Development of Syekh Jangkung Animation Media in Improving Early Childhood Social Skills

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Abstract: The background of this research is that there are still some children whose social-emotional abilities have not developed optimally, as seen from children who do not play with other children in their surroundings, lack children who do not want to share, lack children who do not want to help, lack of being cooperative with friends, lack of a sense of responsibility, do not have high self-confidence and judging from the condition of the child who does not like to be tied down, does not like lessons, cannot carry out obligations yet, feels bored with learning activities because of monotony, children just want to play and throw away -waste of time. This study aims to describe the effectiveness of the two-dimensional animation media development module based on the Syekh Jangkung character in improving social skills. The research method used is quantitative with a non-equivalent control group design approach. The subjects in this study were private kindergarten students in Pati Regency. The sampling technique is purposive sampling. The instrument used in this study is a test instrument. Data analysis was performed to see the mean difference between the two samples using the t-test. The results showed that the two-dimensional animation media development model based on the character of Syekh Jangkung was effectively used to improve early childhood social skills. It can be seen from the average social ability score of the experimental class, which is higher than that of the control class.

Keywords: Animated media, Syekh Jangkung characters, social skills

1.   Introduction

Early childhood is a group of children in a unique development and growth process (Ariyanti, 2016). According to the National Association for Education for Young Children (NAEYC) (1998), early childhood is a group of individuals in the age range between 0-8 years. Early childhood is when a human being is in a golden age, which only occurs once in human development, so it needs to be directed at a balanced physical, cognitive, socio-emotional, language and creativity as the right foundation for the formation of a healthy personality intact (Leggett, 2017). Therefore, early childhood education is the most basic thing that must be carried out immediately in an integrated and comprehensive manner (Connelly et al., 2018). It needs to be considered because, during this sensitive period, maturation of physical and psychological functions occurs so that children are ready to respond and realize all the developmental tasks that are expected to appear in their daily behaviour (Palmin & Woda, 2023).

Early Childhood Education (PAUD) is an educational institution that assists children through each development (Zahroh & Suyadi, 2019). Education in PAUD contributes to children's social responsibility to foster care, loyalty, tolerance, empathy, discipline, and responsibility (Killen, 2014). In addition, PAUD plays an important role in improving the quality of human resources from an early age, building the nation's foundation and optimally developing children to achieve a nation's proper survival (Kasmiati, 2023). The early childhood education process is inseparable from the role of the teacher in providing education, especially in the aspect of development, which includes religious and moral, physical-motor, cognitive, language, social-emotional, and artistic values (Ebbeck et al, 2020). Competent PAUD teachers are the most important factor in implementing a high-quality PAUD program (Lauricella et al., 2020). It must be considered because the teacher's role is very important in educating their students to develop one of the children's social abilities (Sintia et al., 2021).

Social ability is one aspect of a child's success in starting and interacting with the surrounding environment, which is very important to develop because it is one of the important aspects of development (Puspitasari & Al Baqi, 2022). Social skills are important to be trained from an early age because in social life, so many people depend on their lives

through groups, so these skills will make it easier for children to interact with each other (Zehrina et al., 2018). Suppose you need to improve your social skills. In that case, you will experience difficulties starting and establishing positive relationships with your environment and may even be rejected or ignored by your environment (Farida & Rasyid, 2019).

Teachers should be able to provide facilities that make it easier for students to learn and create a pleasant environment (Mucharomah & Mardliyah, 2018). This comfortable and fun learning process will increase children's motivation to take part in learning (Mayangsari & Umroh, 2014). If the learning process could be more exciting, students would face many basic problems, including boredom during the learning process (Adawiyah, 2021). When students experience learning burnout, their brain systems cannot coordinate properly, so they do not get maximum learning results (Rosmaidah et al., 2021).

