THE IMPACT OF ANIMATION MEDIA ON THE CHARACTER OF CHILDREN IN TK *STARLIGHT EDUCATION*

Siti Rakiyah
Dosen PGSD Universitas Quality
Email: sitirakiyah09@gmail.com

Abstract: *This study reports research findings on the use of animated media in a application using in TK Starlight Education which meant to evaluate their effectiveness in supporting teaching and learning for young learners in TK Starlight Education. The researchers have developed a animated picture where designed from scratch using appropriate programs. The study was done in TK Starlight Education, and 15 students aged 4–5 years old participated in it. The research results provide evidence that the use of animated media significantly increases the young students' knowledge and influenced their characteristic in social life, which are normally difficult to comprehend and often cause misconceptions to them and also they can used the new words.*

Keywords: Animated Media and Character the Young Learners in Kindergarten

Introduction

Child education is one of the most important and most needed things for children from childhood. With the rapid development of the times, for parents must pay more attention to the behavior of their children. Education for children is not only education that is in school, but also at home and parents as the primary educator for children. Lately, many of us have met on social media photos of children that even go beyond the photos of adults. Therefore parents must pay more attention to their children's relationships, because many children do not know which things are good for them and those who do not.

While there are commonalities across learners of all ages, young children differ from older children in many ways. Studies of young children show how learning changes across development. However, we now know that even very young children have a predisposition to learn in certain domains, and that young children are actively engaged in making sense of their world. Young children appear to be predisposed to acquire information. When children are required to learn about unfamiliar knowledge domains, they need to develop intentional learning strategies. Children need to understand what it means to learn, who they are as learners, and how to go about planning, monitoring and revising, to reflect upon their learning and that of others, and to learn how to determine if they understand. These met cognitive skills provide strategic competencies for learning.[1]

Phillips states that in learning a language, young learners respond to the language, depending on what it does or what they can do with it rather than treating it as an intellectual game or abstract system (1995: 7). Brewster (1997: 6) supports it by saying that theories of the children's learning require that young learners be supported by moving from the abstract to the concrete and through being involved in activity. It can be understood that the children need activities that are more concrete rather than abstract and to be involved in those activities in order that they can learn the language well.

Larning does not begin in school. Learning starts at home in the learners' home language. Although the start of school is a continuation of this learning, it also presents significant changes in the mode of education. The school system structures and controls the

[1] Cicikprasetia. 2011. Teaching English for Young Learner. Published August 29 2011.

content and delivery of a pre-determined curriculum where previously the child was learning from experience. On starting school, children find themselves in a new physical environment. The classroom is new, most of the classmates are strangers, the centre of authority (the teacher) is a stranger too. The structured way of learning is also new. If, in addition to these things, there is an abrupt change in the language of interaction, then the situation can get quite complicated. Indeed, it can negatively affect a child's progress. However, by using the learners' home language, schools can help children navigate the new environment and bridge their learning at school with the experience they bring from home.[2]

Quality characters need to be formed and nurtured from an early age. Early age is a critical period for the formation of one's character. Many experts say that failure to plant characters from an early age will form a person who has problems later in life. Besides that, instilling morale in the young generation is a strategic effort. Therefore moral cultivation through character education as early as possible to children is the key to building a nation.

The application of Moral and Moral education is very important given to children from now on, so that they can know which things are good and not for them. The more rapid foreign culture that enters Indonesia through social media, entertainment, games and others. We as Indonesian people should be concerned about the condition of the successors of our nation today. There are many ways that every parent can do to avoid their children from unfavorable cultural influences. Like Keeping children away from cellphones and gadgets before they are old enough and can tell which ones are good and what are not. In this way it can reduce the negative influences of various social media.

Give ethics Education as early as possible for children so that children can fortify themselves from things that are not good, Because the mindset of children is very easy to form when they are small, then do not poison our children with things that they should not know. This will have an effect when the child is an adult. From the above problems we can conclude how to build the character of early childhood?

