

The Influence of Animation Videos on Expressive Language Skills in Preschool Kobar Anugerah, Batujala Village, Bontoramba District, Jeneponto Regency

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Abstract. *This research aims to: 1) find out what the effect is after being given an animated video at the Kobar Anugerah Early Childhood Education in Batujala Village. 2) To find out what the influence was before being given an animated video at the Kobar Anugerah Early Childhood Education in Batujala Village. 3) To find out whether there is an influence of learning videos in Kobar Anugerah Early Childhood Education in Batujala Village. This research is a quantitative descriptive research by describing variables that support the data in the form of numbers generated from the actual situation. This research uses primary data which collects data using questionnaires and interviews. The researcher uses quantitative analysis, multiple linear regression analysis and analysis of the coefficient of determination. with the help of SPSS17. The population in this study was 47 early childhood children at the Kobar Anugerah Early Childhood Education School, Batujala Village, carried out on May 15 2023 at Kobar early childhood education in Batujala Village, Bontoramba District, Jeneponto Regency, South Sulawesi Province. The results of the research obtained using the Animated videos have the effect of helping young children be active in expressive language at early childhood education schools in Kobar, and teachers are also more active in the early childhood education learning process using animated digital media learning methods. And master digital media materials with animated video materials.*

Keywords: *Effect of Animated Videos, Expressive Language of Early Childhood*

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INTRODUCTION

It is imperative that all stakeholders, including the government and other entities involved, consistently strive to enhance the standard of education and instruction in early childhood through the utilization of animated video teaching techniques. Teachers, as integral members of the educational system, bear significant duties and responsibilities. Quality teachers play a crucial role in shaping the future of a nation. Ensuring the delivery of high-quality education is a crucial aspect that demands attention throughout the educational journey. In his publication from 2010, Mulyasa explores. As per the Law of the Republic of Indonesia Number 20 of 2003 regarding the National Education System, Chapter I Article 1 Paragraph 1, it is stated that education is a deliberate and organized endeavor aimed at fostering a conducive learning environment and process, enabling students to actively cultivate their potential in terms of religious and spiritual fortitude, self-discipline, character, intellect, virtuous ethics, and the necessary skills for personal, societal, national, and state development. From the statement provided, one can infer that education is a deliberate endeavor undertaken by an individual,

involving a process of learning that is enjoyable and purposeful, with the goal of nurturing one's abilities (Nwaka, 2022). Possessed by young children. With the rapid advancement of technology, teachers now have a wide range of teaching materials at their disposal (Haleem et al., 2022; Henriksen et al., 2021). These materials include printed books, presentation media, audio media, video media, and even audio-visual media.

In the realm of education, the teaching materials employed by educators exhibit a wide array of diversity. These encompass printed books, presentation media, audio media, video media, and even audio visual media (Singh & Alexander, 2022). Learning media serves as a tool for educators to effectively communicate a wide range of learning materials and resources to students. Teachers at primary and secondary education levels have started developing learning media (Marpanaji et al., 2018). There are various types of media used in exhibitions, such as exhibition media, print media, images, props, film, audio, projection, and computers. According to Sanaky (AULIA, 2022).

The statement above suggests that learning media serve as tools or resources for educators to facilitate students' understanding of the instructional materials presented (Novaliendry et al., 2020). The effectiveness of the learning process hinges on the educational resources or instructional materials provided by the teacher. Video is considered as a valuable learning medium. Video learning is an instructional method that integrates auditory and visual elements to effectively communicate a lesson's subject matter (Maemunah et al., 2021). Choosing the appropriate learning activities is crucial for ensuring an effective and efficient learning experience (Sokhanvar et al., 2021). This will enable young children to absorb the film material delivered by the teacher to its fullest potential. However, it is often observed that educators have faced challenges in creating suitable learning animation video media for instructional purposes (Langeb & Costley, 2020). I am currently experiencing some confusion regarding the process of creating animated educational videos. Several issues arose during this research, which are as follows. Research Objective: To investigate the impact of providing an animated video at PAUD Kobar Anugrah, Batujala Village. The advantages of research include the development and enhancement of practical benefits, which in turn foster students' motivation to achieve effective learning outcomes (Hsiao & Su, 2021; Ommeringn et al., 2020). Potential Advantages The aim is to offer theoretical insights into the impact of video training on enhancing teacher competency at PAUD Kobar Anugrah Ballarompo.

