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The Impact of Upin and Ipin TV Series on Social Behavior Changes of 4-5 years-old Children in Bandung City

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Abstract: The Preschool phase in a child's life is a crucial period requiring heightened supervision. The formation of a child's behavior is heavily influenced by parental, teacher, and environmental education, encompassing their daily observations. The Upin and Ipin animated film serves as a conduit for children to imbibe values like respect, affection, cooperation, appreciation for religious diversity, worship practices, and cultural understanding. This cinematic experience positively enriches children's understanding of virtuous behavior, given their natural inclination to emulate observed actions psychologically. The research aims to ascertain the influence of Upin and Ipin shows on behavioral changes and knowledge development in children. Employing a qualitative descriptive approach, the study involves children who are avid viewers of Upin and Ipin, utilizing instruments such as interviews and observations. The data analysis encompasses reduction, concluding, and verification steps. Findings reveal the Upin and Ipin animated film has a favorable impact on children, fostering behavioral transformations, enhancing their grasp of etiquette in parental interactions, and inspiring language emulation, all while fostering knowledge acquisition across various disciplines presented in the show.

Keyword: Social Behavior, Preschool Age, Television Series

INTRODUCTION

Advances in science that influence technological developments have increased public exposure to a variety of information that can affect their lives. One example is the presence of mass media, especially television, which can have a good or bad impact on its audience. Movies on television have the power and ability to reach the various layers of society to influence the audience. Watching a movie requires considerable capability, and it is very important as it is the first step in the process of receiving knowledge.

With the growth of television in Indonesia, more and more shows are popular with the public. Television, which is one of the electronic media, presents a variety of shows, one of which is cartoons or animations that attract the attention of the audience, especially children.

Some include Doraemon on RCTI, Spongebob on GTV, Sopo Jarwo and Upin and Ipin on MNCTV, and other animated shows. Nevertheless, not all cartoons or animations are suitable for children, as some show violent scenes that are not appropriate for them. However, not every cartoon program on television, or what is often referred to as a cartoon series, shows negative content. Some cartoons are educational and suitable for children to watch. An example of this is the animated film produced by Les Copaque, "Upin and Ipin," which is aired every day on MNCTV and attracts the attention of children in particular.

Characteristics of preschool development are that children begin to learn the broader environment, are required to master new responsibilities related to education in schools such as reading and writing, participate in games that have rules, begin to enter a more logical thinking process, and progress in self-understanding and social behavior. The social behavior of the child is shaped by the values seen, observed, and also educated about the social values emphasized by the child thus shaping the moral understanding of a person. The film Upin and Ipin sets out values such as respect for parents, teachers, and fellow friends, the pattern of love, and affection, the behavior of mutual help, appreciation of religious, cultural, and ethnic differences, as well as making positive friendships between fellow schoolmates, this will be the basis for providing moral education more attractive.

One characteristic of children's development is imitation. Children will imitate what they see, hear, and feel in their daily experiences of the figures of adults around them, the media, and their surroundings. It is in line with the theory of social learning (Bandura (1977), in Warini, S., Hidayat, Y. N., & Ilmi, D., 2023). Social learning theory focuses on how people learn through the process of observing and modeling other people's behavior.

From early observations, the Upin and Ipin films are examples of characters that positively interact with children. Besides, the film also plays a role in supporting children's learning processes that are more interesting in their appearance or visualization. The basic principle of cognitive development in the study of Bandura and McDonald (1963) is moral development that is shown, through training procedures, reinforcement, and modeling, that the moral decisions of children can be modified.

Referring to the above phenomena and concepts, researchers are interested in conducting further research on child behavior changes after watching the screenings of the films Ipin and Upin as a medium for enhancing and imitating social behavior in children.

METHODS

The method used in this research is descriptive-qualitative. (natural setting). The researcher jumped directly into the plain, acting as an observer. He makes a behavioral checklist, observes symptoms, and records them in a behavioral observation book. The researcher will describe in writing what is obtained through observations and interviews according to the purposes of the research.

