

The impact of elementary school children's favorite cartoon shows on children's imitation behavior

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ABSTRACT

Background: Popular children's television shows are thought to imitate elementary school children's language behavior. If children do not get parental assistance, television viewing can have an adverse effect on children's behavior. **Purpose:** Therefore, this study aims to examine the influence of children's television shows on the imitation behavior of elementary-age children. **Methods:** This study took a descriptive-qualitative approach. In-depth interviews with parents of elementary-age children who watch television were used to collect data for this study. The data analysis employed the interactive model. **Results:** This study found various imitations such as (1) linguistic imitation, children mimic the language used in television shows and add new vocabulary; (2) behavioral imitation, including both positive and negative behaviors. Positive habits include: Dancing, helping to cook like Bald, imitating the call to prayer, and reciting the Koran. Negative habits include language training, listening to adhan, singing, eating independently, understanding the show, reading, sharing food, practicing prayers, and mimicking adhan. Based on the impact of the shows, it is evident that not all children's television shows positively impact their language and behavior. **Implications:** Theoretically, this research implies that elementary school children's imitation behavior can be formed through television shows that children watch. The practical implications of this research are as input for parents and teachers to have television shows that children watch as a medium for elementary school children's education.

Keywords: Impact; television; children; elementary school; personality

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INTRODUCTION

Today's television shows are extremely diverse, including both shows that are purely entertaining and that include education. Furthermore, the television shows presented vary, ranging from shows for adults to show for children; there are even television shows for professionals, such as business shows. Television shows presented by various television stations today are so diverse, both shows that are only entertaining and shows that require education. In addition, the television shows that are presented also vary, ranging from shows for adults to shows for children; there are even television shows that are suitable for one's job, for example, business shows.

TV shows are also found to influence children. Watching TV disrupts the development of children (Lin et al., 2015). Television influences children's interaction and communication abilities (Kostyrka-Allchorne et al., 2017). Television influences the behavior and language of children (Kühhirt & Klein, 2020). The influence of TV shows affects children's social behavior (Sabardila et al., 2021). Television influences juvenile delinquency (Choi et al., 2022). Television impacts child behavior differently (Zhou et al., 2023).

With the diversity of television shows and their impacts, children, especially elementary school children, need to get parental guidance in enjoying television shows in order to get television shows that have positive benefits.

The need for parental assistance is intended to provide children with an understanding of whether or not television shows require positive values (Astarini et al., 2017).

Elementary school children require supervision when watching television because not all shows are appropriate for their age. Television shows have two positive and negative impacts (Setiawan, 2013). Elementary school children who watch television shows must be guided and directed to watch television shows that positively impact their development. If explored further, the positive impact of television shows is that they can be used as a medium, model, and tool for character education for children. Television shows have a positive impact without dismissing the negative impacts of television shows. The positive impacts of television include education, creativity, and knowledge of using and operating computers (Rohani, 2015).

As for the negative impact of television, it is generally related to the amount of time spent watching television, the influence of violence in TV shows, and aggressive behavior toward education (Atmoko et al., 2019; Azwar et al., 2019; Chassiakos et al., 2016; Tarigan et al., 2016). The intensity with which children watch television can also have a negative impact on their sleep quality and executive function (Brockmann et al., 2016; Lillard & Peterson, 2011). Therefore, viewers must utilize their abilities to take advantage of positive television broadcasts (Astriani et al., 2014). Based on this,

elementary school children need adult guidance to take advantage of the positive benefits of television broadcasts.

The need for guidance for elementary school children when watching television does not mean that children are individuals who cannot benefit positively from television viewing. This guidance is carried out to anticipate because, indeed, children are individuals who have the potential to be eroded by the positive benefits of television. TV shows should present messages that educate children. Chen (2005) stated that TV shows should follow the following requirements. *First*, television shows respond to the need of children to know. That is, television shows can stimulate children to learn various things. *Second*, television shows are able to meet the needs of children's self-esteem. *Third*, television shows are able to meet children's needs in solving various problems in everyday life. *Fourth*, television shows are able to inspire enthusiasm in the audience to improve the environment and the city. *Fifth*, television shows can help children understand their citizenship rights and obligations. *Sixth*, television shows should limit excessive advertising. Seventh, television shows should also present shows that are able to fulfill children's education.

