Implementation of the ATIK Model in Animated Drawing Learning for Early Childhood at TK Al Azhar 13 Rawamangun

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Abstract

ATIK is a learning approach that emphasizes learning through observation, imitation and application. This concept is often used in arts and crafts education, but can also be applied in a variety of other learning contexts. The purpose of this study is to examine the effect of the ATIK model program based on Animated Drawing Application in improving children's drawing skills, especially in making animated drawings. The type of research used is a case study. The research subjects were 25 children. Data collection techniques used interviews, observation, and documentation. The results showed that the use of the ATIK model with the Aminated Drawing application has a variety of benefits in improving learning in various educational contexts. This is evidenced by the results of children's ability to draw developing rapidly, technology integration can increase children's creativity, stimulate collaboration, share ideas and inspiration through digital media.

Keywords: *ATIK Model, Animated Drawing, Early Childhood*

INTRODUCTION

Early childhood has unique developmental characteristics. They are in a phase of rapid development and are responsive to their own learning environment. The independent curriculum approach addresses the needs, potentials, and local contexts in providing appropriate stimulation for children. In line with the principles of early childhood learning that focus on the stages of child development, the independent curriculum presents a principle of independent learning that fosters creativity and innovation in learning. This helps create meaningful and high-quality learning experiences. Curriculum development is part of the ongoing teaching process. Consistent with Munandar's opinion (2017), the curriculum is defined as the foundation that motivates children to learn. The implementation of curriculum development policies will determine the planning, implementation, and evaluation parts of education carried out by educational institutions (Musrifin & Bausad, 2017),

including principles of learning through play, exploration, collaboration, and social interaction.

In the era of digitization, the use of technology can be an option for teachers to conduct classroom learning. Various ways of using technology in creating learning products and art will unearth more diverse knowledge and learning. The use of educational videos, audio learning, interactive multimedia, and the emergence of Virtual Reality (AR), Animated Drawing (AD) can address challenges in the transformation of learning processes in Indonesia (Ferdian Utama, 2022). By leveraging technological advancements, innovative learning solutions can meet the nation's needs. Research (Peng & Wang, 2022) found that the use of Animated Drawing applications enhances students' engagement in art learning, strengthens understanding of art concepts, and enhances creativity in visual expression. Research (Smith, Zheng, Li, Jain, & Hodgins, 2023) indicates that Animated Drawing applications can stimulate children's imagination and creativity, facilitate student-centered learning processes, and boost confidence in self-expression through art. With Animated Drawing becoming an innovative learning medium, it can be applied in early childhood education institutions. In relation to the achievements of learning in independent curricula, this application can make the learning environment engaging, collaborative, and inspirational.

In the digital era, innovative learning approaches can capture children's interest in learning. Not only learning technical drawing but also developing children's computer skills, introducing internet usage, features in applications, and fostering creativity, problem-solving, and collaboration skills. Children learn art to understand and express their feelings in ways unrestricted by words. Art activities play a crucial role in the development of early childhood by helping them express themselves, develop creativity, and build social skills (Mahmudah & Watini, 2022). They can freely explore colors, shapes, and textures, which helps strengthen their fine motor skills. During collaborative processes with their peers, children learn to share, communicate, and cooperate, developing essential social skills for success in and out of school environments. Thus, art activities are not just about creating beautiful works but also about helping children build a strong foundation for their overall growth and development (Rohanah & Watini, 2022). Drawing art is a crucial form of creative expression for young children. Fun learning models are highly effective in developing these art skills. When children enjoy the learning process, they are more likely to engage and experiment with new techniques and concepts. In fun learning models, children are given the opportunity to explore various media, techniques, and styles in drawing (Sari, Prastika, Ningsih, 2023). They can use various materials such as pencils, colored pencils, watercolors, or even digital media to create their artwork. This approach gives children the freedom to experiment and discover their unique styles (Indayani, Cahyaninsih, 2023). Through art learning, children with artistic talents can explore their talents, expressions, and conduct various experiments as needed.

