

EFFECTS OF CARTOON FILMS ON COGNITIVE AND CHARACTER DEVELOPMENT IN EARLY CHILDHOOD

***¹Wahyuni, ²Fadhillah Wiandari, ³Siti Habsari Pratiwi,
⁴Chery Julida Panjaitan**

¹Department of Mathematics Education, Langsa State Islamic Institute, Langsa, Aceh, Indonesia

²Department of English Education, Langsa State Islamic Institute, Langsa, Aceh, Indonesia

³Department of Islamic Early Childhood Education, Langsa State Islamic Institute, Langsa, Aceh, Indonesia

⁴Department of Islamic Primary School, Langsa State Islamic Institute, Langsa, Aceh, Indonesia

*Email: ayu.kamar@iainlangsa.ac.id

Abstract

Children are the best observers in the world, starting from paying attention to something, remembering, and then imitating it. So that parents must be selective in giving examples of how to choose spectacle for children, which will affect their cognitive abilities and characters. This study discusses the effects of the "Upin and Ipin" cartoon film on cognitive development and character of Early Childhood. The methodology in this study was descriptive qualitative with the study of 20 children in one of the kindergartens in the province of Aceh, Indonesia. The results showed that through the cartoon "Upin and Ipin" the children could know the shape of a plane figure, for example, a kite. Then the children were able to sketch from a kite and to make kites. Through this film, children were also able to recognize colors. While the value of the characters implanted in the film is help, love animals and patience. So it can be concluded that "Upin and Ipin" has a good effect on cognitive development and character of Early Childhood, while parents provide assistance to children.

Keywords: Cartoon Film, Cognitive, Character, Children

INTRODUCTION

The child is a never-ending story to be discussed. The world of children is attracting the attention of everyone; this is because the child is crucial for all parents. The child himself is an observer in the world, ranging from paying attention to something, considering, and then imitating. This is apparent from, when the child before doing something, the child will notice first. In the process of paying attention to this, a different take on each child. As a daughter who was three years old, she observes when her mother wearing lipstick. At first, probably the child did not understand but after observing many times, she will remember and then mimicked the mother when wearing lipstick. Children understand that lipstick is used on the face of the area of the lips despite the impersonation is done is not perfect but it is one of the skills that should be realized by each parent. This ability is a natural ability that owned by human beings to adapt to its environment.

If the child has that ability, it can be ensured that the child undergoes a process of thinking. The thought process in resolving the existing problems are referred to as cognitive ability. Cognitive ability has four concepts associated with the central

concept of socialization that is social cognition, social competence, social skills and social behavior (Joubish & Khurram, 2011). All of these components are interrelated in shaping the ability of thinking and behaving a child because the child is not yet able to filter out what is in the environment.

So parents have to be selective in giving the example in choosing spectacle for children, who will affect the development of the character and cognitive children. If the parents are not selective, then the child will imitate something that is not in accordance with existing norms. So every parent has to accompany his son in choosing spectacle. One of the spectacles preferred by children in Indonesia is children's animated series Upin and Ipin. This research addresses the effects of cartoon film "Upin and Ipin" towards the development of cognitive and character of early childhood.

LITERATURE REVIEW

Cognitive Ability

Cognitive ability is thinking of the said activities inside the ability to understand and resolve the problem. Cognitive ability consists of three separate parts, namely, cognitive ability, cognitive style, and learning preferences. Cognitive ability is the ability of spatial low and high cognitive style, i.e. the ability to think with the word – the word or the image, while the preference of learning is the ability to choose to resolve problems with text or (Mayer & masses, 2003). Every child has different cognitive levels – different stages of its development in accordance with the respectively. But cognitive ability can be maximized its development. Because each person has an internal mechanism that exists in his mind that is development is influenced by the ability of the adaptability to the environment. So the brain activity that appears will give you the influence of cognitive process which is called determinatives (Bandura, 2001).

The cognitive ability which possessed by someone will set the actions they did in the live activity through sensory stimuli (Sperry, 1993). So in every activity undertaken is the result of thought, not appear by itself. The thinking is a process of knowledge possessed by the existing experience by each individual. A theory of working memory brain assumes working with the capability of hearing/verbal, obtained information visually and long-term memory is not limited to resolve the problem with the scheme that varies in the degree of Automation (Sweller, van Merriënboer, & Paas, 1998). This shows how the brain works the same with all the organs of the body to maximize the work in resolving the issue through the process of thinking.

Everyone has his thinking process development stages respectively. Piaget believed that the development of a child going through the thought process of sustainable transformation (Ojose, 2008). The process is cognitive psychology. So each child cannot solve a problem until they are mature enough in psychology to do so. In this self-motivation has a large role in affecting the performance of someone in a job that deals with cognitive ability (Joubish & Khurram, 2011). Then it can be concluded that cognitive ability is a person's ability in solving problems.

