

# Animated Video Media Contains Tri Kaya Parisudha on the Theme of My Environment

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## ABSTRAK

Guru PAUD yang mengalami kendala dan kesulitan saat mengembangkan media pembelajaran yang tepat saat mengajar. Tujuan dari penelitian ini yaitu mengembangkan Media Video Animasi Bermuatan Tri Kaya Parisudha pada Tema Lingkunganku bagi PAUD. Jenis penelitian ini yaitu pengembangan dengan menggunakan model ADDIE. Produk diuji oleh 1 ahli isi pembelajaran, 1 ahli desain instruksional, 1 ahli media pembelajaran, serta dengan subjek penelitian 3 orang siswa uji coba perorangan, 6 orang siswa uji coba kelompok kecil, dan uji efektivitas menggunakan 19 orang siswa. Data yang diperoleh berupa data kuantitatif dengan metode pengumpulan data dengan angket/kuesioner serta menggunakan angket observasi (non tes). Teknik analisis data yang digunakan analisis deskriptif kuantitatif dan statistik inferensial. Hasil penelitian, pertama Rancang bangun media video animasi menggunakan model pengembangan ADDIE dengan hasil penilaian dari ahli rancang bangun dengan persentase sangat baik. Kedua, validitas media video animasi menunjukkan hasil validitas menurut ahli dan subjek penelitian secara berturut-turut memiliki kategori baik dan sangat baik sehingga produk yang dikembangkan layak untuk digunakan. Ketiga, efektivitas media video animasi berdasarkan hasil uji-diperoleh hasil bahwa media video animasi berbasis Tri Kaya Parisudha efektif diterapkan pada tema lingkunganku pada anak kelompok B PAUD.

## ABSTRACT

PAUD teachers experience problems and difficulties when developing appropriate learning media when teaching. This research aims to develop Tri Kaya Parisudha's Animated Video Media on the My Environment Theme for PAUD. This type of research is developed using the ADDIE model. The product was tested by 1 learning content expert, 1 instructional design expert, 1 learning media expert, as well as with research subjects 3 individual trial students, 6 small group trial students, and an effective test using 19 students. The data obtained is quantitative data by collecting data using a questionnaire/questionnaire and an observation questionnaire (non-test). The data analysis technique used is quantitative descriptive analysis and inferential statistics. The study's results, firstly, the design of animated video media using the ADDIE development model with the assessment results by design experts with a very good percentage. Second, the validity of the animated video media shows the results of the validity according to the experts and research subjects having good and very good categories so that the developed product is feasible to use. Third, the effectiveness of video animation media based on the results of the t-test shows that the video animation media based on Tri Kaya Parisudha is effectively applied to the theme of my environment in group B PAUD children.

## 1. INTRODUCTION

Every country places education as the first priority to be able to develop rapidly. In its development, education in Indonesia always has to face several problems which can only be solved with the participation of parents, teachers, principals, the community, and also students. Education is not only mastery of knowledge and mastery of skills, but is also referred to as a place for the growth and development of student subjects to become individuals who know culture and are civilized (Muhibbin & Sumarjoko, 2016; Sezgin et al., 2020). Education is not a process of imposing the will of adults (teachers)

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on students, but an effort to create conditions conducive to child development, namely conditions that make it easy for children to develop themselves optimally (Putri & Dafit, 2021; Tomo, 2008). The goal is to be able to create individuals who are not only intelligent in terms of cognitive but are also able to instill the ability to uphold the culture of a nation so as not to be drowned by changing times. In education, it is necessary to have tools or facilities that can help convey material, namely learning media.

Learning media is an important part of implementing education in schools. Through learning media, it will be easier for teachers to convey material and students will be helped and easier to learn (Fadzilah et al., 2020; Nugroho & Surjono, 2019). In every learning media prepared by the teacher, it is hoped that this media can help children easily understand the material presented and not make children feel bored. To overcome this, teachers need the right strategy by using learning media in the form of animated videos that are easy for children to understand and have their own charm. Animated video is a medium that combines audio media with visual media to attract students' attention (Ariani & Ujjanti, 2021; Diantari & Gede Agung, 2021). In addition, animated videos are able to present objects in detail and help students understand difficult material. Students' interest in animated videos makes animated video media applicable at the PAUD level.

