



Animation Media Improves Early Childhood Learning Concentration Outcomes

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Abstract. General Background: Learning concentration is a fundamental aspect of early childhood education, as it determines students' ability to focus, respond, and understand instructional material in classroom settings. Specific Background: However, preliminary observations at Dharma Wanita Nambangan Kindergarten revealed that most children experienced low concentration levels, with 70% showing difficulty in maintaining attention during learning activities. Knowledge Gap: Although audio-visual and animation-based media are increasingly used in educational contexts, empirical evidence regarding their application in improving concentration among early childhood learners in classroom action settings remains limited. Aims: This study aims to examine the use of animation-based audio-visual media to improve learning concentration and comprehension among children aged 5–6 years. Results: Using classroom action research involving 11 students, the findings indicate a progressive increase in concentration from pre-cycle conditions to cycle I and cycle II, with final results reaching 81.81%, and 75% of students demonstrating improved focus and understanding after intervention. Novelty: The study highlights the integration of animation and audio-visual approaches within an edutainment framework as a practical classroom strategy to address concentration problems in early childhood learning. Implications: These findings suggest that engaging, interactive, and visually dynamic learning media can support improved attention and comprehension, providing practical guidance for educators in designing more effective and enjoyable learning environments in early childhood education.

Keywords: Audio-Visual Media, Learning Concentration, Early Childhood Education

1 Introduction

Learning concentration refers to students' focus and awareness on the subject matter at hand. The ability to control one's thoughts and actions in order to learn something effectively is known as concentration. Students often encounter various distractions (noise) from within and outside themselves when studying in class, which can hinder their learning concentration. When studying, unintentional thoughts about learning problems and other desires that interfere with our learning activities may arise. [1]. One important aspect of the learning process in the classroom is student learning concentration. [2]. Fatimah and Rinawati define concentration as "putting aside all other unrelated things" and concentrating on one thing in learning. [3]. According to Super and Crities, there are indicators of concentration; the following characteristics are found in students who emphasize learning: paying attention to everything the

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teacher says, being able to respond to and understand everything that is said, and always asking questions. Debating the material that has been discussed and presented by the teacher, answering every question quickly and accurately, and 5) the class is quiet and not restless when receiving material.

Factors such as boredom, lack of interest, and distractions from the surrounding environment are often obstacles. Therefore, innovation in teaching methods is needed to resolve this issue. One proven effective method is to use animated media with an audiovisual approach. Animated media combines moving images and sound, making it more appealing to students than conventional methods [4]. This approach not only increases enthusiasm for learning but also facilitates understanding of difficult material. By using animated media, learning material can be delivered in a more interesting and interactive way, helping to improve students' concentration and learning achievement.

By using animation technology and an audiovisual approach, it is hoped that the learning process can become more enjoyable and effective. This is in line with the goals of modern education, which emphasizes the importance of using technology to improve the quality of learning. In this context, research on the influence of animated media on learning concentration is highly relevant and necessary to provide empirical evidence of the effectiveness of this method [5]. Enjoyable learning can be created when teachers use various learning models or methods that are appropriate for the material, as well as utilizing relevant learning media. In addition, it is important for teachers to appreciate and adapt learning to student diversity, so that they are interested in learning the material being taught. One method that can be used to overcome writing difficulties and reduce boredom is the edutainment method [6]. This method allows students to learn in a more relaxed and enjoyable atmosphere, which can increase their interest and motivation towards the lesson. With this approach, teachers can present complex and difficult-to-understand material in a more interesting and interactive way, such as through animations, educational games, and entertaining videos [7].

Based on preliminary data from observations conducted at the Dharma Wanita Kindergarten in Nambangan Village, Mojokerto District, Mojokerto Regency, involving 11 children in class B, the results showed that 70% of children had difficulty focusing during lessons, with 8 out of 11 children experiencing problems with concentration. These children did not pay attention or respond to the teacher's explanations in various subjects, and they struggled to understand the material as a whole. Only 30% of the children in kindergarten class B were able to concentrate well, namely four out of twelve children. Therefore, the role of homework and reports is very important because it can affect children's development in terms of grades [8]. One effective approach to overcoming problems in writing and reducing boredom is to use the edutainment method. This method allows students to learn in a more relaxed and enjoyable atmosphere, which can increase their interest and motivation towards lessons. In this way, teachers can present complex and difficult material in a more interesting and interactive way, for example through animations, educational games, and entertaining videos [9].