One of the saturation factors is that the learning process experienced by students feels boring, the same or monotonous (Noesgaard & Ørngreen, 2025). Teachers can make learning interesting using various media, learning strategies and good interactions to reduce student learning saturation (Hanina et al., 2021). In early childhood learning, it is undeniable that the use of facilities in delivering material to children is less efficient, and the participation of teachers in assessing results could be more optimal. Hence, there is very little stimulation in early childhood development. So that children become more focused in the process of activities and also make it easier for teachers to convey ideas and messages and guide children, one way for teachers to overcome this situation is by using media in a varied learning process that is not monotonous (Gusman & Nurmalina, 2021).

Early childhood is an excellent imitator; whatever is seen without considering good or bad, children will always imitate what they see (Zahra & Kuswanto, 2021). The preparation of interesting media can be arranged by PAUD teachers in conveying learning and adapted to the ability of early childhood to imitate what they see. One of the media that can be used is animation. It is supported by Muntiani et al. (2021), who states that animation is a spectacle that is very popular with children because the pictures are interesting and colourful, the stories presented are by children's interests, and so on.

From the explanation above, using various media can increase children's motivation to take part in learning, especially learning about social skills. Social skills are important for early childhood to master because later they will be useful to make it easier to establish positive relationships with other people when they become adults. Researchers are interested in compiling interesting social skills learning media, which are tested for effectiveness and can be used for scientific and practical purposes.

Initial conditions based on pre-research analysis show that children's social skills are not by the expected STPPA, lack of character values of character, empathy, sympathy, variety, help, cooperation in children, media in improving children's social skills is still limited, the media used in social improvement skills less attractive to children.

Pati Regency is a part of Central Java province, which is widely known by Indonesian people for its Javanese religion and special food, namely Gandul rice and presto milkfish, as well as Juwana brass handicrafts. This local wisdom is preserved and passed down from generation to generation. In Kayen District, south of Pati Regency, there is a very sacred ancient tomb. The locals believe this is the meal of Sheikh Jangkung, a legendary Islamic scholar. Pati people believe that Syekh Jangkung (his first name Saridin) is the son of Sunan Muria.

Local wisdom shows cultural identity in the locality and knowledge of local constructive party ideas to utilize people to maintain their lives in society. Local wisdom is the right knowledge to be used in the country's development to ensure that national development becomes more efficient.

The hope with the development of two-dimensional animation media based on the character of Syekh Jangkung is that children's social skills are by the expected STPPA. Children are accustomed to the character values of character, empathy, sympathy, sharing, helping and cooperation. In addition, the children became excited because they had used the animated media based on the Sheikh Jangkung character which this researcher had compiled. With the media that has been prepared, it is hoped that children's social skills by STPPA can be achieved.
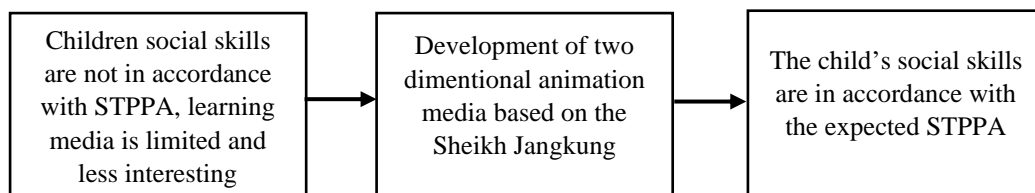
| Children social skills are not in accordance with STPPA, learning media is limited and less interesting | → | Development of two dimentional animation media based on the Sheikh Jangkung | → | The child's social skills are in accordance with the expected STPPA |

Fig. 1-Thinking framework.

This research was conducted to determine the effectiveness of developing 2-dimensional animation media based on Syekh Jangkung's character in improving early childhood social skills in Pati Regency. The data collected will be used as a basis for sorting learning tools in the teaching system and to add more positive insight, knowledge, and input reference material in the application of social skills learning skills in early childhood.