Early age is said to be a fundamental initial period in the growth and development of human life. It is characterized by various fundamentally important periods in a child's life, up to the final period of development. One of these periods is the golden period (Colliver, 2018; Nuryana & Suyadi, 2019). Many concepts and facts were found regarding the golden period at an early age, namely the period when all children's potential develops the fastest. There are several concepts that are closer to early childhood, namely the exploration period, the identification/imitation period, the sensitive period, the play period, and the early stages of defiance (Buckler et al., 2021; Rosmiyati & Wahyuni, 2019). Early Childhood Education (PAUD) is a process of fostering the growth and development of children aged birth to six years as a whole, which includes physical and non-physical aspects, by providing stimulation for physical, spiritual (moral and spiritual), motor, intellectual, emotional, and socially appropriate so that children can grow and develop optimally (Agustin et al., 2020; Safitri & Ratulangi, 2018). Early age is also said to be a period of forming the foundation that determines the child's life at a later age. In early childhood education there are several themes that are developed, namely: myself, my family, my environment, animals, plants, vehicles, the universe, my country, and others. One of the themes raised in this study is my environment. In this theme there are indicators of achievement aspects in early childhood education. Aspects of early childhood development related to the theme of my environment are aspects of children's religious and moral values. Basically, the inculcation of moral and religious values from an early age forms a child's instinct to accept virtue and nobility, and will get used to carrying out noble character in the surrounding environment (Isnainingsih & Rohman, 2019; Nabilah et al., 2019).

Based on the results of observations and interviews on June 22, 2022 with one of the teachers at PAUD Kumara Warmadewa named Ni Wayan Hirasanti, said that the online learning system made children's learning outcomes not 100% purely done by children, but more was done by parents. Even when changing learning from online to offline, the child's progress decreases because when learning is offline, children do their own work or assignments, while if they are online, children are assisted a lot. The learning process when online is mostly through *whatsapp* groups and teachers are more focused on using the media of guidebooks and children's learning videos which are dominantly downloaded on social media. However, using 2 application aids and guidebook media cannot guarantee that children will understand the material discussed and cannot fulfill aspects of early childhood development, especially in aspects of religious and moral values. Therefore schools must be able to overcome this problem by changing the learning media used. And also from the results of direct observation, it can be seen how the teacher's strategy was lacking in building a learning atmosphere where at that time several children were busy with their friends, sleeping and crying. In delivering the material, the teacher seemed overwhelmed because he only focused on books and the children were very noisy, however the teacher tries to attract the children's attention using blocks as media, but it only lasts for a while because the children get bored quickly. From the problems found, it is necessary to develop learning media that can build children's enthusiasm for learning and change bad behavior in the classroom by understanding the material through audio-visual media, namely in the form of animated video media that can improve aspects of children's religious and moral values.

Animated videos contain moral messages that can be applied by children and can improve aspects of religious and moral values in children. Therefore, the content of the animated video is a good way of thinking, speaking well, and acting well, which is better known as Tri Kaya Parisudha in the teachings of Hinduism. According to the holy book Sarasamuscaya, Tri Kaya Parisudha is one of the ethical teachings which contains ten behaviors that need to be controlled or purified, namely three thoughts that must be purified, four words that need to be controlled, and three actions that need to be purified and controlled

(Parmajaya, 2016; Tri Astrini et al., 2018). The values of Tri Kaya Parisudha need to be instilled in schools, because schools are places for the development of intelligent and characterful resources (Mustofa & Novianto, 2022; Veronika, 2019). The formation of Tri Kaya Parisudha's core character at school is very important. Tri Kaya Parisudha has the following general objectives: a) to develop honest and loyal traits and attitudes in thinking, saying and acting for students and society in general, b) to develop a responsible mental attitude without being supervised by other people, c) humans are always alert and careful about thoughts, words and actions.

Based on this description it is necessary to develop learning media that can help children in learning related to material and can motivate children to be enthusiastic about learning and at this school they have never used video animation media. Based on this, this study aims to analyses design, validity and effectiveness of the Animated Video Media with Tri Kaya Parisudha on the Theme of My Environment for PAUD.

