

Analysis of the Utilization of Animated Videos About Morals to Prevent Bullying Behavior in Early Childhood

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ABSTRACT

Good moral habits are mandatory for children to have from an early age. The most appropriate time to develop children's morals is when they are 0-6 years old. Where all aspects develop very rapidly, especially through very enjoyable media such as animated videos used in this study. The animated videos used in this study are sourced from the YouTube channel Kartun ini Budi. The purpose of utilizing animated videos about morals is to prevent bullying which is increasingly disturbing in the children's environment. The research method used in this study is descriptive qualitative using primary data analysis techniques (observation, interviews, documentation) and secondary (articles and reference books). The results of this study were obtained from data reduction which stated that children who previously did not know what morals were found it easier to understand because they saw or watched animated videos directly. In the animated video, it tells various kinds of good and bad behavior and their consequences. By children seeing it directly, they know and are afraid to do bad things such as bullying by teasing friends or not respecting each other.

INTRODUCTION

The very rapid development of children is in the golden age, namely the early age of 0-6 years. All potentials that children have develop optimally in order to determine their character in the future. The factor that greatly influences child development is the environment. Be it the home environment, school and society. An environment that supports mutual respect and appreciation for each other can reduce the potential for bullying. This can be achieved by: Prioritizing the values of equality, honesty, and mutual respect in daily activities. It all lies in good moral behavior. Wherever children are, they must be able to equip themselves with good moral attitudes from an early age towards anyone. The habit of good morals from an early age must be carried out by parents and teachers both in the home environment and in the school environment. The habit of morals in the sense of all positive attitudes and behaviors that are in accordance with religious norms and applicable community rules.

In implementing moral education for early childhood, teachers and parents can use the habituation method (Oktaviana *et al* ., 2022) . Children's character and morals are formed through habituation and must meet the requirements of Islamic teachings. The role of the family is very important, especially the role of the father and mother because they are responsible for the morals or character of children throughout their lives. The way to improve character in early childhood is by getting used to smiling, greeting, and saying hello. Character, politeness, and the willingness to carry out religious teachings are closely related to the development of morals and religion in children. Habituation in education is very important because early childhood psychologically imitates the behavior or figures of their parents and teachers more (Sarifah, 2023) .

Early childhood education plays an important role in the formation of religious values and morals. Currently, moral education in schools still receives very little emphasis, even though moral education is very important for children's insight and ability to keep up with the times (Nurhuda, 2022) . The lack of habituation and knowledge about morals in the school environment will have a very fatal impact, because it can trigger bullying behavior.

Based on the results of initial observations on children in Kindergarten A at KB-TK Al-Hikmah Pratama Surabaya, it was found that 80% of the total number of children did not understand what good manners are and what the consequences are if they do not understand what manners are. Even those who become perpetrators of bullying to their peers are actually obtained from their parents' habits at home which are then applied at school. There are also some children who imitate adults in their home environment. This shows that it is very important for early childhood to understand what manners are through habits such as attitudes and behaviors of mutual respect, respect and care for others.

The study of the results of previous studies, the first according to the research of Alhadad *et al* . (2021) entitled Analysis of Teacher Strategies in Developing Morals in Early Childhood using direct strategies including role models, recommendations, training and indirect education including prohibitions, punishments, rewards, and supervision. However, with the challenges of changes in the atmosphere of the world of education which are largely influenced by the development of technology faced today, it is not appropriate if only with direct and indirect strategies.

Then, the research by Ananda & Pratama (2021) which examined the Strategy for Implementing Character Education in PAUD, namely the strategy used is the same as the research by Alhadad above, namely using a direct strategy in implementing character education in early childhood.

From the review above, it is proven that the strategy used in the habit of good character for children has not used technology-based strategies such as animated videos. According to Suherman *et al* . (2022) The use of animated videos themselves is to provide an overview of learning material to make it more interesting and easier for children to understand. By using animated videos about the habit of good character, children will better understand what character is and what the impact is if they do not get used to good character.

