



The Value of the Demonstration Method Based on Animated Videos to Improve Schilderen's Speaking Skill at Ra Alaika

Dea Monica¹, Raoda Tul Jannah Maruddani², Annajmi³,
Mardiana⁴, Kompri⁵, Rafik Darmansyah⁶

¹ (Student, Institut Agama Islam Muhammad Azim, Jambi).

² (Lecturer, Institut Agama Islam Muhammad Azim, Jambi).

³ (Lecturer, Institut Agama Islam Muhammad Azim, Jambi).

⁴ (Lecturer, Institut Agama Islam Muhammad Azim, Jambi).

⁵ (Lecturer, Institut Agama Islam Muhammad Azim, Jambi).

⁶ (Lecturer, Institut Agama Islam Muhammad Azim, Jambi).

* Corresponding Author. E-mail: 1deamonica501@gmail.com

Receive: 11/08/2024

Accepted: 10/09/2024

Published: 01/10/2024

Abstract

This study aims to improve the speaking ability of 5-6 year old children in Raudhatul Athfal Alaika, Kemingking Dalam Village, Taman Rajo District, Muaro Jambi Regency, by using a demonstration method based on animated videos. This method involves teachers showing certain steps directly in front of children, so that the learning process becomes more interactive and enjoyable. The main challenge faced in teaching is the lack of interesting methods, which results in children feeling bored and having difficulty understanding the subject matter. The research design uses the Classroom Action Research (CAR) approach with two cycles, each cycle includes the planning, implementation, observation, and reflection stages. Data were collected through careful observation of children's participation and responses during the learning process. The data were then analyzed using the average test and learning completeness to measure the improvement in children's speaking ability. The results of the pre-cycle showed that only 10 children were included in the BSH category in answering questions and constructing simple sentences, with a distribution of values consisting of 4 children in the BB category, 5 children in the MB category, and 1 child in the BSB category in expressing ideas. After cycle I, all children showed improvement, entering the MB and BSH categories in each language skill indicator. In cycle II, all children achieved the BSB criteria, were able to answer more complex questions, express ideas better, and understand the concepts contained in the storybook. The conclusion of this study shows that the animated video-based demonstration method is very effective in improving children's speaking skills, expanding vocabulary, and providing an understanding of language use in a more real context. This method also creates a fun learning atmosphere, so that children are more motivated to actively participate in learning.

Keywords: Demonstration Method, Animated Videos, Speaking Skills, Early Childhood

Introduction

Early Childhood Education (PAUD) in Indonesia has a strong foundation in Law

No. 20 of 2003 on the National Education System.[1] According to Article 1, point 14, early childhood education is defined as developmental efforts targeted at children

from birth until the age of 6. These efforts are carried out through the provision of educational stimuli that support the physical and spiritual growth and development of the child, with the goal of preparing them for the next stage of education. Kindergarten, specifically for children aged 4 to 6 years, is aimed at achieving developmental milestones appropriate to their age stage.[2]

Early Childhood Education (PAUD) is not merely a developmental process, but also a designed effort to support the growth and development of young children.[3] PAUD is carried out to stimulate all aspects of a child's development, both physical and non-physical. Isjoni adds that this educational service functions to stimulate children's potential, covering psychomotor, cognitive, and affective aspects.[4] From these various perspectives, it can be concluded that PAUD aims to provide optimal stimulation for children from birth to six years of age.

The early years of a child's life are a crucial period, especially for the development of language skills. Indonesia's Ministry of Education and Culture Regulation No. 137 of 2014 on National PAUD Standards emphasizes that language skills involve comprehension, expression, and literacy.[5] The aspect of language expression includes skills such as asking questions, answering, verbal communication, and conveying experiences and feelings through writing. The ability to express language is key to social interaction, and for young children, this is closely related to the development of speaking skills.

According to Indonesia's Ministry of Education and Culture Regulation No. 137 of 2014, age-appropriate child development encompasses religious and moral values, physical-motor, cognitive, language, social-emotional, and artistic

aspects. In this context, the language aspect consists of receptive language comprehension, language expression, and literacy.[6] Receptive language comprehension includes the ability to understand stories, commands, and rules, while language expression involves skills such as asking and answering questions, verbal communication, and expressing emotions through scribbles. [7] The role of teachers in providing stimulation and developing the language aspect is crucial in this regard.

