

## Assistance in Making Cartoon Animation Media for Teachers to Stimulate Students' Literacy Ability

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### ABSTRACT

Technological advances have a major influence on human life, including in the field of education, one of which is in the form of learning media. The development of learning media presents challenges for teachers, especially Early Childhood Education (PAUD) teachers who rely on media to visualize everything students learn as part of their literacy skills. However, the reality is that not all teachers are prepared to create learning media to improve children's literacy skills. For this reason, assistance for PAUD teachers is needed in making learning media, especially cartoon animation media that can be designed according to the wishes of the teachers. Therefore, Community Service this time chose the title Assistance in Making Cartoon Animation Media for Teachers to Stimulate Students' Literacy Ability at the Center for Early Childhood Education (PKG-PAUD) Activities, Bojongsoang District, Bandung Regency. The results of the activity showed an increase in the ability to make animated cartoons by 75.09% accompanied by a positive response from the teachers.

**Keywords:** Animation Media, Cartoon, Student Literacy

### INTRODUCTION

Advances in Science, Technology, and the Arts (IPTEKS) have a significant impact on human life. Various technology-based tools are becoming available in all fields, including education. In the field of education, one-touch technology is in the form of learning media to assist students in understanding the material presented by the teacher. The advancement of technology-based learning media presents challenges for teachers who must keep up with these advancements. Early Childhood Education (PAUD) teachers, in particular, require media to help students visualize everything they learn. According to (Supriyono, 2018), learning media plays an important role in increasing student interest in learning, particularly in low-level classes where students are not yet able to think abstractly, so the material being taught must be visualized into a more real/concrete form.

On the other hand, the challenge for PAUD teachers is to stimulate students' literacy skills from an early age, considering that reading interest is still low. According to the UNESCO survey results, the interest in reading in Indonesia is only 0.001 percent meaning that only one in every thousand Indonesians reads diligently (Lathifah Umi Kya, 2019). This indicated how important it is to instill literacy skills in children at an early age, using a variety of strategies to help them become accustomed to read until they reach adulthood.

However, the reality is that not all teachers are prepared to create and develop learning media to help children improve their literacy skills. According to (Tafonao, 2018), there are still teachers who object to using media for a variety of reasons, including (1) the media requires preparation; (2) sophisticated and expensive media; (3) not accustomed to using media (technological stuttering); (4) media is only for entertainment, even though learning must be serious; (5) media is not available and the school lacks the equipment and materials to make media; (6) learning media has not been prioritized; and (7) The media has not been able to create their own due to teachers' lack of knowledge and ability to create learning media; (8) learning media require special skills; (9) media require free time to create; and (10) the media can be replaced simply by the lecture method.

Based on previous Community service activities (Community service request letter number: 05/TKIT/Limos/II/2021 dated January 29, 2021, with the implementation of Community service on

February 4, 2021, regarding the Culture of Children's Reading in a Pandemic Period) at one of the Kindergartens in In the area of Bojongsoang District, Bandung Regency, the results of interviews showed that teachers in Cluster 4 PKG-PAUD could not yet create animated media to stimulate student literacy. In addition, it was also followed up with the results of coordination with the Chair and Secretary of PKG-PAUD, Bojongsoang District, Bandung Regency which stated that there was a need for a program to increase teacher ability in learning media. Therefore, PAUD teachers require assistance in developing learning media to stimulate students' literacy skills. One of them is assistance in making cartoon animation media which is relatively easy and simple by the creativity of the teacher himself (Deliviana, 2017) by inserting messages to stimulate literacy.

In this regard, Community Service raised the issue of Assistance in Making Cartoon Animation Media for Teachers to Stimulate Students' Literacy Skills at PKG-PAUD, Bojongsoang District, Bandung Regency, with the Secretariat located at Griya Permata Asri Complex A9 No. 10 RT 06/ 13, Lengkong Village, Bojongsoang District, Bandung Regency.

