



The Influence of Nussa and Rara's Youtube Video Media on the Communication Skills of 4-5 Years Old Children

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Abstract

One of the problems that found in the RA NU Miftahul Falah institution was the communication skills of students in class A (4-5 years old). this problem was due to their early age where the children have just begun for school for the first time, besides, the lack of facilities provided by the institution such as such as laptops, LCDs, speakers, etc also contributed for this communication skill problem. As a result, the students only have the chance to learn through video when there came some interns, or when there some college students came for conducting research. The purpose of this study was to determine the effect of Nussa and Rara's youtube video media on the communication skills of 4-5 years children at RA NU Miftahul Falah. This study used a quantitative approach, namely the type of experimental research with a one group pretest posttest design. The population consisted of 47 children of 4-5 years old at RA NU Miftahul Falah Kudus. The sampling technique used was the Non Probability Sampling technique with the Saturated Sampling (Census) method. The total sample were 47 children. Data collection techniques used in this study were questionnaires and documentation. The data analysis technique used inferential statistics with hypothesis testing using Paired Sample T-Test. The results of the calculation of the paired sample t-test with the help of the SPSS program, namely $t_{count} 13,423 > t_{table} 2,012$ and a significant value (2-tailed) 0.000, so H_0 was rejected and H_a was accepted. This means that there was a significant increase in children's communication skills after had been given treatment with nusa and rara animation shows. There was an average difference in children's communication skills before and after being given treatment. The result of this study showed that the nusa and rara youtube video media was effectively used to improve children's vocabulary skills.

How to cite

INTRODUCTION

Communication Technology is one technology that continues to innovate. One of them is on Smartphone technology. Nowadays, it almost everyone owned smartphone, either from the upper class or the lower class. Because, today it is really easy to find smartphones with low price. How smartphones is utilized completely depends on the users, some people seem to use their smartphone only for entertainment purpose such as watching videos. Meanwhile, some others are only used it for games, and some are used for special purposes like sales and other transactions. Those all activities are possible to be done as a result of the development application that support it. According to the data, Public's enthusiasm for YouTube is considered very high, with 14.5 million people in Indonesia access the site. This data is empowered by the results of a survey conducted by APJII in November 2020 stating that the frequency of YouTube time watch in Indonesia is categorized as high. Therefore, it can be said that the use of social media has become part of people's routine today.

The result of study conducted by researcher Debora, E (2021) concluded that most of 4-5 years old children often watch cartoons, both at home and at friends' homes. this makes cartoons have a great effect on children's behavior in imitating. One of children's most favourite cartoon is Upin Ipin series which affects the speaking ability of children who imitate using the Malay language. Mahyuddin, N (2018: 51) states that children become more happy and interested in learning when using learning media such as computers/laptops, children are more prefer if The lessons are designed and equipped with animations, music, videos and pictures. The media used needs to be adapted with the needs of children, because essentially children have diverse learning needs, so teachers need to be able to understand the characteristic of the children(students) first before incorporating the learning media.

Youtube is considered to be one of means of communication which contains a series of pictures and videos equipped with sound. The amount of video uploaded to Youtube depends on the amount of creator who interested in contributing their content to youtube. Youtube are accessible for everyone. Furthermore, the children today are easily can get access to the site without any assistance of their parents. According to the study conducted by the hootsuite, it is clearly said that youtube is very popular within Indonesian. The YouTube application is a communication

tool that contains a number of images or videos with sound. The number of videos on YouTube depends on the number of video senders to YouTube, anyone can access them. Even now, children can easily access it without the need for adult guidance. Based on research conducted by Hootsuite, it is very clear that YouTube is very popular with the Indonesian people, by occupying the most active social media. In general, children in 4-5 years old can actively participate in longer and more focused conversations because the children are in the phase of being able to listen to stories and retell the story simply. Children's language activities at this age are being able to recognize and mention objects or other people in their surrounding . On average, children in 4-5 years old can use 900-1000 vocabularies. They use 4-5 words in one sentence in the form of negative sentences, questions, and commands (Hurlock, 1980: 113).

According to Imam (2010:163) in his book entitled "Buku Pintar PAUD" mentions some aspects of the speech ability of children aged 4-5 years include:

- a. Can hear, distinguish, and pronounce certain sounds
 - 1) Mention certain sounds/voices
 - 2) Repeat 3-4 word order
 - 3) Mention words with the same initial syllable, eg name, same, and others.
 - 4) Performs 2-3 simple commands
 - 5) Listening to the story also retells the story in a simple way
- b. can convey / speak verbally
 - 1) State their name, parents, orientation, street number simply
 - 2) Telling an event in a basic way
 - 3) Answering questions about datafundamentally
- c. can improve the jargon that is expected to be delivered consistently
 - 1) Mention various general things around their environment
 - 2) Mention the time (morning, afternoon, evening)
- d. can tell pictures
 - 1) Tell a story about a photo also made without anyone else assistance
 - 2) Sort and tell items in live sei pictures
 - 3) Connect pictures/objects with words
- e. can feel the relationship between the languages communicated and also arranged
 - 1) Read pictures that have simple words/sentences
 - 2) Telling the items in the book despite the fact that there is no similarity between what is

