THE EFFECT OF EDUCATION THROUGH ANIMATED VIDEOS AND BOOKLETS ON PARENTS' KNOWLEDGE REGARDING SOCIAL DEVELOPMENT STIMULATION IN PRESCHOOL-AGED CHILDREN

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ABSTRACT

Developmental disorders among Indonesian children remain high, with 27.5% experiencing delays and 9.5–14.2% of preschoolers having socio-emotional problems. Limited stimulation and improper gadget use during the critical 0–6-year period increase the risk, making parental education and SDIDTK important for early detection and stimulation. This study evaluated the effectiveness of animated video and booklet education in improving parents' knowledge of social development stimulation. Using a quasi-experimental design with 120 parents, knowledge was measured through pretest–posttest and analyzed with descriptive statistics, normality tests, Wilcoxon, and Mann–Whitney tests. Respondent characteristics were homogeneous ($p > 0.05$). The Wilcoxon ($p = 0.761$) and Mann–Whitney results (pretest $p = 0.974$; posttest $p = 0.183$) showed no significant differences. Although knowledge increased slightly, the media were not effective, indicating the need for more interactive and engaging educational materials.

Keywords: Parental Knowledge, Social Development Stimulation in Children, Videos and Booklet.

INTRODUCTION

Child growth and development remain a global concern, including in Indonesia, which is recorded as one of 117 countries facing challenges in preschool-aged children's development (Ina & Septiani, 2020). UNICEF data from 2019 indicate that 27.5% or approximately 3 million Indonesian children experience growth and developmental disorders, and more than 200 million toddlers worldwide do not achieve optimal development (Khadijah, 2022). RISKESDAS 2018 also reported that social-emotional development among Indonesian children has only reached 69.9%, while emotional mental disorders among adolescents in DIY reached 10.1%, exceeding the national average (Kemenkes RI, 2018). Furthermore, 9–14% of preschool-aged children face social-emotional problems that can hinder school readiness (Indanah & Yulisetyaningrum, 2019). This situation emphasizes the need for early interventions, particularly in the social-emotional domain.

To support these efforts, parental education becomes a

crucial step. Media such as booklets and animated videos can be used to improve parents' understanding of child development stimulation. Booklets are effective because they present information in a simple and easily understandable format (Saputri et al., 2021), whereas animated videos offer a more engaging learning experience through a combination of colors, sounds, and motion (Ruswan et al., 2024). Audiovisual media have been shown to enhance attention and information retention, thus having the potential to serve as an effective educational tool for delivering child development material (Huriah et al., 2021).

Increasing parents' knowledge through these media is essential because good understanding directly affects the quality of stimulation provided to children. Educated parents are able to recognize signs of developmental delays, provide positive parenting, and create an environment that supports children's social-emotional development (Nafiyah & Eliyana, 2023). Appropriate and consistent stimulation is required to develop preschoolers' interaction skills, emotional regulation, and communication abilities (Hifayatin et al., 2024). Without adequate stimulation, children are at risk of experiencing delays in social-emotional skills, which can affect their adjustment in school and broader social environments (Emmers et al., 2021). Therefore, enhancing parental knowledge regarding social development stimulation is a key factor in supporting the optimal growth and development of preschool-aged children.

LITERATURE RIVIEW

Educational media play an important role in enhancing parents' knowledge about child development. Booklets, as simple printed media, present information concisely and are easy to understand (Saputri et al., 2021), while educational videos that combine images, sound, and short narratives can increase attention and information retention (Huriah et al., 2021). With technological advancements, animated videos have become a more interactive and effective alternative, especially for early childhood education (Ruswan et al., 2024). Thus, booklets and animated videos are potential media for improving parental understanding.

Stimulation plays a crucial role in supporting the social-emotional, language, motor, and independence development of children. Appropriate early stimulation combined with early detection of developmental delays can prevent delays and facilitate intervention (Noor Khayati et al., 2023). For preschool children, consistent social-emotional stimulation is necessary to build interaction skills and manage emotions (Hifayatin et al., 2024). Parental knowledge is a key factor; adequate understanding supports positive parenting (Dhani et al., 2023), while insufficient knowledge may hinder child development (Khofiyah, 2020). Education has been proven effective in increasing parental knowledge, with knowledge improvement from 55% to 82.9% after intervention (Mulyanti, S., & Kusmana, 2022).

This study is important because there are still limited studies that directly compare the effectiveness of animated videos and booklets in increasing parents' knowledge about social development stimulation in preschool children. The contribution of this research lies

in providing empirical evidence regarding more effective and easily applicable educational media within family and primary health care contexts, while also serving as a reference for health professionals, early childhood educators, and policymakers in designing targeted educational strategies.

