

Application of Animation Media in Improving the Language of Children Age 5 - 6 Years Elim Sawinggrai Kindergarten, Raja Ampat District

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ABSTRACT

The Bela Bangsa Mandiri Kindergarten is focusing on language development for children aged 5-6 years. Animated learning media is used to convey information effectively, improving language skills. However, the school's implementation has not been optimal due to inadequate facilities and infrastructure. This research aims to determine the application of animation media in improving language skills in children aged 5-6 years. The study involved a teacher and 20 students, with data collected through observation, interviews, and documentation. The results showed that the application of animation media involves choosing a theme, preparing the media, focusing attention, providing material based on psychological principles, stimulating abilities, and providing evaluation. The study found that 20% of the students were not yet developing.

INTRODUCTION

Early childhood education is the level of education before the basic education level which is a coaching effort aimed at children aged 0-6 years that is carried out by providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education, which held in formal, non-formal and informal channels. Early childhood education aims to help lay the foundation for the development of attitudes, knowledge, skills and creativity that students need in adapting to their environment and for further growth and development. Early childhood is children in the age range 0-8 years. Early childhood is also defined as a group of children who are in a unique process of growth and development. They have a special pattern of growth and development according to their level of growth and development. According to Law number 20 of 2003 concerning the national education system in Chapter 1 Article 1, point 14, early childhood education is a coaching effort that is given to children from birth to the age of 6 years which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. Language development is one aspect of development that is very important to implement in kindergarten for children's growth and development because every child's daily activities will use language. Language is divided into four forms, namely listening, speaking, reading and writing.

LITERATURE REVIEW

Early childhood is also defined as a group of children who are in a unique process of growth and development. They have a special pattern of growth and development according to their level of growth and development. According to Law number 20 of 2003 concerning the national education system in Chapter 1 Article 1, point 14, early childhood education is a coaching effort that is given to children from birth to the age of 6 years which is carried out through providing educational stimulation to help physical and spiritual growth and development so that children are ready to enter further education. Language development is one aspect of development that is very important to implement in kindergarten for children's growth and development because every child's daily activities will use language. Language is divided into four forms, namely listening, speaking, reading and writing.

METHODOLOGY

The approach used in this research is a qualitative descriptive approach, namely a research approach that attempts to describe a symptom, event, or incident that is happening now, where the researcher photographs the events and events that occur as the focus of his attention and then describes them as they are. Qualitative descriptive research aims to objectively describe the conditions at the research site using words and sentences, regarding the language development of children in class B at Elim Sawinggrai Kindergarten, Raja Ampat Regency using animation media. The data collection technique used is:

1. Interview

2. Documentation
3. Data Analysis
4. Test Data

RESULTS AND DISCUSSION

Institution Profile

Name of PAUD Unit	: PAUD Elim Sawinggrai
Complete Address	: Sawinggrai Village, Meos Mansar District, Kab. Raja Ampat
Program Type	: Early Childhood Education
Foundation Name	: Christian Education Foundation (YPK)
Manager Name	: Lence Leasiwal
Date of Establishment	: July 10, 2008
Operational License Number	: 858/627/2010
NPSN	: 69922800

Data on Educators and Preschool Students

The teaching staff at Elim Sawinggrai Kindergarten, Raja Ampat Regency consists of 6 teaching staff, described in the following table:

Table 1. Elim Sawinggrai PAUD Teacher Data					
No	Name	I/P	Final	Position	Start Task
1	Lence Leasiwal	P	SLTA	Headmaster	2013
2	Vivin Puara	P	SLTA	Teacher	2013

Student Conditions: The total number of students is 39 students divided into 2 classes. Class A has 19 students and class B has 20 students. The following is a list of the number of students in Elim Sawinggrai Kindergarten, Raja Ampat Regency, academic year 2023/2024.

Table 2. Elim Sawinggrai PAUD Student Data				
No	Class	Child's Data		Amount
		Woman	Man	
1.	Class A	7	10	17
	Jumlah			17

This research describes the results of processing and analyzing data obtained after conducting research. The data obtained was obtained through several documentation techniques as a supporting method to complete the data the author obtained when conducting observations and interviews. This research was conducted at the Elim Sawinggrai Kindergarten Kindergarten, Raja Ampat Regency September 10, 2023 – November 10, 2023. The activity of implementing animation media in improving children's language at the Elim

Sawinggrai Kindergarten Kindergarten Raja Ampat Regency turned out to produce quite good language development.