Furthermore, in fun learning models, educators or adults involved in the learning process play a supportive and facilitative role (Marietta & Watini, 2022) by providing guidance and technical guidance and creating stimulating and supportive environments to develop children's creativity. This includes providing praise and positive support, as well as providing constructive feedback to help children grow and develop their art skills. By using fun learning models, children not only learn drawing as a technical skill but also experience joy and satisfaction in the process. They learn to

express themselves creatively and build confidence in their art abilities. This creates a solid foundation for their development as creative and critical-thinking individuals in the future (Hidayati & Watini, 2022).

Observations at TK Al Azhar 13 Rawamangun show that children's drawing abilities are excellent, and their intelligence is impressive. This observation reflects a positive relationship between children's drawing abilities and their overall intelligence development. Children who can express themselves well through art often show progress in various aspects of their cognitive and social development. This is a unique and remarkable ability that not all children of their age may possess. From interviews with teachers, it was found that teachers have implemented the Atik learning model based on Animated Drawing applications. This learning model provides a fun and interactive approach to teaching drawing art. By using Animated Drawing applications, teachers can visually and dynamically introduce art concepts to children. Children can learn through direct experience by interacting with moving images and seeing art concepts come to life on the screen.

The ATIK learning model has become a major focus in many Early Childhood Education (ECE) institutions due to its effectiveness in increasing children's engagement in the learning process (Marietta & Watini, 2022). Several studies have revealed the benefits of implementing this model. One relevant study is conducted by (Nurhayati, Harmiasih, & Kumari, 2023). This study found that the ATIK learning model is effective in increasing children's interest and motivation in learning, as well as helping them achieve better academic achievements (Wahyuningrum & Watini, 2022). Regarding research on the ATIK model based on Animated Drawing technology, you can refer to journals discussing this topic (Udjir & Watini, 2022). However, I do not have direct access to journal databases. What sets this research apart from other studies is its focus on the application of Animated Drawing technology in the Atik learning model. This research will explore how technology integration can enhance the effectiveness of drawing art learning in ECE or kindergarten, and its impact on drawing skills development and children's engagement in the learning process (R. A. Lestari & Watini, 2023). Research results (Torre, 2015) show that Animated Drawing applications are highly effective in improving children's learning in various educational contexts. However, it should be emphasized that the research conducted by the 20 researchers did not focus on the Early Childhood Education (ECE) level as you are researching. Their research may cover various educational levels, from elementary schools to higher education. This indicates that Animated Drawing applications have broad relevance and can be used at various educational levels. Nevertheless, this research has significant added value because it focuses on the specific teaching context for young children. This makes the research unique and relevant in understanding the impact of technology on art learning in the early cognitive development stages of children. Thus, although there have been previous studies on Animated Drawing applications, research in the ECE level contributes valuable insights into the use of technology in children's education.

Research (Sroka-Bizoń et al., 2021) found that the use of Animated Drawing applications can enhance information retention, as dynamic visualization allows children to better understand complex concepts. Research (Alfatra, Suminto, & Purwacandra, 2019) indicates that the use of Animated Drawing applications in art learning can stimulate problem-solving skills, as children are encouraged to explore

various techniques and styles in drawing. By considering the findings of these researchers, it can be concluded that the use of Animated Drawing applications has various benefits in improving art learning in various educational contexts. This technological integration not only enhances children's engagement and creativity but also helps them better understand art concepts and develop problem-solving skills. Research (Gauthier, 2011) found that the use of Animated Drawing applications in art learning can stimulate collaboration among students, as they can share ideas and inspiration more easily through digital media. Research findings from (Smith et al., 2023) state that Animated Drawing applications can enhance students' learning motivation, as they are interested in using technology in learning and exploring their creative abilities. By examining the findings of these researchers, it can be seen that Animated Drawing applications have shown positive impacts in various aspects of art learning. From improving collaboration among students to stimulating learning motivation, this technological integration has proven beneficial for the educational process. This indicates the significant potential of Animated Drawing applications as innovative and effective learning support tools, which has sparked the interest of researchers to conduct a study entitled "ATIK Model Based on Animated Drawing Application to Develop Children's Drawing Skills."