Speaking skills encompass the ability to convey meaning to others in various contexts.[8] Sulistyawati & Amelia explain that children's communication can form positive social relationships with their peers. The surrounding environment plays a significant role in developing speaking skills, where peer influence and parent-child relationships are highly impactful.[9] Speaking ability, according to Retno et al., as cited by Marzuqi, is a productive language skill used to express thoughts and feelings verbally.[10]

Tarigan states that speaking skills involve the ability to articulate sounds or words to convey thoughts, ideas, and feelings. Furthermore, as a form of communication, this skill is also used to convey ideas in a way that suits the listener's needs. Tarigan emphasizes that speaking skills are a language aspect that develops in a child's life and can only be practiced after mastering listening skills. Speaking skills in children differ from adults, as they involve pronunciation, vocabulary, grammar, fluency, and social interaction.[11]

Speaking skills consist of several components, including pronunciation, vocabulary, grammar, fluency, expressiveness, and social interaction. Tarigan emphasizes the importance of developing all these components in a balanced way to create effective speaking

skills. Generally, children have the ability to imitate sounds or words and express ideas and feelings related to a particular theme.[11] In this context, the support of a qualified teacher and a positive psychological condition are key factors.

The role of an active teacher who masters the subject matter and can manage children is crucial in the learning process. Agustin and Puspita (2020, p. 1) state that learning activities should prioritize teacher creativity in delivering varied lessons, which can motivate children. Jalongo (2007, pp. 64-65) mentions that at the age of 4-6, children should have between 1,400-3,000 vocabulary words and be able to use more complex language with an average sentence length of 6-8 words.[12] However, in reality, many children have not yet reached this standard.

Based on an observation on January 15, 2024, at Raudhatul Athfal Alaika, it was found that the children's speaking abilities were still lacking. For instance, only 5 children (50%) were able to answer more complex questions well, while only 3 children (30%) met the criteria for good verbal communication with an adequate vocabulary. Only 7 children (70%) succeeded in constructing simple sentences with complete structures, indicating that there are still many aspects that need attention to improve their speaking skills.

The demonstration method can be used as a way of presenting learning by showing the process or situation being studied, either in real or simulated forms. While effective, this method requires careful preparation, including the selection of appropriate tools and materials, as well as specific skills from the teacher. The use of videos, such as animated videos, can be a very beneficial option in the learning process. Videos provide strong visualization and help children understand

the material better while introducing them to new experiences.[13]

After watching the video, the teacher can facilitate a discussion to clarify concepts and stimulate critical thinking. It is important to choose videos that align with the learning objectives and consider the children's sensitivity and age limitations. With proper preparation, the use of animated videos can be an excellent tool within the demonstration method for teaching young children.

Method

This study adopts a Classroom Action Research (CAR) design, conducted in two cycles, each involving four stages: planning, implementation, observation, and reflection.[14] Data collection was carried out using observation techniques, with observation sheets for both students and teachers. Data analysis employed mean testing and learning mastery criteria.

CAR is a research method conducted in the classroom by the researcher to evaluate the impact of actions applied to the subjects within the class. The goal of CAR is to improve learning quality and outcomes practically, focusing on the classroom learning process. Observations of the learning activities are conducted to assess the children's abilities. This research aims to improve and enhance the learning process carried out by the teacher, specifically addressing the issue of language development in children by applying a video-based demonstration method.

The research is conducted gradually according to the conditions in the field, based on the cycles applied during the study. The procedure follows a clear and measurable cycle pattern, aligned with the classroom action research (CAR) model developed by Kemmis & McTaggart. This model provides a systematic and iterative scheme, allowing for action, observation,

reflection, and revision to achieve optimal research results.

