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The influence of animated media on children's prosocial behavior

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Abstract

The problem addressed in this study is the low level of prosocial behavior among children aged 5–6 years, caused by less interactive learning methods. The purpose of this research is to determine the effect of animated media on children's prosocial behavior. This study employs a quantitative approach using an experimental method (one-group pre-treatment and post-treatment design). The sample consists of 15 children selected through purposive sampling techniques. Data were collected through observation and analyzed using an N-Gain score of 0.52 (moderate category) and a Paired Samples T-test (Sig. 0.000 < 0.05). These results indicate a significant difference between pre-treatment and post-treatment. The alternative hypothesis (Ha) is accepted, meaning that animated media has an effect on children's prosocial behavior.

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INTRODUCTION

The aspect of social-emotional development is closely related to children's social behavior. Providing proper stimulation for early childhood development is very important, especially in supporting children's social growth so that social maturity can be optimally achieved (Sofia et al., 2020). Early childhood who receive adequate stimulation in socializing are more likely to develop social skills, thus enabling them to interact in ways that meet the expectations of their environment. According to Catron, "to develop young children's social competence, they also must learn to cooperate with peers and act in a socially responsible manner." This means that to improve children's social skills, they must learn to cooperate with their peers and act responsibly in social situations (Catron, 2019).

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Children are social beings who need others to live side by side, making social interaction possible. To establish good social interactions, one must possess socialization skills. Prosocial behavior is one of the most important social skills for children, as it allows them to be accepted by their environment (Nawangsasi et al., 2023). In order to be accepted by their surroundings, children must exhibit positive behaviors—specifically, prosocial behaviors.

According to Hasanah, prosocial behavior is performed voluntarily and brings positive effects (Hasanah & Drupadi, 2020). Prosocial behavior is a form of positive social behavior carried out voluntarily and directed toward others. It involves voluntary actions, as supported by Eisenberg & Musen, who state that prosocial behavior is voluntary action intended to benefit others (Eisenberg, 2011). Voluntary action refers to an act done of one's own free will, without coercion from others.

Prosocial behavior stands in contrast to antisocial behavior. Antisocial behavior represents deviant actions that are inappropriate and should not be imitated in daily life. The importance of prosocial behavior in early childhood lies in helping children become part of society by understanding the values and norms of their environment so that they can be accepted where they live. Children with prosocial behavior can easily integrate into groups because they understand how to socialize through appropriate conduct. Prosocial behavior must continue to be nurtured so that children are prepared to become fully functioning members of society.

To instill prosocial behavior, a child's current environment and the adults around them play a crucial role in shaping such behavior. In fostering prosocial behavior in children, parents, teachers, and adults should implement various activities that support prosocial behavior according to the child's developmental stage. According to Sugiana, character education aims to shape and develop children's mindset, attitude, and behavior so they become positive, moral, and responsible individuals (Sugiana & Formen, 2020). Character education serves as a means for adults to stimulate the development of children's prosocial behavior.

According to Salkind, when teaching prosocial behavior, parents, teachers, and adults play an important role in providing stimulation and activities that support such behavior (Salkind, 2019). Children learn through what they see and experience, so their environment greatly influences the learning process. Similarly, the development of prosocial behavior in children is shaped by many factors, both internal and external. One external factor that can influence prosocial behavior in children is situational conditions. According to Suryanto, children's prosocial behavior is influenced by situational factors, including models, norms, social conditions, and the surrounding environment (Suryanto et al., 2022).

The situation referred to here occurs when a child is indifferent to their surroundings. This happens when a child becomes too engrossed in their own activities, causing them to pay less attention to their environment (Suharni et al., 2020). A child who shows little concern for their surroundings may develop behaviors that are unfavorable for their social growth, such as an unwillingness to share with friends or to help those in need. Therefore, appropriate stimulation from adults is essential to help children internalize prosocial behavior.

The use of animation media in the learning process has several advantages. Animation media is a type of audiovisual medium consisting of moving images projected mechanically through a projector lens, accompanied by sound (Fitria, 2020). Examples of audiovisual media include video or television programs, educational videos, instructional television, and sound-slide programs. Thus, learning through audiovisual media can effectively convey educational messages. The audio component enables children to receive learning messages through hearing, while the visual component creates learning messages through visualization.

Through animation media, children not only imagine or visualize concepts but can also see and imitate them (Kurniawati et al., 2024). Information presented through animation media can illustrate processes, simplify complex concepts, and teach skills in an engaging way. Animation media can accelerate or slow down time, thereby influencing children's learning attitudes and enhancing the learning process.

