



The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

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Abstract

Character values in education refer to ethical principles that influence an individual's actions, including values like honesty, responsibility, respect, and tolerance. This study aims to determine the influence of the Bing Bunny animation on character education for early childhood at TK Aisyiyah. Character education at an early age is essential for forming a strong foundation of good personality traits in children, such as honesty, responsibility, and politeness. This research uses a qualitative approach with a case study design. Data collection techniques include observation, interviews, and documentation. The subjects of this study are teachers and students at TK Aisyiyah. The findings show that the Bing Bunny animation positively influences the instillation of character values in children. Through simple stories and engaging visuals, children can more easily understand and imitate the good behaviors demonstrated by the main character. This study concludes that animated media like Bing Bunny can serve as an effective tool to support character education in early childhood education institutions.

Keywords: Animation, Bing Bunny, Character Education, Early Childhood, TK Aisyiyah

INTRODUCTION

Character values in education refer to moral principles that shape individual behavior, encompassing values such as honesty, responsibility, respect, and tolerance. Character education aims to internalize these values by integrating cognitive, affective, and behavioral aspects into the learning process. This is essential for shaping individuals who are morally aware, think critically, and act based on universal principles of goodness. Similarly, Anjani, Benty, & Gunawan (2022) explained that character refers to the unique morals or behaviors of each individual, which can be practiced in daily life with others, whether within the family, community, nation, or state.

According to Efendi and Ningsih (2020, p. 8), character education is a deliberate effort carried out by an individual or a group of people (educators) to internalize character values in others (students) as a means of enlightenment, enabling students to know, think, and act morally in any situation. Character education is the process of instilling moral values in learning, both for individuals and humanity in general, to encourage behavior that aligns with established values. This process also involves shaping the mindset and attitudes of students through the application of Islamic and positive moral values (Iqbal, 2024).

Character education plays a crucial role in building a harmonious and tolerant society, especially in addressing the increasingly complex challenges of globalization. It is essential in tackling various social issues within the community. The moral decline affecting some of the younger generation, such as juvenile delinquency, violence, drug abuse, and other immoral behaviors, is a result of weak character and ethics. Therefore, instilling positive character values from an early age through character education is expected to prevent and reduce these social problems (Rasyid, Fajri, Wihda, Ihwan, & Agus, 2024).

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

Character education is an essential effort to instill moral values such as honesty, responsibility, respect, and tolerance through the learning process. Its goal is to shape individuals who are morally upright, critical thinkers, and act based on principles of goodness. Character education also helps create a harmonious and tolerant society. By instilling positive values from an early age, character education is expected to prevent social issues such as juvenile delinquency and drug abuse, as well as prepare individuals to face global challenges with integrity and noble character.

Early childhood character education plays a crucial role in the moral and social development of children. At this age, children are in a critical phase of development, where they are not only building cognitive skills but also internalizing values that will shape their future behavior. Through character education, children are taught values such as honesty, responsibility, cooperation, empathy, and discipline. This education aims to nurture individuals who are not only academically intelligent but also morally sound and well-adapted to society, as emphasized in the *Merdeka Curriculum*.

The importance of character education is emphasized in Law Number 20 of 2003 on the National Education System, which states that the goal of national education is to develop the potential of students to become intelligent individuals with noble character and the ability to face future life challenges. This is particularly relevant amidst the rapid changes brought about by technological advancements, globalization, and shifts in cultural values within society. Character education becomes crucial in addressing these challenges, especially in a future that is increasingly complex and filled with trials that test the integrity and morality of the younger generation (Wikipedia, 2024).

Early childhood, often referred to as the golden age, is a crucial period in shaping a child's personality. During this stage, children are highly receptive to absorbing information from various sources, such as their environment, adults, peers, and media. Early childhood refers to children aged approximately 0 to 8 years, who are in the process of physical and mental growth and development (Oktaviana, 2021).

According to a news portal article written by Mustofa (2022), early childhood education is not just about filling children's minds with as much information as possible but also about supporting, guiding, and providing a conducive environment to maximize their potential. This is crucial because approximately 80 percent of a child's brain development occurs during this golden age (Fuadia, 2022). The goal of education at this stage is to shape "little humans with great souls"—individuals who are intelligent, moral, skilled, and capable of taking responsibility for themselves and those around them. Thus, education is expected to create a future generation of the nation that is dignified (Dhida, 2021).

However, the implementation of character education in today's digital era faces significant challenges. Children live in a world heavily influenced by technological advancements, particularly digital media. Platforms such as television, the internet, video streaming, and online gaming applications have become integral parts of their daily activities. According to UNICEF data (2021), more than 64% of children aged 4 to 6 worldwide spend an average of 2 to 3 hours a day accessing digital content. While digital media offers numerous benefits, including being an effective educational tool, concerns arise about its negative impact on children's social and moral development. Watching inappropriate content on the internet can adversely affect their mental, emotional, social, and physical well-being. Since children tend to imitate what they see, they might attempt dangerous actions from such content without understanding the risks, potentially leading to serious injuries (Ramadhan, 2024).