Review of Literature

Media are all aids which may be used by teachers and learners to attain certain educational objectives. Furthermore, media can be specified in different ways. Lists a number of points of view from which media can be considered: (1) the nature of the information conveyed by the media (i.e. linguistic and non linguistic information); (2) the channel of the information (auditory, visual, or audiovisual media); (3) the phases in the process of teaching and testing whether they are used for the presentation, repetition, and exploitation of learning material, or for testing; (4) the didactic function whether they are used to motivate learners, to convey information, or to stimulate free language use; (5) the degree of accessibility and adaptability; (6) the possibilities for supporting ,supplementing, or replacing the teache; (7) the use of media by individual or in groups.[3] Instructional media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, lessen verbalism, and make the acquisition of the result of learning permanent. However, it must be remembered that in the use of instructional media, it is important for the teachers to have certain ability and skill to use media effectively and efficiently.[4]

Animations are a form of dynamic representation that display processes that change over time. For example, they can show the flux of high and low pressure areas in a weather

[2] Kioko. A. 2015. Why Schools should teach young learners in home language. British Council. Published 16 January 2015

[3] Van Els, Theo et al. 1984. Applied Linguistics and the Learning and Teaching of Foreign Languages. New York: Chapman and Hall, Inc

[4]Sugiharto, Willy. 1994. The Use of Visual Media in The Teaching of English in Public Junior High School in Kodya Malang. Unpublished Thesis. Malang : FPBS IKIP Malang

map,the results of running a computer program (algorithm animation), display blood pumping around the heart, or represent invisible processes such as the movement of molecules. Animations have been included in educational technologies with increasing frequency since the early 1980s. Their availability and sophistication continues to grow as software for their creation and hardware for their implementation develops.[5]

Animations are used for a variety of reasons across a whole range of topics. They are often utilized when there is a need to show learners something not easily seen in the real world, such the movement of atoms in a gas,[6] or the shifting movements of the continents.[7] More abstract representations can also be used to represent phenomena that are not inherently visual, such as a computer algorithm,[8] the weather in Australia[9] or stages in a mathematical solution.[10] An increasingly common use for animation is in animated agents, where lifelike characters are animated to include gesture and expression.[11] The popularity of using animations to help learners understand and remember information has greatly increased since the advent of powerful graphics-oriented computers. This technology allows animations to be produced much more easily and cheaply than in former years. Previously, traditional animation required specialised labour-intensive techniques that were both time-consuming and expensive. In contrast, software is now available that makes it possible for individual educators to author their own animations without the need for specialist expertise. Teachers are no longer limited to relying on static graphics but can readily convert them into educational animations. Educators are enthusiastically taking up the opportunities that computer animation offers for depicting dynamic content. For example, PowerPoint now has an easy-to-use animation facility that, in the right hands, can produce very effective educational animations. Because animations can explicitly depict changes over time (temporal changes), they seem ideally suited to the teaching of processes and procedures. When used to present dynamic content, animations can mirror both the changes in position (translation), and the changes in form (transformation) that are fundamental to learning this type of subject matter.

The General Learning Model (Buckley and Anderson, 2006) proposes that media-based experiences contribute to users' knowledge structures, including their person schemata (i.e., typical characteristics of people or groups of people) and their behavioral scripts

---

[5] Ainsworth, S. (2008). How do animations influence learning? In D. Robinson & G. Schraw (Eds.), Current Perspectives on Cognition, Learning, and Instruction: Recent Innovations in Educational Technology that Facilitate Student Learning. pp 37-67. Information Age Publishing

[6] Russell, J., Kozma, R., Zohdy, M., Susskind, T., Becker, D., & Russell, C. (2000). SMV:Chem (Simultaneous Multiple Representations in Chemistry). New York: John Wiley

[7] Sangin, M., Molinari, G., Dillenbourg, P., Rebetez, C., & Bétrancourt, M. (2006). Collaborative learning with animated pictures: The role of verbalizations, Proceedings of the Seventh International Conference of the Learning Sciences. Bloomington, USA.

[8]Kehoe, C., Stasko, J. T., & Taylor, A. (2001). Rethinking the evaluation of algorithm animations as learning aids:An observational study. International Journal of Human-Computer Studies,, 54, 265-284

[9] Lowe, R. K. (2003). Animation and learning: selective processing of information in dynamic graphics. Learning and Instruction, 13 (2), 157-176

[10]Scheiter, K., Gerjets, P., & Catrambone, R. (2006). Making the abstract concrete: Visualizing mathematical solution procedures. Computers in Human Behavior, 22 (1), 9-25

[11] Johnson, W. L., Rickel, J., & Lester, J. C. (2000). Animated pedagogical agents: Face-to-face interaction in interactive learning environments. International Jounral of Artificial Intelligence in Education, 11, 47-78

(expectations of how people behave in particular situations). Furthermore, the theory proposes that these knowledge structures can contain links to affective states evoked by the initial experience (e.g., anger, fear, warmth) and information about what emotions are typical or appropriate in a given situation. When activated, these interconnected components (person schemata, behavioral scripts, affect, and affective knowledge) may then interact with other factors (personality, values, long-term goals, etc.) to influence people's appraisals and reactions.