This research was conducted starting from observations made by the author at the Elim Sawinggrai Kindergarten, Raja Ampat Regency to observe the language development of students at the Elim Sawinggrai Kindergarten, Raja Ampat Regency. Based on the results of research conducted at the Elim Sawinggrai Kindergarten, Raja Ampat Regency, it can be explained that the use of animation media in improving children's language is as follows:

Table 3. Observation Results of the Application of Animation Media in Improving the Language of Early Childhood Class B PAUD Elim Sawinggr

No	Name	Phonology		Morphology		Syntax		Semantic		Pragmatic	Info
		1	2	1	2	1	2	1	2	1	
1	Celsi	MB	BSH	BSH	MB	MB	BSH	BSH	MB	BSH	BSH
2	Eljira	MB	MB	BSH	MB	MB	BSH	MB	MB	BSH	MB
3	Stevi	MB	BSH	BSH	MB	BSH	BSH	MB	MB	BSH	BSH
4	Marisa	BB	MB	MB	BB	MB	MB	MB	MB	MB	MB
5	Fabio	MB	MB	MB	MB	MB	BSH	MB	MB	BSH	MB
6	Abigael	MB	BSH	BSH	MB	BSH	MB	BSH	BSH	BSH	BSH
7	Samuel	MB	BB	MB	MB	MB	MB	MB	MB	MB	MB
8	Mirowan	MB	MB	BSH	BSH	MB	BSH	BSH	BSH	MB	BSH
9	Jorwin	MB	MB	MB	MB	MB	MB	BSH	MB	BSH	MB
10	Mei	BB	BB	BB	BB	BB	BB	MB	BB	MB	BB
11	Zhiko	MB	BSH	BSH	MB	BSH	MB	BSH	MB	BSH	BSH
12	Ermias	MB	MB	BSH	MB	MB	MB	MB	MB	BSH	MB
13	Tabita	BB	MB	MB	MB	MB	MB	MB	MB	MB	MB
14	Fanesia	BB	BB	MB	MB	BB	MB	MB	BB	BB	BB
15	Berto	MB	BB	MB	BB	BB	MB	BB	BB	MB	BB
16	To mami	BSH	MB	MB	BSH	BSH	MB	BSH	BSH	MB	BSH
17	Tomson	BSH	MB	MB	BSH	BSH	MB	BSH	BSH	MB	BSH

Source: Observasi Pada Tanggal 1 November 2023 di Kelas B Taman Kanak-kanak TK Elim Sawinggrai Kabupaetn Raja AmpatTanjung Seneng Bandar Lampung

Figure Description:

1. Children can make clear sounds in 2 sentences.
2. Children can make clear sounds using newly acquired words or sentences.
3. The child can say two or more words.
4. Children can say sentences using the words inside and outside.
5. Children can make two or more sentences.
6. Children can make question sentences.
7. Children can add new vocabulary to the words they hear.
8. Children can connect newly acquired vocabulary and vocabulary they have known for a long time
9. Children can interact with other people (parents and teachers).

Information:

1. BB (Not Yet Developed): if a child does this, it must be guided or modeled by the teacher.
2. MB (Starting to Develop): if the child does this, he still has to be reminded or helped by the teacher.
3. BSH (Developing According to Expectations): if the child can do it independently and consistently without having to be reminded or modeled by the teacher.
4. BSB (Very Well Developed): if the child can do it independently and can help his friends who have not yet reached the abilities according to the expected indicators.

From the research results obtained, the presentation was as follows:

Table 4. Percentage Results of the Application of Animation Media in Improving the Language of Early Childhood Class B Kindergarten Elim Sawinggrai Kindergarten Raja Ampat Regency

No	Criteria	Jumlah Anak		Hasil	
		Before	After	Before	After
1.	BB	9	5	45%	25%
2.	MB	7	9	35%	45%
3.	BSH	4	6	20%	30%
4.	BSB	0	0	0%	0%
Total		20		100%	

Based on the results of research on children's language development in the Elim Sawinggrai Kindergarten, Raja Ampat Regency, the results of all of them were 100% and the number of students was 17 people, divided into 4 developments, namely BB (Not Developed) as much as 25% with the number of students as many as 5 people. Meanwhile, the development of MB (Starting to Develop) was 45% with a total of 9 students. Meanwhile, the development of BSH (Developing According to Expectations) was 30% with a total of 6

students. And finally, the development of BSB (Very Well Developed) was 0% with none.

