

# Analysis of Animated Video "Riko the Series" In Planting the Value of Character Education in Elementary School Children in Selokambang Kotakulon Bondowoso

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**Abstract:** *Character education is a step in the cultivation of good behavior to students. The purpose of this study was to analyze the animated video "Riko the Series" in the cultivation of character education value in elementary school-age children in Selokambang hamlet, Kotakulon Bondowoso. The type and design of research used is descriptive research. The data in this study is written in the form of words, sentences, in the dialogue of the characters in the animated video "Riko the Series". The data collection methods used are documentation and interviews. Qualitative data analysis used in this study consists of three activities processes, namely data reduction, data presentation, and drawing conclusion. Based on the results and discussion, the animated video "Riko the Series" can be used to cultivate character education values in elementary school age children.*

**Keywords:** *Animated Videos, Character Education Values.*

## INTRODUCTION

The development of information and communication technology has developed rapidly, where this development affects various aspects of human life, no exception in the world of education. The development of information and communication technology in the world of education can be used as an effort to improve facilities and infrastructure that support the learning process. According to Sudjana (2009), the educational process occurs in situations of social interaction, namely human interaction and interaction with the environment. in conducting social interactions, especially in education during the learning process must place and develop the planting of good behavior to all learners so that it can be applied to daily life (Fadlillah, 2013:22).

Character education is a step in the cultivation of good behavior to students (Wiyani, 2013:27). Planting the value of character education in children's social life can provide basic skills to develop self-skills in accordance with talents, interests, and environments, as well as various needs of children to continue their next education. "Social education can also act as a medium in applying the values of character education to children because the purpose of social education itself is to realize a national education that can develop the potential of learners to be human beings of noble character, healthy, knowledgeable, creative, independent, love of the homeland, as well as being democratic and responsible citizens" (Puspitaningrum et al. , 2018:117).

One of the media that can be used to show good behavior to children is animated video because in this video of course contains a lot of educational content presented in addition, animated videos are also packed with interesting displays ranging from images, audio, and in terms of stories that are easy to understand and display a pleasant atmosphere in accordance with children's lives although not infrequently there are also some animated videos that are not worth watching k the arena features violent, disrespectful or abusive content that will negatively affect the child's character. In this case parents must be careful and selective when choosing the type of animated video spectacle that is good and appropriate for the child's development and can the video support the planting of character education value to the child.

Fredy & Sunarno (2013) argues that animated videos are an interesting learning medium for students, because with this animated video students will be motivated to understand the learning materials delivered in earnest. In addition, animated videos, especially children's animations, contain many moral messages that are displayed in the dialogue between characters as well as the attitudes and behaviors shown by the characters. Characters with unique characters in animated videos can focus on attracting children's attention.

Currently there are many animated videos by children of the nation available on social media either television or youtube where, the animated video can be used and developed as a learning medium in the cultivation of the value of character education to children. The values of character education contained in the animated video are expected to be able to form a good character in children that will be able to be implemented by children in the family, school and community environment.

The animated video that became the object of research is "Riko The Series" animation video. The use of this animated video is because the animated video "Riko The Series" has an interesting look in terms of graphics and audio, the language used is easy to understand by all circles, telling the daily life of children combined with various sciences, and packed with a variety of motivating and inspiring stories and of course this animated video can support the planting of character education values for children. "Rikho The Series" animated video features a variety of interesting characters, namely Riko as the main character. Riko is described as a child with a cheerful personality, has a high curiosity, interactive and energetic on various occasions Riko is very happy to carry his bag, where the bag contains a variety of adventure equipment, namely: cameras, tabs, writing equipment, binoculars and his favorite autopet equipped with a hat / helmet to protect his head from the sun. The jam also has a character of Riko's robot friend named

Q110 where this robot will answer all the questions asked by Riko. In addition, there are also characters of Riko's father, mother and brother. The animated video "*Riko The Series*" became one of the most popular animated videos by Indonesians where this video is easily accessible to everyone through YouTube social media and has had 551.000 subscribers in March 2021.

The value of character education contained in this animated video can be used to instill the value of character education to elementary school-age students. Where later the teacher will show this animated video and it is expected that students are able to observe and apply the educational value of the characters delivered in the animated video.