The characteristics of television shows for children include: *First*, children's shows are presented before bedtime (not late at night), with content appropriate to children's interests. *Second*, television shows provide a clear picture and rationale for children following the norms

and ethics that apply. The scenes are made and presented to children. Third, television includes the development of science, technology, and art (IPTEKS), the history of the nation's struggle, the nation's cultural values, the story of national heroes, and the nation's cultural arts and *Pancasila* values and the 1945 Constitution. It is in line with (Astarini et al., 2017; Fadlurrohman et al., 2019), which stated that television shows that are good for children should be able to help five aspects of child development, such as cognitive, moral-spiritual, physical, language, social-emotional aspects. The criteria and characteristics of television shows can be used as a guideline for assessing the quality of television shows that are suitable for elementary school children.

Based on the various descriptions presented above, the problem is: what is the impact of television shows that elementary school children watch? In line with these problems, the main objective of this article is to analyze the impact of television shows that are popular with elementary school children on children's imitation behavior. Exploring the impact of this research can be utilized by parents in guiding and accompanying children concerning television shows that children watch. Thus, the community is expected to be critical in choosing and watching television shows for their children, especially those still at a learning age, such as elementary school children.

RESEARCH METHOD

The descriptive qualitative research method was utilized in this study. Descriptive qualitative is an approach that involves arising questions and procedures, data collection in participant settings, inductive data analysis from specific themes to general themes, and the researcher's interpretations of the meaning of data (Creswell, 2014). This study aimed to ascertain the impact of children watching television shows. The participants in this study were parents with elementary-aged children. A qualitative descriptive approach was chosen for this study to produce a generalized description of the impact of television shows watched by elementary school children.

The data were gathered through observation and interviews to generalize the impact of television shows. The observation method was utilized to observe the language and behavior of elementary school children who watch television at home. The interview method was used to interview parents about what shows their elementary school children frequently watch. In this study, interviews were conducted directly. Furthermore, the two sets of data obtained via the two methods were matched in terms of the television shows watched and the impact of language and behavior on elementary school children after watching the television shows. The data was analyzed using an interactive model (Miles et al., 2014). This model was carried out in four stages: data collection, data reduction, data presentation, and conclusion.

Table 1 Favorite TV Shows

No.	TV Show
1.	Upin & Ipin
2.	Adit & Sopo Jarwo
3.	Shaun the Sheep
4.	Spongebob
5.	Riko The Series
6.	BoBoiBoy
7.	Kiko
8.	Laptop Si Unyil
9.	Jejak Si Gundul
10.	Children Songs
11.	Princess
12.	Animals

Source: Data Processed by Author, 2022

RESULTS AND DISCUSSION

The results and discussion of this study center on the effects of television viewing on elementary school children. The impacts discussed in this study are the linguistic and behavioral impacts. It is distinguished based on the positive and negative impact of television shows watched by elementary school children based on the impact of language and the impact of the behavior. Television shows that are popular with elementary school children are very diverse. This study found twelve shows that were popular with elementary school children. The titles are listed in the Table 1.

Based on the Table 1, Upin & Ipin shows is the number 1 favorite TV show for elementary-age children. It aligns with Oktavianti (2012); Arifah & Herlina (2020) stated that television shows appeal to users to do something. It shows that the show has uniqueness and appeals to children. Upin & Ipin television shows present animation, so children are interested in watching. As seen from the characters, the appeal of Upin

& Ipin originates from the two characters, who are twins and have humor in conveying advice to the audience (Zifa & Alif, 2022).

In addition, Upin & Ipin is also appealing because it uses Malay (Purnamasari, 2016). Because Malay is similar to Indonesian, using Malay in a television show can capture the attention of elementary school children. Through this show, elementary school students will acquire new vocabulary, especially Malay vocabulary. The new vocabulary can give the show extra appeal for elementary-age children. However, the problem is that if the language used in television shows is not good and accurate, it will also be imitated by children who watch the shows (Septiani, 2019).

The more they watch TV, the higher the potential for a negative impact from TV shows. The duration of watching will also have an impact on the behavioral imitation of children. It is in line with Hamzah et al. (2021); if children watch television for more than four hours a day, the risk of being exposed to negative content will be higher. Based on this, it shows that the duration of watching television shows needs to be overseen by parents. Parents must learn more about television programming for their children (Webster & Staiano, 2020).

