



## The Influence of Animated Film Media on the Social Behaviour of 5-6 Year Old Children at RA An-Nida

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### ABSTRACT

*Emotional social development is very important to a person because human beings are essentially social beings and interrelated with each other. In social development, children are expected to be able to maintain good friendship and to form sensitivity to their surroundings. Through the animation the child can see or learn a lot of new things so that the child often imitates or exemplifies the same acts as what he sees in the show. This research is done at RA An Nida with a kind of experimental research, using an approach. The population was 17 children and they were sampled all using a saturated sample (Sugiono,2021). Conclusion Based on the results of the investigation that has been carried out about the influence of the animated media film "Riiko The Series" it can be concluded that the media animated film " Riiko the Series" proved to have an influence on the social behavior of children aged 5-6 years in RA AnNida. The results showed the influence of animated film media on the social behavior of 5-6-year-olds in RA An-Nida.*

**Keywords:** *Film Media; Social Behavior; Children;*

### INTRODUCTION

Early childhood children are different and unique individuals, and they also have special features that distinguish them from adults. Stimuli must be adjusted to the nature of early childhood so that they are able to develop further. (Khadijah, 2021). Education for Asian children is a means to achieve their goals in developing various aspects of their growth. It can be observed that throughout this stage of education, various activities are carried out that are designed to help children produce various skills such as moral skills, and religious beliefs, cognitive abilities, motor skills, language, sensitivity, and emotional and social skills.

The emotional and social development of a person is very important because according to human nature, humans are social beings who are always in touch with each other. With social development, it is hoped that children will be able

to behave well and develop empathy for others around them. On the other hand, emotional development has been going on since childhood as a means of fostering bonds between children and their pets. Because every child will eventually grow into a big person, this behavior needs to be watched closely. to ensure that it develops as intended. (Al Khansa Sabila Haq, 2022)

Children are individuals who are still immature and unfortunately still need the support of adults or other close adults to reach adulthood. Every child has basic needs that must be considered. The state must uphold the four basic rights of children: participation, growth and development, protection, and life. And the most important thing to pay attention to is the growth and development of rights. The family environment is the first environment experienced by a child, and parents are the first teachers for their children, helping them learn many things from them. Society pays attention to the most

important factors in assessing the growth and development of a baby. What parents can do is raise their children well, provide breast milk and immunization, and support their growth and development through various stages of development so that they can grow and develop well so that they can grow well. In addition to the extended family, schools are also said to play a role in the growth and development of children because they have an important role in maintaining children's growth. (Aida Nur Fitri, 2021).

In addition, children's health must be protected in various ways, the most important of which is the need for protection of children's dental development. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 which describes the National Domestic Health Standards. Child Development, elements of development include religious beliefs and behavior, motor skills, cognitive abilities, language, social and emotional development, and age. A child's ability to socialize with others is greatly influenced by this social emotional component. Various objects near the baby can harm and hinder the child's social emotional growth, one of which is the animated shows watched by the child. (Aida Nur Fitri, 2021).

A child can see or learn many new things through animation. At an early age, children are not yet able to distinguish between things that are clearly stated and those that are not clearly stated. They discuss what they know to be true, which is something that is unambiguous and cannot be denied. This means that children often see or encounter similar objects as seen in the above shows, sometimes they can even use them to better understand themselves and other individuals around them. The easiest media to teach children about bad behavior is television or telephone. The use of telephones by children without being accompanied by adults can have a negative impact on children because of the underlying hostility. Animation not only always provides a good environment for children, but can also be detrimental to children and cause them to experience anxiety, depression, or other negative emotions. This can also have a negative impact on a child's social and emotional development if the

parents around the child do not comfort or explain to the child when they are experiencing these negative emotions. Therefore, the author conducted an observation regarding the influence of animated shows on the social and emotional development of children aged 5 to 6 years. The reason is, the child in question has begun to pay attention to things around him and is able to express his emotions more effectively than children aged 0-4 years. In addition, the child in question has entered school and is socializing with people outside his home, such as in the community and at school. (Aida Nur Fitri, 2021). The problem faced by children in the B RA AN-NIDA group is that many children follow or imitate the violent scenes they see in the animated shows they watch, this causes children to practice it on their peers, so that it is not uncommon for children to indirectly hurt their own friends. And the consequences of showing an animation can also hinder social development in children because by watching children will focus more on what they watch than paying attention to the people around them.

#### **A. Definition of Children's Social Development.**

According to (Talvio, Berg, Litmanen, & Lonka, 2016), the social emotional aspect is a way to acquire the skills, behaviors, and values needed to understand, control, and communicate the social emotional aspect by opening relationships and finding solutions to problems. very young children, this situation will cause them to feel certain emotions, which then cause them to express themselves through facial expressions that will trigger these emotions. Later, this situation can affect the feelings of others or their own attitudes. (Rahayu et al, 2020).

Social development refers to a child's shyness when communicating with others through established social ties. In this regard, Harlock (1978) emphasized that social development refers to the ability to make decisions that are the same as social norms. Therefore, socialization can also be defined as the stage of children in placing themselves in group norms, morality, customs, communication, and joint work. (Dr. Hj Khadijah M.Ag, 2021).

