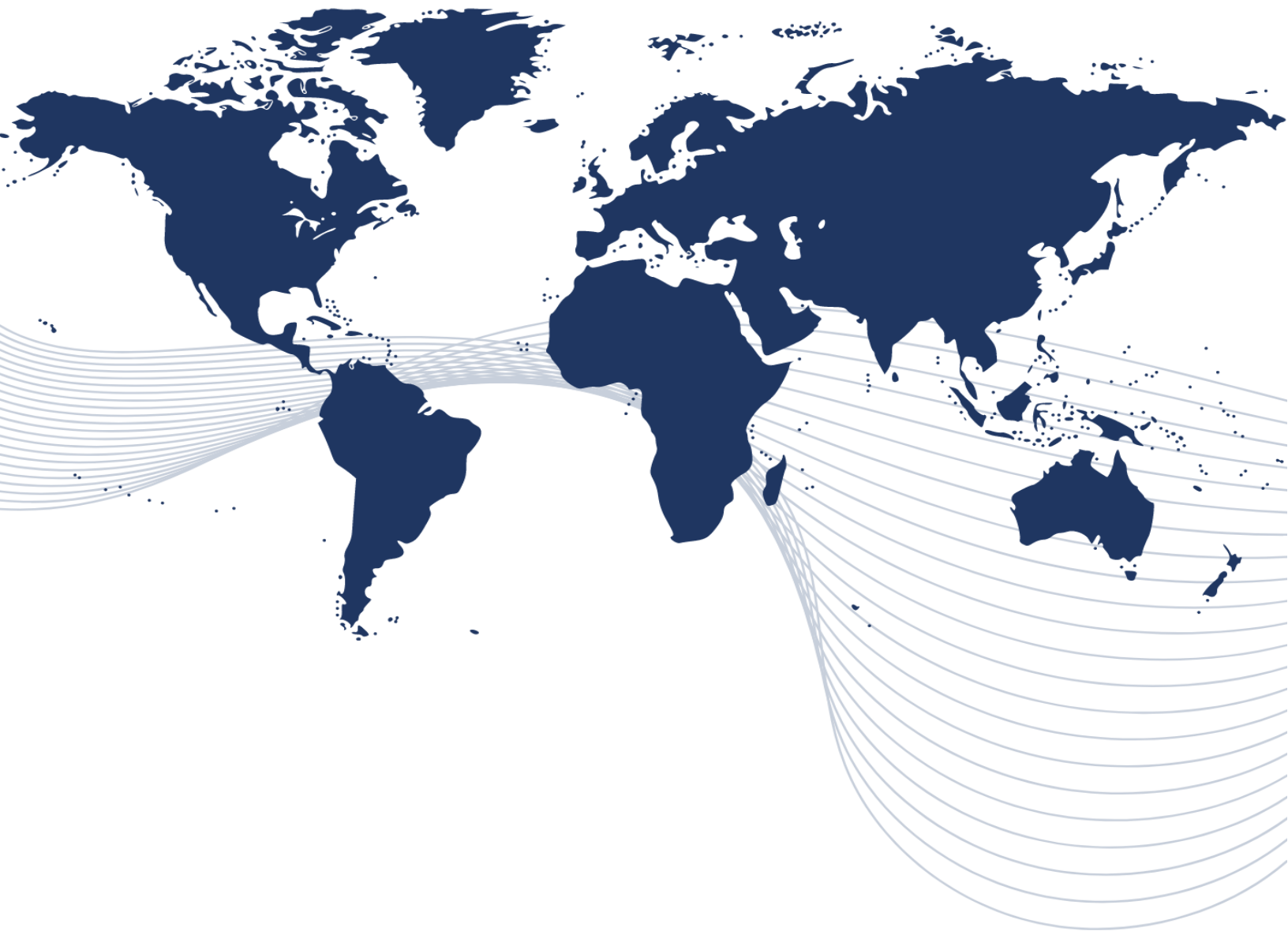


JOURNAL OF SOCIETY INNOVATION AND DEVELOPMENT



The Impact of Cartoons on Children's Behavior

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Abstract

The phenomena of behavioral changes that have occurred in children aged (6-12 years) in recent years have been influenced by movie shows, especially cartoon films. This study aims to determine the impact of cartoon films on children's behavior. In addition, it is also to find out what are the negative effects of cartoon movies on children in Gampong Seukeum Bambong Delima District, Pidie Regency. This research uses a qualitative approach by analyzing descriptive data analysis. The type of research is field research, using direct observation, interviews and documentation. The results showed that the impact of cartoon films on children in Gampong Seukeum Bambong, Delima District, Pidie Regency is very influential on children's behavior such as asking parents to buy Boboiboy clothes and new bicycles, fighting with their friends and with their own siblings, often doing bicycle jumping scenes, reckless in playing bicycles. The positive impact of cartoon movies for children such as increasing children's creativity, fostering children's social values and improving children in Indonesian. While the negative impact of cartoon films on children is to make them inattentive, lazy to learn / forget learning time, aggressive behavior, impolite speech, too high imagination, lack of focus, health problems (visual impairment) and irregular emotions. Steps to prevent behavioral changes in children control all children's activities outside the home, regulate television viewing hours and guide children towards positive things so as not to fall into negative things.