Character

The character is characteristic in every human origin which comes from knowledge and experience that exists inside a human being and also influenced by social

environment. Every people have their own uniqueness so that the uniqueness named characters. The character itself is divided into two parts, namely the characters that correspond to the norms of society and that is not appropriate. To avoid the formation of characters that are not in accordance with the norms of religion and society, needed an education, character education.

Character education describing curriculum developed for teaching children about important things needed to build good character (Almerico, 2014). Good character is the formation of the child's personality to be a good individual and ready to be in the community, thus being able to anticipate the moral crisis symptoms (Afandi & Sidoarjo, 2011).

Character education in an effort to open or knowingly to influence the development of the nature or the quality of the individual's desired (Hoge, 2002). So it teaches students to develop their ability to behave in an appropriate manner in a variety of social situations so that students are able to understand and apply the values - the existing moral values in society. Interpretation of character education are found in the literature, the content of the program is usually aligned with the core principles and values of generosity, kindness, honesty, tolerance, trust, integrity, loyalty, justice, freedom, equality, and respect for diversity (Bohlin, Farmer, & Ryan, 2001; Brooks, 2001). Then it can be inferred that character education is a conscious effort that educators do to shape and develop the nature and quality of the individual in accordance with the religious and social situation the society.

METHOD

The methodology in this study was descriptive qualitative with the sample for this research was 20 children in one of the kindergarten children in Langsa City, Aceh province, Indonesia. This research was conducted for two weeks. Data collection techniques are carried out by observation, tests, and interviews. Observation is taken by when children watched movies and discussed. The test is done when the child drew a plane figure of a kite. Meanwhile, interviews were conducted to see consistency between observation and test. The technique of analysis used is data reduction.

RESULTS AND DISCUSSION

In this study, originally the whole children were invited to watch together cartoon movie "Upin and Ipin" theme playing flying kites. The film told the story of two children, twins named Upin and Ipin. Upin and Ipin after school with her friends accidentally crossed the house of grandfather and saw the grandfather was making kites. They were interested in and learn how to make kites. When they finished making kites, they played it. Initially they would be playing the kites in front of the house of the grandfather but Grandpa said that playing kites must be in the field, because if they played kites in place of the existing trees, so kites would be stuck up and also if they played in a place which was close to the electricity pole, then it would be dangerous.

After watching the film, children were asked about their responses against the spectacle of a film being played last. Apparently, they really liked the spectacle. Children also could retell a movie he possibly saw. When asked, what was created by Ipin and Upin, their friends and grandfather, they responded together "kites". And

when asked to name the color of the kites made by Meimei, they could answer that the color was pink.

Furthermore, the children explained the attitude of the inimitable "Upin and Ipin", i.e. helping when making kites and flowing it, waiting patiently when the kite could not flow and loving animal by treating the sick bird. These good characters could be developed in children because such an environment would affect the spectacle of character and judgment. Control the children feel positive will give significant effects against the child's interests in conducting friendly behavior towards the environment (Cheng & Monroe, 2012). In addition, children could also find out how to use nature as not playing near an electric pole because it could electrocute themselves. By watching the film, the teachers did not need to give an example of an electrical voltage, because it has been described in the film. So that the child's cognitive ability in the form of understanding would increase by itself. After that, they were asked to make the sketch of the kite and then colored it.