Generally, children should watch television for no more than two hours a day (Prajoko, 2020). The child will likely experience an unfavorable impact if it is more than two hours. Thus, the impact of television shows stems from more than just the material aspects presented in

these programs. Furthermore, the impact of this television broadcast is on the child's television viewing activity. Table 2 shows the watching duration of children.

Kurniawati (2021) stated that the impact of television broadcasts is not only on the material but also on children's activities watching television. However, not all television shows have a significant impact on children. It is in accordance with what is stated by Kühhirt & Klein (2020) that not all television shows children watch significantly affect their development. To see the impact of television shows, it is important to consider their content (Hanson et al., 2021). The importance of parents accompanying their children while they watch television cannot be overstated. It is significant because not all programs viewed by elementary school children are conducive to developing the child's personality. It is in line with Bakhtiyar & Hidayah (2020) that parental supervision during television watching is important. Parents can also strengthen and direct their children through mentoring.

Table 2 TV Watching Duration

No.	TV Show	Duration
1.	Upin & Ipin	30 minutes
2.	Adit & Sopo Jarwo	90 minutes
3.	Shaun the Sheep	90 minutes
4.	Spongebob	30 minutes
5.	Riko The Series	11 minutes
6.	BoBoiBoy	30 minutes
7.	Kiko	11 minutes
8.	Laptop Si Unyil	30 minutes
9.	Jejak Si Gundul	30 minutes
10.	Princess	60 minutes

Source: Data Processed by Author, 2022

Table 3 Parental Supervision

No.	Parental Role	Qty
1.	Full Supervision	4
2.	No Supervision	4
3.	Some Supervision	5
Total		13

Source: Data Processed by Author, 2022

Television viewing can be a useful tool for parents in shaping their children's behavior. For example, if television shows are appropriate and beneficial to children, parents can reinforce the values portrayed. If the television shows are not conducive to developing the child's personality, the parents should direct the child. Parents' roles in accompanying their children can be divided into three categories: those who accompany their children, those who do not, and those who occasionally accompany their children while watching television. Table 3 provides additional information.

According to Table 3, the role of parents in accompanying children while watching television shows is classified into three categories. Parents sometimes accompany their children while watching television (38.4%), parents always accompany their children (30.8%), and parents never accompany their children (30.8%). These findings suggest that parents are not yet inclined to accompany their children while they watch television. Parents must accompany their children when they watch television to protect them from the negative effects of television viewing (Hariyanto, 2018).

Furthermore, children's interest in television shows has an impact on language. It occurs because elementary school children

in the early stages of personality development tend to imitate the shows they watch. One of them is that the linguistic aspects of television broadcasts influence elementary school children. Children tend to mimic the linguistic aspects of television shows. It is in line with Latifah et al. (2018) that language in television media can influence children's language acquisition and train children's language skills. However, the impact of this language is not very substantive on children's cognitive development (Kühhirt & Klein, 2020). The Table 4 shows the vocabulary acquisition of elementary children.

According to table 4, the impact of television shows on the language of elementary school children is primarily seen on Upin & Ipin television show. It is understandable, given that it is a program that originated in Malay, which differs slightly from Indonesian. These distinctions are what make the language in it appealing to children. The close relationship between Malay and Indonesian accounts for the ease with which children imitate the expressions

Table 4 Vocabulary Acquisition

No.	Vocabulary	Source
1.	<i>Betul, betul, betul</i>	Upin & Ipin
2.	<i>Ayam guring</i>	Upin & Ipin
3.	<i>Cikgu</i>	Upin & Ipin
4.	<i>Tak nak</i>	Upin & Ipin
5.	<i>Assalamu'alaikum atuuk ooo atuuk</i>	Upin & Ipin
6.	<i>Hai Kawan-kawan</i>	Upin & Ipin
7.	<i>Mari kita lakukan</i>	BoBoiBoy
8.	<i>Siyap membantu</i>	Jejak Si Gundul
9.	<i>Mari kita lakukan</i>	Laptop Si Unyil

Source: Data Processed by Author, 2022

in children's films. Below is an explanation of each television show that impacts the language aspects of elementary school children.