The subjects in this study consisted of 10 children aged 4 – 5 years who often watched Ipin Upin cartoons. Subjects are not randomly selected, but selected according to the criteria determined by the researchers. The data collection technique in this study uses observations and interviews: 1) Observation, The researchers recorded the behavior of children after watching the film Ipin and Upin in the natural setting of their social environment at school. The behavioral checklist is an observation method that indicates the occurrence or absence of the behavior observed by giving a checklist mark (√) when the behavior observed appears. (Herdiansyah, 2010). In this study, researchers have made a list of positive social developmental behaviors in children, where when the behavior appears the researchers give a checklist to the behavior; and 2) Interviews, Researchers ask additional questions related to unclear observations. Researchers will interview other sources (teachers/parents) who witness the child's daily behavior. In this study, researchers identify informants by choosing sources

that know about how up-and-up screenings affect behavioral changes and the development of children's knowledge. Data analysis techniques involve a series of steps to process the data that has been collected in this study. First, there is a process of data reduction which is a step of simplifying and grouping data to make it easier to understand and process. Then, data is presented using visual methods or in an easy-to-understand form, facilitating interpretation through data presentation. The next process is the drawing of conclusions, where the results of data analysis are used to make relevant conclusions. Finally, there are verification steps aimed at ensuring the validity and reliability of data through certain actions, such as re-checking or validation. Using this set of steps, data analysis techniques can provide in-depth insight into research findings.

RESULT AND DISCUSSION

Television shows play an important role in children's development, playing a role not only as a source of entertainment but also as a medium of character formation and behavior. One example of a popular animation show, especially among children, is "Line and Rope". In a psychological context. In particular, the concept of social learning, that individuals will learn through observation (Bandura, 1977) From the results of observations and interviews, data is obtained that card films are spectacles that attract the attention of children. A movie is full of striking colors, movements, sounds, and music, it gives children the attraction to watch Upin and Ipin films. Besides, it can also affect children's social behavior. The main characters, Upin and Ipin, often face social situations that teach values such as friendship, honesty, and cooperation. Children can absorb these values and try to apply them in everyday life. It's one form of imitation or modeling, where children mimic the behavior of the model they observe, in this case, Cartoon Upin and Tape.

In a study by Hanny, R. S. (2022) obtained the impact of filming cards on the behavior of 4-5-year-olds in Lombok, it stated that 93.75% of children showed helpful behavior. This is also in line with observations and interviews with sources, information obtained that children showed willingness to help others as they saw in the Upin and Ipin shows. These behaviors include, when a child or a friend falls, trying to help a friend, greeting when meeting teachers and parents, hanging out with each other, not taking his friend's toys, sharing games, waiting for the turn to play the slide and making good and pleasant friendship with his friend.

The following is the behavior of children (4-5 years old) that can be seen from the observation after children often watch cartoons Upin and Ipin are as follows:

Table 1. Observation After Children Often Watch Cartoons Upin and Ipin

No	Behavioral Indicator	Observed	Unobserved
1.	Cooperation	√	
2.	Competition	√	
3.	Courtesy of Heart	√	
4.	Acceptance	√	
5.	Sympathy		√
6.	Empathy		√
7.	Dependence	√	
8.	Unselfish Attitude	√	
9.	Imitation	√	
10.	Attachment	√	

Cooperative behavior is seen in children when they do something they have to do in school. Competition arises in the child, also with the incentive of his teacher to try to accomplish the task with the best results. In addition to this, generosity appears in the child, that is, sharing food or offering the food provided by the child to his friend. In addition, the

child is also very eager to be accepted by the environment (the teacher and his friends), so they develop behavior by the rules or norms stressed in his school, such as not screaming in class, not interrupting his friend, doing a wait for a turn, and so on. The behavior of selfishness, the imitation of his friends, and the attachment to his best friends are also apparent in children. It's just, that empathic behavior hasn't been too apparent in observation.

Based on interviews with parents, the children learned that: 1. Their children regularly watch Upin and Ipin in their home 2. Children often imitate the behavior played by the characters in the Upin and Ipin cartoons. Sometimes use Malay in communicating 4. Children often help their mother at home 5. Polite and respectful to parents

Thus, from the results obtained from observations and interviews, it is known that there is a change in the social behavior of children after watching Upin and Ipin cartoons on television. Imitation is one of the characteristics that appear in children and is in line with the concept of social learning proposed by Bandura (1977).