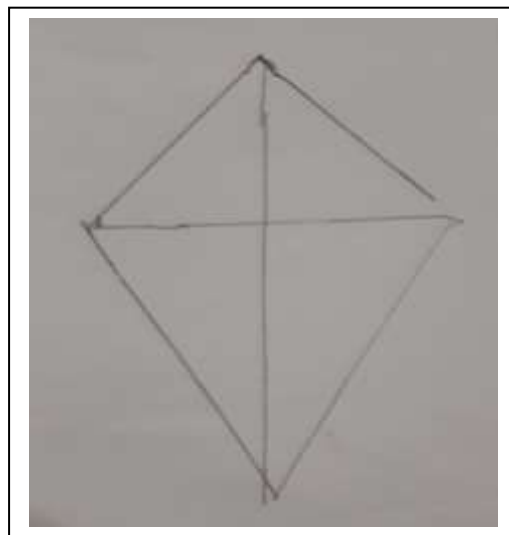


Figure 1. Sketch of the kite

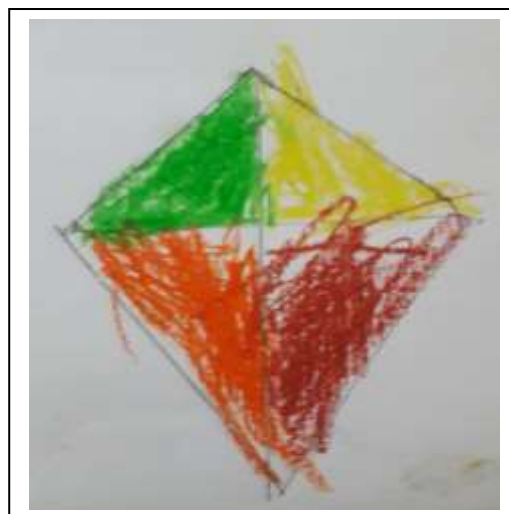


Figure 2. Coloring the kite

From the results of Figure 1, the child was able to sketch a kite even though it was not perfect. Seven children were able to draw sketches of kites using a ruler, while 13 other children could not make a kite with a ruler but made it manually. The sketch made by the child above showed that the child was able to make the sketch even though it remains with the guidance of the teacher. Children could also explain the difference between plane figure and rectangle. They said that a kite was a plane figure because there were four angles, but not a rectangle because a rectangle had the same length as the side. Although of 20 students, only five could sketch kites correctly and color them, while others could not. This shows that children have good representation abilities. Because at this stage the child has entered the pre-operational stage where the child can describe the world, he sees in the form of pictures (Wahyuni, 2017). The ability of representation is one of the mathematical cognitive abilities that are expected to be mastered by children.

Besides mathematical cognitive ability, the ability to understand and to talk the story could also be enhanced through the cartoon movie "Upin and Ipin". It could be evidenced by the ability of the children in re-telling the cartoon "Upin and Ipin" which they had been watched. Due to the ability of speech could be improved when children provided the opportunity to express what they think and feel.

But the cartoon movie "Upin and Ipin" not only providing a positive effect on the development of cognitive and character of early childhood but also giving a negative effect on the child's language development. This happens because the film uses Malay language, so many children who began imitating the style of speaking Upin and Ipin. One example of the use of the word "lepas tu" substituting words "next" or "later" in the Indonesia language, or the use of the word "tak nak lah" substituting the word "do not want". If this is allowed to continue, then the language of Indonesia should be the language of the child, will disappear. Because language is not an independent construction but social practices both creates and created by the environment (Kuo & Lai, 2005). Thus, the control of children's film should be done against the Government, which is expected to the Indonesian Commission of Broadcasting can present this film in the language of Indonesia.

CONCLUSIONS

The cartoon film "Upin and Ipin" has a good effect on cognitive development and character of Early Childhood, while parents assist children. Characters formed in the cartoon "Upin and Ipin" are help, love animals and patience. At the cognitive level, children have the ability to a mathematical representation and the ability to understand stories and talk. Cartoon movie "Upin and Ipin" also has a negative effect on children language. Children begin to imitate the language used in the cartoon "Upin and Ipin", such as children begin to imitate the language in the film in the use of the word "tak nak" to replace the word "do not want" so it is important for the government to translate the film into Indonesia language. This aims to improve the children ability to speak Indonesian well.

REFERENCES

Afandi, R., & Sidoarjo, U. M. (2011). Integrasi pendidikan karakter dalam pembelajaran ips di sekolah dasar. *Pedagogia*, 1(1), 85-98.

- Almerico, G. M. (2014). Building character through literacy with children's literature. *Research in Higher Education Journal*, 26, 1-13.
- Bandura, A. (2001). Social Cognitive Theory: An agentic perspective to be an agent is to intentionally make things happen by one's actions. *Annual Review of Psychology*, 52, 1-26.
- Bohlin, K. D., Farmer, & Ryan, K. (2001). *Building character in the schools resource guide*. San Francisco, CA: Jossey-Bass.
- Cheng, J. C., & Monroe, M. C. (2012). Connection to nature: children's affective attitude toward nature. *Environment and Behavior*, 44(1), 30-49.
- Hoge, J. (2002). Character education, citizenship education, and the social studies. *Social Studies*, 93(3), 103-108.
- Joubish, M. F., & Khurram, M. A. (2011). Cognitive development in Jean Piaget's work and its implications for teachers. *World Applied Sciences*, 12(8), 1260-1265.
- Kuo, M., & Lai, C.-C. (2005). Linguistics across cultures: The impact of culture on second language learning. *Journal of Foreign Language Instruction*, 1(1), 1-10.
- Mayer, R. E., & Massa, L. J. (2003). Three facets of visual and verbal learners: Cognitive ability, cognitive style, and learning preference. *Journal of Educational Psychology*, 95(4), 833-846.
- Ojose, B. (2008). Applying Piaget's Theory of cognitive development to mathematics instruction. *Journal of Mathematics Educator*, 18(1), 26-30.
- Sperry, R. W. (1993). The impact and promise of the cognitive revolution. *American Psychologist*, 48(8), 878-885.
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10(3), 251-296.
- Wahyuni. (2017). Kemampuan representasi matematis anak usia dini. *Sendi Unaya*, 1, 264-270.