Based on the background description that has been presented above, the study aims to analyze the animated video "*Riko The Series*" in planting the value of character education in elementary school-age children in Selokambang Hamlet, Bondowoso City.

## RESEARCH METHOD

This research uses descriptive research types and designs. This study will explain the educational value of the characters contained in "*Riko The Series*" animated video. Descriptive research aims to scientifically explain circumstances and conditions in order to obtain a clear and objective picture without connecting with other variables. As for knowing the students' response to the animated video "*Riko The Series*", researchers used a simple case study of elementary school-age children who had seen the animated video "*Riko The Series*" to find out the application of character education values that they did. This study aims to describe the educational values of the characters contained in "*Riko The Series*" animated videos in all episodes. The results of the data analysis in this study is an explanation of the source of research data written in the form of narrative description. Where the data is generated through interview activities, video and obtained from documentation activities.

The data in this study are words, sentences, in the dialogue of the characters in the animated video "*Riko The Series*". The source of this research data is the animated video "*Riko The Series*" with a total of 33 episodes that have been downloaded from the *youtub.com* page. To find out the response of elementary school age children after being given the spectacle of the animated video "*Riko The Series*" research using simple case studies on two research subjects. The subject of this study was elementary school age children with an age range of 7-12 years who are in Selokambang Hamlet, Bondowoso City. because at this age children still often imitate an event or event that they see or they hear after they still have a lot of free time to watch a video both from television and the internet. This research study will include the educational values of the characters contained in the animated video "*Riko The Series*".

The data collection methods used in this study are documentation and interviews. Documentation in the data collection in this study was used to answer the problem of the research subject in the form of an animated video "*Riko The Series*". Analysis of the results of this documentation activity is done using the help of data collection guide table and data analysis guide table that has been prepared. The structured interview method is used to ask for and know the informant's opinion about the animated video "*Riko The Series*" they see. Interviews are conducted with the help of interview guidelines instruments.

Qualitative data analysis used in this study consists of three activities poses, namely data reduction, data presentation, and conclusion drawing. (Miles and Huberman in Sugiyono 2015:246). The process of data analysis is described as follows. (1) Data reduction activities, conducted to focus the written data and contain elements of character education values, either in the form of words, sentences, or dialogues of the characters in *Riko the series* animated video; (2) The presentation of data in this study is data classification, data encoding, decryption and interpretation of data. Data classification is done by grouping research data in the form of words, sentences and dialogues of the characters in the animated video "*Riko The Series*" which contains the value of character education. The data that has been grouped is then coded Religious Values (NR), Integrity Values (NI), Independent Values (NM), Nationalist Values (NN), and Mutual Cooperation (NGR); (3) Withdrawal of Conclusions which is the final stage in a study in this stage researchers have obtained and analyzed all the important data needed for research. Before drawing conclusions, researchers should recheck all research data that has been collected in previous stages. It is intended to avoid unwanted fatal error.

## RESULTS OF RESEARCH AND DISCUSSION

Based on data collected in 32 episodes of the animated video "*Riko The Series*", among which are: Dare To Be Iron, I Want to Fly, My Car Drove Fast, Milk Power, Play With Water, Fight Virus With Honey, Better Forgive, Protector of the Earth, Knowing The Events of Isra' Mi'raj, Distance Of Earth And Sun, Virtue of Fasting, Inventor of Mechanical Clocks, Like Chameleons , My Father My Hero, Do Not Be Angry, Let's Grow Up, Plants Glorify, Let's Save Electricity, Play Detective, Inventor Zero, White Goat Riko, Hero In Body Riko, Commemoration of Indonesian Independence, Do Not Fear Dark, I Love Mother, Never Give Up, Please, Astagfirullah I Forgot, Online School, Dare Circumcision, Rain, My Best Friend, And Beautiful Morning. There are character education values exemplified in the animated video, namely Religious Values (NR), Integrity Values (NI), Independent Values (NM), Nationalist Values (NN), and Mutual cooperation value (NGR). Here is a sample of data and explanation of the educational value of the characters contained in the animated video "*Riko The Series*".