The language impact of Upin & Ipin show is that children will imitate the use of language in it. As an impact, daily communication tends to include Malay (Makal, 2019). The following are phrases from the show that children often imitate: (1) *Betul, betul, betul*, (2) *Ayam guring*, (3) *Tak nak*, (4) *Assalamu'alaikum atuuuk ooo atuuuk*, (5) *Hai Kawan-kawan*.

Elementary students often use the phrases in communication with their friends and parents. For example, the expression *Betul, betul, betul* (true, true, true) can be used as agreement on a topic of discussion by fellow children. In contrast, *ayam guring* (fried chicken) is an imitation of how to ask for fried chicken from parents. The use of the Malay language in everyday life will impact vocabulary acquisition. However, using Malay also impacts Indonesian language skills (Makal, 2019).

Therefore, children must also be taught to use good and correct language. Children also need to gain insight into language variations so that, with these variations, they gain a broad perspective. If it is related to writing, that knowledge will become a wealth of diction, allowing their writing to be less rigid. They can write creatively using various dictionaries and dialects based on what they hear, see, or read in various media.

The language Impact of BoBoiBoy show is that children often imitate its catchphrase, an

invitation. The phrase is *Mari kita lakukan*. The phrase translates to "let's do it." The context of use is to invite the speech partner to do something according to the speaker's wishes. This expression is also used by elementary school children in everyday life when playing with their peers. This expression has the same meaning when used by elementary school children: inviting friends to do something.

Furthermore, *Jejak Si Gundul* shows is unique because, unlike others, it is not a cartoon but uses real actors. The context is about exploring nature and utilizing and processing natural resources such as cassava, coconut, and fish. The main character, *Si Gundul*, always helps people process those natural resources. Children also imitate the language used here such as the phrase "*Siyap membantu*".

The phrase above means "ready to help." The context of use is related to the readiness of the main character to help with various things. In everyday life among elementary school students, this expression is also used to express willingness to assist friends in need. This expression also contains the value of character education, as in helping or being light when asked for help by friends.

The content of *Laptop Si Unyil* show is about processing natural resources using cutting-edge technology, for example, processing goat or cow milk with the latest technology. For the language impact, this show has a catchphrase that children often imitate "*Mari kita lakukan*". The phrase means "let's do it." In the context of

the show, the character Unyil invites the viewers to see the process showcased in the content, such as processing cow milk into yogurt. This expression in the context of the everyday life of elementary school children also means inviting friends to do something according to the speaker's wishes.

Furthermore, watching television has an impact on the behavior of children. It is in line with (Astarini et al., 2017) that the impact of watching television is a social behavior that is more mature than children's age. The Table 5 shows the various actions that come from imitating TV shows. It is in line with Hilolah (2016) that television media greatly impacts people's behavior, including children. The table shows that the behavior impacts originate from 2 shows: Upin & Ipin and Jejak si Gundul. It can be stated that both of them have the power to influence elementary children's behavior (Hilolah, 2016).

This study found three actions that come from children imitating the Upin & Ipin: (1) dancing, (2) mimicking adhan, and (3) reciting Quran. These activities can be considered as having a positive impact on the show. The dancing is unique to the show and is appealing to children. It can serve as a light exercise for the body. Mimicking adhan is also a positive activity for Muslim children. It is generally expected that male Muslims can perform adhan as the calling for prayers. Reciting Quran is also a positive activity for Muslim children.

Furthermore, the main character of *Jejak Si*

Gundul show is multi-talented, and one of their talents is cooking. In the show, this character often helps people in cooking various meals. It is what elementary-grade children imitate. Children often help their mothers in cooking because they saw Si Gundul helping people cook. It becomes an appealing activity in the eyes of children. It is generally considered as a positive impact from the television show.

Television shows watched by elementary school children, besides impacting language and behavior, also have positive and negative impacts. It aligns with Hayati & Malinda (2020) that television shows at least have a positive or negative impact. This study found various positive impacts of children watching television, as presented in Table 6. It demonstrates that the television shows watched by elementary school children have positive influences. Parents still

Table 5 Behavioral Impact

No.	Behavior	Source
1.	Dancing	Upin & Ipin
2.	Help cooking	Jejak Si Gundul
3.	Mimicking Adhan	Upin & Ipin
4.	Reciting Quran	Upin & Ipin

Source: Data Processed by Author, 2022

Table 6 Positive Impacts

No.	Impacts
1.	Language training
2.	Listening to Adhan
3.	Singing
4.	Eating independently
5.	Understanding the show
6.	Learning to read
7.	Sharing food
8.	Practicing Prayers
9.	Mimicking Adhan

Source: Data Processed by Author, 2022

need to accompany children in order to manifest these positive impacts.