Each cycle in this study consists of three sessions, with one cycle broken down into several stages. In Cycle I, which began with initial observations, it was found that the children's language abilities in Kuala Tungkal were still low. Therefore, the main focus of Cycle I is to improve children's language abilities by applying a video-based demonstration method. The stages in Cycle I include:

1. Planning: The researcher prepares a lesson plan and learning media, namely animated videos to be used in the demonstration activities.
2. Implementation: The learning activities begin with initial, core, and closing activities. In the initial stage, the children line up to enter the classroom, the teacher greets them, says a prayer, checks attendance, and introduces the day and date. During the core activity, the teacher presents learning media in the form of animated videos and guides the children in understanding the material through a demonstration. In the closing activity, the children recite short surahs, discuss daily activities, and the teacher concludes with a message and a prayer before dismissal.
3. Observation: All learning activities are recorded in observation sheets to assess the teaching and learning process from start to finish. This observation is essential for evaluating the development and success of the methods used.
4. Reflection: After completing the first cycle, a reflection is conducted on the entire process. If the results are not yet optimal, improvements need to be made, and the next cycle will be conducted to address the weaknesses found in Cycle I.

Cycle II is planned with similar steps to Cycle I but focuses more on addressing the

deficiencies found in the previous cycle. This cycle is expected to solidify children's language abilities, so if the desired results were not achieved in Cycle I, Cycle II could address them. If the target is still not met after Cycle II, subsequent cycles will be carried out until optimal results are achieved.

To collect relevant data, the following techniques were used:

1. Observation: The researcher used observation sheets to assess children's speaking abilities through the application of the video-based demonstration method. Several indicators were evaluated, including the children's ability to answer complex questions, recognize groups of images with the same sounds, communicate orally, and construct simple sentences.
2. Documentation: Documentation techniques were used to collect various supporting data, such as notes, reports, photos of activities, and student work. These documents help strengthen the data analysis gathered during the research.

In analyzing the collected data, the researcher employed qualitative analysis techniques with an interactive approach. According to Sugiyono[15], this analysis involves three main stages:

1. Data Reduction: This stage involves simplifying the data by summarizing, selecting relevant data, and discarding irrelevant data. The goal is to facilitate further analysis and focus on essential information.
2. Data Presentation: Once the data is reduced, the next step is to present it in a narrative or brief text form. This presentation makes it easier for the researcher to understand the studied situation and make decisions about the next research steps.
3. Conclusion: Conclusions are drawn based on the understanding gained

from the presented data. If the data is numerical, analysis is conducted using descriptive percentages to determine the frequency or number of respondents meeting specific criteria in the research assessment.

Results and Discussion

Pre-Cycle

In the pre-cycle phase, the researcher conducted an initial observation of the speech development of children at Raudhatul Athfal Alaika, focusing specifically on children aged 5-6 years. This observation covered speaking abilities related to personal information, motivating processes, and the products produced. The use of the video-based demonstration method revealed that many children still drew identical images to their seatmates. This served as the starting point before implementing classroom action research to improve children's speaking abilities.

The learning activities during the pre-cycle phase consisted of three main stages: initial activities, core activities, and closing activities. In the initial stage, the children lined up while singing and doing simple movements before entering the classroom with a collective prayer. The core activities included the teacher's explanation of the theme to be studied and preparing the children through a 15-minute lining-up ritual outside the classroom to foster discipline. The closing activities involved singing, praying, and discussing the lesson that had been covered.

The pre-cycle observation was conducted on May 23, 2024, and the results indicated that the children's speaking development before the intervention still required significant improvement.

The pre-intervention results showed the children's speaking abilities, assessed based on five specific indicators. For the first indicator, related to the ability to

answer complex questions, 50% of the children were in the "Starting to Develop" (MB) category, while the other 50% were in the "Developing as Expected" (BSH) category, with none in the "Not Yet Developed" (BB) or "Developing Very Well" (BSB) categories.