Keyword: Mass Media; Television; Cartoon; Movies; Children's Behavior

Article Info: Submitted 04/05/2019 | Revised 06/06/2019 | Accepted 06/08/2019 | Online first 12/11/2019

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 <https://doi.org/10.63924/jsid.v1i1.31>

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INTRODUCTION

Particularly for young people, television is still one of the most ubiquitous and powerful mass communication medium available in modern media terrain. Television has a special persuasive ability as a media combining aural and visual inputs since it can change attitudes, perceptions, and behaviours (Cangara, 2007; Wardhani, 2008). Among the several kinds of television shows, animated movies—or cartoons—take front stage in children's everyday media consumption. These shows are not just easily available but also especially meant to appeal to young viewers with their vivid images, energetic stories, and sympathetic characters. Teachers, psychologists, and parents have expressed worries about the possible effects of the explosion of animated material—both local and foreign—on child development. Many studies have underlined the dual nature of media effects, stressing that while cartoons can encourage creativity, language acquisition, and social learning (Honeyat, 1998), they may also help to contribute to behavioural problems including aggression, impulsivity, and reduced academic focus (Taylor et al., 2012; Gerbner et al., 2002). According to the cultivation theory, especially among heavy watchers who might absorb broadcast representations as normal, continuous exposure to television material might influence viewers' ideas of reality (Gerbner & Gross, 1976). Cartooning is a mainstay of children's entertainment in Indonesia thanks to the availability of television and the popularity of animated shows as Boboiboy, Shiva, and Adit & Sopo Jarwo. Still understudied, though, is how much these programs affect children's behaviour in particular sociocultural settings. In rural areas, where parental oversight may be weak and educational resources rare, the impact of media may be especially strong.

Though an increasing amount of research on media effects and child psychology is available, empirical studies concentrating on the behavioural influence of animated television programs in rural Indonesian environments are few. Most current studies have been done in metropolitan or semi-urban settings, usually ignoring the particular sociocultural dynamics of rural areas. Moreover, whereas earlier studies have looked at overall media exposure, few have especially addressed the complex consequences of animated content on children's behaviour, especially in connection to aggression, imitation, and social interaction. For such an inquiry, the situation of Gampong Seukeum Bambong in Kecamatan Delima, Kabupaten Pidie offers a striking backdrop. Children's behaviour seems to have changed significantly, according to first findings including more cartoon character copying, aggressive play, and less academic engagement. There is, however, little systematic study recording these events and examining their underlying causes.

This study intends to close the above described void by analyzing how animated movies affect youngsters aged 6–12 in Gampong Seukeum Bambong. Specifically, the study aims to: pinpoint the kinds of behavioural modifications youngsters show after viewing animated movies. Examine how particular cartoon shows either help or hinder children's social, emotional, and cognitive growth. Examine how parents view and handle mediating children's media intake. This work adds to the larger conversation on media effects in non-urban Indonesian settings by using a qualitative field research methodology. It provides actual data on how youngsters in rural environments absorb and perform animation content, therefore guiding future media literacy campaigns, parental advice guidelines, and legislative changes. Furthermore, the results should enhance theoretical debates on social learning in the framework of Islamic and local cultural values as well as on development theory. By doing this, this study not only fills in a significant void in the body of knowledge but also offers doable suggestions

for media producers, parents, and teachers on encouraging good media practices among youngsters. In the end, the study emphasizes the need of contextualized media research in comprehending the complicated interaction between televised content and child behaviour in many sociocultural situations.

METHOD

This study used a qualitative case study approach to investigate how animated films might affect children aged 6 to 12 in Gampong Seukeum Bambang, a rural community in Kecamatan Delima, Kabupaten Pidie, Indonesia. The qualitative technique was selected to enable a thorough knowledge of the lived experiences, impressions, and behavioral patterns of children as impacted by their media usage. Given the contextual specificity of the research site and the necessity to record complex social events inside a limited system, a case study methodology seemed fitting.

Children in the designated age range, their parents or guardians, and important local leaders like the village head (Keuchik) were the main data sources for this research. Thirteen adult informants – including twelve parents and one village leader – participated in the study, therefore identifying seventeen youngsters as the target population. These volunteers were chosen deliberately depending on their direct participation in the everyday activities of the children and their ability to offer rich, pertinent analysis of the behavioral changes of the youngsters. Village records, demographic records, and pertinent media effects, child psychology, and communication theory literature were sources of secondary data. These sources helped to support the interpretation of main data and set the framework for the conclusions.