The development of emotional and social skills is a change in character that is directed at certain experiences that arise from the heart. Children's emotional development is characterized by changes in personality traits caused by certain experiences that make children feel different when interacting with others (Wilyani, 2014). Individual emotional and social development is very important because it is related to children's skills in social communication. Moreover, when starting school, children will interact a lot with their teachers and classmates who are fun so that they become more enthusiastic and are able to motivate their emotional and social development. (Bakken et al 2021).

### **B. Goals of Early Childhood Social Development.**

All methods attempted to help children with disabilities in social and emotional development must have a specific goal. According to Hurlock, "During emotional development, children receive social stimulation, especially from group demands, and learn to socialize and behave." (Saimun, 2022), and Musringati stated that "The goal of this social emotional development is for children to have self-confidence, good communication skills, and the ability to control their emotions." (Saimun, 2022). However, Ali Nugraha and Yeni Rachman stated that:

- As a means of communication with the surrounding environment.
- As a form of self-esteem and self-evaluation of a child towards himself.
- As a type of behavior that can be consumed by the environment.
- As an example of routine.
- As a means of self-improvement.

### **C. Faktor-faktor yang mempengaruhi sosial emosional anak usia dini.**

various factors that impact a child's social and emotional development. There are many factors that contribute to the emotional instability of babies, which can come from within themselves or from their surroundings, namely:

1. The condition within each individual. Harlock stated that the condition within each person can affect their growth ability

(Selaras N, Vinayastri, & Masykurokh, 2018). Characteristics such as age, physical characteristics, intelligence, sexual orientation, and other factors can affect a person's growth ability.

2. Conflict in the development process. In childhood development, conflict may arise. Some children will be able to overcome it, while some children will not be able to handle it. This will have a negative impact on the child's emotions.
3. The cause comes from the environment. The environment has a significant impact on the development of children's social and emotional skills. There are three environments that impact a child's emotional development, namely the family environment, the surrounding environment, and the school environment.

### **D. Indikator pencapaian perkembangan sosial anak.**

The growth of a child's social and emotional stages has a personality that is commensurate with his age. Here are some indicators of the social growth of children aged 5 to 6 years:

1. Can interact with friends of the same age and parents. In this development, children are able to actively chat with older people when doing something, want to play with friends of the same age, can praise others, communicate with friends while playing or studying.
2. Can show self-confidence. In this development, children begin to be able to express their opinions, dare to ask and answer, can make simple decisions.
3. Can show independence of attitude. In this learning process, children can practice balance or zippers on their own, practice shoelaces, eat and drink on their own, follow instructions and go to school independently if they walk to and from their home and school. They can also learn how to do simple things on their own.
4. Show emotions appropriately. Children are able to apologize and give forgiveness, want to follow their mother or father's

activities at school or at home, do not cry when criticized or advised, and help resolve disputes.

5. Discipline, obey the rules, and be responsible. Children are able to look after their own belongings, can start working together to complete tasks with friends, obey the rules that have been given, complete the work given, and throw away trash in the right place..

## RESEARCH METHOD

This research was conducted on Jl Pembangunan Dusun III RA AN NIDA, Bandar Setiabudi, Percut Sei Tuan District, Deli Serdang Regency, North Sumatra in mid-May. This research is an experimental research using quantitative methods and pre-experiental or quasi-experiental techniques. Furthermore, this study utilizes a one-group pretest-posttest design which essentially combines children's tests at least eight times a week. There are two variables used. In this study, variable X is animated shows and variable Y is social growth in children aged five to six years. The population was 17 children and all were divided into several groups using saturated samples (Sugiono, 2021). The data collection procedure used tests, documentation, and observations. The data analysis technique used Shapiro-wilk normality statistics and paired sample t-test hypothesis testing. (Riduan, 2013).

## RESULTS AND DISCUSSION

### Riko The Series Animation Film

The Series Riko – In today's digital era, people must be more selective in choosing a suitable partner for their life. Animated children are one of the choices used because in addition to providing entertainment, they also provide moral guidance and good understanding. One of Indonesia's popular products that can currently be purchased is Riko The Series - Play Together with Riko and Q110. This animated series depicts the daily life of an eight-year-old boy named Riko. Riko is known as an agile and observant child. He is often involved in friendly banter with his neighbors, who often reveal various knowledge about the environment. It is necessary to explain whatever Riko encounters, starting from Muslim

knowledge from all over the world, the greatness of Allah, the creator, and much more. This animated series is produced by Indonesians, as evidenced by the storyline that highlights the country's culture and environment. Amazingly, the production of this artwork is handled by the artists themselves, Teuku Wisnu and Arie Untung, in collaboration with the non-artist subject, Yuda Wirafianto.

The main purpose of the Riko The Series television series is to present educational content that children can understand. As they do so, children can also learn new skills and absorb moral lessons from each episode. One of the many moral lessons that can be taken from this animated series is the need to have a variety of positive emotions and characters, such as being kind and gentle, expressing gratitude, showing respect, and being persistent, as shown in the "Aku Sayang Bunda" episode. Young children will find it easier to understand what is shown and developed through this educational series.