### Religious Values

Religious values show one's faith in god YME. In the animated video "*Riko The Series*" there is exposure to data from several episode titles that contain indicators of religious values, one of which is in the episode titled "Messing With Water". Here's the animated script.

Riko enters the room, and sees Q110 is busy doing something  
Q110 : "Ouch..."  
Riko : (Spraying water to Q110, and laughing) aaaaaahaha... ( Riko also splashed with water)  
Q110 : "Ahah...so people do not be ignorant"  
Riko : "Q110, look ya! my water gun cool? I made from unused used materials" Q110 : "Cool, but do not use it to prank the People of Riko!"  
Riko : "Take it easy Q110, this water gun is actually for watering plants. Take a look at that plant!" (pointing to unkempt cactus plants)  
Riko : "Q110 sorry yes.." (Riko accidentally sprayed water on Q110's face)  
Q110 : "It's okay Riko, I'm used to it"

The data shows that the Q110 figure advised Riko not to use a water pistol to prank people. This reflects the attitude of the Q110 figure who is peace-loving and caring. This indicates an indicator of the value of karekter education, namely religious values.

#### **Nationalist Values**

Nationalist values reflect one's attitudes and behaviors in defending their country and always put forward common interests. In this animated video "Riko The Series" there is 1 exposure to data that shows the content of nationalist values in the episode "Commemoration of Indonesian Independence". Here's the video script.

Riko and Q110 are playing with  
Dad : Wulan, Riko, Q110 try here. Here, you're confused, I'm making a race for you guys. Race to bring marbles in a spoon with a mouth, how?"  
Brother Wulan : "Hmm... who's afraid?"  
Riko : "Let's go! but what's the prize?"  
Mother : "The gift... Mother will make you your favorite food, how can you not?"  
Riko, Kak Wulan, Q110 : "Cool... yes.."  
Riko : "Uh... but what will lose?"  
Mother : "The loser must help mother wash dishes"  
Dad gave spoons and marbles to Riko, Sis Wulan and Q110  
Q110 : "Sorry, Q110 can not participate in the race"  
Dad : "Why Q110?"  
Q110 : "Q110 has no mouth, so can not bite spoon a father"  
Father, mother, Riko and Wulan laughed listening to the explanation of Q110 Dad: " Is okay, then Q110 surveillance section only"  
Q110 : "Ready dad!"  
The race begins  
Kak Wulan : "Yey... I won"

The data shows that the spirit of Riko's family in commemoration of Indonesia's independence, where the father figures who invited Riko, Q110, and Wulan to do marbles competition. This indicates an indicator of the value of character education, namely nationalist values.

#### **Self-Value**

Self-worth reflects attitudes or behaviors that reflect inadesensitivity to others. In riko's animated video "Riko The Series" there are several exposures to data that show the existence of self-rated content in the episode. One of them is in the episode titled "Let's Save Electricity" along with the animated script:

Riko : "So electricity is energy that quickly runs out yes Q110?"  
Q110 : "Yes exactly, if Riko uses electricity excessively then the natural resources that become materials for the creation of electricity become quickly depleted. To get that natural resource, it takes a very long time. Therefore Sis Wulan angry if Riko wasteful in using electricity"  
Riko : "Masyaallah... hmm Q110 help me please! So that you can make homework so as not to be scolded sis Wulan again, heheh"  
Q110 : "Yes of course... heheh..."

The data shows the attitude of Q110 figures who always remind Riko not to waste in using electricity. Reflects the frugal and careful attitude of Q110. This indicates the character education value indicator which is self-value.

#### **Mutual Cooperation Value**

Mutual cooperation value illustrates the enthusiasm in addressing the problem. In this animated video "Riko The Series" there are several exposures to data that shows the content of gotong-royong value in the episode. One of them is in the episode titled "Knowing the Events of Isra' Mi'raj" along with the animated script:

At night in Riko's room, Wulan's brother was having fun seeing the moon with binoculars.  
Sis Wulan : "How come it's finished praying?"