composed and what is communicated

3) can understand basic drawing structure

4) Connect the basic composition with the image that discusses it

Based on the results of interviews conducted by researchers on July 3, 2021 at RA NU MIFTAHUL FALAH CENDONO, it was found that the problem that occurred at RA NU MIFTAHUL FALAH was the lack ability of students to communicate, especially students in PRA class and Class A, because the students in the class consist of the earliest age compared other classes and also because it was their first time entering school. In an interview that was conducted with Mrs. Nafis as a class A1 teacher, she said that during semester 1 the students were still unable to express what they wanted, such as asking permission to go to the toilet. Likewise, the results of the researcher's observations made on July 5, 2021, there found that the problem often occurs was when children ask the class teacher for help. Some of them just hand it over without saying anything. For example, when the break time, the students are going to have their snacks and ask their teacher to unpack the snack. All they did was They just said "onokno bu", even though what they really wanted was to ask for help to unpack their snacks. This problem often occurs in this school because the basic stimulus provided by children is still limited. It is the duty of educators in schools to teach students how to communicate or interact well, and teach them to express what their needs. In addition, the use of learning media such as video is still relatively not optimal to be applied in this institution. Facilities such as speakers, LCD are also not yet available. Children have the opportunity to watch learning media such as educational animated videos only when there come students from internship program.

Harrison Hummell (2010: 21-22) states that animated films are able to enrich children's experience and knowledge on cognitive and language abilities. Film can be regarded as a learning media because film is a form of technical embodiment of the story method that contains interesting, light, entertaining, and educative stories. The film is able to attract and captivate the attention of the audience without taking long. Educational messages will be easier to convey to children in a fun way. Hegarty (2004:343) explains that with today's era of technological advances, animated films are able to provide stronger visual displays of various phenomena and abstract information that play a very important role in improving the quality of learning processes

and outcomes.

The animated film nusa and rara is an educative animated film and contains various messages in accordance with character education. The content presented contains education and understanding of Islam which is carried out using the lecture method. Where Nussa teaches or gives advice to Rara about habits or activities carried out based on Islamic teachings in everyday life, and vice versa. In addition, the number of characters in the film is not as much as other animated films. Also, the animations of Nusa and Rara were chosen because as one of the animations where the audience only focused on 3 characters, namely Nusa, Rara, and Umma, so that in introducing these characters the children became easy to recognize the characters of each character. For this reason, a study is needed to examine the development of communication skills of children aged 4-5 years at RA NU MIFTAHUL FALAH through the treatment of the animated cartoon series Nussa and Rara so that it intends to determine the effect of the YouTube video media Nusa and Rara on the communication skills of children aged 4- 5 years at RA NU Miftahul Falah Kudus.

METHODOLOGY

The type of research used in this research is quantitative research, with the type of pre-experimental research. While the research design used "One-Group Pretest-Posttest Design". Experiments were carried out in only one group without a comparison group or control group. The population in this study were all students of TK A RA NU Miftahul Falah which were divided into 2 classes. Class A1 has 26 students, while Class A2 has 21 students. The number of samples used by the author in this study was determined by the census method with a total of 47 children. In this study, the independent variables were Video Nussa and Rara, while the dependent variable was the child's communication skills. Data collection methods using interviews, questionnaires, and documentation. Then for the data analysis technique using normality test, hypothesis testing with paired sample t-test, and descriptive analysis.

RESULTS AND DISCUSSION

Raudhatul Athfal (RA) Miftahul Falah, was established in 1984 under the auspices of the Miftahul Falah Cendono Foundation. Its address is at Blimbing hamlet Rt.04/Rw 09 kawa'an,

Dawe District, Kudus Regency.

Descriptive Analysis Results

Table 1. Results of Class Analysis Pre-test interval

No.	Nilai Interval	Kategori	Frekuensi	Pre-sentase
1.	55-86	Very Incomplete	1	2.1%
2.	87-118	Not Complete	8	17.0%
3.	119-150	Enough Complete	20	42.6%
4.	151-182	Complete	17	36.2%
5.	183-214	Very Complete	1	2.1%

From the results of the pretest chart, it can be concluded that the research on the child's communication ability level is the highest in the Enough Complete category, which is as many as 20 respondents, then followed by the Completed category of 17 students, then the Incomplete category of 8 students, then in the Very Complete category of 1 student. , and Category Very Incomplete as much as 1 person. It can be concluded that children in the fairly complete category dominate the pretest results.

Table 2. Results of Post-test Interval Class Analysis

No.	Nilai Interval	Kategori	Frekuensi	Presentase
1.	55-86	Very Incomplete	0	0%
2.	87-118	Not Complete	1	2.1%
3.	119-150	Enough Complete	7	14.9%
4.	151-182	Complete	26	55.3%
5.	183-214	Very Complete	13	27.7%

Table 4. Paired Sample T-Test

Paired Samples Test									
		Paired Differences							
		Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
Mean				Lower	Upper	T	df	Sig. (2-tailed)	
Pair 1	PRETESS POSTESS	-23.787	12.149	1.772	-27.354 -20.220	-13.423	46	.000	

From the posttest chart, it can be concluded that the highest research on children's communication skills is in the complete category of 26 students, 13 children in the very complete category, 7 students in the fairly complete category, 1 student in the incomplete category, and 0 or no students who fall into the Very Incomplete category. It can be concluded that children in the complete category dominate the posttest results.