This study identified several challenges in implementing character education through the Bing Bunny animation at TK Aisyiyah. One of the main obstacles is the lack of deep understanding among children regarding character values. While children can imitate behaviors shown in the animation, they do not fully grasp the meaning behind them. For example, they

may apologize after making a mistake because they see the character in the animation doing so, but they do not yet understand the importance of apologizing. Additionally, the application of character values in daily life remains inconsistent. Some children recognize the importance of responsibility, such as tidying up their toys after playing, but they still need guidance from teachers to do it independently. The social environment also plays a role, as children who receive reinforcement from their families tend to internalize character values more easily compared to those who lack parental or caregiver support at home.

The lack of active interaction after watching the animation is another challenge in character education. Some children tend to be passive, merely receiving information without discussing or reflecting on the values presented. However, discussions and interactive activities after watching can help them better understand and internalize values such as fairness, empathy, and equality. Furthermore, fostering children's independence remains a challenge, as many still rely on teachers or peers to solve problems. The limited exposure time to the animation also affects the effectiveness of character education, as its positive effects are often temporary without continuous reinforcement from teachers and parents. Therefore, a more effective strategy is needed to maximize the use of Bing Bunny as a character education medium by combining it with reflective discussions, interactive activities, and consistent reinforcement of character values in daily life.

Bing Bunny is an educational animated series designed for early childhood, featuring simple yet meaningful stories that align with their everyday experiences. In each episode, Bing learns to navigate various situations, such as accidentally breaking a friend's toy, and is taught to take responsibility, apologize, and make amends. The series employs an approach aimed at fostering children's character development and social skills by ensuring the stories have strong emotional relevance. According to Widyatmoko, Edy, & Sugeng (2019), animated films like Bing Bunny are effective modern communication media that not only entertain but also convey moral messages that positively shape children's mindsets and attitudes. Other research confirms that such media can instill character values through simple and interactive storytelling (Fauziah, 2024).

The character values conveyed in the Bing Bunny animated program play a significant role in the moral and social learning of early childhood. This animation teaches prosocial behaviors, such as supporting one another, cooperating, and helping friends in need. Furthermore, its stories encourage children to understand how to manage emotions, such as dealing with disappointment or taking responsibility for mistakes, as seen in episodes about sharing and learning to apologize. This highlights how audio-visual media can serve as an effective tool in shaping children's character from an early age (Fauziani, 2022).

As a visual learning medium, Bing Bunny utilizes narratives and animations to help children better understand abstract concepts. Its engaging visualizations allow children to see the application of moral values in everyday situations, such as sharing, cooperating, and dealing with emotional challenges. This process enables children to identify with the characters in the stories, making it easier for them to internalize and apply these values in their own lives. Audio-visual media has proven effective in delivering educational messages because the combination of visual and narrative elements facilitates holistic learning in early childhood (Sapitri & Sofyan, 2022).

Additionally, another advantage of Bing Bunny as a character education medium is its ability to foster active engagement among children. By using appealing characters and touching stories, the program encourages children to think, ask questions, and discuss the values being conveyed. As noted by Hikmawati, Arbarini, & Suminar (2022), children grow and develop unpredictably in physical, cognitive, emotional, and social aspects. This animated series offers a perfect blend of education and entertainment, allowing children to learn while playing. Its

engaging visuals and easy-to-understand language make the learning materials more digestible and memorable (Selvia & Sofyan, 2022).

A previous study by Selvia & Sofyan (2022) at Universitas Islam Negeri Raden Fatah Palembang also used the Bing Bunny animated program as the primary object, focusing on character education for early childhood. Positive character values such as caring for others, compassion, responsibility, creativity, and respect for others were analyzed in the study. The research employed a descriptive qualitative method to analyze the content of the animation program based on specific scenes. The results indicated that Bing Bunny is an effective medium for conveying moral values to children.

In the context of this study, the primary objective was to analyze how the character values conveyed by Bing Bunny influenced the understanding and behavior of early childhood children. This research aimed to explore in greater depth the impact of Bing Bunny on shaping children's attitudes and behaviors, as well as how this animated program could be utilized as an effective tool in character education. The study was expected to provide deeper insights for educators and parents on how to wisely utilize digital media, particularly in supporting the character development of children.

This study aimed to understand the role and impact of the character values embedded in the Bing Bunny animation on the character development of early childhood children. The animation was chosen for its educational content and relevance to children's daily lives, making it a potentially effective medium for supporting character education in the digital age. Through this research, it was hoped to discover ways in which educational animations like Bing Bunny could be integrated into the learning process, both within family environments and educational institutions.

RESEARCH METHOD

This study used a mixed-method approach, combining quantitative and qualitative methods to obtain more comprehensive data on the influence of character values in the Bing Bunny animation on character education for early childhood at TK Aisyiyah. This method was chosen because it integrated the strengths of both approaches, where quantitative data provided an objective pattern overview, while qualitative data offered a deeper understanding through narratives and interpretation of experiences.

This study adopts the character values proposed by Santrock (2022) as the foundation for designing the data collection method, ensuring that the research instruments align with the study's objectives. The character values analyzed include three main categories: personal, social, and universal values.