## 2. METHOD

The type of research used is development research. Development aims to improve existing products that can be accounted for. With development research it is hoped that it will be able to connect the gaps that further test the theory towards producing products. The research model used in this study is the ADDIE model (*Analyze, Design, Development, Implementation, Evaluation*). The ADDIE model is a systematic learning design model (Branch, 2010; Cahyadi, 2019).

The product trial phase in this development research consists of: a) trial design, b) product testing, c) data types d) data collection methods and instruments, and e) data analysis methods and techniques. The development of tri-rich parisudha-based animated video media on the theme of my environment for group B children in PAUD Kumara Warmadewa Academic Year 2022/2023 must be tested for its validity. The validity level of animated video media can be determined through the results of trials conducted in two stages, namely in the first stage, the product will be reviewed by experts, namely reviews design expert content expert reviews, instructional design expert reviews, and reviews learning media expert. The subjects in this study were group B students in PAUD Kumara Warmadewa. At the individual trial stage there were 3 subjects tested. While in the small group trial stage there were 9 subjects tested and consisted of 3 people with low learning achievements, 3 people with moderate learning achievements, and 3 people with high learning achievements.

In the type of data, data grouping can be divided into two, namely qualitative data and quantitative data. The quantitative data obtained was then collected using a closed questionnaire in the form of a product assessment using a Likert. The method used in collecting data is the questionnaire method and the test method. The data collection instrument used in this research on the development of animated video media is a questionnaire containing various statements made based on the aspects to be assessed. For this study using a closed questionnaire, which means that the questionnaire has provided a choice of answers and the respondent only needs to put a checklist on each statement. The questionnaire instrument was used to collect review data from design experts, media experts, instructional design experts, material experts, and to find out how students responded during the individual trials, and small group trials. In this development research, there were two data analysis techniques applied, namely quantitative descriptive analysis and inferential statistical analysis. Quantitative descriptive analysis was used to process qualitative data obtained through a questionnaire in the form of a score. In the process of processing the data obtained from the questionnaire into the form of a score, quantitative analysis techniques can be used with existing answers, which will be analyzed using a Likert scale. In this study used research scale 4 (Likert scale) as show in Table 1.

**Table 1. Modified Likert Scale**

No.	Score	Description
1	Score 1	Totally disagree
2	Score 2	Don't agree
3	Score 3	Agree
4	Score 4	Strongly agree

Inferential statistical analysis is used to determine the level of effectiveness of the product developed on children's learning outcomes when before and after using animated video media. The data were collected using the results of the pre-nontest and post-nontest on children who were the target

subjects. Before carrying out the dependent t-test (hypothesis test), it is necessary to test the prerequisites, namely the normality test and the homogeneity test

### 3. RESULT AND DISCUSSION

#### Result

This study was carried out in group B children at PAUD Kumara Warmadewa. This research involved 19 children in group B of PAUD Kumara Warmadewa. The development of this Animation Video was developed using the ADDIE development model which includes the stages of analysis (analyze), design(development), implementation (implementation), and evaluation (evaluation). The ADDIE model was developed systematically and is based on a theoretical foundation of learning design (Tegeh et al., 2014). The first stage is analysis. The analysis was carried out through observation and interviews at the research site, namely at PAUD Kumara Warmadewa, with one of the teachers, Ni Wayan Hirasanti. Based on the analysis of the results of the interviews and observations that have been carried out, it can be seen that the process of changing learning from online to offline has an influence on children's attitudes. The learning system when switching from online to offline makes children's learning progress decrease because when offline learning children do work or assignments independently at school, whereas if online learning children are assisted a lot. During online learning at PAUD Kumara Warmadewa using WhatsApp groups and during learning the teacher only focuses on guidebooks and learning videos that are dominantly downloaded on social media. Even though they have used guidebooks and learning videos that are downloaded on social media, they cannot guarantee that children will understand the material discussed and have not been able to fulfill aspects of early childhood development, especially in aspects of religious and moral values. Whereas during offline learning, the teacher's strategy in class can still be said to be lacking in building an atmosphere because there are still some children who sleep, talk, and cry. Therefore, it is necessary to develop learning media that can build children's enthusiasm for learning and change children's bad behavior when in class by understanding material through audio-visual media, namely in the form of animated video media that can improve aspects of children's religious and moral values.