How does this apply to young viewers' responses to violent or aggressive content? In the short term, exposure to violent, hostile content (whether in TV programing, in films, in music, or in video games) increases the probability that aggressive thoughts and feelings are activated and tends to increase arousal. These thoughts and feelings, combined with arousal, increase the probability that young viewers will behave aggressively. In the long term, repeated exposure to violence appears to alter viewers' beliefs and attitudes about aggression, decreasing their tendency to notice and respond to real-world pain and suffering and increasing their tendency to interpret social situations in hostile ways. These in turn appear to increase the probability that heavy consumers of media violence will act in hostile or aggressive ways.[12]

Method

The design of this research is descriptive research by using qualitative research design, since this research is intended to analyze the addressing terms in TK Starlight Education. Merriam in Cresswell (2001) states qualitative research involves fieldwork. The researcher physically goes to the people, setting, site, or instruction to observe or record behavior in its natural setting. Descriptive research involves collecting data in interview from people own language or spoken words and observables behavior.

Data

Media like all other teaching techniques should be used judiciously in the learning process. Animated Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for teachers of young learner before they integrate media or ask students to use or develop media in their courses. This section explores tips for effectively using animated media, notes a number of common mistakes to be avoided and describes how to involve students of young leaarners in creating characters. The dramatic growth of animated media creates new opportunities for engaging students of young learners. The use of animated media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between young learners' knowledge and the learning objectives of the course. Using media engages students of young learners, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Children have a reputation for being natural language learners, for very good reason. Almost without exception, they have learned their native language with apparentease, and by the time they are 4 to 5 years old they have brought it to a level of fluency that is the envy of non-native speakers. Parents who bring their children into a language setting and immerse them in a new situation for example, a kindergarten school taught language often experience a kind of miracle. After around several months, their child begins to function successfully in the new setting and at a linguistic level to which the parents cannot hope to aspire, even when they have been studying the language seriously for a similar period of time.

[12]Marie-Louise Mares and Valerie Kretz. 2015. Media Effects on Children's Social and Moral Development Posted on: October 20, 2015

Figure 1. Animated Media

Using animated media like "Go Jetter" is a great way to encourage visual literacy in your young language learners. Animated media provide many opportunities to engage children; you can ask questions about the images and allow them to share their ideas about what is happening in the story. Open-ended questions can extend the discussion on how the images, characters, and story might relate to things in their own lives, further building an understanding of the meaning behind the animated media and text. These questions and conversations promote critical thinking and help boost self-confidence.

The most important factor in teaching and learning in any setting is the learner. Learners of any age differ from one another in significant ways: Individuals may learn best through listening or reading, they may learn more easily alone or within a small group, they may require heavy visual reinforcement or learn better through verbal explanations, or they may respond better to a sequential or to a random organization of materials or experiences. Each young learner's experiences differ from those of class peers in a variety of ways. Children and young adolescents, however, differ from older learners in certain patterned and predictable ways as they progress through stages of development. An understanding of these general developmental characteristics is essential for the kindergarten and elementary school teacher.

Every bit as important as the first, has to do with the use of the information on learning styles and multiple intelligences. Each student in the classroom is an individual of remarkable complexity. No single category or set of categories is adequate to describe or explain that individual student, although at times the categories can be useful in finding a way to reach an individual student. If teachers begin to think in terms of "that concrete sequential in the second row" or "that naturalist right in front of me," however, we have missed the point and also missed the precious individuality of each student in our classes. The categories are useful in helping us plan our classes and diversify our teaching, but they should never be used to sort our students into "boxes" that limit our understanding of the whole person.

Preschool children or kindergarten students are in a sensitive period for language development. They absorb languages effortlessly and are adept imitators of speech sounds. Because they are very self-centered, they do not work well in groups, and they respond best to activities and learning situations relating to their own interests and experiences. Although they have a short attention span, they have great patience for repetition of the same activity or game. Preschoolers or respond well to concrete experiences and to large-motor involvement in language learning.

Young children are very active and have short attention spans. It is important to plan your curriculum with that in mind. For a one-hour class the teacher may have somewhere in the order of 10 to 15 different activities, but many of them are repeated from previous classes.