The population in this study includes all students and teachers involved in the educational process at TK Aisyiyah. Based on the available data, the student population consists of 7 classes, with 2 classes comprising 14 students each, and 5 classes comprising 13 students each. The total number of students is 93. In addition, the number of teachers involved in this study is at least 3, corresponding to the number of classes at TK Aisyiyah. According to Sugiyono (2019), a population is a generalization area that consists of objects or subjects possessing certain qualities and characteristics defined by researchers for study and conclusion purposes. The sample used in this study was drawn from the population of students and teachers using appropriate sampling techniques to generate representative data. According to Sugiyono (2019), a sample is a subset or representative portion of the population being studied. A good sample must reflect the characteristics of the population to allow the research results to be generalized.

RESULTS AND DISCUSSION

This research was conducted at TK Aisyah Pagar Alam using all students total of 7 classes. In 2 classes each consisted of 14 students, and 5 classes each consisted of 13 students as a comparison. In 2 classes, 5 students were taken as samples. In 5 classes, 4 students were also taken as samples. So, the total sample used in this research was 30 students from a total of 93 students at TK Aisyah Pagar Alam.

This researcher used several methods to collect data before and after stimulation, namely Pre-test, Observation, Interview and Post-test. The pre-test was given to students before the treatment was given. Observations were made through video recordings, including initial stimulation (pre-test) and before the final test was given (post-test). Interviews were recorded with selected students to facilitate accurate transcription and analysis. While the post-test was given at the end after the treatment and the test was the same as the pre-test.

After the researcher gave the animated cartoon film Bing Bunny in the form of a rabbit doll, the researcher got some character values possessed by the students, such as honesty, where from the samples that had been taken that the students had begun to realize their mistakes and were not afraid of being scolded. The following character values are Responsibility, independence, caring, cooperation, empathy, and also respect. From several aspects of character values obtained by the students, now the students are also beginning to be able to take care of their belongings well, wear their own shoes without help, help each other when experiencing difficulties, show the ability to work together when playing with friends, maintain politeness when talking to teachers or friends, and students do not show disappointment or anger when they lose when playing with friends.

Descriptive of Statistics

In this research, the researcher focused on three main aspects in the character value education of Aisyah's students, including personal values, social values, and universal values.

Personal Values:

In personal values, there are three types of character values contained in the Bing Bunny animation, including honesty, responsibility and independence. These personal values are very important in forming individuals who have a strong moral awareness and are able to act in accordance with the principles of goodness.

- a. Honesty is a fundamental aspect that forms trust in social relationships.
- b. Responsibility relates to an individual's willingness to bear the consequences of actions taken, both positive and negative.
- c. Independence refers to a person's ability to make decisions and solve problems without relying too much on others.

Sosial Values:

In personal values, there are three types of character values contained in the Bing Bunny animation, including Cooperation, Caring, and Respect. These social values are very important in building harmonious interactions with others.

- a. Cooperation: Cooperation helps students work in a team and appreciate the contribution of each individual.
- b. Caring: Caring reflects a person's willingness to help others without expecting anything in return.
- c. Respect: Respect is related to the attitude of appreciating the opinions, feelings, and rights of others, which is the basis of a harmonious social life.

Universal Values:

In personal values, there are three types of character values contained in the Bing Bunny animation, including Justice, Empathy, and Equality. These universal values are important for shaping individuals who are able to adapt in a diverse society.

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

- a. Justice: Justice is to the principle of treating others in a fair and impartial manner.
- b. Empathy: Empathy is the ability to understand and feel the feelings of others, which plays an important role in building healthy interpersonal relationships.
- c. Equality: Equality emphasizes the importance of treating all individuals equally regardless of differences in background, race, or social status.

This researcher used triangulation techniques in analyzing data obtained from observations, interviews, and questionnaires. Triangulation techniques are used to test the validity of data and ensure the accuracy of research results from various sources. Triangulation techniques can be divided into 2 types, namely based on sources and also based on methods. In source triangulation, the writer combine data from various sources to obtain more valid data results. The data is taken from the results of observations, interviews, and questionnaires compared to find consistency of results. Meanwhile, in the triangulation method, writer use various data collection methods, such as observation, interviews, and questionnaires, to ensure the validity of the findings.

After the researcher provided a learning medium in the form of the Bing Bunny animated film, personified through a rabbit doll as part of an engaging delivery method, it was found that this medium was effective in instilling character values in early childhood learners. The visual media and the doll, which have emotional appeal to children, were able to optimally capture their attention, making the moral and social messages conveyed in the film easier to grasp and apply in daily life. Bing Bunny, as the main character, demonstrated positive behaviors that indirectly inspired students to imitate them.

One of the primary character values that began to emerge in students was honesty. The children began to show courage in admitting the mistakes they had made without fear of being scolded by teachers or parents. They started to understand that admitting mistakes is the first step in self-improvement, and this attitude reflects significant moral development. Observations showed that students began to honestly admit to small mistakes, such as dropping an item or not completing a task—an essential foundation for building integrity from an early age.

Responsibility also became a prominent value following the screening of the animated film. The children showed progress in caring for their personal belongings, such as bags, water bottles, and shoes. They began to develop the awareness to clean up toys after playing and to return stationery to its proper place. This indicates that students were not merely watching the film as entertainment, but also absorbing the positive messages and implementing them in their school routines.

Furthermore, independence became increasingly evident, particularly in daily basic skills. Children began putting on their shoes independently, hanging their bags in the designated area, and even trying to pour drinks on their own without help. These are important indicators that they are learning not to always rely on teachers or adults around them. Independence is a crucial ability in early childhood development, as it lays the foundation for self-confidence and personal responsibility.

