuniarni et al., 2020). 3D animated videos attract children's attention because they are attractive and interactive. This can help children be more focused and interested in learning (Ompi et al., 2020; Prasetyowati & Tandyonomanu, 2015). 3D animated videos increase children's creativity because they are attractive and interactive. This can help children be more creative in expressing themselves.

Third, 3D animated video media containing character education is suitable for learning because it can increase the fun learning atmosphere. The development of learning media in the form of animated videos will create an exciting and interactive learning experience for kindergarten children (Agustina et al., 2021; Koedoes et al., 2020; Wahyuni, 2022; Yuniarni et al., 2020). In the animated video, positive character values such as cooperation, ion, empathy, honesty, and responsibility will be inserted. Using this media will facilitate the development of children's social skills. Through animated video content that displays daily life situations, children will be trained to interact, communicate, and understand their classmates' feelings. Apart from that, there is a need to integrate character education in learning media, which will have a long-term impact on the formation of children's personalities. By involving the values of the characters in animated videos, children will get used to internalizing and applying these values in their daily actions (Sitompul et al., 2022; M. Widiyasanti & Ayriza, 2018; Margareta Widiyasanti et al., 2018).

Previous research findings also state that animated videos can increase enthusiasm and motivation for learning students (Patriani & Kusumaningrum, 2020; Walangadi & Pratama, 2020). Other research also states that animated videos increase students' understanding of learning, so they are essential for teachers to use in learning (Andini & Supriadi, 2018; Candra Dewi & Negara, 2021). Character education is also critical to forming superior children's character (Masykuroh et al., 2022; Putri et al., 2020; Wisada et al., 2019). 3D animated video media containing character education can improve early childhood social skills. The advantage of 3D animated video learning media containing character education is that it displays daily life situations, and children will be trained to interact, communicate, and understand their classmates' feelings. Also, 3D animated videos can help improve children's language skills because children can learn from the characters in the videos. This can help children understand and use language more easily. This research implies that 3D animated video media containing character education can improve positive character in children. This 3D animated video media contains character education combined with My Family material for early childhood, so it is beneficial for teachers in making it easier to explain the material and improve young children's social skills

4. CONCLUSION

The results of data analysis show that 3D animated video media containing character education received very valid qualifications from experts. 3D animated video media containing character education also provides practical qualifications for teachers. The t-test results show differences in observation results before and after playing the video. It was concluded that 3D animated video media containing character education can improve social skills for young children. 3D animated video media containing character education can increase a pleasant learning atmosphere so that it can improve social skills in young children.

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