The second stage is designing. At this stage, the activities carried out are designing products which are carried out through four stages. The first is to determine the software and hardware. The hardware or hardware used in making this animated video media is a laptop. While software used is Adobe Illustrator, Adobe After Effects, and Adobe Premier Pro. The second is to arrange the design of animated video media. Before this animated video media starts to be produced, it is necessary to prepare the design first to make it easier to arrange the display and arrange the layout of the content in the media. The design of this animated video media includes flowcharts and storyboards. A flowchart or flowchart of the Tri Kaya Parisudha-based animated video media on the theme of my environment is made to describe the product manufacturing flow so as to facilitate the process of compiling the contents of the animated video media. storyboard of this tri-rich parisudha-based animated video media contains scenarios on the theme of my environment. storyboard contains the visual design of the animated video media and the outline script of the material on the animated video media. The third is compiling the material. It can be seen that the material that is suitable for the product to be developed is the theme of my environment. So the product to be developed is tri-kaya parisudha-based animated video media on the theme of my environment for group B children in PAUD Kumara fourth is making media assessment instruments. Media assessment instruments were developed to assess animated video media products resulting from aspects of the content of learning materials, instructional designs and learning media that have been made. This media assessment instrument is in the form of a questionnaire that is used to determine the quality of the product being developed. Product quality assessment is carried out by learning content experts, instructional design experts, and learning media experts. In addition to being assessed by experts, the products developed were also tested on students as test subjects with individual trial questionnaires and small group trials. Fifth is compiling learning activities. The learning activities referred to refer to the preparation of the Daily Learning Implementation Plan (RPPH) which aims to design the learning process using animated video media based on Tri Kaya Parisudha on the theme of my environment which has been developed so that learning activities are arranged systematically.

The third stage is development. This development is an activity of manufacturing and product testing. Basically this stage is the stage of realizing the design that has been made to be used as an audio-visual media, namely tri-rich parisudha-based animated video media. The stages of developing this animated video media are as follows. The first stage is the production of animated videos. The stage of



preparing the material is by making a story script first and in each part of Tri Kaya Parisudha an example of its application in the school environment is given. Image inclusion in accordance with the material is edited through the Adobe Illustrator to create animated video designs and sketches. Then to move the image using the Adobe After Effects. Combine all animated video elements that have been made and fill dubbing according to the material using the Adobe Premier Pro application. The second stage is product validation. After the animated video media that has been developed has been produced, then the animated video media will be assessed or reviewed by the validator using the questionnaire that has been made. The results the review from the validator, either in the form of suggestions or comments, will be used as a reference for improving or revising the animated video media that has been developed to determine the feasibility of the product that has been developed so that it can be tested on students at the product trial stage. This product validation stage was carried out via the whatsapp group as well as offline which was carried out at the UP-PBM FIP UNDIKSHA Denpasar Campus. The validators who test the validation of this product are lecturers in the Undiksha environment who are competent in their fields, consisting of learning content experts, instructional design experts and learning media experts. The result of developing an animation video at this development stage is show in [Figure 1](#).



**Figure 1.** Results of Animation Video Development

The fourth stage is implementation. At the implementation stage, the product trial stage is carried out. The results of the development were applied to students with product trials on 12 students consisting of 3 people in individual trials and 9 people in small group trials. Then the animated video media applied in a study involving all children in group B in PAUD Kumara Warmadewa to find out the effectiveness of animated video media. The effectiveness of animated video media on learning outcomes is seen by giving a pre-nontest and post-nontest. The fifth stage is evaluation. The final stage is to carry out an evaluation by processing the data that has been collected. In this study the evaluation carried out was formative evaluation, which was used to measure or assess products through the validation of learning content experts, instructional design experts, and learning media experts. As well as to find out the effectiveness of animated video media by analyzing the results of the pre-nontest and post-nontest.

The results of the validation of the development of this animated video media according to the design expert test, the learning content expert test, the instructional design expert test, the instructional media expert test, individual trials, and small group trials in detail can be seen in [Table 2](#).