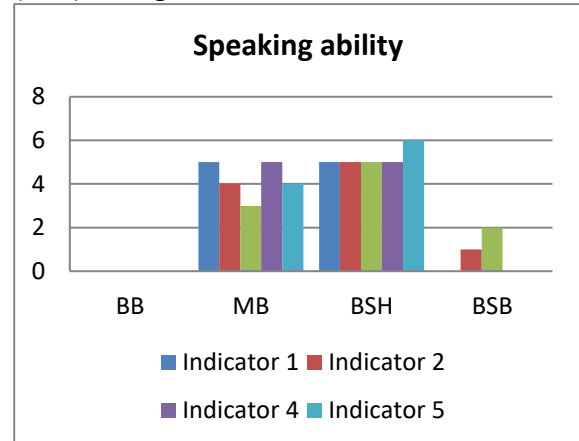


Figure 1
Diagram of Improvement in Children's Speaking Ability during Pre-Cycle

This shows that the children already have a good foundation, although none are very proficient yet. In the second indicator, which measures the ability to express others' ideas with more words, the results are more varied, with 40% in the "Beginning to Develop" (MB) category, 50% in the "Developing as Expected" (BSH) category, and 10% in the "Developing Very Well" (BSB) category. The third indicator, which evaluates oral communication skills and the preparation of basic academic skills, shows that 30% are in the MB category, 50% in the BSH category, and 20% in the BSB category, indicating an improvement in basic academic skills among the children. The fourth indicator, regarding the ability to construct simple sentences with a complete structure, shows results similar to the first indicator, with 50% of children in the MB category and 50% in the BSH category. Finally, the fifth indicator, which assesses the ability to continue a story and understand concepts in storybooks, shows that 40% of children

are in the MB category and 60% in the BSH category, with no children achieving BSB. Overall, these results indicate that although most children are developing as expected, there is room for improvement in their speaking abilities to reach a higher level. A bar chart is used to illustrate the results of children's speaking development at this pre-cycle stage.

Cycle I

Cycle I begins with thorough planning, where the researcher prepares learning media in the form of videos to be used in the teaching process, composes the Daily Learning Implementation Plan (RPPH), and prepares observation sheets to assess improvements in children's speaking abilities. Documentation equipment is also prepared to record each stage of the activities. On the first day of implementation, the children perform their morning routine with a joint prayer, followed by the screening of an animated video that serves as an introduction to the lesson. After watching, the children are given the opportunity to observe and share their understanding. Practical activities such as sticking earthquake patterns and demonstrating rain using drawing paper are conducted to reinforce conceptual understanding. Based on the observation results from the first meeting of Cycle I, the children's speaking abilities show varied development.

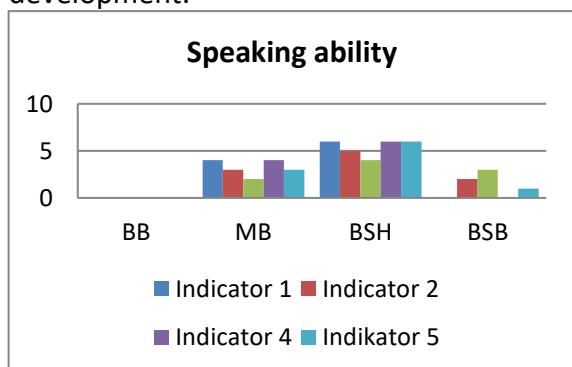


Figure 2

Diagram of Improvement in Children's Speaking Ability during Cycle I Meeting 1

In the indicator for answering complex questions, 60% of the children fall into the "Developing as Expected" (BSH) category, while 40% are in the "Beginning to Develop" (MB) category. In other indicators, most children also show significant improvement, particularly in their ability to express ideas and understand stories, with 60% of the children categorized as BSH, indicating positive achievements during this cycle.

On the second day of this cycle, the children are introduced to new material about the process of landslides. The activity begins with watching an educational video that explains how landslides occur, providing a visual representation that helps them grasp the concept in depth. After watching, the children conduct a demonstration of the landslide process they learned, reinforcing their understanding through physical activity. They then continue with an experiment using sand to simulate the soil shift that causes landslides, giving them firsthand experience of the dynamics of this phenomenon. The subsequent group discussion addresses the results of the experiment and relates practical observations to the information from the video, helping them deepen their understanding while developing critical thinking and communication skills.

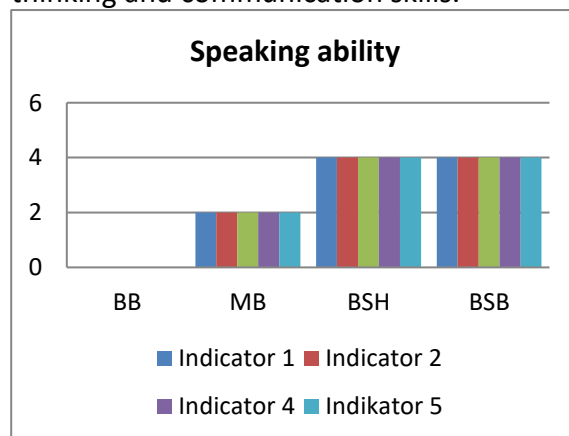


Figure 3

Diagram of Improvement in Children's Speaking Ability during Cycle I Meeting 2

Based on the observation results, the development of the children's speaking abilities shows that 40% are in the "Very Good" (BSH) category and another 40% in the "Very Good Beginning" (BSB) category, with 20% in the "Adequate" (MB) category. This indicates that the majority of the children are making significant progress in their communication skills and ability to express ideas.