## **METHOD**

The implementation of this community service activity began to be designed in March 2021 with the culmination of the event on August 21, 2021, along with the Introduction of PKG-PAUD Management in Bojongsoang District for the 2021-2024 Period. The event was carried out in a hybrid way (online for participants and offline for the committee while still paying attention to health protocols).

This service was aimed at PAUD teachers at PKG-PAUD in Bojongsoang District, Bandung Regency. This community service method consists of counseling, discussion, and practice, with indicators of improved ability in creating animated media, active participation, and positive responses from PAUD teachers. This service program is an effort to ensure that teachers are willing and able to create cartoon animation media to visualize explanations to students in a fun way.

The implementation of this community service activity was carried out in the following stages.

1. Planning stage The preparation for this community service activity has been carried out since March 2021 including the following stages.
  - a. Coordination with PKG-PAUD, Bojongsoang District, Bandung Regency and asking for permission to carry out community service. This stage is easy to do because at the PKG-PAUD Secretariat, Bojongsoang District, especially in Cluster 4 (Tulip), community service has previously been carried out from the University of 'Aisyiyah Bandung, making it easier to coordinate.
  - b. The needs analysis was carried out by conducting an audience with the Head and Secretary of PKG-PAUD, Bojongsoang District, Bandung Regency to explore needs in detail.
  - c. Prepare material on making animation media through Microsoft PowerPoint and Powtoon as an introduction to advanced animation.
  - d. Carry out further coordination with the PKG-PAUD, Bojongsoang District, Bandung Regency regarding the scheduling and implementation of training.
  - e. Making Banners, Flyers, and Event Backdrops for the highlight of the event.
2. Implementation stage

The implementation of this program is carried out through online training which includes the following activities.

- a. Introduction to all the Management and members of PKG-PAUD, Bojongsoang District, Bandung Regency to establish closer emotional contact.
- b. Presentation of the material, discussion, and practice of making cartoon animation media through Microsoft PowerPoint and Powtoon. The selection of Microsoft PowerPoint-based media in this training is because Microsoft PowerPoint is software that is already commonly used by teachers so it is not foreign, while Powtoon was chosen as an introduction to advanced animation making.

c. Introduction of Powtoon as an advanced medium for making animation.

### 3. Evaluation stage

At this stage, the teachers tried to make animations through PowerPoint. At the end of the training session, the teachers said that the material was interesting, opened their horizons, and added to their experience that through PowerPoint, the software that is commonly used can create animated media according to the wishes of the teachers who can blink and speak. In addition, the supervisors/supervisors also discussed the strengths, weaknesses, development opportunities, and challenges that arise in the application of the training materials.

## RESULTS

The primary audience for this activity was PKG-PAUD teachers from Bojongsoang District, Bandung Regency, with 131 people participating both offline and online. There were 131 participants who completed the pre-test, 94 participants who completed the post-test, and 84 participants who completed both the pre-test and the post-test. The event continued with a pre-test using a Google form for registered participants. Throughout the zooming, all participants appeared enthusiastic and attentive to the counseling process, and prizes were awarded to those who were able to answer questions. Participants were asked to complete the post-test via a Google form with a different link at the end of the counseling. The grid of questions and the average score of the pre-test and post-test results can be seen in the following table:

**Table 1.** Pre-test and Post-test scores

No.	Aspect	Question Number	Pre-test	Post-test	%
			Mean Score	Mean Score	
1	Cartoon animation as a learning medium to stimulate student literacy	1,2	0,65	0,96	48,06
2	Features in the PowerPoint and Powtoon Applications in creating animated cartoons to stimulate student literacy	3,7,8,9,10	0,27	0,66	140,88
3	Cartoon animation media to stimulate student literacy	4,5,6	0,67	0,91	36,32
			Mean		75,09

Based on table 1 above, it can be explained as follows. Materials (1) Cartoon animation as a learning media to stimulate students' literacy got an average pretest score of 0.65, while the average post-test score was 0.96 so the percentage increase was 48.06. Material (2) The features in the PowerPoint and Powtoon Applications in making animated cartoons to stimulate students' literacy got an average pretest score of 0.27, while the average post-test score was 0.66 so the percentage increase was 140.88. Material (3) Cartoon animation media to stimulate students' literacy got an average pretest score of 0.67, while the average post-test score was 0.91 so the percentage increase was 36.32. Thus, material (2) received the largest increase between the pre-test and post-test. Overall the increase in the average score of 75.09.