2.   Literature Review

Early childhood refers to a group of children aged 0 to 8 years who are in a period of physical and mental development. Early childhood is the human life span's golden phase (Nurani & Pratiwi, 2020). Early character development is the best time to implant excellent ideals in each child's soul (Taja et al., 2019). The learning style in PAUD stresses all aspects of good early childhood development. This is highly compatible with one of the concepts of early childhood development, which is that it is carried out through activities that are enjoyable and appropriate for the age level of development (Nuraeni et al., 2019). When media is used to teach, learning becomes more meaningful. According to Dewi et al. (2018), while selecting media for learning purposes, the following criteria should be considered: a) Adherence to learning objectives, b) Assistance with the content of instructional materials, c) Media accessibility. According to Lau & Win (2018), the use of learning media must be structured to fulfill learning objectives based on the features of the learning media utilized, as well as to support the smooth learning process so that students may participate in learning well and meaningfully.

Young children are basically imitators; what they see and hear is what they do, so as a mentor, you must be able to set a good example. One method is to use interactive learning tools, such as animation media, which has instructional aspects that focus children's social and emotional development (Dowling, 2014). Social skills are defined as attitudes that can be gained and learned socially that allow a person to engage well with others while avoiding assumptions that cannot be obtained socially. One of the most essential benefits of infancy is the improvement of social skills, which allows for successful bonds with others. In contrast, when children do not develop positive social skills or their skills do not operate well in the early stages of development, they develop negative attitudes and, as a result, confront social maladaptation, poor school adaptation, and poor academic abilities. Good. As a result, it is critical to identify children with social deficits, give interventions focused at strengthening their social skills, and be proactive in taking appropriate action (Takahashi et al., 2015).

One approach for instructors to address this problem is to employ media in various learning methods that are not consistent, so that students can be more concentrated in their activities and also make it simpler for teachers to express inspiration, notes, and advise children. The media's function in these activities is to present and push information (Winarto et al., 2020). Stewart (2015) defines media as any form of intermediary used by people to deliver or spread inspiration, thoughts, or opinions expressed to the intended recipients.

3.   Methodology

This study uses quantitative research methods through a non-equivalent control group design approach. This method is a quasi-experiment where the research sample is selected, namely two samples in which two groups are given different interventions and observed before and after the action.

The population in this study were kindergarten students in Pati Regency. The sampling method used was purposive sampling. Purposive sampling is a non-random sampling method in which researchers ensure the citation of illustrations by determining special identities that match the research objectives so that they are expected to respond to research cases (Campbell et al., 2020). This study's sample criteria were kindergarten students for the 2021-2022 academic year.

In carrying out research in the field, researchers formed an experimental class and a control class. The experimental class was conducted at Kindergarten Tunas Berlian, Kayen District, with 14 children and at Kindergarten PGRI Godo, Winong District, with 25 children. The control class was conducted at Kindergarten Dharma Wanita Klayusiwalan, Batangan District, with 16 children. So, all respondents in this study amounted to 55 children.

The instrument used in this study is a test instrument that aims to measure early childhood social skills. This instrument was prepared based on indicators of children's social skills according to the 2013 curriculum on core competencies-2 at basic competencies 2.7 to basic competencies 2.14. The preparation of this instrument uses a quantitative approach in the form of student assessment by calculating the percentage of learning outcomes. The assessment criteria in this instrument are explained in Table 1.

Table 1- Instrument rating criteria.

Value range	Criteria
0% - 35%	Not developed
36% - 60%	Start developing
61% - 80%	Growing as expected
81% - 100%	Very well developed

4.   Results

The following results from data collection and processing in determining the effectiveness of product development of two-dimensional animation media based on the Sheikh Jangkung character.

The instrument normality test aims to determine whether the data is normally distributed. This study uses the Shapiro-Wilk technique with the criteria that the data is normally distributed if the significance value is $p > 0.05$. However, if the significance value is $p < 0.05$, the data is not normally distributed with the following details.