Data collecting involved three main instruments: Designed to elicit thorough stories from parents and community leaders on children's media use, observable behavioral changes, and parental mediation tactics, semi-structured interview guidelines 2. Observation checklists, which record children's behavior in natural environments especially during and following television viewing events. Applied to village records and educational data, document analysis techniques help to corroborate results and offer a larger socio-demographic background. Every instrument was prepared in line with ethical research guidelines and verified to guarantee cultural relevance and intelligibility.

Data collecting in June 2017 took four weeks. Using a mix of participant observation and in-depth interviews, the researcher participated directly at Gampong Seukeum Bambang. Depending on the informant's choice, interviews were done in Acehnese and Bahasa Indonesia; they were audio recorded with permission. Every interview went between thirty and sixty minutes, and it was verbatim transcribed for study. Observations were place in both private and public environments, including houses and neighborhood prayer halls (meunasah), where youngsters usually gathered to view television. To record nonverbal signals, surroundings, and natural interactions among children, the researcher kept thorough field notes. Reviewing municipal development plans, population statistics, and educational records allowed document analysis to grasp the larger background of child development and media availability in the hamlet.

Following Braun and Clarke's (2006) guidelines, data were examined using thematic analysis. The approach consisted on familiarizing oneself with the data by means of frequent reading of field notes and transcripts. 2. Initial coding in which labels and relevant data units were found. 3. Theme development whereby codes were arranged into more general categories

representing media influence, parental concerns, and patterns of behavior. Examining and polishing themes will help to guarantee coherence and fit with the study questions. 5. Interpretation, in which social learning theory and cultivation theory among pertinent theoretical frameworks helped to place topics within context. The study included triangulation across data sources (interviews, observations, documents), member checking with particular participants, and peer debriefing with academic supervisors in order to increase the validity of the conclusions.

FINDING AND DISCUSSION

Finding

The empirical results of the study are presented in this part under two main subject categories: (1) the behavioral effects of animated films on children in Gampong Seukeum Bambong, and (2) the judged good and negative repercussions of such media exposure. Direct observations, in-depth interviews with 13 informants, and supporting village documentation combined to provide the results. Parents regularly mentioned in all the interviews clear changes in their children's behavior they could link to regular viewing of cartoon television. Often copying characters or scenarios from popular cartoons like Boboiboy, Shiva, and Adit & Sopo Jarwo, these behavioral alterations showed up both verbally and physically.

One mom related how her son started to copy Shiva's protagonist, especially in his riding of a bike: "He races with pals and jumps his bike like Shiva. Occasionally he even attempts to stand on the pedals as in the cartoon. It stresses me. (Parent07's interview) Another mom pointed to changes in her child's tone and language: "My son started utilizing words from the cartoons. Using the same phrases he hears from Boboiboy, he even chastises his younger brother. Not always courteous is what it is. (Parent 03's Interview) Children were seen in some instances playing aggressively, including verbal altercations and pretend battles, which parents connected to scenes of conflict or rivalry in the cartoons: "They fight like the characters do. My son returned home one day with an injured knee from posing as Boboiboy battling Gaganas. Interview, Parent 05: Notwithstanding reservations, several parents said that animated movies helped their kids, especially in terms of social interaction, creativity, and language development.

After seeing cartoons, several parents noted that their children started to be more creative and outspoken. One mother related: "My daughter enjoys drawing right now. She creates her own storylines as well as drawings characters from the series. She should benefit from her imagination. (Interview, Parent 09) At home, most children in the village speak Acehnese. But exposure to cartoons in Indonesian language seemed to help them pick Bahasa Indonesia: "Before, my son hardly spoke Indonesian. These days, he combines it in his conversations with friends.

Watching Adit and Sopo Jarwo taught him this. Parent 01's interview revealed: Children used cartoons as a common cultural reference point as well, which encouraged peer interaction: "They play games based on the characters and discuss the episodes at school. It enables their bonding. (Interview, Parent 10) Although certain advantages were mentioned, most of the parents voiced worry about the bad effects of too much cartoon watching. One of the recurrent topics was the loss of academic concentration. Children were said to put off doing their homework or study in favor of watching TV: "He forgets to do his schoolwork. Sometimes he even skips Quran classes in order to finish an episode. (Mother 06's interview)

Similar conduct also included physical risk-taking. Inspired by a cartoon scenario, one child apparently leaped into a well to get a toy: "He thought he could accomplish what the character did. We were glad nothing occurred; it was dangerous. (Parent 04, Interview) When children were disturbed while viewing, parents also reported heightened impatience and emotional outbursts: "If I turn off the TV, he becomes upset. He lets out a yell or a sigh. She feels as though he is addicted. (Mother 08's interview) Concerned about the physical consequences of extended screen time, especially on eyesight, several parents mentioned: "He sits too close to the screen." Now he claims that occasionally his eyes hurt. (Parent 11's interview)

Discussion

This study aimed to investigate how animated movies affected kids between the ages of six and twelve in Gampong Seukeum Bambong, an Aceh, Indonesia rural hamlet. The results provide a complex picture: whereas animated entertainment can encourage creativity, language development, and social interaction, it also runs hazards associated to aggression, academic disengagement, emotional dysregulation, and health concerns. These findings provide significant new perspectives on how media usage impacts child behavior in a rural, culturally particular setting.