## DISCUSSION

From the results of the pre-test and post-test, it was found that the highest percentage increase in the material (2) Features in the PowerPoint and Powtoon Applications in making animated cartoons to stimulate student literacy. This shows that teachers have recognized the advantages of PowerPoint and Powtoon animations as tools for making animated cartoons to stimulate student literacy. In addition, the teachers are familiar with the form of saving animation files in PowerPoint, recognizing the advantages of characters in Powtoon, recognizing and dealing with the Powtoon deadline. Despite the fact that they preferred PowerPoint as the first step in introducing animation software to stimulate children's literacy because it is more familiar and simple.

(1) Cartoon animation as a learning medium to stimulate student literacy is the second percentage increase in the material. This implies that teachers have recognized that the sense of sight is the most important in learning. Furthermore, the teachers were familiar with PowerPoint Software as an initial medium for creating animation, whereas Powtoon was a more advanced medium.

Concerning the third increase in material (3) cartoon animation media to promote student literacy. This means that the teachers are learning how to make animated characters blink and talk for the first time. In addition, how to create a background that draws students' attention, as well as how to fill in the voice in animated cartoons using PowerPoint. The teachers were taken aback by this third material, as they had not expected PowerPoint, which had previously been thought to be standard in providing learning materials, to be capable of creating animated characters that could blink and speak.

The increase in the score of 75.09 indicates that this service activity has succeeded in increasing the ability of teachers to make cartoon animation media. With the stimulation of the teachers in making animated cartoons, it is hoped that children's literacy skills will develop. This is in line with the opinion (Hapsari et al., 2017) which states that children's early literacy can grow if given a stimulation program. (Marpaung & Hambandina, 2019) suggested that animated media will stimulate children's literacy skills. Furthermore (Widiyana et al., 2021) explains that video animation media can improve scientific literacy skills in school children. (Khalidiyah, 2015) also argues that animated media can improve children's reading skills.

The increased score of 75.09 indicates that this service activity was successful in increasing teachers' ability to create cartoon animation media. It is hoped that by encouraging teachers to create animated cartoons, children's literacy skills will improve. This was consistent with the opinion (Hapsari et al., 2017) that children's early literacy can improve with a stimulation program. According to (Marpaung & Hambandina, 2019), animated media will improve children's literacy skills. Furthermore, (Widiyana et al., 2021) explained how video animation media can improve schoolchildren's scientific literacy skills. (Khalidiyah, 2015) also argued that animated media can help children improve their reading skills.

According to (Surbakti & Juwita, 2018), animation media is creative learning that can increase children's interest in learning. Furthermore, (Wuryanti & Kartowagiran, 2016) argued that animation media can increase children's interest in learning as well as their hard work. Teachers will find it easier to stimulate children's literacy skills if they increase their interest in learning and hard work. On the other hand, (Aminah, 2019) and (Mubarok et al., 2017) stated that animation media could help children improve their vocabulary skills. Increasing children's vocabulary will undoubtedly help them improve their literacy, particularly their writing skills. Meanwhile, (Eni Maharsi et al, 2021) stated that basic literacy assistance fosters student interest in reading. Likewise, (Yohamintin et al., 2021) stated that fostering reading literacy through self-motivation improves life skills and learning outcomes in elementary school-age children.

Thus, this community service activity was regarded successful based on the percentage increase in the teachers' ability to create animated cartoons for improving student literacy, which increased by 75.09 percent. Furthermore, the teachers appeared to be enthusiastic about this activity. This is evidenced by the enthusiasm and attendance of participants, which exceeded the number of institutions invited, namely 60 institutions, but reached 131 people, including the supervisors/supervisors who also attended this event.