Table 2 - Normality test results.

Type	Shapiro-Wilk test	Sig.	Description
Pre-test Experiment 1	.957	.675	Normal distribution
Post-test Experiment 1	.884	.066	Normal distribution
Pre-test Experiment 2	.955	.318	Normal distribution
Post-test Experiment 2	.890	.082	Normal distribution
Pre-test Control	.947	.445	Normal distribution
Post-test Control	.957	.616	Normal distribution

From the normality test results, it was concluded that all the instruments used in this study had normally distributed data. A homogeneity test is used to find homogeneous values of the instruments used. The homogeneity test in this study was to measure whether the control class and experimental class came from a homogeneous population. This study uses the Levene Statistical ANOVA method with SPSS version 24.0 with the following results. Based on the results of the homogeneity test, it is known that the significance value (p) based on the trimmed mean is $0.930 > 0.05$ at the 5% level, so it can be concluded that the variance of the data in the control and experimental classes is homogeneous.

Table 3 - Homogeneity test results.

		Levene statistic	df1	df2	Sig.
Early childhood social skills	Mean	394	21.88	24	16
	Median	411	11.67	24	20
	Median and with adjusted df	105	22.83	14	7
	Trimmed mean	111	12.33	14	8

The balance test determines whether the sample has the same or balanced average. The data obtained is said to have the same or not the same average seen from the sig value in the SPSS ANOVA output table. The decision rule is that if the sig value is > 0.05, the data tested has the same average value and vice versa. The results of the balance test are described in Table 4.

Table 4 - Pre-test balance test.

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	0.545	2	.273	.005	.995
Within groups	2611.224	52	50.216		
Total	2611.770	54			

Based on the balance test analysis results, a significance value of $0.995 > 0.05$ was obtained, so it can be concluded that both classes (experimental and control) had the same average value or the participants' initial abilities were balanced.

It is known that the initial abilities of the experimental and control class participants are the same or balanced. Hence, the sample meets the requirements to be given treatment, namely giving learning to develop two-dimensional animation media based on Jangkung Sheikhs in the experimental class, while for the control class, namely providing learning with conventional methods. The test results of the balance test in the post-test can be seen in Table 5.

Table 5 - Post-test balance test.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4320.191	2	2160.096	20.101	.000
Within Groups	5588.043	52	107.462		
Total	9908.234	54			

Based on the results of the posttest balance test analysis, a significant value of $0.000 < 0.05$ was obtained, so it can be concluded that the two classes (experimental and control) have unequal or unbalanced averages.

The gain index calculation is used to analyze product development results before and after using the development of two-dimensional animation media based on the Sheikh Jangkung character. The criteria for calculating the gain index are described in Table 6.

Table 6 - N-gain test criteria.

Interval	Criteria
$0.7 < n \leq 1$	High
$0.3 < n \leq 0.7$	Medium
$N \leq 0.3$	Low

The results of calculating the gain index in the experimental and control classes are described in Table 7.

Table 7 - The n-gain test results.

Criteria	Experiment 1	Experiment 2	Control
High	10 Children (71.4%)	18 Children (72%)	0 Children (0%)
Medium	4 Children (28.60)	6 Children (24%)	6 Children (37.5%)
Low	0 Children (0%)	1 Children (4%)	10 Children (62.5%)

Based on the gain index results explain that learning using the development of two-dimensional animation media based on the character of Sheikh Jangkung is effective in improving the social skills of early childhood in Pati Regency compared to conventional learning.

After the prerequisite analysis, the instrument effectiveness test can be carried out using the independent t-test method using SPSS version 24.0 with the analysis results described in Table 8.

Table 8 - The results of the average difference test.