Theory Study and Understanding of Animated Videos

In carrying out teaching and learning activities between teachers and children, support is needed to carry out the learning process in accordance with the learning objectives that have been set. One of its supporters is learning media. It is important to use learning media, because learning media can help the teaching and learning process become more active, creative, interesting and provide a new learning atmosphere (Kustyarini et al., 2020).

Animated video media is a learning media that uses moving image elements accompanied by complementary sound, such as a video or film. Understanding animated video media according to (Martin & Betrus, 2019). stated that "animated video media is an audio-visual media that combines animated images that can move followed by audio according to the animated character.

The definition of animated video media according to (Wang et al., 2021) states that "animated video is the movement of one frame with another frame that is very different within a predetermined time duration, so that it creates the impression of movement and there is also sound that supports the movement of the image, for example conversational or dialogue sounds and other sounds. From the several theories above which explain the meaning of animated video media, it can be concluded that animated video media is learning media in the form of videos that are equipped with audio and moving images (Nurhasanah et al., 2022; Rosdiana & Ulya, 2021).

Media has a very strategic position in its use in the learning process, because teachers as educators are required to be able to utilize and use media in delivering learning material and to

facilitate the achievement of learning goals (Aslan et al., 2020). Educators have a role in developing learning media as well as utilizing and utilizing learning media. In developing learning media, educators need to pay attention to several things, including media selection procedures and principles of using media in the learning process.

Kindergartens realize they have an obligation to improve the quality of learning in schools by improving the quality of their teachers' skills (Guru & Al-Hilal, 2022). One thing that is being done is preparing kindergarten teachers to take part in training in making information technology-based learning media. By being accompanied by a community service implementation team from the Makassar State University community service and community service research institute, the training activities can be carried out. According to Begam & Bashar (2023) that a child is said to have disorders in expressive language if there is a gap (discrepancy) between what the child understands (receptive language) and what they want to say (expressive language). According to Löytömäki et al. (2020) the difference between expressive language is language that contains feelings and sentences. Expressive is a sentence that has a verb expressing inner meaning (expressive) while the word expressive in the large Indonesian dictionary means "appropriate (able)" to give or express a picture, intention, idea, feeling.

In the Big Indonesian Dictionary, the word media comes from the Latin *medius* which literally means 'middle', intermediary' or introduction'. In Arabic, media is an intermediary or messenger of messages from the sender to the recipient of the message. Media is a messenger from the sender to the recipient of the message, thus the media is a vehicle for transmitting learning information or conveying messages.

According to the National Education Association (NEA), it has a different meaning. Media are forms of communication, both printed and audio visual, and their equipment (Sudarmo et al., 2021). Media should be able to be manipulated, seen, heard and read. Media is anything that can channel messages from the sender of the message to the recipient of the message so that it can stimulate the thoughts, feelings, attention and interest of the recipient of the message in such a way as to create an exciting learning process between the two Scania (Riyanti et al., 2021). Based on the statement above, it can be concluded that media is a tool used by teachers during the learning process which can stimulate children's thoughts, attention and interest in learning so that the learning process is more fun and not boring.

Advantages of Animation Videos

The advantages of animation media include (Abdulrahman et al., 2020): (1) Combining other media elements such as audio, text, video, images, graphics and sound into one unified presentation, so that it accommodates students' learning modalities; (2) Does not make students bored; (3) The pictures and colorful colors in the video attract students; (4) The object image is more flexible and looks like real; (5) More communicative.

Information that uses images and animation is easier for students to understand than information created in other ways. Reading information is sometimes difficult to understand. Apart from that, to read information, educators must provide special time which is difficult to obtain due to busy schedules.

Kindergarten realizes that it has an obligation to improve the quality of learning in schools by improving the quality of the skills of its teachers. One thing that is being done is preparing kindergarten teachers to take part in training in making information technology-based learning media (Julia et al., 2020). Accompanied by a community service implementation team from the Makassar State University research institute for community service and community service, this training activity can be carried out.

Children's Expressive Language Abilities

Speaking is included in expressive language skills. Bromlye stated that the ability to speak is expressed in the form of words. Some are receptive (understood and accepted) and

expressive (stated). examples of expressive language are speaking and writing information to communicate with other people. Gordon and Browne in Dhieni added that mastery of expressive language means that children increasingly express their desires, needs, thoughts and feelings to other people orally (Herlina & Musi, 2023).