Therefore, researchers applied the use of animated media with audio-visual methods at the Dharmawanita Nambangan-Mojosari Kindergarten not only as a new innovation, but also as a strategy to improve the effectiveness of learning and children's focus. In early childhood education, it is very important to create an engaging learning environment that supports their growth. Edutainment, which is an approach that combines learning and entertainment, has great potential in achieving this goal. Animated media has the advantage of delivering learning material visually and

interactively. Young children tend to be more responsive to moving images and animations that present lesson material in an interesting and easy-to-understand way [10].

With animation, concepts that may be difficult to understand through conventional methods can be presented in a more dynamic and creative way. This not only helps increase the appeal of learning but also strengthens students' understanding of the subject matter. Meanwhile, audio-visual methods through the use of sound, images, and videos also play an important role in enriching the learning experience of students. Clear and interesting sounds, relevant images, and videos that depict real situations or abstract processes can help clarify the concepts being taught. This approach not only activates students' senses of hearing and sight but also helps strengthen the connection between verbal and visual information in the learning process [11].

Previous studies have shown that children's ability to concentrate improves with the use of audiovisual media. This can be seen from the average scores before the cycle began [12]. Previous studies have shown that children's ability to use media improves when using moving media. This is evident from the initial average score of only 23% in the Not Yet Developed (NYD) category, which increased to 50.25% to 75% in the Beginning to Develop (BD) category in the first cycle, and reached 75% to 100% in the Very Well Developed (VWD) category in the second cycle. It also explains that the use of active media as a learning tool is one option that teachers can use. Media can help convey information, strengthen emotions, encourage reflection, attract attention, and improve children's abilities [13]. Other studies also show that snake and ladder games can provide additional inspiration in the learning process of children [14]. A different study also revealed that snake and ladder games can increase the enthusiasm of students at the Dharma Wanita Nambangan Kindergarten. Here, the researchers explain that the findings of the study show the learning motivation of children before the use of animated media [15].

This study's main objective is to improve the learning attention of students at the Dharma Wanita Nambangan Kindergarten. The focus of this study is to find methods that can help 5- to 6-year-old children concentrate better at school.

2 Method

The classroom action research method was used in this study. Classroom action research, as defined by Arikunto et al. [16], is a method for examining learning activities that take place intentionally in a classroom together. Suryabrata identifies four characteristics of classroom action that are characteristic of action research: (1) Relevant to real-world situations; (2) Provides problem solving; (3) Flexible, adaptable, and innovative, allowing for changes during the research; and (4) Although this research lacks scientific structure, even though it is systematically reorganized, its internal and external validity is weak [17].

The subjects of this study were 11 children aged 5 to 6 years old from Dharma Wanita Nambangan Kindergarten B who participated in this study. The location was at the Dharma Wanita Ngimbangan Kindergarten in Mojosari. The aspect studied was the children's concentration in learning based on their abilities. It was conducted over a period of approximately two months with different children who had different interests. Dharma Wanita Nambangan Kindergarten is located in Mojokerto Regency.

This study began with planning (planning actions), coming up with indicators based on theory, carrying out actions or implementing the study in collaboration with teachers, followed by observation, evaluation, and finally reflection or analysis of the overall results of the research. If the reflection results were not in line with expectations, the next cycle was used until the desired or expected results were achieved.

This research technique used observation, teacher interviews, and existing documents or records to collect data. Observations were made on kindergarten B children by observing their concentration while learning. To measure the success of improving children's concentration in learning in this study, the researcher used several indicators in accordance with the opinions of Super and Crities [4]. There are indicators of concentration; the following characteristics are found in students who emphasize learning: 1) paying attention to everything the teacher says, 2) being able to respond to and understand everything that is said, and 3) always asking questions. Debating the material that has been discussed and presented by the teacher, 4) answering every question quickly and correctly. Each cycle in the study will be considered successful if the children have achieved the specified percentage of results, which is more than 75%.

The results of the study on the interest in learning to count among children aged 5 to 6 years at the Dharma Wanita Nambangan Kindergarten were calculated using the following method:

$$P = F/N \times 100\% \quad (1)$$

Explanation:

P: Percentage

F: Number obtained from the children's learning outcomes

N: Number of participants (children)

3 Results and Discussion

This study was conducted on 11 students enrolled in class B of Dharma Wanita Nambangan Kindergarten during the even semester of the 2023-2024 academic year. In the first semester of the 2023-2024 academic year, this initial stage of research was carried out. The researchers used strategies and media that had been prepared in advance to carry out learning activities in this first cycle. They also prepared all the necessary requirements for the researcher to conduct the research. The stages of this research were (1) the planning stage, which was the stage of planning the actions to be taken during the research, (2) coming up with indicators based on theories, (3) carrying out the actions or implementing the research in collaboration with the classroom teacher, (4) followed by observation, (5) research evaluation, and (6) finally, reflection, which is a consideration of the strengths and weaknesses during the research. The researcher first observed the development of concentration skills in children aged 5 to 6 years at the Dharma Wanita Nambangan Kindergarten before starting this classroom action research.