Riko : "It's doing!"  
 Sis Wulan : "If prayer is not fast like a train only"  
 Riko : (Laughs) "Hihihi ... Take the train tut... Tut... tut"  
 Sis Wulan : "Riko is said to sing! Hmm."  
 Riko : "What else is sis Wulan doing?" (Ask Riko)  
 Sis Wulan : "Shut up Riko, this sis again draw"  
 Riko : "Can Riko help sis?"  
 Sis Wulan : "Hmm... yes, it's okay, but don't get ugly, okay..."  
 Riko : "Yes... yes... just calm down sis"  
 Sis Wulan : (Remember something) "Astagfirullah today there is a study in the house of Rina"  
 Riko : "Study?"  
 Sis Wulan : "Yes... about Isra Mi'raj for a while then sis back again yes. Seeyou assalamualaikum"

The data shows that Riko's figure is happy to help sis Wulan to draw. This shows one indicator of the value of character education, namely mutual cooperation value

#### Integrity Value

Integrity value is an honest attitude and behavior in carrying out various responsibilities given. In this animated video "Riko The Series" there are several exposures to data that indicate the content of Integrity values in the episode. One of them is in the episode titled "Don't Be Angry" along with the animated script:

Riko, Q110 and Sis Wulan are playing  
 Sis Wulan : "Riko, Q110 is ready? Turn left like a tawaf. Bismillah..."  
 Riko and Q110 lobb running  
 Sis Wulan : "Go... go... go... Riko... Q110"  
 Q110 : "Hahaha... Hi Riko" (laughs increase the speed of leaving Riko)  
 Riko : "Hoyy... fellow runners are prohibited from preceding" (draw Q110)  
 Q110 : "Haa? Yes.."  
 Riko : (Successfully preceded Q110) "alhamdulillah"  
 Sis Wulan : "Ha?... You can say alhamdulillah against cheating that you do Riko" Riko : "Let's just exclaim sis, heheh"  
 Q110 : "Cheating is what the hell sis?"  
 Riko : "Hahaha... the cheated don't know. No problem?"  
 Kak Wulan : "Cheating is an act that violates honesty for its own benefit and harms others"  
 Q110 : "What should Q110 go through if cheated by Riko sis?"  
 Kak Wulan : "You tobe a good robot yes! Don't cheat. It's afternoon gih bath ready to pray yes"

The data shows that Sis Wulan's character who is angry with Riko when he cheated while playing with Q110 and also Sis Wulan advises Q110 to remain a good robot and not cheat when playing, reflecting the attitude of justice that Sis Wulan has. This shows an indicator of the value of character education integrity value.

Based on the results of all the animated videos that have been analyzed, it can be known that in the animated video "Riko The Series" there are all aspects of character-edging values, however, not all implement the indicators. The results of the analysis, showed that the animated video "Riko The Series" contains character education values that can be emulated by students in learning activities as well as in daily life. The educational values of the characters contained in the animated video "Riko The Series" are expected to provide knowledge to someone to be more selective in taking advantage of the impressions they see either in the behavior or attitude shown in people's lives. Especially for elementary school age children (7-12 years) to instill and improve the values of character education that they have. The educational values of the characters that appear in the animated video "Riko the Series" are religious values and integrity values.

#### Children's response to "Riko The Series" Animated

Show To find out the child's response to the animated video "Riko The Series", the researchers involved two students as subjects for a simple case given that the animated video show as many as 32 episodes for 4-7 days. The first research subject (student A) was a grade III student at SDN Kotakulon 4 who was male at the age of 9. While the second research subject (student B) is a grade III student at SDN Kotakulon 4 who is female with the age of 9 years. The two students were then interviewed to find out what they thought of the animated video "Riko The Series" that had been watched and observed in their daily life in the neighborhood to find out the application of character education values. Before the animated video "Riko The Series" was given, student A and student B were first given some introductory questions. From this question it is known that student A has a habit of watching animated videos through television, and that student A has an interest in some animated titles that are aired on television and regularly watch them at home.