The research problem is how effective education through animated videos and booklets is in improving parents' knowledge regarding the stimulation of social development in preschool-aged children.

RESEARCH METHODOLOGY

This study employed a quasi-experimental design with intervention and control groups to assess the effectiveness of education on parents' knowledge. The study population included parents of preschool-aged children (3–6 years) at TK ABA Kembaran, TK ABA Kalibayem, and TK ABA Godegan in Kalurahan Tamantirto, Kecamatan Kasihan, Bantul. The sample was selected using purposive sampling, with 60 respondents in each of the intervention and 60 control groups.

The research instruments consisted of animated videos, booklets, and knowledge questionnaires. The animated videos, lasting 5–10 minutes, contained material on social-emotional development stimulation based on the SDIDTK age stages (36–72 months) and were presented through illustrations of children's social activities according to their developmental stage. The booklet comprised 16 pages summarizing the stimulation material for preschool-aged children, with supporting illustrations to facilitate understanding.

Knowledge measurement was conducted using a questionnaire consisting of 15 items with a Guttman scale through pre-test and post-test.

This study obtained ethical approval from the Ethics Committee of Diklat RS PKU Muhammadiyah Gamping with number 196/KEP-PKU/VI/2025. Data analysis was conducted in stages, beginning with univariate analysis to describe respondent characteristics and the distribution of knowledge scores. Bivariate analysis was then used to evaluate the effect of the intervention; paired t-tests or Wilcoxon tests were applied to compare pre–post scores within groups, while independent t-tests or Mann–Whitney tests were used to compare differences between groups. The significance level was set at $p < 0.05$ to determine the effect of education through animated videos and booklets on improving parents' knowledge.

RESEARCH RESULT

Table 1. Description of the Characteristics of the Control Group (Kalibayem Kindergarten and Godegan Kindergarten) and the Intervention Group (Kembaran Kindergarten)

No.	Characteristics	Intervention (N=60)		Control (N=60)	
		F	%	F	%
1.	**Parents' age (years)**				
	Min-Max	24-52		22-45	
	Mean±SD	36 ±5,94		34 ±5,227	
2.	**Child's age (months)**				
	36-47	6	10	5	8,3
	48-59	9	15	15	25
	60-72	45	75	40	66,7
	Total	**60**	**100**	**60**	**100**
3.	**Child's sex**				
	Male	36	60	28	46,7
	Female	24	40	32	53,3
	Total	60	100	60	100
4.	**Education**				
	Elementary school	1	1,7	1	1,7
	Junior high school	5	8,3	9	15
	Senior high school	30	50	30	50
	Bachelor/Diploma	24	40	20	33,3
	Total	**60**	**100**	**60**	**100**
5.	**Occupation**				
	Government employee	4	6,7	2	3,3
	Private employee	14	23,3	15	25
	Entrepreneur	10	16,7	13	21,7
	Unemployed/housewife	32	53,3	30	50
	Total	**60**	**100**	**60**	**100**

Table 1 presents the characteristics of respondents in the intervention and control groups, each consisting of 60 parents. The average age of parents in the intervention group was 36 ± 5.94 years (range 24–52 years), while in the control group it was 34 ± 5.23 years (range 22–45 years). The majority of children in both groups were aged 60–72 months, with 40 children in each group (66.7%).

Regarding gender, the intervention group consisted of 36 boys (60%) and 24 girls (40%), while the control group included 28 boys (46.7%) and 32 girls (53.3%). In terms of education, most parents in both groups had completed senior high school (50%), followed by a Bachelor's degree or Diploma III (intervention 40%; control 33.3%).

Concerning employment, the majority of parents in the intervention group were not working (53.3%), whereas in the control group the distribution was balanced between employed and unemployed parents (50% each).

Table 2. Baseline Characteristics of Respondents in the Control and Intervention Groups

No.	Characteristic	Intervention (N=60)		Control (N=60)		X^2Test/Mann-Whitney U	*p-value*
		F	%	F	%		
1.	**Parents'Age (years)**						
	Min-Max	24-52		22-45		1470,5 Z= -1,733	0,083
	Mean±SD	36 ±5,944		34 ±5,227			
2.	**Child's (months)**						
	36-47	6	10	5	8,3		
	48-59	9	15	15	25		
	60-72	45	75	40	66,7	1,885	0,39
	Total	**60**	**100**	**60**	**100**		
3.	**Child's sex**					2,143	0,143
	Male	36	60	28	46,7		
	Female	24	40	32	53,3		
	Total	**60**	**100**	**60**	**100**		
4.	**Education**					1,364	0,506
	Not Attending School / Elementary School / Junior High School	6	10	10	16,7		
	Senior high school	30	50	30	50		
	Bachelor/Diploma	24	40	20	33,3		
	Total	**60**	**100**	**60**	**100**		
5.	**Occupation**					0,133	0,715
	Unemployed/housewife	32	53,3	30	50		
	Employed / Civil Servant / Entrepreneur / Self-Employed	28	46,7	30	50		
	Total	**60**	**100**	**60**	**100**		