Caring and empathy also developed significantly. Children began to show sensitivity toward peers who were struggling, such as helping a friend open a pencil case or sharing toys with those who hadn't received any. This demonstrates that children are starting to understand the importance of considering others' feelings. Developing empathy at an early age is essential for building healthy social relationships and nurturing a respectful society.

Another character value that grew as a result of this animation-based learning activity was cooperation. During playtime, children were more capable of working in groups, sharing roles, and planning strategies together during games. They learned to listen to their friends' opinions and avoid imposing their own will. This value is vital for developing social skills that will be useful both academically and in wider society in the future.

Additionally, respect and self-control began to develop in daily interactions. Children started speaking politely to teachers and peers, using words like “please,” “sorry,” and “thank you” more frequently. When they experienced losing in a game, they no longer reacted with excessive anger or disappointment, but learned to accept the outcome gracefully. This shows that they are beginning to understand the meaning of sportsmanship, which is an important aspect of character education.

Beyond character values, the use of the Bing Bunny animated film also helped stimulate children’s language development. Through the characters’ dialogues, students became accustomed to hearing and imitating proper sentences and learning to understand polite and empathetic communication contexts. The children not only repeated words from the film but also began using them in everyday interactions, such as when asking for help or inviting a friend to play. This proves that audiovisual media can be an effective tool in enriching vocabulary and enhancing positive communication skills.

The use of the Bing Bunny doll as an interactive medium also served as an important emotional transition tool for children. The doll not only represented the film character but also became a symbol of attachment and comfort during learning and social interactions. Some students appeared more open in expressing their emotions when engaging in role-play with the doll. Children became more expressive in conveying feelings such as happiness, sadness, or disappointment, and this served as an important medium for nurturing emotional intelligence in early childhood.

From a learning method perspective, this animation-based approach has proven highly effective as it engages the cognitive, affective, and psychomotor domains simultaneously. Children do not only receive information passively but are actively involved in imitating, dialoguing, and re-expressing the values they have learned. This creates meaningful and enjoyable learning, supporting the growth of intrinsic motivation without pressure from the teacher.

Furthermore, the Bing Bunny animated film is capable of providing concrete examples of simple conflict resolution in children’s lives. For instance, in scenes where Bing and his friends argue during playtime, the characters demonstrate how to apologize and restore relationships. Children who watch the film can then imitate this behavior in their own social environments. This is important because peaceful conflict resolution is a fundamental life skill that must be instilled from an early age.

Overall, the Bing Bunny animated film has contributed positively to supporting the Character Education Strengthening Program (PPK) in early childhood education environments. A combination of engaging visuals, a simple yet meaningful storyline, and easily relatable characters makes this medium highly effective in delivering moral messages. The observed results show that this media-based learning approach is not only relevant but also capable of producing tangible impacts on students’ behaviors and attitudes both at school and at home.

Data Analysis

After conducted research located in TK Aisyah, the writer processed the data that had been taken based on the results of the pre-test, observation, interview and also post-test on students of TK Aisyah. Then the researcher compared them to find patterns and relationships between Bing Bunny's character values and changes in students’ character at TK Aisyiyah. Each of these is divided as follows:

Table 1. Result of Stimulation Using Game

a. Game 1 Day One – Eps. Not Yours
• Prepare a container containing candy.

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

Students are asked to take no more than 2 candies.	
Students were asked to keep the candy intact (uneaten) until the stimulation ended.	
Before Stimulation Game	After Stimulation Game
Ten students still do not understand the meaning of honesty	Thirteen students have begun to understand the meaning of honesty Seven students have the understand the meaning of honesty such as taking candy as directed by the teacher.
There are still about eleven students who still have a sense of responsibility	Nineteen students already have a sense of responsibility towards their peers
Thirty students have independent characteristics between one students and another.	Thirty students have independent traits, because they are used to being taught this by their teachers and parents.
b. Game 2 Day Two – Eps. Show	
Prepared plastic cups then ask students to arrange the cups in the shape of a tower (the committee prepares 10 cups/group).	
Consist of 5 groups (6 people/group)	
Students line up in rows taking turns building the tower.	
Winners according to the speed of time used	
Before Stimulation	After Stimulation
The three groups still not have cooperation of teamwork	The five group The five groups have cooperated well
Ten students still not have caring for their group mates	Twenty students already have caring for their group mates
Five students still do not have a sense of mutual respect such as making noise in class before the game stimulation begins	Twenty five students already have a sense of mutual respect when the teacher starts the game stimulation, such as not being noisy anymore when the teacher starts the game.
c. Game 3 Day Three – Ep. Giving	
Students line up and take turns taking 2 candy per person.	
Fill each glass with candy.	
The number of students is 30 people but only 25 pieces of candy are provided.	
So there are 5 students who didn't get any candy.	
Then observe each student to see if anyone cares or does something so that friends who don't have candy can fill their glasses with candy.	
Before Stimulation	After Stimulation
The teacher gave one pieces of candy to twenty five student, five students did not get any candy.	Five students had already received justice when some students told the teacher
Twenty students still do not have empathy for others	In twenty five students, there are five students who empathize with the five students who did not get candy to fill the container.