Also, these activities are varied in nature to appeal to the diverse personalities of the students. It is a good idea to always carry an extra "life saving" activity. No matter how wonderful your activities for the day are and how great your expertise is, some days will be rough. In days like this the teacher would take out a bag of play-dough or another tactile activity and postpone my wonderful plans to the next day. That's how it is. Developing phonological awareness in preschool is a critical skill in alphabetic languages. These phonological skills transfer from one language to another. Therefore, by including activities that develop phonological awareness in say the words, you are also helping young children move forward in their path to building reading skills. Now, that's something all early educators should know by using rhymes, poems, stories, tongue twisters, and many other language-rich activities in your instruction you are not only helping young children or young learners acquire better communicational skills in the new language, but also taking them a huge step further in their path to becoming proficient readers in their first languages.[13][14]

Suggestion and Conclusion

Perhaps one of the biggest benefits of using animated media is the ease with which you can visually capture abstract ideas. But what if you wanted to capture something very big, or something very small, or maybe something abstract. It gets a little more challenging. That's where animated media has the advantage. With animated media you can easily capture hard-to-represent ideas on a screen without constraints.

If you have ever shot a live-action video, you're probably aware it's a complicated and sometimes frustrating process. You have to worry about the location, actors, props, equipment, sets, and that's not even taking the weather into account. With animated media, you're not constrained by any of these factors. You can switch backgrounds, move characters, even add props with a simple click, drag-and-drop. This makes it easy to test different ways to communicate your message.

The first and foremost reason for using animated video is that it's rich media. Videos, in general, are composed of pictures that make up rich media moments. This visual medium appeals to the senses and offers an easy and effective way to communicate important messages. And the best part is that visuals are consumed a lot more easily than text, and leave a lasting impact on your students: 90% of information transmitted to the brain is visual, and visuals are processed 60,000 times faster in the brain than text. One of our earliest (and possibly fondest) memories, as kids growing up, is watching cartoons. Cartoons are so captivating because they're fun, engaging, and most of all colorful. Content shock is real and a major challenge facing all organizations. But with the ever increasing presence of "noise" in the digital space, content creators need to find a way to differentiate their content from everything else out there. Animated medium offers a great medium to do exactly that. And also animated media allow for more flexibility because they're easier to update. You can go back and change text, edit animations or even do a complete overhaul of your entire media.

References

Cicikprasetia. 2011. *Teaching English for Young Learner*. Published August 29 2011.

Johnson, W. L., Rickel, J., & Lester, J. C. (2000). *Animated pedagogical agents: Face-to-face interaction in interactive learning environments.* International Jounral of Artificial Intelligence in Education, 11, 47-78

[13] Center for Teaching and Learning (Learning Styles): ww1.indstate.edu/cirt1/facdev/pedagogies/styles/ls1.html.

[14] Foreign Language Study and the Brain: http://ivc.vidaho.edu/flbrain/.

Kehoe, C., Stasko, J. T., & Taylor, A. (2001). *Rethinking the evaluation of algorithm animations as learning aids*:An observational study. International Journal of Human-Computer Studies,, 54, 265-284

Kioko. A. 2015. *Why Schools should teach young learners in home language*. British Council. Published 16 January 2015

Lowe, R. K. (2003). *Animation and learning: selective processing of information in dynamic graphics*. Learning and Instruction, 13 (2), 157-176

Marie-Louise Mares and Valerie Kretz. 2015. Media *Effects on Children's Social and Moral Development.* Posted on: October 20, 2015

Russell, J., Kozma, R., Zohdy, M., Susskind, T., Becker, D., & Russell, C. (2000). *SMV:Chem (Simultaneous Multiple Representations in Chemistry)*. New York: John Wiley

Sangin, M., Molinari, G., Dillenbourg, P., Rebetez, C., & Bétrancourt, M. (2006). *Collaborative learning with animated pictures*: The role of verbalizations, Proceedings of the Seventh International Conference of the Learning Sciences. Bloomington, USA.

Scheiter, K., Gerjets, P., & Catrambone, R. (2006). *Making the abstract concrete: Visualizing mathematical solution procedures*. Computers in Human Behavior, 22 (1), 9-25

Sugiharto, Willy. 1994. The Use of Visual Media in The Teaching of English in Public Junior High School in Kodya Malang. Unpublished Thesis. Malang : FPBS IKIP Malang

Van Els, Theo et al. 1984. *Applied Linguistics and the Learning and Teaching of Foreign Languages.* New York: Chapman and Hall, Inc

Center for Teaching and Learning (Learning Styles): ww1.indstate.edu/cirt1/facdev/pedagogies/styles/ls1.html.

Foreign Language Study and the Brain: http://ivc.vidaho.edu/flbrain/.