3.1 Pre-Cycle

As a first step, the researcher carried out an activity called the pre-cycle at Dharma Wanita Nambangan Kindergarten to gather information about the interest of kindergarten B children in learning to count. In the pre-cycle activity, the researcher

took action to find out how to get the children to concentrate by inviting them to watch an animated video of the pre-cycle activity here. Children's interest in learning still needs support and encouragement to be improved; children are still reluctant to pay attention when asked to concentrate. Children still need guidance to hone their ability to concentrate. The purpose of this is to identify and understand the initial state of children in terms of concentration. The results of the pre-cycle study showed that children's interest in learning arithmetic was still low at 54.60 percent.

3.2 Research Results of Cycle I

Research actions in cycle I In August 2023, specifically in the third week of August I, I held four meetings. The number of meetings in one week. The duration of each meeting was approximately 30 minutes. In the planning phase of cycle I, the researcher compiled a daily lesson plan (RPPH) for the purposes of the research process or activities at the initial meeting. At this stage, observation and research activities were also compiled. The first meeting in Cycle I was held on Friday, August 16, 2023, at 08:30-09:00 WIB. The opening activity was conducted by the classroom teacher, with the researcher only assisting the teacher. Then, the researcher's first step in this meeting was to provide an explanation related to animation learning through a video on concentration.

The second meeting in cycle I was held on Saturday, August 16, 2023, with the same time allocation of \pm 30 minutes. The researchers explained again about concentration and supported it with several questions about animation media, then the researchers explained about the animation videos that would be shown to the children in their future learning. The researcher used videos as a research medium for learning activities as well as to introduce children to animated media before learning.

The time allocated for the third meeting of cycle I was approximately thirty minutes, held on Monday, August 19, 2023. The researcher invited the children to learn while watching animations (pictures) by showing animated videos. The learning took place in a classroom at school. During the activity, the children formed groups and gathered around the media or video. The time was quite long because the animated videos were very short.

The fourth meeting in cycle I was held on Tuesday, August 20, 2023, with a similar time allocation of approximately 30 minutes. In this meeting, the researcher encouraged the children to discuss yesterday's animated video and engage in conversation, some of which consisted of questions about the activities that had been carried out, with the aim of finding out the children's understanding of what they had learned yesterday and to find out the percentage of their interest in learning arithmetic.

Everyone participated in the learning activities in the four meetings of cycle I. Everything went smoothly according to the researcher's plan. The researcher benefited from the implementation of cycle I. It was observed that from the pre-cycle period, the children's concentration in learning increased by 46.72 percent. Cycle 1 saw an increase to 65.68 percent.

The percentage of children who expressed interest in learning did not meet the target in cycle I. While having fun, there were still many other children who remained uninterested, and the percentage of children's interest in learning still did not meet the target. While playing, many children still talk to themselves, and children still feel bored while playing and learning. Children feel tired because they have to take turns one by one, and it takes a long time. However, their interest in learning has begun to

increase, but their concentration needs to be improved so that they do not become too enthusiastic about learning.

Reflection Assessment or evaluation of learning activities in cycle I was the main focus of this study. Based on observations and analysis conducted in cycle I, the researchers identified several issues, namely: (1) lack of or limited time for learning activities, as only about 30 minutes were allocated for play; (2) understanding of learning was not maximized; (3) Children became tired because the media used were always books or media available in the classroom, so they had to take turns one by one, while the time available was not much. (4) During the activity, children who could not see or were blocked by their friends tended to play by themselves. (5) There was a lack of explanation of the learning rules and the learning process through play. (6) Children from another class, namely kindergarten class A, watched the animated video because they were interested and curious, which disrupted the focus of the children in class B. Given the several factors that caused the failure or hindered the achievement of the research objectives in the first cycle of learning activities, these issues will be addressed in the next cycle.

3.3 Research Results of Cycle II

In September 2023, specifically in the first week, the research activities in Cycle II were carried out twice a week. Each session was set for 60 minutes. The first session started at 8:00 a.m. to 9:00 a.m., while the second session lasted from 8:00 a.m. to 9:30 a.m. The steps in the second cycle included planning, implementation, assessment, and reflection. In the second cycle, the researchers prepared a daily learning plan before the first session began, and this plan was used to carry out the research. In addition, the researchers also prepared the tools and materials to be used in this stage of the research. Once all the plans and preparations had been made, the research was carried out. The researchers observed how the children's interest in learning arithmetic changed after the research was conducted. The researchers collaborated with the classroom teacher to reflect on the second cycle of the research after the series was completed.

