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Improving Early Childhood Learning Interest Ability Through Animation Media in Group B Students at Harapan Pammanu Kindergarten

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Abstract

This thesis discusses the Improvement of Early Childhood Learning Interest Ability Through Animation Media in Group B Students at Harapan Pammanu Kindergarten. The type of research used is Classroom Action Research (PTK), with two cycles, namely Cycle I which consists of 4 meetings and Cycle II which consists of 4 meetings. The success of this study is determined by the score of the research results which shows an increase in the learning interest ability of students. The score in the initial condition or pre-action was 6 students (30%) in the undeveloped category, 10 people (50%) in the developing category, and 4 people (20%) in the developing category as expected. In the first cycle with an average observation score, the number of students who began to develop amounted to 16 people (80%), and the number of students who developed according to expectations amounted to 4 people (20%). In Cycle II with an average observation score, students who developed according to expectations amounted to 3 people (15%), and students who developed very well amounted to 17 people (85%). Thus, this classroom action research (PTK) has succeeded in increasing children's interest in learning through animation media. Abstract contains a brief description of the problem and research objectives, methods used, and the results of research.

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Introduction

Education plays an important role in the development of the nation, one of which is Early Childhood education. Early childhood education is an effort to stimulate, guide, nurture and provide learning activities that are able to produce abilities and skills carried out in children from birth to eight years old (Haryani, 2014).

Increasing students' interest in learning in the learning process in the classroom, teachers can use media in learning. Media that can be used includes animation media (Nazmi, 2017). In developing students' ability to learn, it is necessary to have an effective, fun, interesting and meaningful learning process for children. To realize a fun learning process, learning media that plays an important role in the learning process is needed. Interest in learning is an aspect of a person's psychology that manifests itself in several symptoms, such as: desire, feelings of liking to carry out the process of changing behavior through various activities that include seeking knowledge and experience, in other words, interest in learning is attention, a sense of interest in learning that is shown through enthusiasm, participation and activeness in learning (Kurniasari, 2021).

Animation is a series of images that make up a movement, the animation medium can show a sequence over time like a process. One of the advantages of animation is its ability to systematically explain an event in each time of change (Utami, 2011). Animation in the multimedia field is usually in the form of images which are then arranged into an arrangement of images that if put together will move (Harawan, 2019). Animation media is able to develop students' learning interests through animation media because through animation media we can provide stimuli to students such as auditory stimulation, tactile stimulation, social stimulation and vision.

Research conducted by Riswan shows that development is described in the systematic steps of developing "salut" learning animation videos: Analysis, design, development, implementation, evaluation (Riswan, 2017). And research conducted by Dina shows that animation learning media is effective (Dina, 2014). Thus, animation media can be used as a solution to increase students' learning interest abilities

Method

The type of research used is classroom action research. Classroom action research methods has an important and strategic role in improving the quality of learning if implemented properly, meaning that teachers together with peers conduct learning to improve learning outcomes through meaningful actions that then carefully observe its implementation to measure its success rate (Anningsih, 2023).

Action research is a series of steps consisting of four stages, namely: planning, action, observation, and reflection. Meanwhile, according to Wallace in BUMSS: action research is carried out by systematically collecting data or information about daily practices and analyzing them to be able to make decisions about practices that should be carried out in the future (Kunandar, 2010).

The implementation of this class action research is carried out in 2 cycles, this is in accordance with the requirements of class action research, namely in class action research there are four common stages, namely: planning, implementation, observation (observation) and reflection.

Results

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The purpose of this action is to evaluate the student's initial learning ability. At the beginning of the teaching and learning process, the researcher observed the teacher who was teaching the students. To observe the learning process carried out by group B teachers, teachers and researchers carry out learning activities.

Table 1. Results of the level of students' learning interest in Pre-Cycle

Category	Frequency	Percentage
Undeveloped	6	30,0
Start Growing	10	50,0
Grow according to expectations	4	20,0
Total	20	100,0

Cycle I

The implementation of learning in cycle 1 consists of four stages, namely, the planning stage, the action stage, the observation stage, and the reflection stage. This observation was carried out with the aim of observing the application of animation media in improving the learning interest ability of Early Childhood Group B at Harapan Pammanu Kindergarten.

Table 2. Learner development in cycle I

Category	Frequency	Percent
Start Growing	16	80,0
Grow according to expectations	4	20,0
Total	20	100,0

Based on the results of observations on the development of students in cycle 1 of meeting 4, it was shown that 16 students (80%) began to develop, and 4 students (20%) who developed according to expectations.

Cycle II

Cycle II is carried out to maximize the implementation of previous actions because the results of the research in cycle I have not reached the goals that the researcher wants to achieve. The results of the observation of students' learning interest abilities in cycle II are as follows:

Table 3. Students' development in cycle II

Category	Frequency	Percentage
Grow according to expectations	3	15,0
Develops Very Well	17	85,0
Total	20	100,0

Based on the results of observations on student development in cycle 2 of meeting 4, it was shown that students who developed according to expectations amounted to 3 people (15%), and students who developed very well amounted to 17 people (85%).

Table 4. Development of the Learning Process with Animation Media

Category	Frequency	Percentage (%)
Very High	1	50
Tall	1	50
Keep		
Low		
Very Low		
Sum	2	100

Based on the results of reflection and follow-up, it was obtained that teachers had done good reflection and follow-up, this from the data from the research results showed that 50% of teachers had carried out the learning process with animation media with a very high category and 50% of teachers had carried out the learning process with animation media with a high category.

Discussion

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The results of student activities in the first cycle of meeting I show that student activities are in the category of quite active. The results of student activities in the second cycle of meeting I are categorized as active. Based on the results of observations in the second cycle, it was shown that the actions taken at meeting I were in the category of very poor (70%), in meeting II it increased to sufficient (80%) and in meeting III it increased to the category of sufficient (95%). And in the IV meeting, it increased to sufficient (100%), the average learning implementation in the second cycle was 92% and was in the Very High category. This can be seen from the number of children who have changed, namely 20 people. So the child who experiences a change is 100%. Where children who developed according to expectations amounted to 3 people (15%), and students who developed very well amounted to 17 people (85%).

Conclusion

Students' interest in learning before using animation media at Harapan Pammanu Kindergarten is low. Students' interest in learning when using animation media at Harapan Pammanu Kindergarten has increased. Therefore, animation media can increase the ability of early childhood learning interests. This is evident from the observation results in the second cycle showing that students who developed according to expectations amounted to 3 people (15%), and students who developed very well amounted to 17 people (85%). Therefore, there is an increase in students' learning interest after using animation media at Harapan Pammanu Kindergarten.

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