Watching TV can help children improve their understanding of language. It is in line with Trisiah (2019) that it is easier for children to understand language through the use of it by characters in TV shows. For example, they can learn and practice using new vocabulary with friends. It is in line with Filisyamala (2018) that TV shows can significantly improve children's vocabulary. Better vocabulary will help children in the various application of language, such as speaking, listening, or writing.

Listening to adhan, like in the TV show Upin & Ipin, is a positive habit for Muslims. It helps children to become religious person. It is good for children to observe how characters in TV shows listen to adhan and then do prayers. Guidance from adults, in this case, will help in the realization of this educative aspect.

Singing is a positive activity for children, especially if they see it in TV shows which songs are appropriate for children. It helps to develop children's art and creativity aspect. Children can also be more confident because of this activity. However, this aspect needs parental supervision because not all songs are appropriate for children.

Some characters in children's shows can eat on their own without the help of adults. Children will imitate this, making them more independent in eating activities. They will learn to see it as something normative. Thus it can be stated as a positive impact. It helps in the

development of children in the early elementary age.

Children's show characters sometimes give food or share toys with their friends. It can influence children to be more social in their life. They can imitate it and become kinder to their peers. An example of these characters is Upin and Ipin. They are brothers who always share their food. TV shows like Upin & Ipin often portray the characters performing prayers. It is a good example that children can imitate. It helps to make children more religious. Sometimes it also shows other religious practices, such as fasting. In general, this is a positive impact of TV shows for children.

All related parties need to prevent the negative aspects of TV shows for elementary-age children (Syarah et al., 2018). This study found a few negative impacts of TV shows on children. The negative impacts are shown in the Table 7. The Table 7 shows that not all impacts from TV are positive; some are negative, as seen on the list. TV shows for children might include the use of impolite or bad language. It will be a negative aspect if children imitate this. Therefore, parental supervision is needed to filter the language in TV shows for children (Astuti, 2022).

Table 7 Negative Impact

No.	Behavior
1.	Bad language
2.	Violence
3.	Ask for things
4.	Play fighting with siblings

Source: Data Processed by Author, 2022

Sometimes TV shows for children contain scenes where violence happens. When children watch this, they might imitate it. It usually manifests as a habit of hitting other people, such as friends or parents. Children sometimes do not understand the context of the violence in the show, that it is good versus evil. It is the parent's responsibility to guide them. Another negative impact is when children ask parents to buy what they see on TV, such as expensive toys. Not all parents can afford such. And the things asked might not be suitable for the need of the children.

As an impact of watching TV, sometimes children like to play fight with their siblings. It is in line with Budiman (2018) that a negative impact of TV shows is children becoming interested in violence. It is negative because it fosters a habit of conflict and the utilization of violence. In addition, TV shows containing violence are very dangerous and negatively impact elementary-age children (Launa & Mudjiyanto, 2022). Hence why, the role of parents as guides is essential.

CONCLUSION

According to the problem formulation, the impact of elementary school children's favorite television shows on children's imitation behavior is discussed, such as how children tend to imitate the language in broadcasts and add new vocabulary. The influence of child imitation behavior from television shows watched by elementary school children can be classified as

positive or negative. Not all of the shows have a positive influence on language and behavior. As a result, parents must accompany their children while they watch television shows with a negative impact and pursue education with a positive impact.

Parents can help their children avoid watching television by identifying sources of child imitation behavior. Nonetheless, the data in this study is still limited to the television shows examined. Although it is well known that elementary school children watch a variety of shows other than television, such as YouTube, social media, and so on, we hope that researchers can overcome the data limitations in this study so that more sources of child imitation behavior can be identified.

Given the potential for positive and negative effects on children from television shows, parents play an important role in accompanying them. This study can determine whether the television shows children watch have a positive or negative impact on them.

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