KISAH KHOIRI : THE IMPLEMENTATION OF ANIMATION VIDEO FOR EARLY CHILHOOD EDUCATION DURING PANDEMIC

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ABSTRACT

Covid-19 pandemic have quite significant impact on the Indonesia education especially for Early Chilhood Education (ECE). The Indonesian government made a new policy on education including encouraging online learning for students. This model which is strongly influenced by current technological trends as part of the 4.0 industrial revolution. For example: the using of sosial media channel in teaching learning activity. Based on design thinking process, this paper proposes a practical animation video "Kisah Khoiri" to suppoert teaching learning activity. This research used Design Thinking method through experiments and direct trials with data collected qualitatively through deep interviews with key community figures and direct observation of the sample community. The Semantic Differential method used to understand the response captured by users of the "Kisah Khoiri" animation video. This research is very important to help teachers to deliver the knowledge through animation video. Hopefully, this research can be used as a reference to published animation to support teaching learning activity relatively productive during the pandemic.

Keywords: Animation Video, Educational Teaching Aid, Early Childhood Education.

1. BACKGROUND

Since its outbreak in late December 2019, Covid-19 has wreaked havoc across the world and like any critical sector, especially the education sector has been hit hard. Students, schools, colleges and universities have been deeply impacted because the teaching learning activities switches from offline to online mode. According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), over 800 million learners from around the world have been affected, 1 in 5 learners cannot attend school, 1 in 4 cannot attend higher education classes, and over 102 countries have ordered nationwide school closures while 11 have implemented localised school closure (Capaignforeducation, 2020). In Indonesia, each day millions of children do not go to school due to emergencies and ongoing humanitarian crises. The Indonesian government made a new policy on education including encouraging online learning for students (Abidah, 2021). Several research about the policy formulation of online learning at early childhood education has been effective. However, the implementation of online learning policy at early childhood education still takes a lot of effort to become more powerful in preventing a decline in learning (Muhdi, 2020). The outbreak of Covid-19 has made the teaching learning activities became a burden for both of teachers and parents especially Early Childhood Education. In Early Childhood Education, most of their activities is playing with their friends at school, but during this pandemic, children are given the freedom to play as much as they want at home.

Al-Khoiriyah is one of an Early Childhood Education institution located in Malang Regency, East Java. Al-Khoiriyah does not provide learning materials according to the Learning Implementation Plan—a kind of reference for managing play activities in an effort to achieve basic competencies, thus giving more assignments with habitual learning materials. The habituation material given during learning at home is actually not much different from what is applied at school. There are three themes in the material provided, namely Perilaku Hidup Bersih dan Sehat (PHBS), character education and religion. PHBS materials include the practice of washing hands, bathing, brushing teeth, cleaning their own eating utensils. Character education materials such as helping parents, speaking politely, saying thank you, asking for help. While religious materials such as ablution, prayer, reading iqro, memorizing short letters, praying before activities, and so on. Habituation tasks are given every day through the Whatsapp group in the form of instructional texts, audio instructions and also video examples. Furthermore, parents will accompany and document these activities in the form of videos or photos to then be sent to the teacher as monitoring and assessment material.

In practice, studying at home with the habituation method is not as easy as imagined. The factor of the child's lack of enthusiasm and the lack of parental ability in accompanying the child is a challenge in the application of the habituation method. Many parents are impatient, children are usually yelled at which also has a bad impact. Maybe because of the situation and conditions, children become less enthusiastic at home so they are bored, have no friends, and no one to motivate. Because usually at school teachers deliver lessons interspersed with art, there is clapping, singing, and other creative interludes, while at home it tends to be monotonous. Another challenge in implementing habituation learning at home is the mindset and motivation of parents. For example, the parents interviewed by the author stated that the motivation to send their children to pre-school so far is more than just leaving their children when they are left to work. So, when children are not in school and just playing at home, parents feel that this is something that must be done for children. This kind of motivation and mindset can be one of the reasons why parents are lazy to accompany their children in doing the tasks given by

the teacher. Another problem experienced by teachers is related to observation and assessment. During the Covid-19 pandemic, observations can only be made by viewing videos and photos sent by parents. This causes the observation activities carried out by the teacher to be very limited. In contrast to when at school, from morning until noon the teachers can monitor children, especially their habits such as rote memorization. Now with this situation the teacher can't repeat the memorization again, so it's difficult. From the video that was sent, the teacher also couldn't see directly whether the child was memorizing or not.