The expressive language abilities of children aged 4-5 years according to Steinberg and Gleason are included in combinatorial development where children are able to speak in an orderly and structured manner, their speech can be understood by other people and children are able to respond both positively and negatively to the conversation of their interlocutors. This is in accordance with Sugomo who states that spoken language or expressive language is language produced by using organs of speech with phonemes as the basic element. Spoken language includes aspects of pronunciation, grammar (verb form and sentence structure), and vocabulary. According to Atmowardoyo et al. (2021) language skills have four components, namely; (1) Listening skills (listening skills); (2) Speaking skills; (3) Reading skills; (4) Writing skills.

Each skill is closely related to acquiring language skills. In childhood we learn to listen to language, then speak, after that we learn to read and write. Suhartono stated that children's speech is a means of conveying certain intentions by uttering language sounds so that these sounds can be understood by people who are and hear them around them.

Framework of Thought

The teaching and learning process is a process carried out by students or children in order to achieve change to become better, from not knowing to knowing, from not being able to being able, so that a person is formed who is useful for themselves and the surrounding environment (Ryff & Singer, 2008). This process is influenced by several factors including subjects, teachers, media, material delivery, supporting facilities, and the surrounding environment. useful for yourself and the surrounding environment. This process is influenced by several factors including subjects, teachers, media, material delivery, supporting facilities, and the surrounding environment. To create learning that is interesting and not boring, teachers must be able to design good learning media. Because in the learning process the teacher acts as a facilitator who provides direction to children and is expected to be able to develop their knowledge and skills. For greater clarity, the framework for this research is described in the following form:

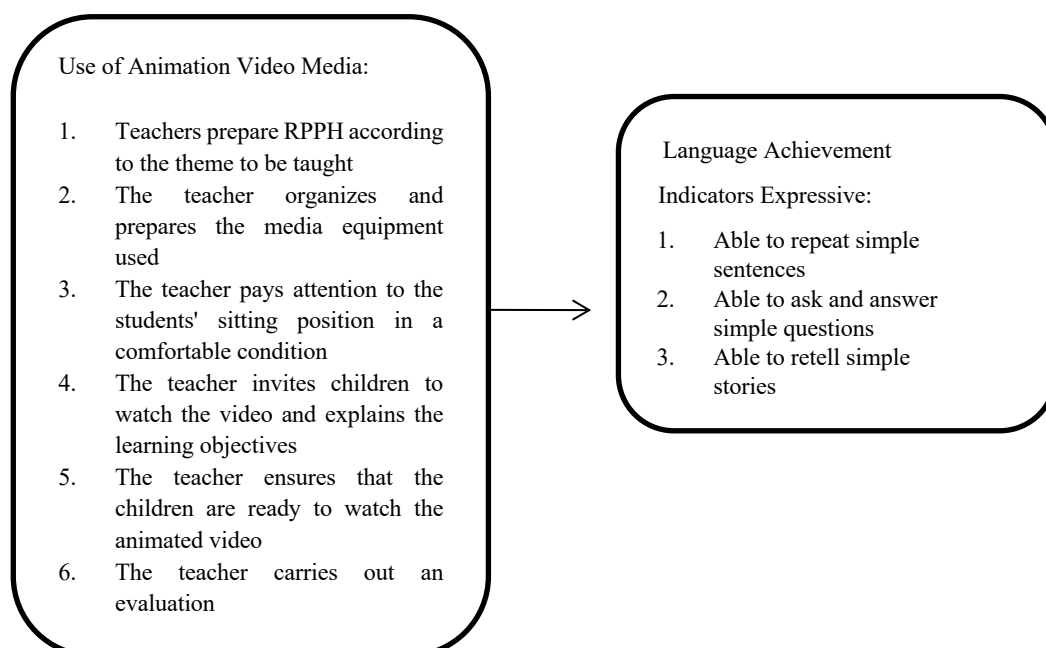


Figure 1. Framework

METHODS

This research is a quantitative approach. According to Creswell (Mohajan, 2020), quantitative research is a method for testing theories by examining relationships between variables, usually measured using research instruments so that the data obtained consists of numbers that can be analyzed based on statistical procedures. The type of research used is a quasi-experimental type, a type of experimental method that only uses one treatment group and does not use a control group.