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

In the thirty students there is no differentiation in terms of race, equality, social and other differences.	In the thirty students there is different in terms of race, equality, social and other differences.
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From the table above, it can be seen that there were changes that students' experienced before and after stimulation game, including the following:

In the first game stimulation that has a topic that is not yours or ownership, it can be seen that there is a very significant change before and after the game stimulation was carried out. This is proven in the aspect of honesty before the stimulation began there were ten students who still did not have honesty, because the students lacked understanding of the meaning of honesty, were not used to being guided explicitly. Meanwhile, after the game stimulation, twenty students were found to have honesty because in the first game, the twenty students had admitted their mistakes and said things as they were, such as taking two pieces of candy from each student, although there ten students were still some who were not honest.

Before stimulation there was eleven students lack of understanding of the meaning of responsibility, not yet forming the habit of completing tasks independently, lack of habituation and role models from the surrounding environment. After stimulation the game, there is nineteen students already have a sense of responsibility towards their peers because Students begin to help friends who are having trouble, keep toys from being fought over, and complete group assignments by working together. The games provided emphasize the importance of cooperation and caring for each other between friends. A fun playing atmosphere makes children more open and brave in showing positive attitudes.

The thirty students have characteristics of independence between one student and another. After the treatment, the thirty students still have the characteristics of independence, because they are used to being taught this by their teachers and parents.



Figure 1. learning process

On the second day of game stimulation which had the topic of show, the three groups still did not have teamwork cooperation because the three groups did not realize the importance of cooperation in order to uphold a sense of solidarity, while after the treatment researcher found were five groups have cooperated well because these five groups already understand the importance of cooperation, in order to create togetherness and harmony between group members. Ten students still don't care about their group mates because they don't know that if they care about each other, then whatever they do will definitely create a pleasant family atmosphere.

After the game was given, it turned out that there was an increase, namely that twenty students already knew that if they cared about each other, then whatever they did would definitely create a pleasant family atmosphere.

Five students still not have a sense of mutual respect such as making noise in class before the game starts, because the students still do not understand what mutual respect is with

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

others in other words, they still have their own world. However, after the game researcher was given, there was a significant increase, namely twenty-five students already had a sense of mutual respect when the teacher started the game, such as no longer making noise when the teacher started the game.



Figure 2. learning process

In the day three game stimulation that has a topic that is giving, the teacher gave each student one piece of candy, but out of the thirty students, the teacher only prepared twenty-five pieces of candy and the remaining five people did not get any candy, because the teacher's goal was to see whether there were any students who were empathetic towards the five students. After the game was finished being practiced, it turned out that there were five students out of the twenty-five who had empathy for the five students who did not get candy. In the thirty students there is no differentiation in terms of race, equality, social and other differences.

From the aspects that have been described above, the writer can conclude that to build character education values such as stimulation that has been done in the form of games, it has a very big influence, especially for students in Aisyah. From several aspects of character such as honesty, responsibility, independence, cooperation, caring, mutual respect, fairness, empathy, and not comparing equality such as race, social status, and others. The results can be said to be successful and satisfying, because all aspects desired by the researcher have increased drastically after game stimulation was given and can be applied especially starting in early childhood.

The Result of Before and After Watching Bing Bunny Animation

Table 2. Result Before and After Watching Bing Bunny Animation		
Observed Aspects	Before Watching Scale 100%	After Watching Scale 100%
Students who care while playing.	20%	80%
Students who understand the concept of sharing.	10%	90%
Students are responsible for their personal belongings.	40%	60%
Students who care about their friends.	30%	70%
Students who easily understand the concept of apologizing.	20%	80%

From the table above, it can be seen that there were changes that TK Aisyah experienced before and after watching Bing Bunny Animation, including the following:

The researcher found that most students still showed behavior that did not reflect character values, such as difficulty sharing, lack of empathy towards friends, and lack of understanding of the concept of apologizing after making a mistake. while after watching, students who previously did not understand the consequences of their actions now began to show better awareness of their behavior. This shows the description that there are still 20% of

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

students who previously did not care when playing with their friends, after the home treatment was carried out it was very significant to 80%, because after the teacher gave an animation in the form of a cartoon film entitled Bing Bunny, the students became very interested in the character Bing Bunny who is very friendly with his friends, that's what makes students care more when playing with their friends. There are 10% of students who do not understand the concept of sharing, after treatment it became 90%, because after the teacher gave an animation in the form of a cartoon film entitled Bing Bunny, the students were interested in the character of Bing Bunny who likes to share with each other, so the character in Bing Bunny is very much liked to be practiced by the students, for example sharing food with friends. There are 40% of students who are not responsible for their personal belongings, after the treatment was carried out it increased to 60% because the Bing Bunny character really inspires students, especially early childhood children who previously lacked a sense of responsibility, now students understand what responsibility means, for example if students are given questions that must be completed at home then the students must return them to the teacher, this reflects a responsible attitude. There are 30% of students who still care less about their friends, after the treatment it becomes 70%, because when given this animation the changes that occur in TK Aisyah's students are very rapid, marked by students who previously cared less about others, now caring more about others and having a sense of mutual respect for their friends. There are 20% of students who have difficulty in understanding the concept of apologizing, after the treatment it becomes 80%, because before being given the Bing Bunny animation show, students still have difficulty in apologizing to friends, but after the teacher gives an example of direct practice of apologizing, students also exemplify or practice what the teacher does. Therefore, students at TK Aisyah are now more sensitive that if they make a mistake they must apologize. In other words, the researcher used interesting educational media in the form of Bing Bunny animation which can increase the effectiveness of learning students character values.