The time allocation for the Cycle I II meeting was 60 minutes, to be held on Wednesday, September 7, 2023, from 8:00 a.m. to 9:00 a.m. As usual, the first step in this meeting was the opening of activities; however, the researchers collaborated with students and teachers to carry out these activities. The class only accompanied the researchers and provided assistance when needed. After a series of prayers, the participants in the researcher's opening activity were asked to sing about counting. The researcher was asked to sing counting songs in Indonesian, Javanese Krama, Javanese Ngoko, Arabic, and English. After that, the researcher encouraged and urged the students to recall our activities in yesterday's Cycle 1 animated video. After that, we focused on solving problems involving images on the video screen. The researchers also said that tomorrow we would learn again by looking at animated images and would explain how to play them, which was slightly different from how videos were played in the first cycle meeting yesterday. At the end of the first meeting of cycle II, the researchers invited the students to gather in one group.

The second meeting of cycle II research was held on Friday, March 8, 2024, with an allocation of \pm 90 minutes, from 08.00 to 09.00 WIB. The first step was to pray and do opening activities while singing counting songs that had been introduced and practiced by the researcher to the students. Next, the researcher invited the students to see how we explained this activity, which had been informed yesterday, as well as the flow of

activities that had been explained yesterday, in order to trigger the children's memory and interest in the animations or pictures seen today. After discussing the flow or sequence of the animated video that would be shown, the researcher also invited the children to agree on the rules for watching the video, such as not talking, listening, not playing alone, and so on. After understanding the flow and rules of the game, the researcher invited the children to prepare the necessary items for playing together, such as working together with friends, arranging the chairs (because the learning took place in the classroom), and preparing other things. The children enthusiastically and happily prepared everything. Then, they began playing snakes and ladders happily.

The audio-visual material with animation was different from the audio-visual material used in cycle I. A group of students or individuals watched the video together in cycle II. The difference between audio-visual material and animation. In the first and second rounds, the video was played in the classroom in the first round, while in the second round it could be played inside or outside the classroom. The results of the research from cycle II led the researcher to conclude that the children from group B at Dharma Wanita Nambangan Kindergarten showed progress when they learned through fun audio-visual learning methods, making the learning process more interesting and making them happier.

Children are interested in learning if the learning concepts are fun and the animation media are interesting. One proof that learning with animation media successfully increased the concentration of students in class B at Dharma Nambangan Wanita Kindergarten was that several children who were still in class participated in the learning and made interesting pictures. Researchers and classroom teachers participated in the second cycle of research.

Who was invited to collaborate in the reflection as a partner or party? The following are the results of the reflection: (1) Class B students at Dharma Wanita Nambangan Kindergarten were able to concentrate on learning using animation and audiovisual media; (2) the concentration of Class B students at Dharma Wanita Nambangan Kindergarten improved from before; (3) children were very active, happy, and enthusiastic about learning while looking at pictures; and (4) learning concepts and media were very important and were taken into consideration by educators in order to stimulate and attract children's interest.

Children's learning concentration increased by 81.81% in Cycle II, whereas in Cycle I it only reached 45.45% and before the cycle it was only 0%. As shown in Figure 1 and Table.

Table 1. Results of children's learning concentration with animation media in the Pre-Cycle, Cycle I, and Cycle

Respondents	Indicato r I	Indicato r II	Indicato r III	Indicato r v	Numbe r	Percentag e	Criteri a
Respondent 1	2	1	2	2	7	43.75%	BT
Respondents 2	1	1	2	1	5	41.6%	BT
Respondents 3	2	2	1	2	7	43.75%	BT
Respondents 4	1	2	1	1	5	70.4%	T
Respondents 5	1	2	1	2	6	37.5%	BT

Continued **Table 1.**

Respondents	Indicato r I	Indicato r II	Indicato r III	Indicato r v	Numbe r	Percentag e	Criteri a
Respondents 6	2	2	2	4	9	56.25%	BT
Respondents 7	2	1	2	3	8	50	BT
Respondents 8	1	1	1	2	5	41.6%	BT
Respondents 9	1	1	1	2	5	41.6%	BT
Respondent 10	2	2	1	1	6	37.5%	BT
Respondent 11	2	2	2	2	8	50	BT
TOTAL					71	513.95%	
AVERAGE						56.25%	
ACHIEVEMENT						7.92	