After being given a 3-episode "Riko The Series" animated video on the first day, observations showed that student A had not shown a significant change in attitude and behavior. Changes in attitudes and behaviors (characters) in student A began to appear on day 3 with the number of animated video shows as many as 4 episodes. Student A several times imitated the behavior of the character in the animated video "Riko The Series" which is cleaning books and stationery that have been completed and putting



the tool back as it was and cleaning the room that has been used for learning activities. The change can be categorized in the application of character education value, namely integrity value because student A has a high self-awareness and sense of responsibility in doing his job to clean books and stationery and the room that has been completed. The behavior change that is the impact of watching the animated video "Riko The Series" is still visible until day 7 although the intensity tends not to increase. Other changes are also seen in the attitudes and behaviors of student A where the student cederung imitating the speech of Riko figure who is always actively speaking to his friends about the learning materials that are being studied and they do not know or anything else and thank him afterwards. This can be seen as many as 2-3 times a students ask and thank friends and researchers. From the interview, it is known that a students are attracted to Riko's character. His favorite episode is "Playing Detective". In addition, student A can also memorize a few sentences contained in the animated videos he has watched. Student A states that he has a desire to imitate scenes containing the educational value of the characters in the animated videos shown. Student A also mentioned that he has one of the dialogue scripts that he likes and often mentions.

Based on the introductory question it is known that student B also has a habit of often watching animation on television. But unlike student A student B is more happy to watch animated videos on youtube because he can easily find a variety of other animated videos if bored with the first animated video he watched. After the show of the animated video "Riko The Series" observations showed that changes in the attitude and behavior (character) of student B began to appear on day 2 with a total of 4 episodes of views. These changes in attitudes and behaviors are categorized in self-worth. Because student B is seen several times studying and continues to try to solve some of the problems in the textbook despite having some difficulties in the workmanship.

From the results of the interview it is known that student B has an interest in the robot character Q110. The most liked episode is "I want to Fly". Student B can also memorize well the sentences contained in one of the episodes of the animated video, especially in the episodes he likes. Student B stated that it was motivated to imitate one of the scenes containing the educational value of the character in the video that aired. The results of the interview also revealed that student B has a change in attitudes and behaviors that reflect the application of the value of character education that is always trying to do something without giving up, during activities at home or environment.

Changes in attitudes and behaviors that occur in students A and B are positive behavior changes that can support in shaping behavior or good character in daily life. This strengthens the results of research and opinion Fredy &Sunarno (2013) that animated video is an interesting learning medium for students, because with this animated video students will be motivated to understand the learning materials delivered in earnest. In addition, animated videos, especially children's animations, contain many moral messages that are displayed in the dialogue between characters as well as the attitudes and behaviors shown by the characters. Based on this, animated videos can be used by teachers as an interesting and effective learning medium in planting the value of character education in students. in addition, it requires supervision from teachers and parents in order for the animated videos that children watch to contain good and quality content to prevent negative influences. The results of this study showed that the animated video "Riko The Series" was able to be used to instill the value of character education to children. Based on the analysis of the animated video "Riko The Series" there are a lot of content of character education value that can be exemplified and applied by children in daily life. The results of the study also revealed that the more often children watch cartoon animation, the tendency to imitate or repeat what they watch in their daily lives. Both from the words and from the actions taken by the characters.

## CONCLUSIONS AND SUGGESTIONS

Based on the results and discussion, the animated video "Riko The Series" can be used to cultivate character education values in elementary school age children. The educational value of the characters contained in the animated video "Riko The Series" includes religious values, nationalist values, independent values, mutual values and integrity values. The educational value of many emerging characters is religious values and integrity values. The values of character education can be instilled in children from an early age. Almost all episodes of "Riko The Series" reflect the educational value of character that can be imitated and exemplified to children. Thus, this animated video can be used as an alternative in planting the value of character education to children. In addition, the animated video "Riko The Series" has a character who can attract the attention of children to follow the scenes shown in the animated video along with his peers. And in the animated video "Riko The Series" this barely has negative comments in every view.

The results of this study are expected to be used as a tool of knowledge, attitude, and character to the values of character education, variations in conducting learning activities by utilizing the animated video "Riko The Series" as a learning medium and can be a material to conduct better research and can be used as a comparison or reference to similar research next. The results of this study are expected to be used as a tool of knowledge, attitude, and character to the values of character education, variations in conducting learning activities by utilizing the animated video "Riko The Series" as a learning medium and can be a material to conduct better research and can be used as a comparison or reference to similar research next.

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