Table 2 shows that the basic characteristics of respondents in the intervention and control groups (each consisting of 60 parents) were balanced. The Mann-Whitney test for parents' age indicated no significant difference (U = 1470.5; Z = -1.733; p = 0.083), with a mean age of 36 years in the intervention group and 34 years in the control group.

Children's age also did not differ *significantly* (X^2 = 1.885; p = 0.390), with the majority aged 60–72 months (75% in the intervention group and 66.7% in the control group). Regarding gender, the

difference between groups was also not significant (X^2 = 3.337; p = 0.068).

Parents' educational level was relatively similar (X^2 = 1.364; p = 0.506), with most having completed senior high school (50% in both groups). Employment status showed no significant difference (X^2 = 0.133; p = 0.715), with 53.3% of parents in the intervention group not working, while the control group had an equal distribution of employed and unemployed parents (50% each).

Table 3. Pre-test and Post-test Knowledge Scores in the Control and Intervention Groups

Variabel	Group	N	Min	Max	Mean	SD
Pre-test	Intervention	60	0	15	12,57	3,316
Pre-test	Control	60	10	15	13,2	1,400
Post-test	Intervention	60	9	15	13,63	1,327
Post-test	Control	60	9	15	13,22	1,595

Based on Table 3, the mean knowledge score in the intervention group increased from 12.57 (SD 3.316) in the pre-test to 13.63 (SD 1.327) in the post-test, indicating an improvement following the intervention. In contrast, in the control group, the mean pre-test score was 13.2 (SD 1.400) and the post-test score was 13.22 (SD 1.595), showing almost no change, indicating no improvement in knowledge without the intervention.

Table 4. Wilcoxon Test Results for Pre-test and Post-test in the Control and Intervention Groups

Variabel		Group	Mean	SD	Wilcoxon	*P Value*	Noted
Knowledge	Control	Pre-test	13,20	1,400	-0,305	0,761	No significant effect
		Post-test	13,22	1,595			
	Intervention	Pre-test	12,57	3,316	-1,719	0,086	No significant effect
		Post-test	13,63	1,327			

Based on Table 4, the Wilcoxon test results showed that in the control group, the mean knowledge score of respondents in the pre-test was 13.20 with a standard deviation of 1.400, and slightly increased in the post-test to 13.22 with a standard deviation of 1.595. The Wilcoxon test yielded a p-value of 0.761 (>0.05), indicating no significant effect between knowledge before and after the treatment in the control group.

Meanwhile, in the intervention group, the mean knowledge score of respondents in the pre-test was 12.57 with a standard deviation of 3.316, and increased to 13.63 with a standard deviation of 1.327 in the post-test. The Wilcoxon test showed

a p-value of 0.086 (p > 0.05), which means there was no significant effect between knowledge before and after the intervention, even though there was an increase in the mean knowledge score.

Tabel 5. Mann-Whitney Test Results for Pre-test and Post-test in the Control and Intervention Groups

Variabel	Kelompok	Mean	SD	Mann Whitney	*P-Value*	*Keterangan*
Pre-test Knowledge	Control	13,20	1,4	-0,32	0,974	no significant difference
	Intervention	12,57	3,316			
Post-test Knowledge	Control	13,22	1,595	-1,333	0,183	no significant difference
	Intervention	13,63	1,327			

Based on Table 5, the Mann-Whitney test results showed that during the pre-test, the mean knowledge score in the control group was 13.20 with a standard deviation of 1.4, whereas in the intervention group it was 12.57 with a standard deviation of 3.316. The Mann-Whitney test yielded a p-value of 0.974 (p > 0.05), indicating no significant difference in the knowledge levels of respondents between the control and intervention groups before the intervention. Furthermore, during the post-test, the mean knowledge score in the control group was 13.22 with a standard deviation of 1.595, while in the intervention group it increased to 13.63 with a standard deviation of 1.327. The Mann-Whitney test yielded a p-value of 0.183 (p > 0.05), indicating no significant difference in knowledge between the control and intervention groups after the intervention,

DISCUSSION

The respondents' characteristics in this study included parents' age, children's age, children's sex, parents' educational level, and employment status. The average age of parents in the intervention group was 35 years and 33 years in the control group, which falls within the ideal reproductive period, characterized by better emotional readiness and the ability to understand child health and development (Febrianti & Hawara, 2024). Most children were aged 60–72 months, known as the Golden Age, a critical period for optimal development of physical, cognitive, social, and emotional abilities (Fiteli, 2024). Gender distribution showed a predominance of boys in the intervention group (60%) and girls in the control group (53.3%), with boys tending to be more physically active, while girls excel in verbal skills and emotional regulation (Ceria & Rahayu, 2024).