### Social Development in Children Aged 5-6 Years

As a result of the social bonds that are formed, children's social development refers to their maturity in interacting with those around them. Based on this, Harlock (1978) emphasized that social growth refers to the development of behavioral abilities in accordance with social norms. From here it can be said that social growth can also be explained as the process of educating children to comply with moral, traditional, and group norms while maintaining communication and teamwork.

Early childhood is dynamic and is greatly influenced by aspects of the social development environment. Every early childhood experiences growth, they show certain behaviors based on their social skills. Every step of the ideal development process needs to be considered in relation to the child's socialization. If not, then problems will arise in the development of the child's social needs because each child at each stage of their development has different social needs, and other causes such as violence experienced by others.

### The Influence of Animated Film Media on the Social Behavior of 5-6 Year Old Children at Ra An-Nida

This study was conducted by conducting a treatment test using five indicators with two activities in each indicator so that all totaled 10 treatment test items. The initial test conducted was

a pretest which intended to determine the extent of the child's social development before watching the animated show Riko the Series. The following are the results of data processing:

**Table 1. Description of Pre-test and Post-test data**

		<i>Pre-test</i>	<i>Post-test</i>
N	Valid	16	16
	Missing	0	0
Mean		24,875	30.063
Median		24	30,5
Variance		59,850	17,396
Minimum		11	23
Maximum		37	37
Sum		398	481

Based on table 1, the mean, median, variance, minimum, maximum, and total pre-test scores were 24,875, 24, 59,850, 11, 37, and 398. Furthermore, the mean,

median, variance, minimum, maximum, and total post-test scores were 30,063, 30.5, 17,396, 23, 37, and 481.

**Table 2. Interpretation of success scores**

Score	Category
160 – 280	Poor
281 – 400	Fair
401 – 520	Good
521 – 640	Very Good

Thus, it can be stated that the social behavior of children aged 5-6 years in (RA) before watching the animated show Riko the Series is included in the fairly good category. Meanwhile, the score after

watching the animated show Riko the Series is included in the good category. It can be seen that there is an increase in the score after watching the animated show.

**Table 3. Normality Test Results**

		Pre-Test	Post-Test
N		16	16
Normal Parameters <sup>a,b</sup>	Mean	24,875	30,0625
	Std. Deviation	4,17083	7,73628
Most Extreme Differences	Absolute	0,161	0,121
	Positive	0,161	0,096
	Negative	-0,119	-0,121
Test Statistic		0,161	0,121
Asymp. Sig. (2-tailed)		0.200 <sup>e,d</sup>	0.200 <sup>e,d</sup>

In the results of the normality test described in Table 3, the significance level of the pre- and post-test scores is 0.200, while the significance level is 0.05. Because the significance level sig.  $0.200 > 0.05$ , the results of the analysis can be stated as normal data.

**Table 4. Homogeneity Test Results**

	N	F <sub>hitung</sub>	F <sub>tabel</sub>	Keterangan
Skor Pre-test	16	0.026	4.6001	Homogen
Skor Post-test	16			

In the homogeneity test results shown in table 4, the F-count value is obtained -0.026 and F-table 4.6001 at a significance level of 5% with a sample of 16. The basis for making this test decision is, if  $F\text{-count} < F\text{-table}$  then the variance of

the research data is said to be homogeneous. It can be seen that  $F\text{-count} (0.026) < F\text{-table} (4.6001)$ , then it can be concluded that the population of the two scores has the same variance (homogeneous)

**Table 5. t-Test Results**

	t <sub>hitung</sub>	t <sub>tabel</sub>	Sig.
Skor Pre-test	4.016	1.753	0.001
Skor Post-test			

The hypothesis proposed in this study is:

$H_0$  : There is no influence of animated film media on the social

behavior of children aged 5-6 years  
at RA An-Nida

Ha: There is an influence of  
animated film media on the social  
behavior of children aged five to six  
years at RA An-Nida

Based on the results of the t-test that  
have been stated in table 5, there is a t-count  
value of 4.016. The basis for making this  
test decision is if the  $t\text{-count} > t\text{-table}$  then  $H_0$   
is rejected and  $H_a$  is obtained. In this test,  
the t-table value with a significance level of  
5% and a sample size of 16 is 1.753. It can be  
seen that  $t\text{-count} (4.016) > t\text{-table} (1.753)$  then  
 $H_0$  is rejected and  $H_a$  is accepted. then it can  
be stated that the influence of animated film  
media on the social behavior of children  
aged 5-6 years at RA An-Nida was found.

## CONCLUSION

Based on the research findings on the  
influence of animated film media "Riiko  
The Series" it can be concluded that the  
animated film media "Riiko The Series" has  
been proven to influence the social behavior  
of children aged five to six years at RA An-  
Nida. This is shown in the results of  
calculations using the t-test. Where  $t\text{ count} >$   
 $t\text{ table}$  . The results show that  $H_0$  is rejected,  
meaning that there is an influence of

animated film media on the social behavior  
of children aged 5-6 years at RA An-Nida.

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