Variables and Research Design

Research Variables

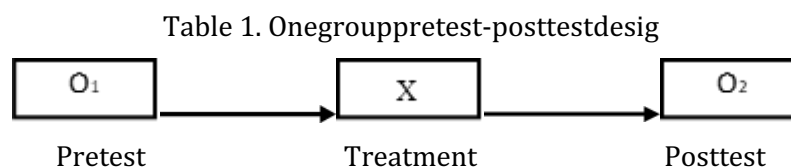
Research variables are basically anything in the form of any capacity that is determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn. This research contains two variables, namely the independent variable and the dependent variable. In this research there are two variables, which are described as follows.

The independent variable is the variable that is the cause of changes and emergence of the dependent variable. The independent variable in this research is the influence of learning video media (X).

The dependent variable is a variable that is influenced by other variables. The independent variable in this research is teacher competence in developing learning video media (Y).

Research Design

The research design used is onegrouppretest-posttestdesign. This research design was carried out in just one group, called the experimental group, without any other groups. This one-group pretest-posttest research design was measured using a pretest carried out before being given treatment and a posttest carried out after being given treatment at the end of the training. This research design model is described as follows:



This design consists of one experimental group and is measured only once, namely after being given treatment. The research paradigm can be used as follows:

Information:

O1: Before treatment (pretest) initial test

O2: After being given treatment (posttest) final test

X: The experimental group was treated by conducting learning media training.

RESULTS AND DISCUSSION

In looking at the development of early childhood expression language through animated video media learning, what early childhood education providers need to prepare is digital media learning facilities so that early childhood children can interpret communication interaction movements with a language style that is clearly heard by the interlocutor. What's more, seeing a number of Anugrah Balla Rompo Kindergarten children in 2 classes, each in class A, 24 children and class B, 23 children, so to serve them, teachers must have management intelligence to maximize teaching through animated video media learning methods, so that young children are able to learn independently through animated videos.

Expressive Language Skills Before Being Given an Animated Video

In understanding the needs of young children aged 5-6 years, it is very complicated to introduce language, because they are still in the process of socialization in the family environment and they are still in the process of getting to know the language spoken by their parents or family in their respective environments.

Then, to see the reactions of students at the Kobar Anugrah Balla Rompo PAUD School before being taught animated video media, the children's activities were still normal in the classroom. To see children's expressive reactions before seeing the animated video as follows:

No	Number of Class A and B Students		Number of Student Samples	Students Expression	Score
1.	A Class	24	20	Good Enough	50
2.	B Class	23	20	Good	60
		47	40	Average	55

Figure 2. table 1 the value of expressive language in early childhood

Based on table 1 above, it shows that class A and class B children's ability to express language was still weak before seeing the animated video, they were more active in their dominant body movement interaction style. Looking at the total scores of class B, the upper class has good language expression, because memory is influenced by age and seniority as seniors in class B, so class B children are more active in the learning process in the classroom and more active in watching animated videos. shown by the teacher, such as animated videos of rabbits and cats, they really enjoyed the videos.