The study found certain behavioral changes in kids who viewed animated movies often. These included a propensity to put screen time above religious or educational responsibilities, more physical violence during play, and imitation movements and words of cartoon characters. Some parents noted favorable results at the same time: more peer contact, better Indonesian language abilities, and more creativity.

These results line up with past research on media influences in childhood. Gerbner's cultivation theory (Gerbner & Gross, 1976) for example holds that viewers' impressions of reality can be shaped by extended exposure to television programs. Often straying between fiction and reality, children in this study seemed to absorb the ideals and actions shown in cartoons. This was especially clear in cases when young people tried to imitate dangerous activities they saw on TV, such fake fighting or jumping from heights.

The strong impulses seen fit Bandura's social learning theory (1977), which stresses the part observational learning plays in the acquisition of behavior. Particularly in programs like Boboiboy and Shiva, youngsters in this study reflected the confrontational and occasionally violent actions of animated characters, as in Bandura's original Bobo doll experiment. Other Indonesian research, including Khoiria (2011), have also recorded similar trends whereby youngsters exposed to Upin & Ipin showed both good and negative behavioral changes depending on the content and viewing environment.

Positively, the acquisition of language abilities by exposure to Indonesian-language cartoons supports conclusions by Hidyat (1998), who observed that, especially in linguistically varied areas, media might act as an unofficial language learning instrument. Likewise, the rise in peer bonding and imaginative play reflects the work of Valkenburg and Piotrowski (2017), who contend that, when ingested in moderation, media can enhance social and cognitive development.

These results have two connotations. They first highlight the need of parental mediation in the media intake of youngsters. Negative impacts seemed less noticeable in homes where parents actively watched or spoke about material with their kids. This implies that co-viewing

techniques and media literacy could be protective elements that enable kids to understand and place context on what they come across on TV.

Second, the study emphasizes the importance of content production and media control with cultural sensitivity. Given the prevalence of foreign-produced cartoons, youngsters run the danger of picking values or behaviors that go against local standards. While still entertaining young viewers, encouraging the creation and distribution of locally grounded, instructive animated entertainment could help to reduce this danger.

Although the study provides insightful analysis, several constraints have to be admitted. First, the sample size was somewhat small and limited geographically to a single village, which could compromise the generalizability of the results. Second, depending so much on self-reported parent data raises questions about subjective interpretation or recollection bias. Third, the study excluded direct interviews with the children themselves, so offering a less complete knowledge of their viewpoints and motives.

Future research might widen the scope by incorporating several urban and rural sites to enable comparison. Furthermore helpful in evaluating the long-term behavioral consequences of animated media exposure would be longitudinal study. Including children's voices via participatory techniques—such as media diaries or child-led interviews—may also provide more thorough understanding of how they interact with and interpret animated materials. At last, experimental or quasi-experimental designs could assist to demonstrate causal links between particular kinds of materials and behavioral effects.

CONCLUSION

This study looked at how animated movies affected kids in the rural Aceh, Indonesia town of Gampong Seukeum Bambong. By means of qualitative investigation comprising interviews, observations, and document analysis, the study revealed a complicated interaction between media exposure and child behavior. The results showed that although animated movies might boost creativity, improve language acquisition, and encourage peer connection, they also pose major risks—especially when watched without direction or moderation. Among these hazards are more hostility, academic neglect, emotional volatility, and possible medical issues like visual strain.

By placing the investigation in a rural, culturally distinct setting sometimes disregarded in mainstream research, the study adds to the expanding body of knowledge on media effects. It emphasizes how greatly parental mediation and culturally relevant material shape children's media experiences. Furthermore underlined is the requirement of a balanced approach that acknowledges media's dual capacity to inform and influence rather than denigrating its educational potential or romanticizing its possibilities.

The results ultimately need more knowledge among legislators, teachers, and parents about the subtle but significant ways in which animated entertainment could influence young brains. Our approaches for making sure children interact with media critically, securely, and constructively must also change as media shapes and penetrates daily life. Thoughtful direction can help media to be a tool for development; without it, it runs the danger of becoming a silent architect of unwanted behavior.

DECLARATION OF CONFLICTING INTEREST

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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