On the third day of this cycle, the activities begin with a reflection on the learning that took place over the previous two days. The children are invited to discuss and assess their understanding of the concepts of earthquakes, landslides, and floods. They are given the opportunity to share experiences, connecting their new knowledge with the practical activities they have undertaken. Assessment is conducted by asking them to form the word "FLOOD" to evaluate their understanding of the flood concept, as well as to demonstrate a flood occurrence based on the video they watched. Next, they draw a trash bin as a way to relate cleanliness and waste management to flood prevention. Feedback is provided by the teacher to help the children improve their skills.

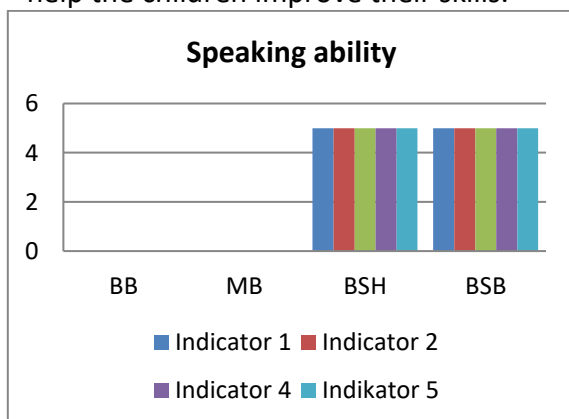


Figure 4

Diagram of Improvement in Children's Speaking Skills in Cycle I, Meeting 3

The observation results from this cycle show that 50% of the children are in the "Developing as Expected" (BSH) category

and the other 50% in the "Developing Very Well" (BSB) category across five main indicators, including answering complex questions, expressing ideas, communicating, constructing simple sentences, and understanding concepts in stories. These results reflect significant development in the children's speaking abilities, demonstrating the effectiveness of the learning strategies implemented.

The reflections conducted by the researcher and the teacher at the end of Cycle I indicate that the children's speaking development has reached an optimal level, although there is a need for improvement in Cycle II. The observation results during Cycle I suggest that while there has been progress, some aspects of the learning process still need enhancement, particularly regarding the use of documentary videos prepared by the author. To achieve better results, clear improvement steps are necessary in the learning process of Cycle II, designed to address existing deficiencies and maximize the children's potential in developing their speaking skills.

Cycle II

In Cycle II, planning begins with the preparation of the Daily Learning Implementation Plan (RPPH) in collaboration with the teacher, preparing observation sheets, animated videos, documentation equipment, and rewards for the children. The schedule for this cycle includes teaching activities on June 3, 2024, followed by evaluation. On the first day, activities start with the children lining up and praying, followed by an explanation of that day's theme. The children watch a video to introduce the material, then create and practice related props, such as making a gun from banana fronds and assembling geometric shapes into a traffic light. They also demonstrate police tasks as a practical activity.

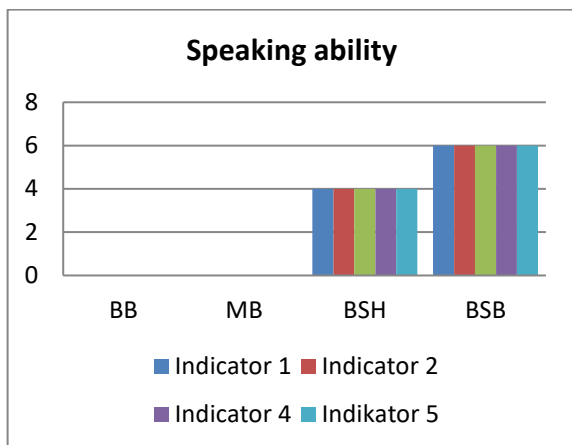


Figure 5

Diagram of Children's Speaking Skills in Cycle II, Meeting 1

The observation results indicate a significant improvement in the children's speaking abilities, with 60% in the "Developing Very Well" (BSB) category and 40% in the "Developing as Expected" (BSH) category. This evaluation encompasses the ability to answer complex questions, express others' ideas, communicate verbally, construct simple sentences, and understand concepts from stories.