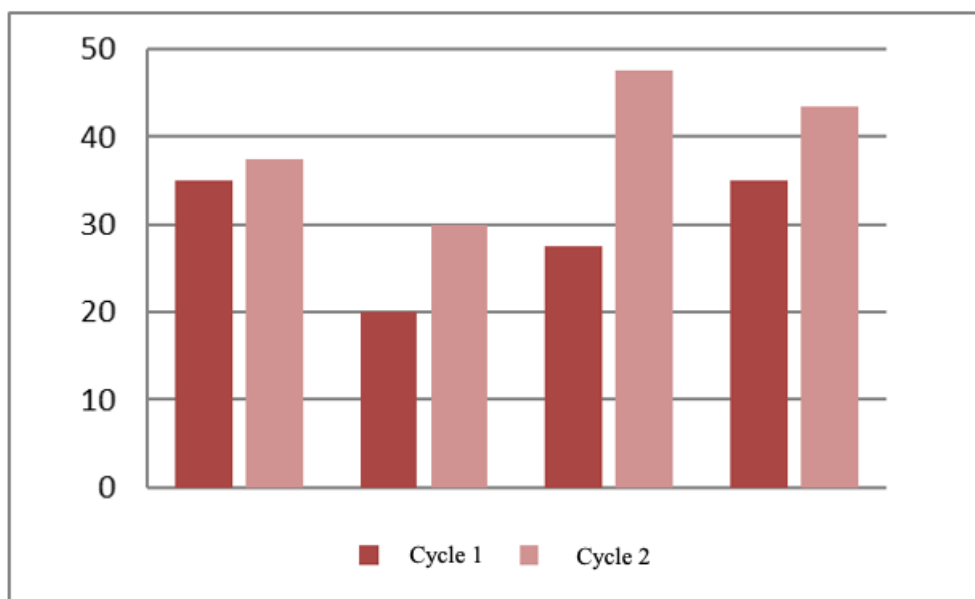


Figure 2. Comparison of the increase in expression language development of students aged 5-6 years

Based on the picture above, it shows that early childhood development in learning animated videos greatly influences the expression of language when watching animated videos, so that children are far from lighting radiation. Then for class A students, who are still beginners in interacting with new people, so they are still in the process of becoming Anugrah Kobar Ballarompo Kindergarten students, who are able to show themselves as kindergarten students. Early Childhood Education is the development of children from birth to 6 years old. This coaching is carried out to help with spiritual and physical development so that children are ready to enter

further education. Apart from that, education at an early age can stimulate children's emotional and intellectual development.

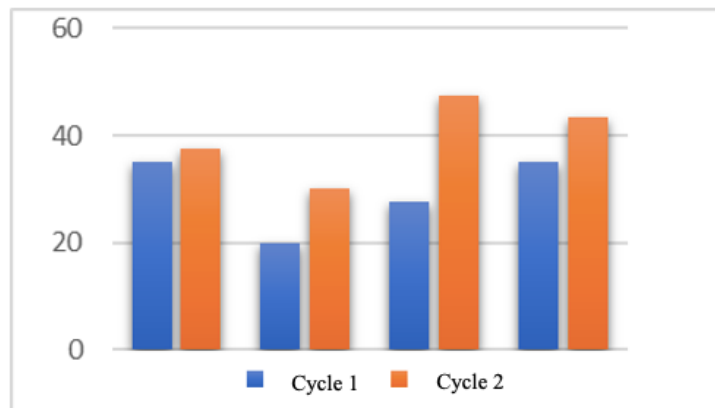


Figure 3. Comparison of the increase in language expression development of students aged 5-6 years

Based on the picture above, it shows that children's cognitive development at an early age is very much influenced by learning video media, but teachers are more careful in providing videos because it also affects the child's eye health, so it is necessary to provide distance between the child and the position of the animated video image towards the child. Seeing the reactions of young children really presents a challenge for a teacher in dealing with them, because young children are still in the process of growing in everything that is within them, both physical and non-physical growth.

Animated videos are indeed very helpful in the process of developing the personality of early childhood, but it is also necessary to provide direction that can be quickly understood and easily discussed or conveyed to students who are taught what animated videos can help our students so that they do not damage their thinking patterns. and can form a child's personality that is more directed towards moral values that are in accordance with traditional values in the family and community environment.

Expressive language skills after being given an animated video

Early childhood children aged 5-6 years, now feel more active in their language of expression when watching animated videos which can present or shape a personality that has the value of religious norms, so that it is present in their emotional and intellectual children. In the development of expressive language in early childhood children, there is always a variety of things that must be done by a teacher, to increase the child's language expression power to be more active in interacting through animated videos which provide the attraction of feeling bored watching animated videos which are able to build psychomotor and character. cognitive abilities of young children.

Then, to better understand children aged 5-6 years, various methods need to be used to shape the child's personality, such as giving children freedom of movement in socializing in their study group environment. Because young children have a strong desire to know new things, such as getting to know animated video media, young children are definitely very aggressive in wanting to see what is in the video images. To see the increase in expressive language of early childhood, from the results of data collection from research instruments, as stated in the graphic cycle below, among other reasons:

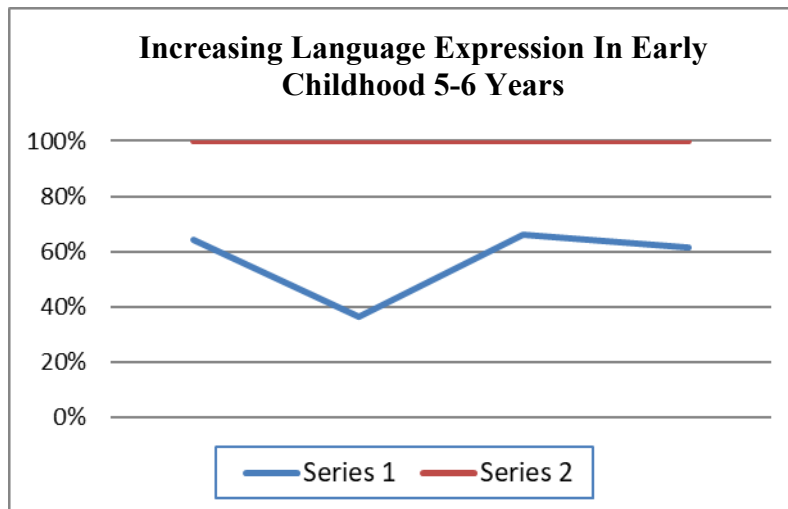


Figure 4. Increasing the Development of Language Expression in Students Aged 5-6 Years

The analysis above shows that, the more visible the development of children's expressive language styles through animated video media which is often seen by children through audio visuals, the more enthusiastic the children are in the learning process. Seeing children watching animated videos at school, teachers must enrich animated video material that can shape children's social and emotional emotions and form a more pleasant personality for all young children.

Based on the analysis of this animated video, it was developed based on a needs analysis of current media needs, where based on the results of interviews the teacher said that the media currently needed is media that can stimulate children's learning and social emotional development. What's more, in this modern era people prefer to watch, audio-visual media is suitable for use in learning, apart from being practical, it can attract children's attention, it is flexible in its use, in line with Toeh's opinion (Barus & Simanjutak, 2020) which says that it is good to have media that is suitable for use. Video shows that are interesting and fun so that it is easy to attract children's interest during the learning process. The teacher also said that to develop the social and emotional abilities of young children, children are increasingly starting to have a more active process through animated video media which makes it easier for children to form better personal character.

Learning videos in improving Kobar Anugrah PAUD

In descriptive analysis, the development of early childhood in the learning process through animated video media can help children's emotional development and increase children's enthusiasm through animated video media that children watch at school, so it can help teachers to improve the cognitive and psychomotor skills of children aged 5-6 year.

Then in the development of children through animated video media, it can provide something new for children because they will definitely have thoughts through the animated images given by the teacher, so that children are able to imagine through the images seen in animated videos such as pictures of animals, so they will definitely Memories arise when you see real animals that have been seen in animated videos, that the images in these videos can provide assistance in forming the character of young children. The teacher also said that children are happier and more enthusiastic about learning through animated video media which can shape and improve children's abilities in the learning process of recognizing various types of animals and other images which can make children more enthusiastic about coming to school.

Of the various learning methods provided by students aged 5-6 years, only animated video media can provide children with reactions and activity in animated video learning which provides children with more effective and efficient language expression through clear language skills. audio visual that is able to imitate the language style of animated videos. The teacher's

opinion through the results of the interview said that animated videos are indeed able to provide early childhood language expression, but it is necessary as a teacher to also increase teaching materials that make children more active in their study group rooms.

Then, to observe the development and improvement of cognitive and psychomotor skills in early childhood, children's language expressions are very impactful through animated video media and influence the social and emotional emotions of children aged 5-6 years, the teacher said that in delivering or showing an animated video show.

Teachers must be more active in supervision, because lighting radiation produced by electronic media devices can have a bad effect on children's eye health. So that children are more active in study group rooms, which gives children the freedom to socialize and interact with other friends.

CONCLUSION

In descriptive quantitative research, the research results really provide something that can be developed and implemented with full control by the teacher in providing learning through animated video media, so that children's language expressions can develop well and correctly in pronouncing sentences that are more clearly heard. Based on the results of research on the influence of animated video media, it can be concluded that animated videos of rabbits and cats can stimulate the language expression skills of children aged 5-6 years at PAUD Anugrah Balla Rompo more effectively. There are also research results on the influence of animated video media on children's language expressions as follows; (1) Animation Video Media can provide benefits for children aged 5-6 years in the development of language expression in children; (2) Animation videos are really needed by young children aged 5-6 years, to stimulate children's expressive language abilities; (3) The results of children's responses to animated video media on the development of expressive language through animal animated films of rabbits and cats greatly shape children's language and emotional expressiveness.

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