In conducting a preliminary study, the researcher found that some children did not demonstrate prosocial behavior. For example, when one child fell, the others ignored it, and some even laughed at the child who fell. During mealtime, there were children who were unwilling to share their food with friends who did not bring

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lunch. After playtime, some children refused to cooperate in cleaning up the toys. Additionally, when the teacher was carrying many items, none of the children offered to help until the teacher asked for assistance; only then did some children come forward to help.

The factors causing such behaviors can be categorized into internal and external factors. Internal factors usually relate to the child's self-awareness that develops within themselves. Meanwhile, external factors include the lack of adult guidance in modeling and reinforcing prosocial behavior. The lack of prosocial behavior affects the children's awareness of the importance of prosocial actions and their application in daily life, resulting in children being unwilling to behave prosocially.

Based on these observations, it can be concluded that the prosocial behavior of children at TK Adzkia Tanjung Sari has not developed well. Therefore, teachers need to stimulate the development of prosocial behavior among the children. One way to do this is by using engaging learning media for children.

From the interviews conducted by the researcher, it was found that teachers had never used animation media in the learning process. Instead, the teachers applied task-based learning methods, such as giving children worksheets to color pictures or fill in missing letters. This type of learning did not involve all children in collaborative activities, which consequently limited the stimulation of prosocial behavior.

Based on this description, the researcher became interested in conducting a study. A study by Kirana et al. (2023) showed similar problems, such as children who were unwilling to share food with their friends. This indicates that children were not yet taking the initiative to share with others, which negatively affected the development of prosocial behavior. Another study by Ariani & Hermani (2023) also found similar issues, where children laughed at their friends when they fell. This problem demonstrates that children's prosocial behavior was not adequately stimulated.

Thus, the issue of prosocial behavior among early childhood students at TK Adzkia Tanjung Sari, Sumberejo District, Tanggamus Regency, is not unique to this school but is a common phenomenon found in other early childhood education institutions. This study differs from previous research in that it examines children's prosocial behavior using animation media—an approach that has not been previously applied—and focuses on a different age group of children from those in earlier studies

METHOD

This study employs a quantitative research approach with a pre-experimental design. It is categorized as pre-experimental because there is no randomization of characteristics and no control of variables (Syaodih, 2020). The method used is the *One Group Pre-Treatment–Post-Treatment* design. The research involves only one class as the research subject. This study aims to observe the effects before and after using the experimental method. Thus, the treatment results can be identified more accurately by comparing the conditions before and after the treatment. The research procedure will be carried out as follows: **1). Preparation Stage** – At this stage, the researcher prepares a preliminary research permit letter for the school where the study will be conducted. This serves as the initial step before fieldwork to collect data on the children and to determine the population and sample to be used in the study. **2). Planning Stage** – During this stage, the researcher prepares the research instrument grid, the daily learning implementation plan (*RPPH*), and the concept for the animation media to be used later during data collection. The creation of the instrument grid in the form of an observation sheet serves as a reference for assessment, making it easier for the researcher during fieldwork to evaluate the animation media used. **3). Implementation Stage** – The pre-treatment phase is conducted to determine children's prosocial behavior before the treatment. The treatment is administered in five sessions using animation media with themes such as sharing food, cooperation, helping friends, being honest, and showing politeness. The post-treatment phase is carried out to assess children's prosocial behavior after the treatment, with data collected using the animation media observation sheet. **4). Data Collection Stage** – This stage involves organizing and analyzing data from the pre-treatment and post-treatment phases to determine whether there are changes in the scores. **5). Final Stage** – This includes the management and analysis of the research data obtained from the research instruments and observation sheets or observation guidelines, as well as drawing conclusions.

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The population used in this study consisted of all children in Group B aged 5–6 years at Adzkia Kindergarten, Tanjung Sari, Tanggamus, totaling 30 children from classes B1 and B2. The sampling technique used in this study was purposive sampling. Purposive sampling is a technique for determining samples based on specific considerations (Arikunto, 2019). This study selected a sample of 15 children aged 5–6 years from Group B1, based on the consideration that, according to observation results, Group B1 had more children with low prosocial behavior. Therefore, the researcher aimed to provide treatment to that group.

In research, instruments are used to collect data. This is intended to help researchers obtain information related to their research statements and to measure or reflect the variables being studied. The research instrument serves to facilitate researchers in obtaining the necessary data. In this study, the instrument used was an observation sheet in the form of a checklist (√).

In this study, two types of data analysis were used: prerequisite tests and hypothesis tests. After the treatment was given, the data obtained were analyzed to determine the effect of animation media on the prosocial behavior of children aged 5–6 years. The analytical technique used in this research was statistical analysis through the paired samples t-test or the Wilcoxon signed-rank test. However, before conducting the tests, the field data were first analyzed using the N-Gain test. After completing the prerequisite analysis, the next step was to conduct hypothesis testing using the paired samples t-test with the help of SPSS version 25 for Windows. The t-test was used to determine the difference in prosocial behavior of children aged 5–6 years before and after being given the treatment, namely the animation media. Since the prerequisite analysis showed that the data were normally distributed and homogeneous, the statistical technique used was the parametric t-test.