The results of observations, interviews and document analysis carried out by researchers in the process of improving language through animation media can be seen by the data analysis techniques and data presentation that researchers present in the form of Venn diagram images. In qualitative research, there are five approaches according to John W Creswell, namely narrative studies, phenomenological studies, grounded theory studies, ethnographic studies, and case studies. In this research, the researcher used a phenomenological study, and the researcher used to collect the following data:

Data Reduction

Data reduction is the process of choosing focus, simplifying and informing data that appears in field writing. In this circle, codes are formed by grouping data into smaller categories. I show the coding in this Venn diagram by creating categories (abbreviations and capital letters) which make it easier for readers to understand the essence of this thesis. The following is the data reduction coding/coding, namely:

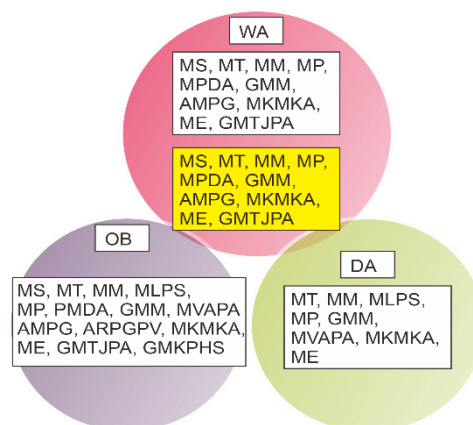



Figure 1. Data Reduction About Children's Language Ability Through Animation Media at Ages 5-6 Years in PAUD Elim Sawinggrai, Raja Ampat Regency

Information :

WA	: Interview
OB	: Observation
DA	: Analysis Document
	: Data Reduction
MS	: Analyzing the Syllabus
MT	: Determining Theme
MM	: Preparing Media
MLPS	: Preparing Laptop, Projector, Speakers
MP	: Focusing Attention
MPDA	: Adjusting Children's Sitting Position
GMM	: Teacher Provides Material
MVAPA	: Explaining Animation Videos to Children

AMPG	: Children pay attention to the teacher's explanation
ARPGPV	: Children Respond to Teacher Questions on Video
MKMKA	: Providing Activities that Stimulate Abilities Child
ME	: Providing Evaluation
GMTJPA	: Teacher Conducts Questions and Answers with Children
GMKPHS	: Teacher Explains Activities for the Next Day

Based on the results of observations, interviews and document analysis. The author uses data reduction coding as follows: analyzing the syllabus (MS), determining the theme (MT), preparing the media (MM), arranging the child's sitting position (MPDA), the teacher providing material (GMM), the child paying attention to the teacher's explanation (AMPG), providing activities that stimulate children's abilities (MKMKA), provide evaluations (ME), teachers conduct questions and answers with children (GMTJPA).

Data Display

Data display is the process of displaying data simply in the form of words, narrative sentences and tables. The author's data display results are displayed in a Venn diagram as follows:

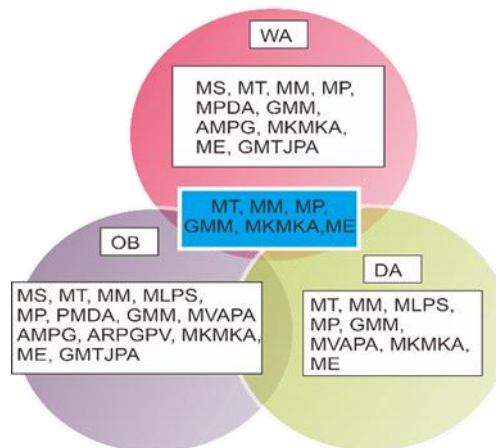



Figure 2. Display Data About Children's Language Abilities Through Animation Media at Ages 5-6 Years at Paud Elim Sawingrai

Information :

WA	: Interview
OB	: Observation
DA	: Analysis Document
	: Data Display
MS	: Analyzing the Syllabus
MT	: Determining Theme
MM	: Preparing Media
MLPS:	Preparing Laptop, Projector, Speakers
MP	: Focusing Attention
MPDA	: Adjusting Children's Sitting Position
GMM	: Teacher Provides Material

MVAPA	: Explaining Animation Videos to Children
AMPG	: Children pay attention to the teacher's explanation
ARPGPV	: Children Respond to Teacher Questions on Video
MKMKA	: Providing activities that stimulate children's abilities
ME	: Providing Evaluation
GMTJPA	: Teacher Conducts Questions and Answers with Children
GMKPHS	: Teacher Explains Activities for the Next Day

Based on the results of observation analysis, interviews and document analysis. The author uses data display coding as follows: determining the theme (MT), preparing media (MM), focusing attention (MP), teacher providing material (GMM), providing activities that stimulate children's abilities (MKMKA), and providing evaluation (ME).