On the second day of Cycle II, the focus of learning shifted to introducing deeper new material, continuing the theme of life in the market. The activities began with a demonstration of the buying and selling process in the market, providing practical context regarding everyday transactions. The children were invited to recognize letters related to trading terms as an initial step in literacy introduction. They were also given images of traders to color, allowing them to be creative while exploring the role of traders. The highlight of the activity was when the children practiced the tasks of traders in the market, reinforcing their understanding through hands-on experience. Throughout the activities, I provided active guidance to ensure that each child received the support they needed.

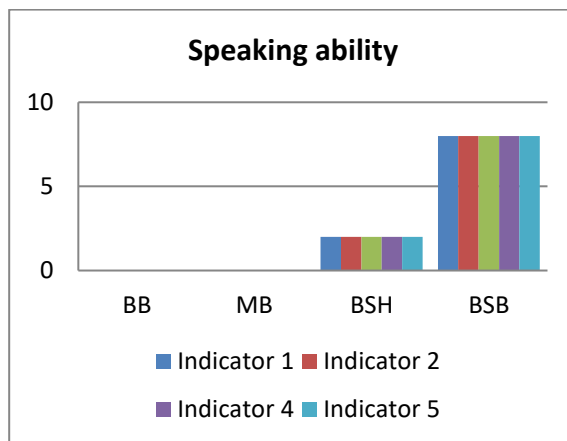


Figure 6

Diagram of Children's Speaking Skills in Cycle II, Meeting 2

The observation results show a significant improvement in the children's speaking abilities, with 80% in the "Developing Very Well" (BSB) category and 20% in the "Developing as Expected" (BSH) category across all assessed indicators, with no children remaining in the "Not Developing" (BB) or "Beginning to Develop" (MB) categories.

On the third day of Cycle II, a comprehensive evaluation of the children's understanding of the concepts taught during the previous two days was conducted. The activities began with a reflective discussion, where the children reflected on and shared their understanding of the roles of traders and doctors, as well as how they applied that knowledge in practical activities. The evaluation continued with the children demonstrating how a doctor works, assessing their ability to translate theory into real practice. They were also asked to color pictures of doctors and perform various medical procedures as part of the practical skills assessment. I provided constructive feedback and formative assessment to identify areas that needed improvement.

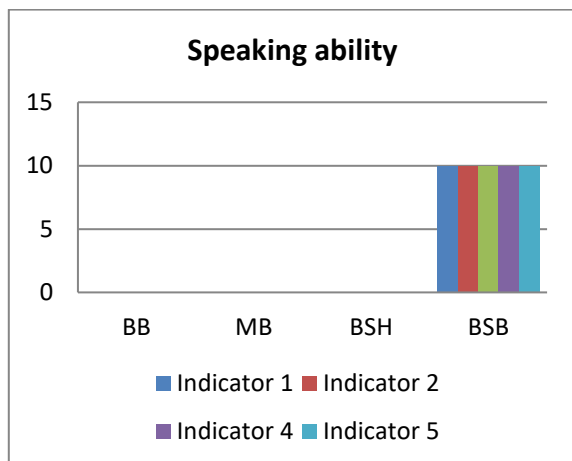


Figure 7

Diagram of Cycle II Observation Results, Meeting 3

The observation results from Cycle II, Meeting 3, show an outstanding improvement in the children's speaking abilities, with 100% of the children in the "Developing Very Well" (BSB) category across all assessed indicators. This success indicates the effectiveness of the teaching methods applied, as the children demonstrated significant progress in communication skills, sentence construction, and concept understanding.

Reflections on the observation results from Cycle II indicate that all measured indicators achieved 0% in the "Not Developing" (BB) category, indicating that no children failed to meet the minimum criteria. In contrast, the "Can Meet Criteria" (BSB) category recorded significant results, with 100% of the children successfully meeting the expected criteria. This success reflects clear progress in the children's communication abilities and language use according to the established indicators. These observations highlight the exceptional achievements in language and communication skills, as well as the effectiveness of the applied teaching methods. With these results, the next steps can focus on maintaining achievements and introducing greater challenges to further support the development of the children's language skills.