This research focuses on implementing the ATIK (Observe, Imitate, Do) model in Animated Drawing learning to enhance children's drawing skills, especially in animation form, at TK Al Azhar 13 Rawamangun. The issues examined include teachers' abilities in implementing Animated Drawing with the ATIK model, the steps of implementing the ATIK Model in Animated Drawing learning, children's abilities in applying Animated Drawing with the ATIK model, as well as obstacles and follow-up actions in the implementation of the ATIK model in Animated Drawing learning. The research questions raised include evaluating the abilities of teachers and children, the process of implementing the ATIK Model, and identifying obstacles and solutions in implementation. This research is expected to provide benefits both theoretically and practically for the education world. Theoretically, this research can broaden teachers' insights into the use of the ATIK model with Animated Drawing applications. Practically, the results of this research can be a valuable reference for authors, Early Childhood Education (ECE) institutions, and other stakeholders in the development of teaching methods and the implementation of the ATIK model.

METHODOLOGY

The research method utilized in this study is qualitative (Rukajat, 2018). A qualitative approach was chosen as it allows researchers to understand and explain phenomena in depth, particularly in the context of art and technology education (Creswell, 2015). This study employed several data collection techniques: observation, interviews, and documentation. Data collected were presented in textual descriptions and analyzed using the Miles and Huberman approach, which includes data reduction, data display, and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldana, 2018). The research was conducted at TK Al Azhar 13 Rawamangun, Jakarta. This location was chosen because the school implements a character- and technology-based curriculum and possesses digital-based facilities. Observations were conducted from September 18 to the end of December 2023, during school learning activities from 07:30 to 11:00 AM. TK Al Azhar 13 Rawamangun is an Islamic-based school that has

developed technology-based learning. Children in this school are accustomed to using various digital media as learning tools (Emzir, 2016).

The aim of this study is to determine the contribution of digital technology and the ATIK model in the development of early childhood drawing skills. Data in this study were divided into two types: primary data and secondary data. Primary data were obtained directly from observations, interviews, and interactions with respondents. Secondary data included documentation from school activities and other information sources supporting the research. Data collection was carried out through observation, interviews, and documentation. Observations were conducted to observe learning activities, teacher preparations, and children's responses to the ATIK model. Interviews were conducted with teachers, students, school principals, and parents to obtain their perspectives on the implementation of the ATIK model. Documentation was used to record activities and learning outcomes. Data analysis was performed through data reduction, data presentation, and conclusion drawing. Data were reduced to select relevant and significant information. Data were presented in the form of tables, graphs, and narratives. Conclusions were drawn based on the findings of data analysis. Data validity was ensured through source triangulation, verification, and re-examination by the researcher. This research involved various relevant parties to ensure the accuracy and validity of the obtained data (Lexy J.Moleong, 2019).

RESULTS AND DISCUSSION
Al Azhar 13 Rawamangun Kindergarten and Animated Drawing ICT Model

Islamic Kindergarten Al Azhar 13 Rawamangun, established on May 26, 1994 under the auspices of the Al Azhar Islamic Boarding School Foundation (YPI) and in collaboration with the Islamic Student Dormitory Foundation (YAPI), is located at Jalan Sunan Giri No. 1 Rawamangun, which is a major traffic route and shares the environment with several schools such as Muhammadiyah, Labschool, and SMP Diponegoro. With an area of 1352m2 and a permanent building of 957 m2, this school is equipped with octagonal classrooms, a Learning Resource Center, a health unit (UKS) room, a kitchen, an administrative office (TU), a principal's office, and an auditorium with glass walls on the second floor. Outdoor facilities include a playground with swings, slides, and others, as well as two ablution locations. Learning at Islamic Kindergarten Al Azhar 13 Rawamangun is supported by technological media such as smart boards, computers, laptops, and iPads. In the academic year 2021-2022, this school was designated as a Driving School with the aim of producing students who have attitudes and behaviors in accordance with the Pancasila Student Profile. In the integrated independent curriculum with digital technology learning, students are given the freedom to choose activities of interest and create project works under the guidance of teachers. Integration with the ATIK Model encourages child-centered learning and applies their knowledge in innovative learning contexts. With a total of 164 students, including those with special needs, this research focuses on the implementation of the ATIK model in Animated Drawing learning in class A3.