Variable	t-count	t-table	Description
Experiment 1 – Control	5.236	2.04841	T-count > T-table
Experiment 2 – Control	5.827	2.02269	T-count > T-table
Experiment 1 – Experiment 2	0.091	2.02619	T-count > T-table

Based on the results of the average difference test, data were obtained that the experimental group 1 with control and experimental group 2 with control had a t-count that was greater than the t-table, so the result was that there were differences in children's social skills between those who were given treatment or not. Meanwhile, the average difference test results between experiment 1 and experiment 2 had a t-count smaller than the t-table. Hence, the results showed no difference in social skills between the two groups given the treatment.

5. Discussion

Two-dimensional animation media based on Syekh Jangkung's character in improving early childhood social skills in Pati Regency is effectively used in learning early childhood emotional and social skills in private kindergartens in Pati Regency. Based on the results of the independent t-test statistic, it is known that there is an average difference between the experimental class 1 (Kindergarten Tunas Berlian) and the control class (Kindergarten Dharma Wanita Klayusiwalan), which has a t-count that is greater than the t-table (5,236 > 2.04841). There is an average difference between the experimental class 2 (Kindergarten PGRI Godo) and the control class (Kindergarten Dharma Wanita Klayusiwalan), which has a t-count that is greater than the t-table (5.827 > 2.02269). It is also supported by the absence of an average difference between the experimental class 1 (Kindergarten Tunas Berlian) and experiment 2 (Kindergarten PGRI Godo), which has a smaller t-count than t-table (0.091 < 2.02619).

In the n-gain test to determine an increase in social skills before and after being given treatment, it can be seen that in TK Tunas Berlian as an experimental class 1, there was a high increase in scores in 10 children with a percentage of 71.4%, 4 children (27.6%) with an increase in score moderate, and no child had a low increase in score. Kindergarten PGRI Godo, as an experimental class 2, showed a high increase in scores in 18 children with a percentage of 72%, 6 children (24%) with a moderate increase in scores, and 1 child (4%) with a low increase in scores. Kindergarten Dharma Wanita Klayusiwalan, as the control class, did not increase the score in the high criteria, 6 children (37.5%) in the medium criteria, and 10 children (62.5%) in the low score increase. In this case, Syekh Jangkung's character-based two-dimensional animation media in improving early childhood social skills in Pati Regency has proven to be effectively used in learning these social skills. The results of this study are also supported by research conducted by Al Aziz et al. (2020), which reveals that animated video shows can increase students' social interaction.

The results of this study prove that one of the learning media innovations using multimedia technology in the form of learning in the form of animated videos is effectively used. Animated videos are moving images created from various

subjects arranged specially to produce a predetermined plot. Teachers can use learning media in the form of animated videos so that students are interested and make it easier for children to understand the material presented (Lestari & Mustadi, 2020). This animated video learning media was developed because it was sourced from a desire in the field to be suitable as a substitute media that is more attractive for children to listen to the lesson narrative and helps make it easier for children to understand the narrative presented. It is supported by research conducted by Rakiyah (2019), who revealed that using animation media can improve social-emotional abilities in kindergarten children.

6. Conclusion

It is known that there is effectiveness in developing two-dimensional animation media based on the character of Syekh Jangkung in increasing the Social Skills of early childhood in Pati Regency. It can be seen from the average value of the social skills of the experimental class children at Kindergarten Tunas Berlian and Kindergarten PGRI Godo, which is higher than the social skills in the control class at Kindergarten Dharma Wanita Klayusiwalan.

Teachers should prioritize stimulating children's social skills, considering the importance of social skills because anyone in their environment will more easily accept children, children will be better able to solve problems with other people, and children can hone other life skills. It is proven that children's social skills can improve in the experimental class using animated media based on the Sheikh Talang character. Therefore, two-dimensional animation media based on the character of Sheikh Jangkung can be used as a reference medium for learning so that the stimulation of children's social abilities becomes more interesting. Other researchers should be able to continue to develop other animation media that are used to improve early childhood social skills by referring to the results of this study.

Acknowledgement

Conflict of Interest

The authors declare no conflicts of interest.

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