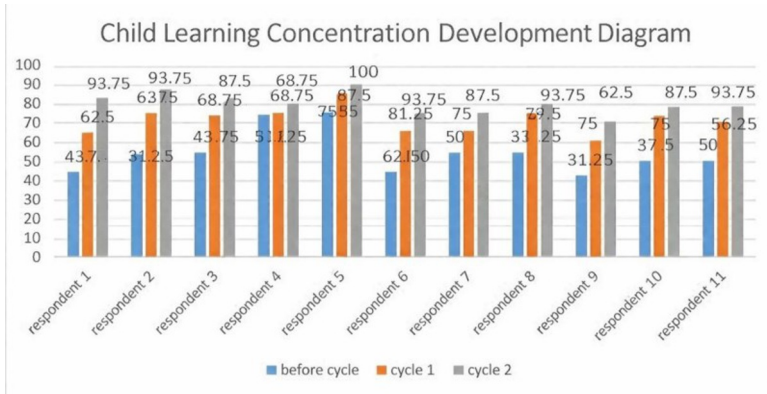


Fig. 1. Increase in interest in learning mathematics among respondents

Improved by using audio-visual media based on several descriptions of the research findings above. These findings are supported by observations made by researchers during the pre-cycle, cycle I, and cycle II phases of this study. The figure obtained in the pre-cycle was 0 percent, while in cycle I it reached 45.45 percent, and in cycle II it reached 81.81 percent. The pre-cycle learning concentration of the children was still poor; they were still uninterested and had difficulty concentrating while learning. In the cycle I study, the children's learning concentration improved when they were presented with learning materials that they found interesting, such as pictures of children studying indoors. However, there were several factors that hindered the growth of learning concentration in this cycle I study. One factor was boredom because the children had to wait for the video to play, which they thought took a long time, so their enthusiasm was only at the beginning. The researcher changed the strategy in cycle II after the evaluation, which resulted in an increase in the children's concentration, interest in watching videos, and increased concentration after watching videos.

The factors that made this game able to improve the learning concentration of children in class B at Dharma Wanita Nambangan Kindergarten were 1) interesting activities, 2) activities that were not boring and exciting, 3) learning activities carried

out while playing, 4) attractive animation designs, and 5) activities that were easy for children to understand. In addition to these things, the children were also able to socialize well and orderly, and so on.

Furthermore, this study is consistent with previous research, which shows that learning using audio and images can help students better understand and remember lessons compared to traditional methods. In addition, student engagement in learning also improves when audio-visual materials are used. Students tend to be more passive and less engaged before the activity, but after it is implemented, they become more involved in learning [16].

Research by Suryana [18] shows that additional academic assistance is needed. Students who have difficulty understanding the material can benefit from receiving additional guidance and review sessions to help them understand it better [19]. It is also important to encourage and facilitate school-based learning habits in children. Students can improve these habits by incorporating study time into the school day and teaching them about the benefits of studying, including mental clarity. Student concentration, understanding of the material, and overall well-being are expected to improve significantly as a result of implementing these suggestions. Schools can improve the learning environment while supporting students' academic growth and mental health in this way [20].

By implementing these recommendations, it is hoped that there will be a meaningful improvement in students' focus and understanding of the material, as well as their overall well-being. In this way, schools can create a better learning environment and help students' academic progress and mental well-being.

4 Conclusion

This conclusion shows that there are several elements that must be considered and improved to support students in achieving better learning outcomes. The concentration and understanding of students at Dharma Wanita Nambangan Kindergarten are affected by less than ideal learning conditions, uninteresting teaching techniques, and a lack of additional support to understand the teaching material. Therefore, Dharma Wanita Nambangan Kindergarten needs to integrate relaxation activities into the students' daily schedule and apply varied and more interactive teaching methods. In addition, it is important for the school to foster a friendly and distraction-free learning environment. Students who have difficulty understanding the material should benefit from additional academic assistance, teacher training, learning environment assessments, and teacher training. At Dharma Wanita Nambangan Kindergarten, it is hoped that by implementing these recommendations, the overall well-being of students will improve significantly, along with their focus and understanding of the material. TK Dharma Wanita Nambangan can contribute to this. It will also strengthen education at TK Dharma Wanita Nambangan to become a higher quality educational institution so that student learning outcomes improve and prepare them to face future academic challenges. and competitive. In this way, schools can make a positive contribution to children's growth and equip them for the next step in their education with a strong foundation of concentration.

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