Digital art experts such as (Taliun et al., 2021), (Wainschtein et al., 2022), and (Rigby et al., 2023) acknowledge that the Animated Drawing Application has revolutionized creative expression in the digital era. They highlight the excellence of this application in facilitating animation creation easily and quickly, even for users without a strong art background. Smith emphasizes the importance of this application

in expanding accessibility to digital art for various groups, while Johnson highlights its role in enhancing collaboration and inclusivity among artists. Chen adds that this application has great potential in visual arts and animation education, providing engaging and interactive learning experiences for students. However, experts also remind of the importance of using this application wisely and responsibly, as well as the need for awareness of ethical and moral aspects in its use. In conclusion, the Animated Drawing Application is recognized as a powerful and innovative tool in facilitating creative expression in the digital era, with the potential to influence various aspects of human life from art and education to entertainment (K. A. Lestari, Suranata, & Wira Bayu, 2022)(Middleton, 1934).

The Animated Drawing Application is software that allows users to create moving animated pictures (Alfatra et al., 2019). Experts in this field acknowledge that this application has changed the way people interact with digital art. One of its main advantages is the ability to create animations easily and quickly, even for those who do not have a strong art background. Digital art experts state that this application provides opportunities for users to express themselves creatively without the limitations of traditional media. In addition, some experts also highlight the importance of the Animated Drawing application in education and training, as it can be used as a tool to visualize complex concepts or as a means to develop animation skills. However, some experts also emphasize the importance of using this application wisely, as its tendency to facilitate the creative process can reduce the need for traditional skills in art. In conclusion, the Animated Drawing application is recognized as a powerful and innovative tool in facilitating creative expression, but its use must also be balanced with a strong understanding of art and design concepts. In addition, some experts also highlight the potential of the Animated Drawing application (Wijanarko, 2020) in the creative and entertainment industries. They believe that with its intuitive and flexible capabilities, this application can be a valuable tool for animation filmmakers, game industry practitioners, and other digital content creators to produce engaging and high-quality works. The use of this application also opens doors for wider and more inclusive collaboration among artists and designers from various backgrounds, as it facilitates the exchange of ideas and works online (Impronah & Batubara, 2021).

However, some experts also emphasize the importance of developing more advanced technology in this application to improve the quality of the animations produced, as well as to address some current limitations such as limitations in motion control and visual quality. With the continuous advancement of technology, it is expected that the Animated Drawing application will continue to be one of the main tools in creative expression in the digital era, with the potential to take animation art to a higher and more inclusive level than ever before (Arianti, Sutrimah, & Hasanudin, 2021). In addition, some experts also highlight the importance of the educational aspect of the Animated Drawing application. They believe that this application can be an effective tool for teaching visual art concepts and basic animation principles to students in an engaging and interactive way. By using this application, educators can create fun and challenging learning experiences for their students, which in turn can increase their interest and motivation in learning art and design (Proborini, 2021). On the other hand, some experts also emphasize the importance of awareness of the ethical and moral implications of using the Animated Drawing application, especially regarding copyright and the use of inappropriate images. They stress the need for

education on responsible use in creating and sharing digital artworks, as well as the need for adoption of appropriate standards and regulations to protect the creative rights of artists and other users (Herno & Sudiro, 2022). Overall, the Animated Drawing application is recognized as an innovation that expands the boundaries in the world of digital art, with the potential to influence various aspects of human life from creative expression to education and entertainment. However, it is important to continue to consider its implications and impacts comprehensively, and to continue developing this technology with attention to the ethical and moral values underlying its use (Herno & Sudiro, 2022). In the learning process for Animated Drawing, it can be done through the ATIK model (Observe, Imitate, and Do).

The "Observe, Imitate, and Work" (ATIK) theory is a learning approach that emphasizes learning through observation, imitation, and application. This concept is often used in art and craft education but can also be applied in various other learning contexts. The ATIK approach encourages students to observe existing examples or models, imitate or replicate patterns or techniques demonstrated, and then apply them in their own work (Sianturi, Sari, & ..., 2023). This approach emphasizes learning through direct practice and real experiences. In this way, students have the opportunity to develop practical skills, creativity, and understanding of concepts through structured and sustained processes. Additionally, this approach also allows students to learn from examples around them, whether it be artworks, craft products, or other practical skills. In the context of art and craft education, the ATIK approach can help students develop observational skills, mastery of techniques, and creative expression. However, this concept can also be applied in other subjects such as mathematics, science, language, and social skills. Overall, the ATIK approach is one of the effective learning models as it combines observation, imitation, and practice in a comprehensive process. Thus, students can gain deeper understanding and better skills in a particular field or topic of learning (Rahmatullah & Widia, 2023).