Drawing Conclusion

The data that has been patterned is then focused and arranged systematically in narrative form. Then through induction, the data is concluded so that the meaning of the data can be found in the form of interpretation and argumentation. Conclusions were also verified during the research. If the conclusions drawn are still lacking, they will be added. Conclusions are displayed by the researcher in the form of a Venn diagram as follows:

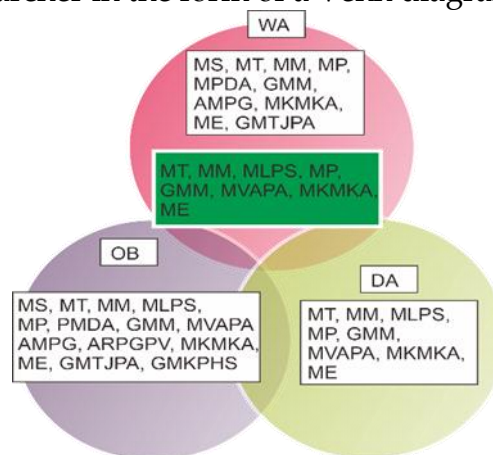



Figure 3. Concluding/verification regarding children's language abilities through animation media at the age of 5-6 years at Paud Elim Sawinggrai

Information :

WA	: Interview
OB	: Observation
DA	: Analysis Document
	: Drawing Conclusion
MS	: Analyzing the Syllabus
MT	: Determining Theme
MM	: Preparing Media
MLPS	: Preparing Laptop, Projector, Speakers
MP	: Focusing Attention
MPDA	: Adjusting Children's Sitting Position
GMM	: Teacher Provides Material

MVAPA	: Explaining Animation Videos to Children
AMPG	: Children pay attention to the teacher's explanation
ARPGPV	: Children Respond to Teacher Questions on Video
MKMKA	: Providing activities that stimulate children's abilities
ME	: Providing Evaluation
GMTJPA	: Teacher Conducts Questions and Answers with Children
GMKPHS	: Teacher Explains Activities for the Next Day

Based on the results of observation analysis, interviews and analysis documents. The author uses the following coding for concluding/verification: determining the theme (MT), preparing the media (MM), preparing the laptop, projector, speakers (MLPS), focusing attention (MP), teacher providing material (GMM), explaining the animated video to the children (MVAPD), providing activities that stimulate children's abilities (MKMKA), providing evaluation (ME).

The following is an image of the Venn diagram as a whole which is supported by data from interviews, observations and analysis documents. To produce a conclusion about the activity of watching animated media (audio visual) in improving the language of children aged 5-6 years in PAUD Elim Sawinggrai, Raja Regency.

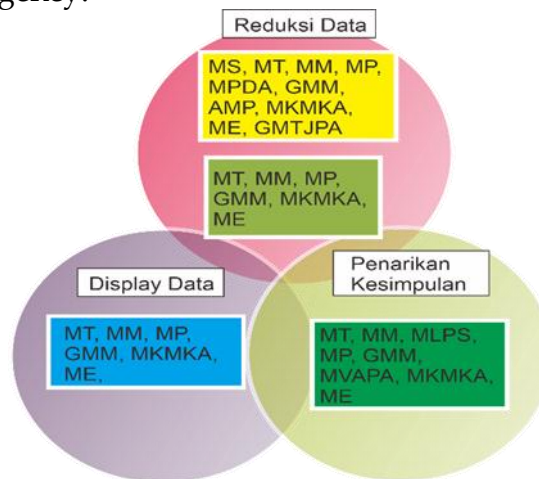



Figure 4. Children's Language Ability Through Animation Media at the Age of 5-6 Years at Paud Elim Sawinggrai


Information:



WA : Interview

OB : Observation

DA : Analysis Document

 : Relationship between Interview–Observation: Data that has been reduced/selected (which has similarities between interviews and observations)

 : Relationship between Interview-Analysis Document: Data that has been reduced/selected (which has similarities between the interview document and the analysis document)

	: Relationship between Analysis-Observation Documents: Data that has been reduced/selected (which have similarities between analysis and observation documents)
	: Conclusion/conclusion, relationship from interviews, observations, and analysis documents: That is, the data has been reduced and there are similarities between the three techniques. These similarities are used as conclusions and research results which are shown in the Venn diagram image above.
MS	: Analyzing the Syllabus
MT	: Determining Theme
MM	: Preparing Media
MLPS	: Preparing Laptop, Projector, Speakers
MP	: Focusing Attention
MPDA	: Adjusting Children's Sitting Position
GMM	: Teacher Provides Material
MVAPA	: Explaining Animation Videos to Children
MM	: Preparing Media
MLPS	: Preparing Laptop, Projector, Speakers
MP	: Focusing Attention
MPDA	: Adjusting Ana's Sitting Position
GMM	: Teacher Provides Material
MVAPA	: Explaining Animation Videos to Children
AMPG	: Children pay attention to the teacher's explanation
ARPGV	: Children Respond to Teacher Statements in the video
MKMKA	: Providing activities that stimulate children's abilities
ME	: Providing Evaluation
GMTPA	: Teachers Conduct Questions and Answers with Children
GMKPHS	: Teacher Explains Activities for the Next Day

Based on the results of observation analysis, interviews and documentary analysis carried out by researchers on the process of implementing animation media in improving the language of children aged 5-6 years in kindergarten at Elim Sawinggrai Kindergarten, Raja Regency. Researchers can conclude as follows: determining the theme (MT), preparing media (MM), focusing attention (MP), the teacher providing material (GMM), providing activities that stimulate children's abilities (MKMKA), and providing evaluation (ME).

Based on the results of observations, interviews and the author's documentation above, it can be concluded that teachers have implemented animation media to improve the language of early childhood. Through interaction with children before carrying out the activity of watching animation, children will be orderly in carrying out these activities.

The Elim Sawinggrai Kindergarten Kindergarten, Raja Ampat Regency does not only teach children to color, write, read, play with blocks and play puzzles, but teachers make variations in teaching methods so that children don't get bored, so they include animation media. It can be explained that early childhood language development is marked by the child's ability to retell the

contents of stories they have seen, using new sentences or words they learned when watching the animation. Apart from that, the author can see the enthusiasm of children in interacting with friends and teachers and the enthusiasm of children in watching animations that have been played previously. However, it can be seen that some children still don't dare to retell the contents of the animated story.

But most children understand what is taught and directed by their teacher. It can be seen from the child's difficulty in carrying out the activity of telling stories back to the teacher and friends. From the discussion above, this is how early childhood language development looks like through animation media in class B, Kindergarten, Elim Sawinggrai Kindergarten, Raja Ampat Regency.

Therefore, it can be concluded that learning using animation media has a quite good influence on early childhood language development so that children become more enthusiastic in interacting with teachers and their friends. Based on the results of the interview, in the learning process, the first thing to prepare is the teacher preparing the media, the teacher focusing attention, the teacher providing activities that stimulate the child's abilities, and the teacher providing evaluation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the previous analysis and discussion, it can be concluded that the application of animation media in early childhood language development in Elim Sawinggrai Kindergarten, Regency. Raja Ampat is already quite good. This can be shown by paying attention to the steps and achievement indicators that are by early childhood language development, namely: choosing the theme to be achieved, the teacher preparing the media, the teacher focusing attention, the teacher providing activities that stimulate the child's abilities. , the teacher provides an evaluation. Judging by the enthusiasm and enthusiasm of children in watching animation media, not all children have the same enthusiasm and interest, but most of them can listen and retell the contents of the stories they have seen.

This can be seen in 5 students or 25% of children falling into the underdeveloped category, 9 students or 45% of children who fall into the beginning to develop category, 6 students or 30% of children who fall into the developing category as expected, and none which falls into the very well developed category.

FURTHER STUDY

This research still has limitations so further research on the topic is still needed "Application of Animation Media in Improving the Language of Children Age 5 - 6 Years Elim Sawinggrai Kindergarten, Raja Ampat District."

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