The majority of parents had completed senior high school, contributing to their ability to monitor child growth and development, and most mothers were housewives, allowing more time to accompany and provide direct stimulation (Nasirotun, 2023).

The relationship between respondents' characteristics and parental knowledge indicated that most parents were of productive age and had a high school education, supporting their cognitive ability to receive information regarding child development stimulation (Rivaldi et al., 2022); (Yanti et al., 2020). Children aged 60–72 months were in the preschool stage, where cognitive, language, motor, and social development increase rapidly, requiring intensive parental involvement (Ina & Septiani, 2020). Although girls tend to have more advanced psychosocial development, all children require stimulation according to their developmental potential (Ceria & Rahayu, 2024). Housewives have more opportunities to interact with and provide stimulation compared to working mothers (Dary et al., 2023).

The study results showed that the mean parental knowledge score regarding social development stimulation in preschool children before education was 12.57 in the intervention group and 13.20 in the control group. After education through animated videos and booklets, the scores increased to 13.63 in the intervention group and 13.22 in the control group. These changes indicate minimal improvement and were not statistically significant ($p > 0.05$), consistent with previous studies (Ceria & Rahayu, 2024); (Syarifah et al., 2023). One factor influencing these results is the perception of some parents that children will reach developmental milestones naturally without specific stimulation, meaning that cognitive knowledge does not always translate into behavioral changes or application of stimulation at home (Octa Dwienda, 2020)

The difference in educational media between the intervention and control groups did not produce significant differences. The control group used a static booklet, whereas the intervention group used an animated video combining moving images, sound, and text to attract attention, improve understanding, and enhance memory retention (Manulang et al., 2024);(Afriyanti et al., 2023). Although audiovisual media are theoretically more engaging and interactive, the increase in knowledge scores was minimal (intervention: 12.57 → 13.63; control: 13.20 → 13.22), indicating that changes in knowledge without changes in attitude and practical application are insufficient to influence children's social stimulation.

Overall, these findings emphasize the importance of consistent early child development stimulation. Parental knowledge that is only cognitive, without being translated into behavior or practical parenting, is insufficient to prevent delays in social, language, and psychosocial development in preschool children. Therefore, education on social development stimulation should be accompanied by efforts to improve parents' attitudes and engagement in implementing stimulation at home to maximize children's potential (Saputri et al., 2021).

The researcher assumes that parents have a basic ability to understand information about social development stimulation when provided with appropriate educational media. The researcher also assumes that respondents

followed the instructions during the educational process and answered the pretest and posttest honestly. In addition, the researcher believes that differences in media can influence the level of understanding, although the results are still affected by each parent's interest, available time, and caregiving experience. The researcher recognizes that external factors such as the home environment and stimulation habits also play a role, although they cannot be fully controlled in this study.

CONCLUSION

The study results indicated that educational media in the form of animated videos and booklets did not show significant effectiveness in improving parents' knowledge regarding the stimulation of children's social development. Several factors are suspected to have influenced these results, including limited time and attention from parents, differences in educational backgrounds, and short exposure duration without direct interaction. Nevertheless, the media were still considered engaging and informative; their effectiveness could be enhanced through more interactive and continuous approaches, such as face-to-face mentoring, group discussions, or hands-on activities, to help parents better understand the material provided.

Future researchers are encouraged to increase the sample size and extend the duration of the intervention to obtain more comprehensive results. Combining quantitative and qualitative approaches may also help explore the factors influencing the effectiveness of educational media in greater depth. In addition, the development of technology-based learning media can serve as an innovative alternative to enhance parental engagement. The government and related institutions, such as the Department of Education and the Department of Health, are expected to provide continuous educational and training programs and facilitate the creation of educational media that is easily accessible, engaging, and tailored to community needs. Through collaboration between schools, researchers, and government institutions, efforts to improve parents' knowledge in stimulating preschool children's social development are expected to become more effective, sustainable, and positively impact children's growth and development.

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