In the ATIK Model, the learning stages follow Kolb's experiential learning cycle, consisting of four main stages: concrete experience, observation and reflection, abstract conceptualization, and active experimentation. Firstly, students experience concepts or skills directly through concrete experiences, such as observing demonstrations or engaging in hands-on activities. Then, they observe and reflect on these experiences, identifying what they have learned and how it can be applied in a broader context. Next, students conceptualize and abstract what they have learned, attempting to understand the principles and concepts behind their experiences. Finally, they test these concepts through active experimentation, applying what they have learned in real situations or creating something new based on their understanding. With this cycle, students not only acquire knowledge and skills but also develop deeper understanding and abilities to think critically and creatively (Adawiyah & Watini, 2022).

Each stage of the learning cycle in the ATIK model plays a significant role in developing students' understanding and skills. The first stage, concrete experience, allows students to directly engage with the learning material, creating a strong foundation of experiences. Next, the observation and reflection stage provides opportunities for students to internalize their experiences, analyze what they observe, and reflect on how those experiences relate to previous knowledge. Then, the abstract conceptualization stage enables students to connect their concrete experiences with

broader theoretical concepts (Babys & Watini, 2022). Here, they can develop a deeper understanding of the principles underlying the learning material. Finally, the active experimentation stage allows students to test their understanding and skills through practical applications, whether in existing contexts or through creativity in creating something new (Adawiyah & Watini, 2022).

Thus, the ATIK Model provides a holistic and continuous framework for student learning, enabling them to acquire knowledge, skills, and deep understanding through direct experience, reflection, and practical application. Through this approach, students not only become passive recipients of information but also active in constructing their own understanding and developing relevant and meaningful skills (Udjir & Watini, 2022).
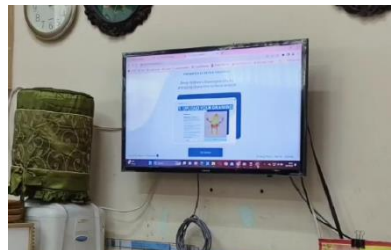
Figure 1. The teacher provides an Animated Drawing tutorial explanation and gives students the opportunity to actively engage as IT operators.

In the learning process at Al Azhar 13 Rawamangun Kindergarten, the researcher found an interesting finding where in the learning process the teacher as a facilitator provides opportunities for students to become assistants during learning who are assigned to operate laptop devices while the teacher explains the Animated Drawing tutorial. Collaboration and interactive are strongly felt where the teacher also provides opportunities for students to actively discuss, explore knowledge and apply learning in accordance with the ATIK model.

Implementation of the ATIK Model for Animated Drawing Learning

Based on the results of observations and interviews conducted, the teachers' ability to implement the ATIK model needs further guidance, as in the learning process, teachers are more familiar with the term "inquiry-based learning," which has become a learning program in the classroom. However, the ATIK model is new knowledge that needs to be incorporated into classroom learning. In fact, teachers have been implementing the ATIK learning model every day in the classroom. (CW). The observation results indicate that teachers find it easy to implement Animated Drawing as an innovative and easily accessible learning method, catering to students with different learning styles. Based on this data, the researcher concludes that the teachers' lack of information on implementing the ATIK model could be supplemented with

additional knowledge. Teachers can implement drawing learning with the Animated Drawing application without the need for specific training in its use. As for the preparation of the ATIK model, teachers have made plans adapted to the ATIK syntax.