### **CONCLUSIONS AND RECOMMENDATIONS**

The community service activity titled Assistance in Making Cartoon Animation Media for Teachers to Stimulate Students' Literacy Ability at PKG-PAUD, Bojongsoang District, Bandung Regency to increase teachers' abilities in making animated cartoons to stimulate students' literacy skills can be considered a success. This is demonstrated by the achievement of increasing teachers' ability to create animations by 75.09 percent. Because it is more familiar and simple for teachers, creating PowerPoint-based cartoon animations is becoming more popular.

The enthusiasm of the participants during the activity demonstrated a positive response, with the number of participants attending exceeding the number of invitees (118 % including PKG-PAUD Supervisors who were also present until the end of the activity). As a result, in order for teachers to stimulate children's early literacy skills in a fun way, this activity must be carried out on a continuous basis.

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## **APPENDIX**



Figure 1. Coordination with the Chairperson and Secretary of PKG-PAUD, Bojongsoang District, Kab. Bandung



Figure 2. Making Cartoon Animations Through MS. PowerPoint



Figure 3. One Teacher's Exposure to the Implementation of Activities

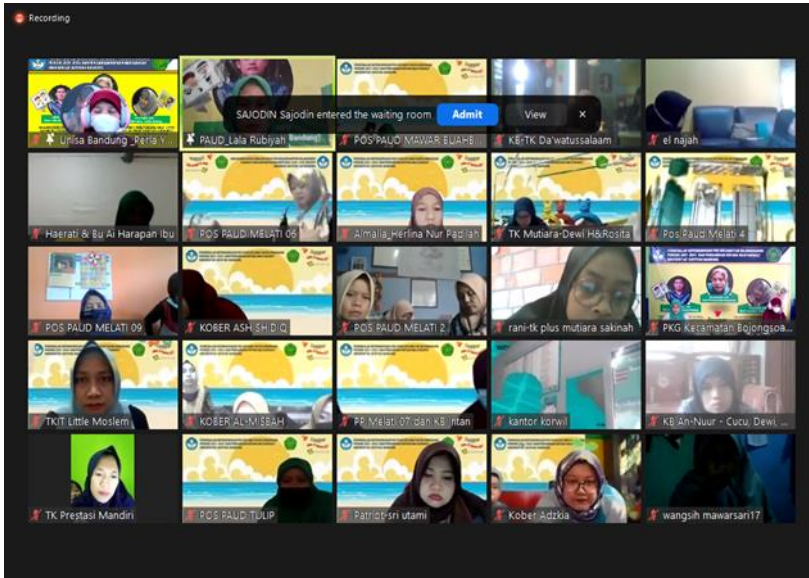


Figure 4. The enthusiasm of Participants Online

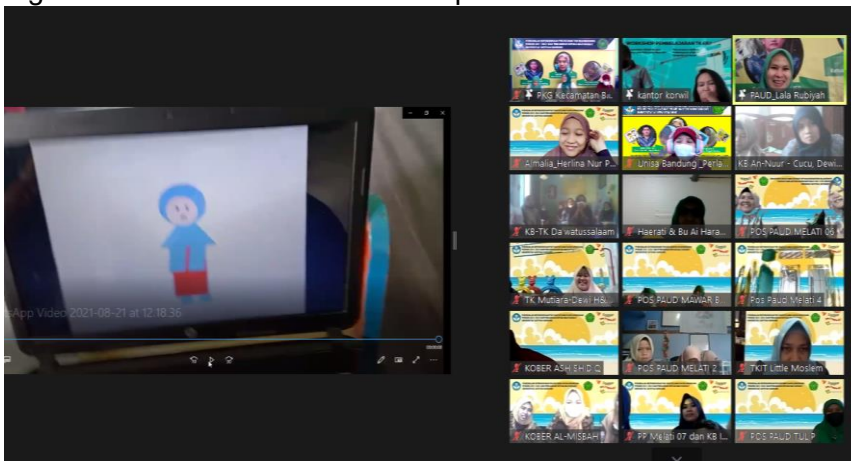


Figure 5. One of the PowerPoint Animations by Participants