Table 3. Normality Test

		Kolmogorov-Smirnov ^a		Shapiro-Wilk		
KELAS	Statistic	Df	Sig.	Statistic	df	Sig.
PRET-ESS	.090	47	.200 [*]	.938	47	.015
POST-ESS	.077	47	.200 [*]	.930	47	.008

In the table above, the significance of the pretest data shows 0.015 and the post-test data shows 0.008. From these results it can be said that the significance level is higher than 0.05, so it can be concluded that the data on children's communication skills contribute normally.

Based on the "paired sample Test" output table above, it is known that the value of sig. (2-tailed) is 0.000 < 0.005, then Ho is rejected and Ha is accepted, so it can be concluded that there is an average difference between the results of pretest and posttest which means that there is an effect of giving animated videos of nusa and rara at RA NU Miftahul Falah Kudus. Furthermore, from the table above, it can be seen that tcount has a negative value of -13,423 and if it is changed to positive it becomes 13,423. while the value of ttable is 2.012. Thus, because tcount 13,423 > ttable 2.012, it can be concluded that Ho is rejected and Ha is accepted. So it can be concluded that there is a difference in the average results of the pretest and posttest results, which means that there is an effect of giving nusa and rara animation videos as an attempt to improve children's

communication skills.

At the beginning of this study, the children were quite enthusiastic because they thought it was something they rarely did at school. So that the researcher explained periodically every time the meeting was held. The treatment is carried out alternately (alternating). The first day was held in class A1, the second day in class A2, and so on until each class received treatment up to 12 times. Children are very happy when they see cartoon videos like the ones on YouTube. The children's enthusiasm was controlled when the researchers showed an animated video of Nusa and Rara. They naturally watch well the video that is given. At the 3rd meeting the children began to understand the content of the video that was shown. They responded to what the researchers asked, such as when children were asked about what a good attitude for asking for help looked like, they answered simultaneously by saying the words please and thank you. In addition, there was also one episode that made them so enthusiastic and laughed at seeing it, which was the video episode of yawning adab which tells about Rara who is full of fried chicken, which ends up burping. And immediately his umma saw it, then the rara was given advice so that next time he burps he must be able to hold it. At the 6th and 9th meetings the researchers showed videos of the pillars of Islam and the month of hijriyah. Researchers insert cognitive values in the form of a song, it is hoped that children will be more enthusiastic in learning.

The increase that occurs can be explained that before being given treatment the child is less communicative, never says the word please or thank you, but when after being given treatment the child begins to get used to the word help, so that with the method of giving the nussa rara show, the children understand habits or ethics. the good one. Likewise with daily communication when learning, children are no longer silent, but children have the courage to express what they feel, such as: when children want to go to the toilet, they can ask permission directly without shame. Another example is when the researcher played the program, the children were very enthusiastic about observing the contents of the Nusa Rara video, because according to the students, they rarely experienced learning through online videos. They spontaneously tell or demonstrate the intentions in the episodes they watch. With this it can be said that the provision of nussa and rara youtube videos can affect the communication skills of children aged 4-5 years.

CONCLUSION

The research entitled "The Effect of Nussa and Rara's Youtube Video Media on the Communication Skills of 4-5 Years Old Children at RA NU Miftahul Falah Kudus" has been completed. Based on the results of experimental research by applying YouTube video media as a treatment to improve communication skills at the age of 4-5 years, there is a significant effect. The increase that occurs is when before being given treatment the child is less communicative, never says the word please or thank you, but when after being treated the child begins to get used to the word please, so that with the method of giving the nussa rara show the children understand good habits or ethics. . Likewise with daily communication when learning, children are no longer silent, but children have the courage to express what they feel, such as: when children want to urinate, they have the courage to ask permission directly without shame. Another example is when the researcher broadcasts the program, the children are very enthusiastic about observing the contents of the nussa rara video, because according to the students they rarely experience learning through online videos. They spontaneously tell or demonstrate the meaning of the episodes they watch.

Based on the results of this study, it can be said that the provision of nussa and rara youtube videos can affect the communication skills of children aged 4-5 years. This can be empowered from the results of the analysis of the average hypothesis test by looking at the calculation of the paired sample t-test, it is known that the $t_{count} = 13,423 > t_{table} 2,012$ and the significant value (2-tailed) is 0.000, so H_0 is rejected and H_a is accepted. This means that there is a significant increase in children's communication skills after being given treatment with nussa and rara animation shows. With the video showing nussa rara, it can also be seen that this treatment can affect communication skills in children aged 4-5 years through the average pretest result of 142.83, and the posttest value of 166.62 so that there is an increase or influence.

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