In addition, children in Kindergarten A at KB-TK Al-Hikmah Pratama Surabaya have never used animated videos as a medium to instill good character attitudes for children. Therefore, this study aims to analyze and describe how effective the use of animated videos about character is to prevent bullying in early childhood. Where the animated videos used are sourced from the YouTube channel owned by Kartun ini Budi. By utilizing the habit of watching YouTube about good character, it is hoped that it can bring about changes in the attitudes of Kindergarten A children at KB-TK Al-Hikmah Pratama Surabaya towards a better direction to prevent bullying.

METHOD

The research method used in this study is descriptive qualitative which aims to analyze in depth the use of animated videos of morals to prevent bullying behavior in children. This study was conducted on children of Kindergarten A at KB-TK Hikmah Pratama Surabaya with a total of 20 children. The data collection technique used primary data obtained through interviews conducted with class teachers and all children of Kindergarten A, then the results of the interviews were compared with the results of the researcher's observations of the behavior of children of Kindergarten A whether they were in accordance with the answers during the interview, where the results of both were also proven by the results of the researcher's documentation. The results of the data triangulation were analyzed again by with secondary data obtained from articles and reference books.

The data from the results of this study were then analyzed using the Miles and Huberman model which consists of four stages, namely data collection, data reduction, data presentation, and drawing conclusions. Then what is meant by data reduction Data reduction is an effort to conclude data through the process of sorting certain categories of data that are considered important (Rijali, 2019) . The focus of data presentation is presented in the form of descriptive narratives so that readers can easily understand what is being studied.

The data validity technique in this study uses data triangulation which is done to compare the results of interviews, observations and documentation. This process is able to improve the quality of research results.

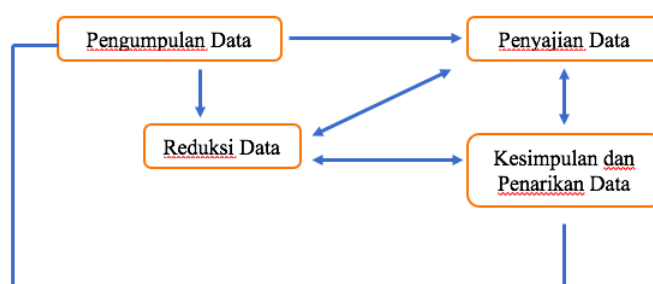


Figure 1. Miles & Huberman (1984) Model Data Analysis

In qualitative research, the researcher himself becomes the main instrument that plays a direct role in the process of collecting, processing, and analyzing data. Thus, the active involvement of the researcher is the key to obtaining valid and in-depth data. To obtain the results of data collection, the researcher used an instrument in an interview consisting of 2

instruments where for teachers 5 questions and for children 10 question indicators based on sources from the Directorate of Early Childhood Education which are described in the following table:

Table 1. Question Instrument for Class Teachers

| No | Indicator | Question |
|----|---|--|
| 1 | Utilization of Animated Videos | 1. In your opinion, is there any influence on teachers and children after watching this animated cartoon video Budi? Explain! 2. Do you think this Budi Cartoon animation video is interesting for children? Explain! |
| 2 | Implementation of good moral behavior to children | 3. Why is it important for children to have good moral behavior from an early age? 4. How do teachers deal with children who have difficulty understanding, let alone applying, good character from an early age? |
| 3 | Prevention of bullying in school environment | 5. In your opinion, is watching the animated video about morals on the Kartun ini Budi YouTube channel enough to represent the efforts of teachers and parents in providing an understanding of morals to prevent bullying? Explain! |

Table 2. Question Instrument for Kindergarten A Children

| No | Character Indicators | Question |
|----|-----------------------|--|
| | Love for God Almighty | Who created the mountains, rivers, plants and animals around us? And how do we love God's creation? |
| 2 | Honesty | If you find out that one of your friends is cheating while playing, and the teacher asks you about it, what will you do, tell the truth or lie to cover it up? |
| 3 | Discipline | What do you do after you finish playing? |
| 4 | Tolerance | Can you appreciate friends who are different from you, whether it's in enjoying different games or choosing different foods? |
| 5 | Self-confident | When the teacher offers to start the game, are you willing to start the game first? Give your reasons! |
| 6 | Independent | Who puts on socks and shoes before going home from school? |

| | | |
|----|--|--|
| 7 | Respect yourself, others and the environment | How to speak politely, behave well and how to love friends? |
| 8 | Respect and Courtesy | What are examples of polite behavior towards teachers? What happens if we are not polite to teachers? |
| 9 | Responsibility | After playing, do you always put the games back in their place? |
| 10 | Help each other and work together | If you find a friend having trouble playing, what do you do? |