In line with the concept invented by Hurlock (1978), such social behavior will develop in a child's phase or period between the ages of 4-5 years. The behavior of sympathy and empathy has not yet appeared in the child's behavior, because in childhood this aspect has not developed optimally. Children need to experience similar situations, events, or experiences so that their sympathy and empathy appear in them. Furthermore, positive social behavior will be more and more strongly influenced by children when positive social behavior is reinforced by the environment. When a child performs good social behavior and then a parent or teacher compliments it will also strengthen the emergence of such good social conduct. On the contrary, when a child does bad behaviors, then the parent reproaches, the child will learn to meet the demands of his social or environment.

Imitation is something that helps children in learning, especially in terms of social behavior. But that's not enough. Children still need guidance and guidance from their parents to instill good habits so that positive social behavior will always appear in the child. Not only is the effect positive but the habits and language styles played by the characters Upin and Ipin will also be imitated by the children. In Upin & Ipin shows, the language style used by these characters is the language of the film, it will also confuse the child, especially for children whose everyday use the mother tongue. Thus, children watching cartoons even, the accompaniment of the parents remains a very important thing to the development of child behavior. It's positive social behavior.

In the context of learning and teaching, such impressions can be regarded as stimulating learning. Children can respond to these impressions by absorbing information, imitating character behavior, and even forming value preferences. Upin and Ipin impressions can be regarded as stimuli that affect children's responses or behaviors. This analysis provides insight into how the media, in this case television shows, can be agents of child behavior formation through stimulus and response processes. With this understanding, we can take a more informed approach to guiding children through their media experience.

Animations like Upin & Ipin have a strong attraction for children. Interesting animation styles, funny characters, and easy-to-digest stories make kids attracted to watch the shows on a routine basis. This opens the door to a significant influence on their behavior and knowledge. In the context of Upin & Ipin, children tend to mimic the behavior of the characters they witness in the series. These characters often face a variety of situations and problems, and the way they respond to them can be an example for children in determining how they face everyday challenges.

In this case, the footage can have a positive impact on children's social behavior, as they can see how the characters overcome the difficulties and conflicts that occur between the movie characters Upin and Ipin. One way to maximize the positive impact of Upin & Ipin shows on children, parents can also use the moment of watching as an opportunity to discuss.

Open communication about the values conveyed in the show, as well as a child's understanding of events or characters in the story, can strengthen children's learning from the show.

In addition, educators can also use animations such as Upin & Ipin as a tool in the formal education process. Using educational elements inserted into stories, such as emphasis on reading, mathematics, or language, can enrich a child's learning experience. Integrating education into entertainment can have a positive impact on children's motivation and interest in learning.

Animations should not be fully trusted as the primary source of learning. Parents and educators need to ensure that children are also involved in more interactive learning activities, such as playing, reading books, or exploring the real world. This hands-on experience is essential for the development of the social, cognitive, and motor skills of children.

In addition, as part of social responsibility, animation creators also have a major role to play in delivering educational and beneficial content for children's development. Age-appropriate narrative selection, positive message delivery, and avoidance of content that is potentially detrimental to children are key factors to be taken into account in making animated performances.

Upin & Ipin representations can serve as a useful tool in shaping children's social behavior through the theory of imitation or simulation. However, to maximize its positive impact, it requires the support of parents, educators, and the photographers themselves. Collaboration between these three sides can create an environment that supports the optimal development of children in the face of an increasingly complex world. With a wise and powerful approach to animation, we can see a significant improvement in children's development holistically.

CONCLUSION

Upin and Ipin's representations have significant potential to shape children's social behavior positively as well as influence their development of knowledge. The impact can be seen through the behavioral changes that may arise in response to such impressions, in line with the principles of Bandura's social learning theory. In addition, the screenplay also supports children's learning processes, contributing to the understanding of positive values such as respect, compassion, cooperation, and appreciation of differences. The changes that occur in the child after watching this show include changes in behavior in which the child knows how to behave when dealing with parents, in addition to the introduction of language style and the development of the child's knowledge of the various sciences available in the Upin and Ipin animation shows are developed.

The impact of Upin and Ipin on children reflects the complexity of social interaction between children of different characteristics as well as ethnic habits. With children watching this continuously, the habits and characteristics played by the characters in Upin and Ipin card films will be imitated by children. The social pattern of behavior according to Elizabeth B. Hurlock (1978) (Rohayati, T. 2013) is a. cooperation. A group of children learn to play or cooperate with other children. b. competition. Competition is an incentive for children to try their best.

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