From some of the problems expressed by the teacher and the condition of the parents of the students above, it can be concluded that the implementation of learning with the habituation method does not run easily. The vital role of parents in the application of habituation methods at home has not been followed by sufficient understanding of how to accompany and guide children according to pre-school rules. Parental confusion can result in children experiencing things that should not be experienced at their age. The readiness of parents to create a learning environment is critical. Meanwhile, limited observations that reduce the validity of the assessment become a crucial problem for teachers.

The pandemic condition is indeed difficult for everyone, especially for parents because the burden of thought and responsibility increases with the intensity of accompanying children in learning at home. However, it is important for parents to open up, open their horizons and be enthusiastic to learn how to accompany their children in the learning process. It's time for parents to realize that children's learning is now fully the responsibility of parents again, returning to their nature that parents are the first and foremost teachers for children. On the other hand, teachers are expected to be able to maintain two-way communication with parents and students on a regular basis. It begins with ensuring that children's basic needs are met, then continued by sharing knowledge on tips for educating children according to the habituation method in Pre-school. Teachers must open the door wide to become consultants for parents and foster parental confidence.

Based on the problems, the government should play a more active role in providing support to teachers and parents. Taking innovative steps, providing solutions to problems that occur and considering even better ways to provide education during this pandemic period is not over. One of the solution is by implementing technology in teaching learning activities. YouTube is an alternative media to support teaching and learning activities during this pandemic. With videos lessons made by teachers and uploaded on YouTube can make learning effective by making a schedule so that children can watch YouTube at the same time. Then, the teacher must make feedback to students' parents or communication with children either through voicemail, parental written messages or by telephone or video calls (Maqsudah, 2020).

2. METHOD
Research Design

This examination utilized a plan strategy called "Plan Thinking". The motivation behind utilizing this technique is to make a plan interaction that can take care of issues precisely. Every one of the cycles contained in this technique are utilized beginning from the wonder examination interaction to the playtesting interaction. The Design Thinking Method is portrayed in a book composed by Tim Brown and Barry Katz (2009) entitled Change by Design: How Design Thinking Transforms Organizations and Inspires Innovations; and the Harvard Business Review diary entitled Design Thinking, additionally composed by Tim Brown (2008). Brown's group started by delineating that extensive, human-focused speculation towards supportable advancement is the thing that is required at this point. He said that this perspective is called configuration thinking. A Design Thinker should have sympathy, integrative deduction, hopefulness (as worth), experimentalism (in the heart), and (love) joint effort
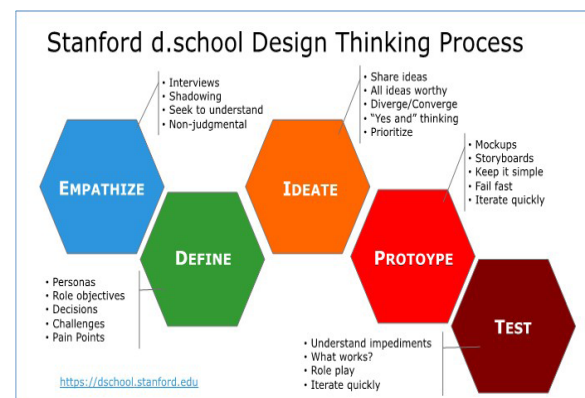

Figure 1. Design Process Model Using Design Thinking Method

Brown then potrayed three basic spaces so that innovation can be done, namely: inspiration, ideation, and implementation, design of production schemes to be used by the wider community. Brown established three limits that can be used when someone is in the three spaces of innovation, namely consideration of desirability (factors that make something desirable), viability (lifecycle of something), and feasibility (possibility or rationality of something). The three design thinking processes proposed by Brown are now developing and redefined into 5 design thinking processes, the following are the processes.

1.1 Empathize

The human-centered design process revolves around empathy. The fundamental goal of this procedure is to comprehend humans in relation to the design goals. We are invited to learn how humans do things and why they do them, what society's bodily and emotional needs are, how they think about the world, and what it means to them through this process.

Researchers conducted in-depth interviews with various teachers at Al Khoiriyah Pre-school as part of

this study. From the interview, the author is gathering information that teachers are currently experiencing the difficulties in transform knowledge to the students during the pandemic and PPKM. When conducting interviews, several teachers revealed that they have actually tried to teach just by using WhatsApp group and its not so effective for the students. Some teachers and parents who are over 40 years old complain that using of computer application to deliver the materials is too complicated and hard to understand. The user wants the computer application that is easy to use.