The Influenced of Bing Bunny as a Character Values of Education with Teachers Perceptions at TK Aisyah

Table 3. Teacher Perceptions after Watching Bing Bunny

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Bing Bunny animation attracts students attention in the class.	✓				
2	The students interested watching Bing Bunny.		✓			
3	The stories in Bing Bunny are appropriate to students daily lives.	✓				
4	The students found it easier to understand character values after watching.		✓			
5	Bing Bunny is effective as a character learning medium.	✓				

Table 4. The Students Behavior Before Watching Bing Bunny

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The students often selfish behavior while playing		✓			
2	The students have difficulty understand the concept of share with friends		✓			
3	The students tend to be less responsible for their belongings		✓			
4	The students show little concern for their difficulty			✓		

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	The students have struggled to understand the concept of apologies after making the mistake	✓				

Table 5. The Students Behavior after Watching Bing Bunny

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The students more frequently display honestly after watching Bing Bunny		✓			
2	The students take more responsibility for their task and belongings		✓			
3	The students more independent for completing daily task or activities		✓			
4	The students show greeter concern for friends in difficulty		✓			
5	The students more polite in speaking and interacting with their friends and teachers	✓				

Based on the perception table given by the teacher to students at Aisyah Kindergarten, it states that from the various questions given by the researcher to the three teachers, on average they answered strongly agree because with the Bing Bunny animation, the teacher said that the Bing Bunny animation attracted students' attention, when the teacher showed the Bing Bunny animated film with a rabbit doll character, Aisyah Kindergarten students immediately felt entertained by the characters played in the Bing Bunny film. Therefore, the researcher concluded that by implementing this Bing Bunny Animation, students became more active and understood how to understand the concept of sharing together, the concept of being responsible, and the concept of apologizing if they made a mistake. the interest of the Bing Bunny film in students' interest in learning because the researcher stated that this film is very good for the progress of students' interest in learning. In the Bing Bunny film, the researcher stated that it is very appropriate to use a very alternative media that can be used by other researchers for early childhood because this film contains a lot of meaning and characters that are very supportive for the progress of student learning because the characters played in this film are almost related to everyday life experienced by students, especially students at Aisyah Kindergarten.

With the existence of the Bing Bunny film, students find it easier to know some of the traits and character values that students must have that they did not have before. Therefore, researchers consider that with this animated film, students are more active when the film is shown and the conclusion that can be drawn is that this Bing Bunny film is an effective media to be applied in schools, especially in TK Aisyah.



Figure 3. Bing Bunny film

The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

Based on the results of the teacher questionnaire, it was obtained that all six respondents strongly agreed that the Bing Bunny animation attracted students' attention and could be used as a medium for character learning. All teachers stated that students found it easier to understand character values after watching this animation. Teachers considered this animation to be very relevant to children's daily lives because it presents various situations that they often experience, such as sharing, apologizing, and facing the consequences of their actions. By using cute characters and attractive colors, students are more interested in watching and indirectly absorb the character values conveyed. In addition, Bing Bunny also uses simple language so that it is easy for TK Aisyiah to understand.

The Result Interview with Teacher Class

Based on the interview conducted by the researcher to one of the teachers who teaches at Aisyiah, the researcher asked several questions about Bing Bunny Animation can be said to have an influence on the progress of students at Aisyiah. The following is a statement made by the researcher to one of the teachers:

1. What behavioral changes did you observe in students after watching the Bing Bunny animation?
2. Were there any particular character values that were more prominent in students after watching the animation?
3. How do you think students responded to situations involving honesty, responsibility, or cooperation after watching the animation?
4. Did you face any challenges in integrating Bing Bunny animation content into the learning process? If so, what were those challenges?
5. What opportunities do you see in using animations like Bing Bunny as a medium for character education?

For the first question, the researcher got a very good answer from teacher Aisyiah that after watching the Bing Bunny animation, I saw some positive changes in the children's behavior. They became more aware of the importance of sharing, apologizing when they made mistakes, and daring to take responsibility for their actions. For example, after watching an episode that taught about sharing, some children began to offer their toys to their friends more often. In addition, the children became more patient and showed better attitudes in interacting with their friends. They also began to use expressions such as "sorry", "thank you", and "please" more often and with a better understanding of the meaning of the words. This shows that they are beginning to understand the concept of politeness and how to be kind to others.

For the second question, the teacher said 'Yes, some of the character values that are more prominent after the children watch Bing Bunny are honesty, responsibility, and cooperation. I often see children being more honest in admitting their mistakes and trying to fix them, and being easier to work with in group activities. In addition, attitudes of mutual respect and empathy towards their friends are also growing. Children who previously tended to be selfish in playing, now more often consider the feelings and needs of their friends. They begin to understand that working together and sharing are important parts of building good relationships with others.