RESULTS

This study analyzes the use of animated videos about morals to prevent bullying in early childhood. Based on the results of interviews, observations and documentation, 16 children began to understand what morals are and what the benefits are if they understand morals from an early age after watching an animated video sourced from the YouTube channel owned by Kartun ini Budi. This is evidenced by **the results of interviews** with all children in group A which stated that 16 children out of a total of 20 children already understood what moral behavior is.

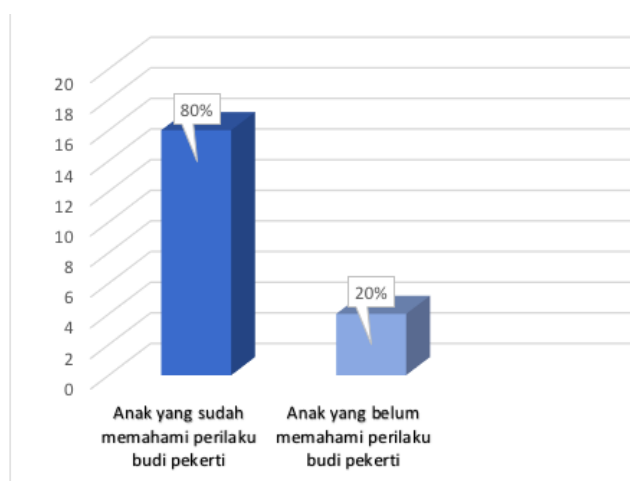


Figure 2. Interview results diagram

The results of the interview are in line with the following theory that Youtube animated videos influence the behavior of children aged 3-4 years (Kurniati & Nuryani, 2020) . Children like animated videos because they can develop their imagination. The principle of PAUD learning is to design animated videos that are fun for children, this is because a cheerful and pleasant atmosphere can help children understand better what is conveyed in the video (Fanni *et al* ., 2022) . Moreover, in this study, the animated video watched was about moral values. Children will more easily understand what morals are and what the impacts are if they do not understand morals.

Manners include positive actions in morals. Morals are actions that are acquired from habits since childhood (Rahmawati & Sumedi, 2020) . To increase self-understanding and

self-awareness, this moral attitude must be instilled in children from an early age. By instilling moral values, children will learn about manners, politeness, mutual respect and respect for each other (Haseng & Munirah, 2021). Morals are values that are instilled in the behavior and habits of each individual in everyday life, therefore good moral attitudes are very important to have from an early age. Morals help humans form better behavior in the future and help children become better and have noble morals. Basically, moral values can be understood from an early age to adulthood (Munirah & Tapu, 2022).

Children who do not understand morals will be vulnerable to becoming bullies. Where bullying is a form of violence, both verbal and non-verbal, which is very dangerous, especially when children begin to think that bullying behavior is commonplace. Cases of bullying both in educational environments and on social media are increasing and include very deviant behavior (KPAI, 2020). Based on this, it is important to instill morals from an early age. This is in line with the results of the researcher's interview with the class teacher who guides Kindergarten A children at KB-TK Al-Hikmah Pratama Surabaya that the bullying that often occurs there is indeed considered commonplace, such as teasing friends who are weak or feel they are not the same as themselves. If this is allowed to continue, it will have a negative impact on the victim. So, by getting used to instilling morals through animated videos for Kindergarten A at KB-TK Al-Hikmah Pratama Surabaya, it is very helpful for educators and parents to prevent bullying in the environment where they study or live.

Observation results stated that children who truly understand their morals will be reluctant to tease each other and they will have more empathy for their friends because they have seen real examples of the animated videos they watch. It is as if they are entering the story of the animated video and feel what is happening. That is the greatness of animated videos when applied to early childhood. This could be because their imagination is developing rapidly. Therefore, it is very appropriate to use this animated video media to implement the habit of moral attitudes from an early age.