1.2 Define

Following our observation of the empathy process, we were able to gather some crucial information for the design process. The designer is encouraged to think about and interpret what is happening at this point. The designer's ultimate purpose is to get understanding from these phenomena. The designer's perspective on the problem is the major goal of this approach.

Based on information gathered from teacher interviews, the author has concluded that some of the challenges instructors face in delivering knowledge are as follows: The factor of the child's lack of enthusiasm and the lack of parental ability in accompanying the child is a challenge in the application of the habituation method. Another challenge in implementing habituation learning at home is the mindset and motivation of parents.

1.3. Ideate

Ideate is a design approach that focuses on the development of numerous types of ideas. Because numerous types of viable solutions to address the problem will emerge at this stage, designers must think "wild" and not confined in order to generate diverse ideas to fix a problem. After reviewing the author's findings as well as the teachers' limits, we decided to form a solution to the problem. The idea is to create animation video "Kisah Khoiri" in YouTube Channel. Khoiri is taken from the name of institution "Al-Khoiriyah" is a series of animation video which contained stories about daily life. In this animation video, additional information will also be given. For example, religious materials such as prayer.

1.4. Prototype

A prototype is a smaller-scale design that incorporates ideas that have been obtained. The goal of this method is for users to be able to visualize the design solutions they will receive directly since designers will be able to express their ideas more easily with a prototype than with words. The prototypes normally do not need to be detailed, according to the Design Thinking methodology (Brown, 2008).

We used two design trends as a basis for our prototype. Flat design and Skeumorphoism design are two different styles of design. Flat design is a simple, minimalist style with few colors and effects. This style makes the design easier to understand by indicating intents and calls to action. Skeuomorphism is a design concept that imitates or allude to a familiar object, usually an analog counterpart. The prototype designed in this study is divided into 2, namely:

1. Flat design prototype

   The design in this Flat Design Prototype employs a minimalistic graphic style that stresses usability, with a clean design devoid of bevels, shadows, or textures, and a concentration on typography, bright colors, and two- dimensional drawings. This Flat design prototype can be defined as a design style that avoids stylistic choices that create 3-dimensional illusions (such as drop shadows, gradients, textures, and depths) and focuses more on using minimalist elements, such as typography and flat colors (flat colors).

2. Scheumorphism design

   The Skeumorphoism design style is the second option. This design's Skeuomorphism style imitates real-world things. As a result, the picture or icon utilized represents the thing in its true shape. Unlike Flat Design, this Schemaorphism will make the design appear more complicated than if it were created following the Flat Design Style.
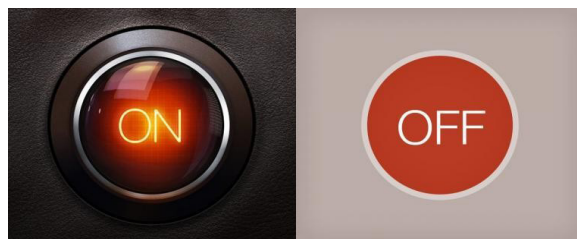

Figure 2. Difference beetween Skeumorphism dan Flat Design

1.5. Test

During this step, the designer tests the design and receives input from the user as well as others who use it. Each respondent's answer to each frame of the "Kisah Khoiri" film is tested in prototype testing. Respondents are given a questionnaire that includes 14 different types of questions. The questionnaire employs semantic differential assessment with a Likert scale value. The user's visual assessment of the "Kisah Khoiri" visual appearance is read using this semantic differential. Of the questionnaire's 12 questions. The visualization or design of the application display design, as well as the perception of user trust in the presentation of the Kisah Khoiri, will be assessed. This questioner is distributed to all potential users (parents) aged 25-40 years who live in Malang.

3. RESULTS AND DISCUSSION Visual concept of Kisah Khoiri The Color Application

Color plays a vitally important role in animation video. The choosing of color combinations that complement each other will make the animation video more appealing to the user. The application of color in video is dominated by bright colors. In Early Childhood Education provide

children with opportunities to explore, create, reflect, experiment, and learn in the environment. The using of right color can optimize children's experience (Read, 2019).

Figure 3. The Implementation of Color

Color contrast can also be used to direct the user's attention to certain areas on the screen. For crucial topics, great contrast is usually the best option. Users are considerably more likely to click on a call-to-action button that stands out from the background.