For the third question, the teacher said I see an improvement in how they respond to situations related to honesty, responsibility, and cooperation. For example, when they are given the task of cleaning the classroom, some children volunteer to take part without being asked. In addition, when there is a small conflict between them, they are more likely to use words to resolve it rather than crying or fighting. I also see that children are more courageous in admitting their mistakes and are not afraid to apologize if they do something wrong. They are also more concerned with their surroundings and are more responsive in helping friends who

are in trouble. This shows that they are beginning to understand the importance of responsibility and how to behave well in social situations.

For the fourth question, the teacher said The challenges we face in integrating Bing Bunny animation into learning are limited time and children's concentration which is easily distracted. Some children also sometimes focus too much on the excitement of the story rather than the moral message to be conveyed. Therefore, we must ensure that after watching, there is a discussion and reflection to clarify the message to be conveyed. In addition, not all children have the same understanding in capturing moral messages, so we as educators must adjust the approach to be more effective for each child. With the right method, children can more easily understand the values to be taught in the animation.

For the fifth question, the teacher said Animations like Bing Bunny provide great opportunities in character education because they can present moral values in an interesting and easily understood form for children. With a simple storyline that is close to their daily lives, children can more easily relate what they watch to their real experiences. In addition, the use of animation can reach more children, including those who have difficulty learning through conventional methods. Animation also provides concrete visual examples, so that children can more easily imitate and internalize the values taught.

Interviews with teachers provided further insight into the effectiveness of Bing Bunny in character education. Teachers stated that after watching the animation, children exhibited more positive behaviors, such as:

- a. Honesty: Students are more willing to admit mistakes and are not afraid to tell the truth, even if the consequences are not always pleasant.
- b. Responsibility: Students are more concerned with their own tasks and personal belongings, such as tidying up toys after playing without being asked.
- c. Empathy: Students tend to show concern for friends who are struggling, for example by offering help when their friend is having trouble with an assignment.

After conducting a interview was conducted by researcher and teacher at TK Aisyah, about Bing Bunny animation can improve students learning progress, therefore the researcher concluded that Bing Bunny animation can be a very effective tool in shaping children's character because it has a strong visual appeal and is able to convey moral messages indirectly. Children find it easier to understand abstract concepts such as empathy and responsibility through concrete examples shown in animation. With proper guidance from teachers and parents, animation can be an effective means of building positive habits and character in children. By providing additional context through discussion and hands-on practice, animation can further strengthen children's understanding of the values taught.

Observation results showed that after intervention through the Bing Bunny episode, children showed improvements in various aspects of character. Teachers observed that children became more active in helping friends in need, more honest in admitting mistakes, and more independent in completing simple tasks. In addition, they showed greater patience while playing and showed more respect for teachers and peers. Students who were previously reluctant to share began to show voluntary sharing behavior. This was evident in classroom situations where children voluntarily offered toys or stationery to friends in need. In social interactions, they also became more cooperative in completing group tasks and more patient when waiting for their turn in games.

It can be concluded that the description above, there is a very big influence that students have after watching the Bing Bunny animation, the author concluded that when the pre-test, the students still did not have the characters like those in the Bing Bunny animation but after the teacher showed it, the students changed very rapidly, everything was seen from the previous very large percentage, now only a few students still do not have the characters like in the animation. for example "there are still 20% of students who previously did not care when

playing with their friends, after the home treatment was carried out it was very significant to 80%, because after the teacher gave an animation in the form of a cartoon film entitled Bing Bunny, the students became very interested in the character Bing Bunny who is very friendly with his friends, that's what makes students care more when playing with their friends. There are 10% of students who do not understand the concept of sharing, after treatment it became 90%, because after the teacher gave an animation in the form of a cartoon film entitled Bing Bunny, the students were interested in the character of Bing Bunny who likes to share with each other, so the character in Bing Bunny is very much liked to be practiced by the students, for example sharing food with friends. There are 40% of students who are not responsible for their personal belongings, after the treatment was carried out it increased to 60% because the Bing Bunny character really inspires students, especially early childhood children who previously lacked a sense of responsibility, now students understand what responsibility means, for example if students are given questions that must be completed at home then the students must return them to the teacher, this reflects a responsible attitude. There are 30% of students who still care less about their friends, after the treatment it becomes 70%, because when given this animation the changes that occur in TK Aisyah's students are very rapid, marked by students who previously cared less about others, now caring more about others and having a sense of mutual respect for their friends. There are 20% of students who have difficulty in understanding the concept of apologizing, after the treatment it becomes 80%, because before being given the Bing Bunny animation show, students still have difficulty in apologizing to friends, but after the teacher gives an example of direct practice of apologizing, students also exemplify or practice what the teacher does.

The role of teachers when implementing this animation is also very important, because teachers facilitate students such as preparing video animations, preparing a projector and also audio as learning media, because it can make it easier for students to practice it directly with teachers and their classmates. all of this can later improve the education of students' character values and can also bring a very big influence or change to students in the future.

Interpretation

Based on findings, when the teacher showed the Bing Bunny animated film with a rabbit doll character, TK Aisyah's students immediately felt entertained by the characters played in the Bing Bunny film. therefore the researcher Before the teacher showed the Bing Bunny animated film, from several samples that the researcher had done, it turned out that many students still had difficulty caring for each other, did not understand how to understand the concept of being responsible for their own personal belongings, and did not understand how to apologize when they made a mistake. but with the research that has been conducted by researchers at TK Aisyah Pagaralam, researchers found a very good media about the use of Bing Bunny animation. the result after the researcher showed a video in the form of a children's card animation with the title Bing Bunny, the researcher got very satisfying results because from those who previously did not know how to apologize, now students are more likely to immediately apologize if they make a mistake. this makes researchers increasingly convinced that the title used is a very appropriate title, because it can increase students' interest in learning and can also improve their character values.