According to the interviews regarding the implementation of the ATIK model in Animated Drawing learning at TK Al Azhar 13 Rawamangun, teachers have prepared a learning syntax/module and lesson plans (RPP) according to the scheduled learning program. Learning took place over one month within the inquiry-based learning. In line with the ATIK learning model, which is a collaboration between the ELT model and indirect learning models, the ATIK learning model was obtained. Children were able to participate in activities to turn drawings into animations using the Animated Drawing application. According to field notes (CL), children were taught to follow the steps of the ATIK model with learning resources that allowed them to draw according to their interests and learning styles, providing concrete experiences with Animated Drawing tutorials. Then, children could observe, conceptualize, understand the stages, and engage in active experimentation. With this cycle, students not only acquired knowledge and skills but also developed a deeper understanding of problem-solving, symbolic, critical, and creative thinking. This is in line with research on the ATIK model (Adawiyah & Watini, 2022).

The steps prepared in the learning process include:

1. Learning Planning: Based on the interview results, the type of learning planning includes elements such as Learning Outcomes (LO) in the basics of Literacy, Mathematics, Science, Technology, and Engineering Art. These are translated into Teaching Modules and Lesson Plans. The Teaching Module format consists of Module Identity, Time Allocation, Learning Model, Topic, Learning Objectives, General Activity Descriptions, Activity Ideas, and Activity Steps (opening, core, break, closing). The types of activities prepared in the learning process include drawing with inspiration from various learning resources and using the Animated Drawing application supported by IT devices (laptop, phone, iPad, computer).

2. Learning Implementation Steps: Initiated by teachers preparing and organizing topics, media, and learning resources. During the morning familiarization activities before the scheduled learning, students borrowed storybooks, while some already present students played in the IT area, trying out various IT devices for various activities. The opening activity started with an apperception and discussion of the Animated Drawing topic. The teacher explained to the children how to use the application. Through the profession pictures made by the children, they gained concrete experience by observing, imitating the teacher's steps explained by the teacher, conceptualizing the information, and practicing directly with Animated Drawing.

The Animated Drawing application is a Meta application that creates moving animations using drawings or scribbles made by children. Drawings are made on paper first and then uploaded to an application to make the paper move. The application is called Sketch MetaDemoLab.
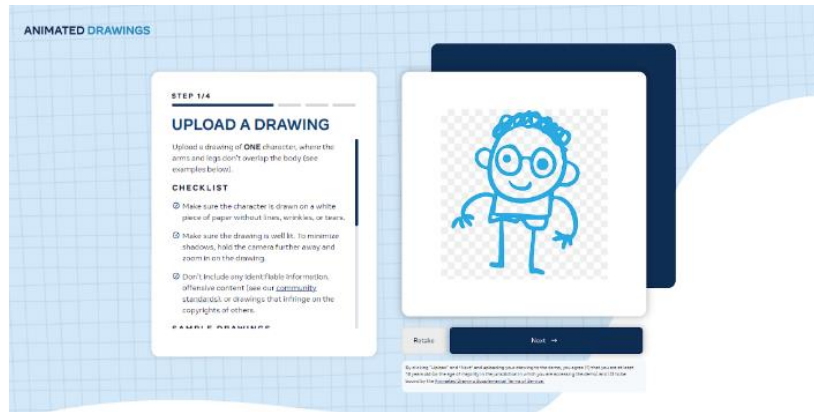
Figure 4. Initial View of Animated Drawings

According to field notes (CL), educators or teachers in this research will ask the students to draw according to themes such as their aspirations. The drawings presented are pictures of various professions such as police, firefighters, doctors, lawyers, judges, and several other professions. After that, the children will draw according to the professions they want. The next step is to upload the created character pictures, where the pictures must have separate arms and legs. This is to make it easier for the application to move the pictures. The character drawings should be clean without lines, wrinkles, or tears, and ensure that the characters are clear and bright. After finishing drawing and wanting to upload, click "Upload photo." Then select the picture to be animated by cropping it. Then select "Next" to continue, followed by approval to upload the picture.