RESULTS AND DISCUSSION

Result

The research data consists of pre-treatment data, treatment data, and post-treatment data regarding the activities carried out using animation media. The pre-treatment and post-treatment data in this study were used to measure the effectiveness of learning through animation media. Before the researcher implemented the media in the experimental class, an initial test (pre-treatment) was conducted to observe the children's prosocial behavior using observation sheets as the research measurement tool. There were four categories obtained from the observation results: *belum berkembang* (BB) or "not yet developed" with a score of 1, *mulai berkembang* (MB) or "starting to develop" with a score of 2, *berkembang sesuai harapan* (BSH) or "developing as expected" with a score of 3, and *berkembang sangat baik* (BSB) or "developing very well" with a score of 4.

The results of interviews conducted with teachers and the principal regarding children's prosocial behavior at TK Adzkia Tanjung Sari Tanggamus included the question: "Is there any difference in children's prosocial behavior before and after being given treatment using animation media?" The teacher responded, "There is a difference, where children who previously did not want to share have now become willing to share with their friends, and children who previously did not help their friends when in difficulty are now willing to help them." From this interview excerpt, it can be concluded preliminarily that there is a difference in children's prosocial behavior before and after the treatment was given.

The results of pre-treatment and post-treatment data analysis using the IBM SPSS Statistics 25 program showed that before the treatment, the number of samples was 15, with the lowest score being 21, the average score 25.53, and the standard deviation 3.889. Meanwhile, after the treatment, the number of samples remained 15, with the lowest score 60, the highest score 68, the average score 65.00, and the standard deviation 2.000. These results indicate a difference between the pre-treatment and post-treatment scores.

Based on the table and bar chart, it can be concluded that the average score recap during the pre-treatment phase (before using animation media) was as follows: 1 child (6.67%) in the *developing very well* (BSB) category, 3 children (20%) in the *developing as expected* (BSH) category, 0 children (0%) in the *starting*

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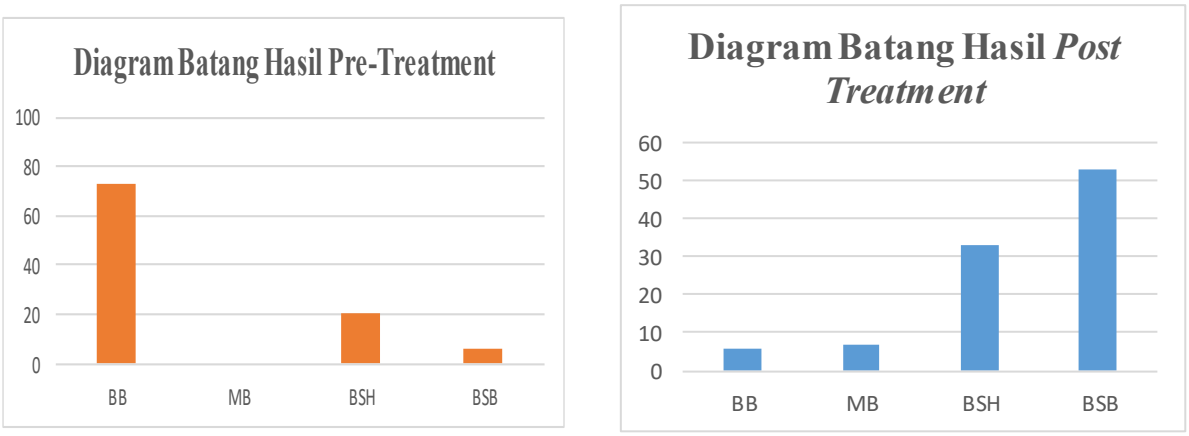
to develop (MB) category, and 11 children (73.33%) in the *not yet developed* (BB) category. This means that prosocial behavior before using animation media was still not optimal, as many children were still in the "not yet developed" category, while only a few were in the "developing very well" category.

After the treatment using animation media, the average score recap showed improvement: 8 children (53.3%) were in the *developing very well* (BSB) category, 5 children (33.3%) in the *developing as expected* (BSH) category, 1 child (7%) in the *starting to develop* (MB) category, and 1 child (6.7%) in the *not yet developed* (BB) category. This indicates that children's prosocial behavior improved after the treatment using animation media, as shown by the differences between the pre-treatment and post-treatment results.