In the Bing Bunny film, this film contains many meanings and characters that really support the progress of student learning because the characters played in this film are almost related to the daily lives experienced by students, especially student at TK Aisyah.

With the existence of the Bing Bunny film, students find it easier to know some of the traits and character values that students must have that they did not have before. Therefore, researchers consider that with this animated film, students are more active when the film is

shown and the conclusion that can be drawn is that this Bing Bunny film is an effective media to be applied in schools, especially in TK Aisyah.

Furthermore, the researcher concluded the results of this research indicated that Bing Bunny animation has a positive influence in shaping the character of early childhood. Interviews with teachers revealed that after students watched Bing Bunny, they were easier to discuss character values such as honesty, cooperation, and caring. Teachers also noted that students were more enthusiastic in participating in activities related to moral values after they watched this show. After treatment, students tend to understand and change significantly as a result of watching this Bing Bunny animation, because it can be seen from before that there are some students who still have difficulty in having honesty, responsibility, like to compare each other and also find it very difficult to forgive each other. but when given this Bing Bunny animation, the changes are very rapid. now almost all students TK Aisyah already have character values such as honesty, responsibility, strong family solidarity, and can forgive each other when making mistakes, although there are still a few students who cannot have these characters. therefore the author concludes that with this Bing Bunny animation, students can be more active and easy to know what character values they must have. this has also been proven by several other researchers, that this Bing Bunny animation has a very big influence on students, especially students TK Aisyah in knowing and improving students' character value education.

The researcher also stated that by implementing the Bing Bunny animation media, researchers mentioned several factors that could be influenced and improved by students, including:

Increasing Character Value Awareness Through Visual Media

Based on the results of observations and interviews with teachers and students, it was found that the use of the Bing Bunny character has a positive impact on shaping students' character awareness. Students showed high enthusiasm when watching the Bing Bunny story, especially because this character is depicted as a peer who experiences daily problems that are close to their lives.

Students began to imitate Bing's attitude of apologizing, saying thank you, and showing empathy to his friends. This was evident from the students' interactions after the video screening session, where they found it easier to express their feelings, were willing to share, and were more patient in waiting for their turn to play. This shows that age-appropriate visual media such as Bing Bunny can be an effective bridge in conveying moral and ethical messages.

Improvement of Children's Social Emotional Aspects

The results of documentation and teacher assessments during the research period showed that there was an improvement in students' social-emotional aspects. For example, students who previously tended to be isolated began to be more open in group play. Students also became more aware of their friends' feelings, and began to learn how to resolve minor conflicts in a more peaceful manner.

The character Bing Bunny, who is often faced with emotional challenges such as disappointment, anger, or fear provides a concrete example of how to deal with and manage these feelings. Students learn that it is okay to feel sad or upset, but it is important to express feelings in a good way. This interpretation strengthens the opinion of experts such as Piaget and Vygotsky that early childhood learns through concrete examples and social interactions.

Integration of Character Values in Daily Activities

Teachers praise students who demonstrate honesty, responsibility, or helping friends. That way, students feel that these values are not just for watching, but also for doing. For example, after watching an episode about Bing tidying up his toys, children began to be more aware of tidying up their own toys without being told. This is proof that character values instilled through fictional characters can form real habits in children's lives.

Researchers can concluded that the Bing Bunny character acts as a role model that is easy for students to understand and imitate. With a fun and child friendly approach, character education is no longer something rigid, but becomes a fun part of the learning process.

In supported by Silvia and Fuaddilah Ali Sofyan on thesis entitle, Improving children's character education through watching Bing Bunny films for early childhood at Universitas Islam Negeri Raden Fatah Palembang in 2022. In other supported by Euis Kurniasih and Agustina Ramadhianti on thesis entitle, Character Values in Bing Bunny Animated Series Universitas Indraprasta PGRI in 2022 said that the character values displayed in the Bing Bunny animated series are curiosity, creativity, friendliness, accuracy and responsibility. This shows that this animated series is useful for the development of the character of young people in Indonesia, especially students TK Aisyah.

CONCLUSION

Based on research conducted at TK Aisyah Pagar Alam during the 2024/2025 academic year, the use of Bing Bunny animation media significantly improved students' character education, facilitating both English teaching and character development. The treatment led to improved student outcomes, with enhanced understanding and practice of key character values such as honesty, responsibility, empathy, sharing, and mutual respect. Supporting evidence from Eka Rosmawati and colleagues highlighted positive student responses and improved grades following the intervention. Initially, students showed limited understanding of essential character values, but after exposure to the animation, notable progress was observed. These findings demonstrate that Bing Bunny animation is an effective tool for fostering early childhood character development and can be successfully integrated into educational settings. Future research could explore the long-term impact of animated media on character education and assess its effectiveness across diverse cultural and educational contexts to optimize its application.

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The Influence of Character Values of Bing Bunny Toward the Young Learner Character Value Education in TK Aisyiyah

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