**Table 2.** Percentage of Video Animation Media Development Validation Results

No	Test Subject	Validation results (%)	Qualification
1	Engineering expert	90,90	Very good
2	Learning content expert	95,00	Very good
3	Instructional design expert	88,88	Good
4	Learning media expert	88,33	Good
5	Individual trials	94,16	Very good
6	Small group trials	92,50	Very good

## Discussion

The results a review of tri-rich parisudha-based animated video media from learning content experts on the learning material components obtained a percentage of 95.00% with very good qualifications, with assessment criteria which included: (a) curriculum, (b) material, (3) language, and (4)

evaluation. Assessment in curriculum aspects includes the suitability of the curriculum with KD and indicators and suitability of learning. In the learning process, the suitability of aspects of the curriculum, materials, language and evaluation is very important in order to achieve learning objectives. This is in line with the statement that learning materials must be relevant to achieving competency standards and achieving basic competencies which are reflected in learning objectives (Arianti et al., 2020; Fanni et al., 2022). Therefore, measuring the suitability between the material aspects and the learning objectives that have been set, it is necessary to carry out an assessment. Based on the assessment that has been carried out by the learning content expert, it can be said that the animated video media based on Tri Kaya Parisudha which has been developed based on the learning content is valid so that it can be used for students in learning activities, especially on theme of my environment.

The results of a review of animated video media based on tri-rich parisudha from instructional design experts namely product instructional design obtained a percentage of 88,88% with good qualifications, with assessment criteria which include: (a) objectives, (b) strategy, and (3) evaluation. Learning instructional design was developed to assist one's learning process. Learning design is a whole systematic process that helps educators to design learning that is in accordance with instructional objectives, effective and efficient, so that a communicative and interactive learning process is created between educators and students (Safira. D, 2022; Valentina & Sujana, 2021). Learning design is the activity of designing and developing teaching and learning activities in order to achieve certain learning objectives by taking into account the factors that influence the success of the learning (Qorinasari, 2020; Susi & Umi, 2022). Based on the assessment that has been carried out by instructional design experts, it can be said that the animated video media based on tri-rich parisudha that has been developed based on the instructional design that is owned is valid so that it can be used for students in learning activities, especially on the theme of my environment.

The results of a review of tri-rich parisudha-based animated video media from learning media experts, namely that the product obtained a percentage of 88,33% with good qualifications, with assessment criteria which include: (a) technical, (b) appearance, (3) text, and (4) pictures and videos. Learning media such as animated videos are more interesting to use in the learning process, because they can be packaged more attractively and attract children's attention in terms of images, instruments, and so on (Novita, 2022; Wati, 2022). This has a good impact because it can attract student's attention and encourage student's interest in learning, thus influencing student's understanding of the theme (Alfianti et al., 2020; Dewi et al., 2021). Learning animation video media is a learning media that contains a collection of images that produce images and is equipped with audio so that it is memorable and keeps learning messages. Based on the assessment that has been carried out by learning media experts, it can be said that the animated video media that has been developed is valid so that it can be used for students in learning activities, especially on the theme of my environment.

The results of the review of tri-rich parisudha-based animation video media from individual and small group trials respectively obtained a percentage score of 94,16% with very good qualifications and 92,5 with very good qualifications. As for the assessment criteria on product trials include: (a) display design, (b) material, dan (3) evaluation. Judging from the comments given by respondents/ students, video animation media based on tri kaya parisudha received a positive response. This animated video media product can be accessed via laptops or cellphones. Android-based learning media makes students happier in the learning process, because material can be packed with relevant pictures and videos, and students can learn anytime and anywhere (Alifia & Hendriana, 2021; Sembiring et al., 2021). With the tri-rich parisudha-based animated video media developed by researchs, it makes it easier for students to understand the theme of my environment, so that students become motivated to learn and students can improve learning outcomes.

The implication of this study is that empirically the animated video media based on tri-rich parisudha has proven to be suitable for use in the learning process because it has very good qualifications from the results of the feasibility test and trials on trials subjects. The use of animated video media as a learning medium requires supporting components. The supporting components needed when animated video media are shown at school are laptops or cellphones, projectors, LCDs, and speakers. However, if you are going to use it at home independently, the components needed are only a laptop or cellphone. To improve aspects of early childhood, animated video media based on Tri Kaya Parisudha can be developed especially for aspects of religious and moral values.

#### 4. CONCLUSION

Based on the results of data analysis and discussion in this study, the video animation developed in this study obtained a very good level of validation and effectiveness. From these results it can be concluded that the animated video media based on Tri Kaya Parisudha is feasible and effective to be applied to the environmental theme for PAUD.

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