Table 3. Results of Observations of Moral Behavior

| No | Moral Behavior | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T |
|----|----------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Love of God | √ | √ | √ | - | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | - | √ | √ | √ | √ | √ |
| 2 | Honesty | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 3 | Discipline | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ |
| 4 | Toleran | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ |

| ce | | | | | | | | | | | | | | | | | | | | | |
|----|-----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | Self-confident | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 6 | Independent | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ |
| 7 | Respect yourself and others | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ |
| 8 | Politeness | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 9 | Responsibility | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 10 | Help each other | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | - | √ | √ | - | √ | √ | √ | √ | √ |

Information:

Sign (√) : already understand

(-) sign : don't understand yet

Letters A to T : initials of the child's name

From the results of the observation table above, it can be concluded that 4 children (with the initials D, G, L and O) do not fully understand moral behavior. The results of the moral behavior checklist above were then analyzed again with the documentation results below:



Figure 3. Helping each other



Figure 4. Mutual respect

From the documentation above, it can be seen that some children have begun to grow a sense of caring for their friends by helping each other, respecting each other by sharing, and being harmonious. Because they already know that bullying is very painful and not good. Bullying can happen to children due to not understanding morals from an early age.

DISCUSSION

Bullying behavior is currently increasingly in the spotlight, especially in the world of education. Bullies are mostly children who do not understand or do not have a basis for positive behavior, such as good manners. Attitudes or behaviors of mutual respect, mutual respect, honesty, helping each other and being responsible. All of these must be possessed by children from an early age. Therefore, it is very appropriate to provide education to children from an early age about good manners, especially through animated videos on the YouTube channel owned by Kartun ini Budi.

The results of the study on the use of animated videos about morals to prevent bullying behavior in Kindergarten A children at KB-TK Al-Hikmah Pratama Surabaya stated that by watching animated videos on the YouTube channel owned by Kartun Budi, 80% of Kindergarten A children were able to understand moral behavior. They were also able to understand the consequences of not having good morals. Which resulted in bullying. They came to know that bullying is very detrimental, both for the perpetrator and the victim. From the story in the animated video which can very well represent as an intermediary to convey information about the importance of having moral behavior from an early age.

The discussion of the research results above is in line with the research results of Dwi *et al* . (2023) which states that the results of their analysis show that parents have an important role in moral education for children through animated videos. By choosing good content, involving children to watch, setting the time and type of viewing, and providing examples of positive behavior. So that parents can ensure that their children get positive benefits from watching animation. Then the results of the analysis of Fuady & Rizaldi (2024) the results of their research also stated that there was a significant increase in understanding

the concept of monotheism in the experimental group after the intervention using animated learning media, compared to the control group. The practical implication of this finding is the importance of utilizing animated learning media in supporting the development of understanding the concept of monotheism in preschool children.

The next relevant research result is from Adistiarachma & Alia (2024) which states that animated video media can stimulate various aspects of child development because animated videos have their own role in influencing children's imagination. Then according to research by Nasrudin *et al* . (2025) stated that animated video media can make children understand and make the learning atmosphere more interactive. That way whatever is in the video will be conveyed well. Likewise according to research by Marwinda *et al* . (2022) which states that in understanding the material from the video given, children are very enthusiastic. In the discussion and question and answer session after the video was finished playing, they were very interactive. They are more enthusiastic about learning to implement moral values in everyday life. So that TPQ children are not only good at reciting the Koran but also have good morals and character.

CONCLUSION

Based on the results of the study entitled Analysis of the Utilization of Animated Videos About Morals to Prevent Bullying Behavior in Early Childhood above it can be concluded that the use of animated videos about morals can provide understanding for children of Kindergarten A in KB-TK Al-Hikmah Pratama Surabaya. Proven by changes in better behavior after watching animated videos sourced from the Budi Cartoon youtube channel. They can appreciate friends more and are more afraid to become bullies. Because they already know the impact of bullying behavior. The use of animated videos about morals is very helpful for teachers to control the behavior of children, who used to like to tease other friends and even belittle weak friends. After watching animated videos from the Cartoon YouTube channel, Budi has repeatedly reduced his behavior.

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