Typeface

Despite the fact that images and videos are vibrant and vivid, consumers must still obtain information from the text. It refers to the use of typography. Because font may represent feelings and emotions, different types of text require different fonts (Bernazanni, 2017). The spacing between fonts is a significant factor in improving readability. Before deciding on the ideal typefaces for design, consider the following factors. Serif typefaces are named after the Dutch word "schreef," which means "line" or "dash." A serif is a tiny line that is appended to the end of a letter's stroke. Times New Roman or Clarendon, for example. A sans serif font, on the other hand, is one that lacks serifs, hence the name. Helvetica, Franklin Gothic, and other well-known fonts are among them. Many modern typefaces are sans serif because they are easier to read and scale.

Figure 4. Kisah Khoiri's Logotype

Storyline

This animation video tells the character of a girl named Khoiri. In her sleep, Khoiri met a scary big creatures, Dinosaur. Then she awoke from her sleep. Hearing Khoiri scream, Khoiri's mother approached her. Mother tells Khoiri to pray before going to bed so that

Khoiri doesn't have nightmares again. Khoiri then reads a prayer before going to bed. After reading the prayer, khoiri sleeps well and have a nice dream. When she woke up, Khoiri didn't forget to read the prayer again. This story not only providing entertainment with interesting visualizations, but also also provides educational benefits to teach children a very good habit of reciting prayers. This story does not only stop at episode 1 but also continues with other more interesting stories.

Figure 5. The storyline of Kisah Khoiri

Semantic Analysis

Every day, our five senses take in the information contained in everything in our environment. We can transform knowledge into affection, impression, desire, or emotion using our five senses. A semantic reaction is one of the human responses to objects or artifacts. The Semantic Differential approach was employed in this study to understand respondents' impressions of the visual appearance.

The user's impression is measured using the Semantic Differential evaluation, which focuses on frequency values on a scale of 1 to 7. When the questioner is given an ad-hoc object, the semantic differential is employed to explain the impression of that thing (at that time). The adjective chosen in the Semantic Differential assessment is divided into two types, each of which will be used to assess the visual value of the "Kisah Khoiri."

The seven adjectives used to assess visual values are Attractive, Amused, Easy, Simple, Presentable, Typical, and Nobby. Meanwhile, the seven adjectives that will assess respondents' confidence in Kisah Khoiri visual appearance are Pleased, Readable, Informative, Effective, Productive, Useful, and Involved. All these adjectives in the presentation are randomized so that respondents do not dispel their answers.

From the data table, can be concluded that the Kisah Khoiri visual design has a positive visual value. This can be seen from most respondents having the words Attractive, Amused, Easy, Simple, Presentable, Typical, and Nobby. For

Table 1. Kisah Khoiri Visual Assessment Results

	1	2	3	4	5	6	7	
(V) Attractive	■							Boring
(K) Pleased		■						Uncomfortable
(V) Amused	■							Sad
(K) Readable	■							Not Readable
(K) Informative	■							Uninformative
(V) Easy	■							Hard
(K) Effective		■						Ineffective
(K) Productive	■							Unproductive
(K) Useful	■							Unuseful
(V) Simple	■							Complex
(V) Presentable		■						Messy
(V) Typical	■							Common
(V) Nobby	■							Old
(K) Involved		■						Irrelevant

Note: (V) Visual Assessment   (K) Trust Assessment

the aspect of assessing user confidence in the application interface display also received a positive rating, namely, most respondents chose the words Pleased, Readable, Informative, Effective, Productive, Useful, and Involved. Thus, it can be concluded that the Kisah Khoiri design is acceptable and by the needs of users, both teachers and parents.

CONCLUSION

Covid-19 has a significant impact on educational system in Indonesia including Early Childhood Education. Traditional and routine learning that emphasizes the interaction between teachers and students at school shifts to online learning. Although this situation is in line with the vision and mission of future learning in the era of the industrial revolution 4.0, it still has advantages and disadvantages. In essence, the present research proposes a practical animation video to support online learning in Al-Khoiriyah. This study, like all empirical research, has limitations. To begin with, the findings have only been tested in a single community. There is no empirical evidence that the defined dimensions apply to other services. Second, data was solely gathered in the Malang area. Hopefully, this research will be useful for subsequent research and as a resource for educational media to enhance teaching and learning activities.

ACKNOWLEDGEMENT

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