Figure 5. Cropping Image

The next step is the process of identifying characters by resizing the box size to fit the image. Then select "Next." This is followed by separating the characters from the background paper used. At this stage, additional parts that are not highlighted can be added using a pen.
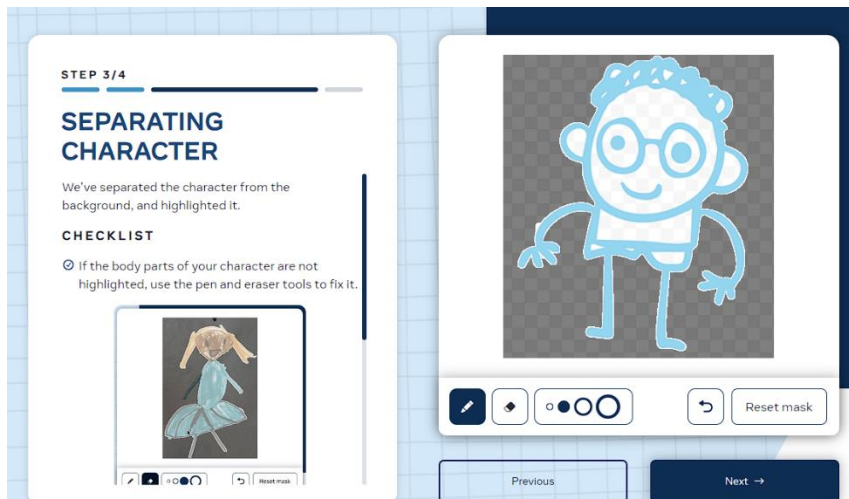
Figure 6. Making Image

The next step is to determine the character's "Joints" so that the character can move and animate easily. If the character from the picture does not have arms or joints, then pull the elbow points and wrist joints away from the character. Then add animation by selecting the desired movements.
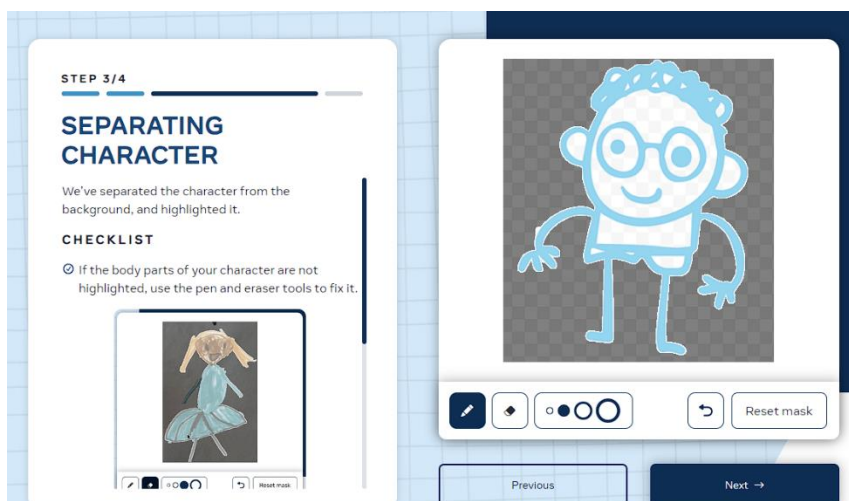

Figure 7. Determination of Joints from the image

Teachers provide examples first on how to use the animated drawing application. The first step is to provide an example of drawing character profiles desired by the children. Ensure that the image complies with the application guidelines that the hands, arms, and head must be clearly visible.
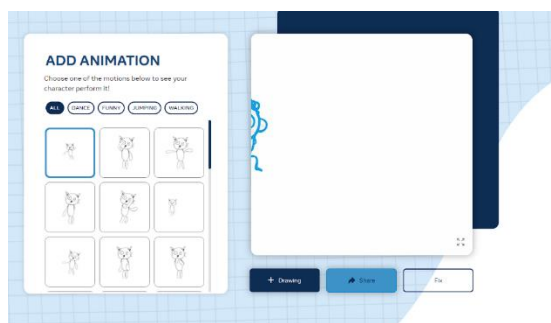

Figure 8. Animation Movement Selection

Then the teacher will upload the character image to the animated drawing application by providing examples of these steps to the children until the character image can move according to the motions provided by the application. After that, the children will be given the opportunity to do it themselves without guidance from the teachers. After the teacher or educator demonstrates and instructs how to use the Animated Drawing application, the students do what has been demonstrated. In connection with the ATIK model, on average, children at TK Al Azhar 13 Rawamangun are able to develop their drawing skills and turn drawings into animations using the application.