The animated media used appears to attract children's attention and enthusiasm because the animations feature a variety of themes, preventing children from becoming easily bored. In the research conducted by the researcher, animated media were found to help stimulate prosocial behavior in early childhood. Children were highly interested in the animation media, which helped increase their motivation to learn about prosocial behavior. Interaction among peers also played a role in creating an environment that supports children in playing and learning, thereby strengthening their understanding of prosocial behavior.

While watching the animated videos, children were able to learn and had the opportunity to stimulate all aspects of prosocial behavior within themselves, supporting the development of these potentials. This is consistent with the study by Fatimah et al. (2020), which found that one of the benefits of using animated media is its ability to capture children's attention. Once children are interested, they tend to imitate and practice what they see with enthusiasm.

Early childhood learners are creative and enjoy new things; therefore, using different animated videos each day increases their enthusiasm. In line with research conducted by Nurdiana et al. (2021), animated videos can be used by teachers as learning tools to help children understand material in a more concrete way. When learning takes place in a tangible manner, it can stimulate children to take direct action. Thus, there is a positive influence of animated media on prosocial behavior in children aged 5–6 years.



Figures 1. diagram batang

Discussion

Based on the results of the research conducted, there were research indicators that obtained the highest and lowest total scores. The indicators with the highest scores were *sharing in the form of goods or objects* and *having the courage to admit mistakes*. These indicators fall under the dimensions of *sharing* and

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acting honestly. Meanwhile, the indicators with the lowest scores were *sharing ideas and thoughts* and *speaking and behaving politely*, which belong to the dimensions of *sharing* and *respecting others*.

The differences in the highest and lowest scores were influenced by the stimulation provided through the research treatment, namely using animated media. By watching animated videos, children were exposed to activities in the videos such as sharing with friends and acting honestly. Therefore, during the post-treatment phase, children indirectly recalled the messages presented in the videos. In addition, during the post-treatment activities, there were also exercises that taught children how to share and act honestly. Consequently, the highest scores were obtained for the indicators of *sharing in the form of goods or objects* and *having the courage to admit mistakes*.

This finding aligns with Watson's theory, which states that prosocial behavior is an action that brings positive consequences to others, motivated by one's own will without expecting rewards. Thus, prosocial behavior can develop voluntarily through environmental modeling, becoming a spontaneous and positive habit (Asih & Pratiwi, 2020). The indicator *sharing ideas and thoughts* appeared in activities where, during the post-treatment phase, some children were able to understand the activities being conducted only from the beginning to the middle of the session. As a result, teachers had to provide detailed explanations so that the children could fully understand the activity until the end. This caused some children to struggle toward the conclusion of the activity.

Furthermore, for the indicator *speaking and behaving politely*, some children did not use harsh language but occasionally spoke in a loud tone to their friends. Consequently, the lowest scores were obtained for the indicators *sharing ideas and thoughts* and *speaking and behaving politely*. This aligns with the statement by Aronson et al. (2019), who explained that prosocial behavior can appear in daily life and includes broader categories such as sharing and respecting others. Prosocial behavior is essential for children to be accepted in the school environment.

In school, teachers can explain and enforce rules that encourage children to share with one another, provide positive examples, and demonstrate generosity. By modeling and reinforcing prosocial behavior, teachers play a crucial role in nurturing children's prosocial development (Puspita et al., 2024). The variations in the highest and lowest indicator scores were influenced by the stimulation provided through animated media. Through animation, children's prosocial behavior was stimulated in an enjoyable and engaging way. Prosocial behavior was integrated into every activity according to the animated video themes, which helped children recognize and understand prosocial behaviors such as sharing, helping, acting honestly, showing empathy, cooperating, and respecting others—aligned with the research instrument.

By using animated media, children gained personal experiences through memory recall after watching the videos. The use of animated media helped children remember the messages conveyed in the animations they watched. This supports Mindes' statement, as cited in Jackman (2012), that each child constructs their own knowledge through experiences and observations of their surroundings. Therefore, children will retain the knowledge and understanding they gain from observing and engaging with animated videos, particularly those related to prosocial behavior

CONCLUSION

This study proves that there is an influence of animated media on the prosocial behavior of children aged 5–6 years at Adzkia Kindergarten, Tanjung Sari Village, Sumberejo District, Tanggamus Regency. The results show that the average post-treatment score is higher than the average pre-treatment score. These findings indicate a positive effect on the research sample after the use of animated media. Animated media can influence prosocial behavior because it contains elements reflected in prosocial dimensions such as cooperation, honesty, helping, sharing, empathy, and respect for others. The results of this study indicate that the calculated score falls within the medium category.

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It is expected that this research will serve as useful information for the school principal to provide guidance to teachers regarding routines that can support the development of children's prosocial behavior. Furthermore, this research is expected to contribute knowledge and insight to teachers about the use of animated media in developing prosocial behavior in children and to emphasize the importance of nurturing and monitoring children's prosocial development.

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