From the observation and interview results (CL, CW), on average, children at TK Al Azhar 13 Rawamangun who are able to develop their drawing skills and turn drawings into animations. This is in line with research by (...Irawati, Z, Mei Liza, 2023), where the ATIK model can enhance children's ability to become adaptive and creative learners and lifelong learners. A comprehensive and inclusive learning approach prepares students to acquire knowledge, skills, and successful attitudes in meaningful learning. In this research at TK Al Azhar 13 Rawamangun, children are able to develop drawing skills with the ATIK model. Then, research by (Udjir & Watini, 2022) concludes that there is growth and development among early childhood children aged 0-6 years in terms of language development. This study uses the ATIK Model with card games to improve language skills. In these two studies, it is concluded that the ATIK Model can develop skills for children. Meanwhile, research by (Herwati & Watini, 2022) states that the ATIK Model becomes one of the choices to support early childhood learning activities. This study presents the implementation of the ATIK Model in the process of developing children's drawing skills with the Animated Drawing application.

Barriers and Follow-up Programs for Implementing the ATIK Model in Animated Drawing Learning

Based on the interview results, the obstacles in this research are as follows:
1. Limitations in children's drawing abilities related to the need for repeated drawing activities in class (CL).
2. Limited human resources in terms of innovation and information regarding learning models for early childhood education.
3. Lack of awareness and support from parents in providing opportunities for children to explore digital learning ideas and parents' lack of insight into learning activities using digital applications at home, as children mostly use gadgets for gaming or watching children's shows (CW).

The solutions implemented by teachers and the school to overcome these obstacles include parenting activities regarding the importance of supervising gadget use and socializing various innovative and creative learning activities using digital media. Providing training for teachers and parents to increase awareness of creative and innovative digital learning (CW). From the parents' perspective, this will increase family time with children to engage in educational activities at home using safe, engaging, creative, and collaborative digital media (CW).

For follow-up programs from this research, based on the interview and observation results, it is an interesting, creative, and inspirational activity in TK learning. Therefore, the program can be followed up by students and teachers conducting reflection both internally within the school and to neighboring schools.

This can enrich learning innovation in schools. From the students' perspective, children have new skills in learning to create animated drawings, which can be followed up by creating their own story e-books, presenting projects, and exhibiting their works in the form of Student-Led Conferences (SLC) programs (CW and CL).

The research results on the implementation of the ATIK model in Animated Drawing learning at TK Al Azhar 13 Rawamangun were obtained through interviews with Mrs. Nur Aisyah, S.Pd, as the A3 class teacher, and Mrs. Dina, the school principal of the TK. According to Mrs. Nur, learning with the ATIK model is a common practice in the TK because it allows children to express their interests in drawing and making animated drawings. This model is also in line with the curriculum applied in the school. Mrs. Dina also supports the use of the ATIK model, stating that the learning is in line with the curriculum and gives children the freedom to choose animation projects they are interested in. However, it should be noted that learning with the ATIK model must still be supervised and monitored by adults, considering that children's access to digital devices needs to be controlled. Through this research, it is concluded that the ATIK model can increase children's learning interest, develop innovation in learning, and enhance the understanding of teachers and children about the use of various media in drawing. This not only fulfills the Basic Learning Achievement of Literacy, Mathematics, Science, Technology, and Engineering Art but also impacts the formation of children's identity. From the observation results, it can be concluded that the implementation of the ATIK model in Animated Drawing learning has provided various benefits, including increased children's learning interest, development of innovation in learning, and better understanding of the use of various media in drawing.

CONCLUSION

This research demonstrates that the implementation of the ATIK Model in Animated Drawing learning greatly aids in the early childhood learning process. Educators provide practical examples of how to draw professional characters and use the Animated Drawing application, which are then observed and imitated by students in the classroom. Children involved in the research experience significant development in drawing skills and the use of the Animated Drawing application. They begin to understand how to draw professional characters and grasp the basic principles within these characters, enabling them to transform them into moving animations using the application. Based on these findings, the researchers recommend that further research should involve a broader and more diverse sample, engaging multiple schools within one region, and conducting continuous research to deepen understanding of the use of the ATIK Model in early childhood education.

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