Cycle Analysis

In the pre-cycle assessment, the evaluation of the children's abilities indicated that in answering more complex questions, 10 children fell into the BSH category, while 10 others had more vocabulary to express others' ideas, with the category distribution including 4 children in BB, 5 children in MB, and 1 child in BSB. In terms of oral communication, 10 children had a sufficient vocabulary and recognized symbols in preparation for reading, writing, and counting, with 3 children in BB, 5 children in MB, and 2 children in BSH. All 10 children also managed to construct simple sentences with complete structure, and 4 children demonstrated the ability to continue stories they had heard, with 6 children in the MB category. The variation in these abilities indicates that 50% of the children fell into the BSH and BSB criteria, showing different potentials in aspects of speaking and communication skills.

Entering Cycle I, a significant improvement in the children's abilities was observed, where all indicators showed that 50% of the children reached BSH and the other 50% reached BSB, with no children in BB or MB. These results demonstrate good consistency in the children's abilities to answer complex questions, express ideas, communicate orally, construct simple sentences, and show understanding of concepts in storybooks. In the third cycle, all children succeeded in achieving BSB levels for each indicator, indicating that they were able to answer more complex questions, had a broad vocabulary, and communicated effectively. The learning processes implemented across the three cycles demonstrated success in enhancing the children's communication and language skills, aligning with Vygotsky's theory on the importance of social interaction in language development. Furthermore, the use of animated videos

as a learning medium proved to enrich the children's learning experiences, providing a more dynamic and interactive context for developing their speaking skills.

Conclusion

The method of using animated video demonstrations has proven effective in improving the speaking skills of 5-6-year-old children at Raudhatul Athfal Alaika, Desa Kemingking Dalam. Through the visualization and audio presented in the videos, children can stimulate their language development naturally. Animated videos not only expand vocabulary but also introduce proper sentence structures and provide examples of language use in real-life situations. The learning process, which involves observation and imitation, enables children to hone their speaking skills, thereby creating a strong foundation for their communication abilities.

The research results show significant progress in the children's language skills from the pre-cycle to Cycle I and II. In Cycle II, all children successfully achieved the BSB (Developing Very Well) criteria in each evaluation indicator, indicating the effectiveness of this method in supporting language development. Animated videos not only provide good language models but also facilitate repetition and understanding of concepts in storybooks, enriching language interaction in meaningful contexts for the children.

Recommendations for teachers include integrating animated video-based activities, selecting relevant content, and conducting active observation and discussions after watching. Furthermore, school principals are encouraged to support the use of educational technology and conduct periodic evaluations, while future researchers can explore the implementation of this method more deeply and develop resources beneficial for educators.

References

- [1] Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- [2] Ita, Efrida, and Melkior Wewe. 'Analisis Perkembangan Kemampuan Bahasa Anak Kelompok A Taman Kanak-Kanak.' *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 3, no. 2 (2020): 174-186.
- [3] Nurhayati, Raden. 'Pendidikan Anak Usia Dini Menurut Undang–Undang No, 20 Tahun 2003 Dan Sistem Pendidikan Islam.' *Al-Afkar, Journal For Islamic Studies* (2020): 57-87.
- [4] Isjoni, *Model Pembelajaran Anak Usia Dini*. Bandung: Alfabeta, 2017.
- [5] Permendikbud RI No. 137 tahun 2014 tentang Standar Nasional PAUD.
- [6] Andriyani, Ria, and Irma Yuliantina. 'Pemanfaatan Lingkungan Belajar Berbasis Lingkungan Sekitar dalam Upaya Meningkatkan Kemampuan Bahasa di PAUD.' *Golden Age: Jurnal Pendidikan Anak Usia Dini* 8, no. 1 (2024): 109-116.
- [7] Churiyah, Yayah. 'Komunikasi lisan dan tertulis.' Bandung: PT. Remaja Rosdakarya (2011).
- [8] Harianto, Erwin. 'Metode bertukar gagasan dalam pembelajaran keterampilan berbicara.' *Didaktika: Jurnal Kependidikan* 9, no. 4 (2020): 411-422.
- [9] Sulistyawati, R., & Zahrina Amelia. (2020). Meningkatkan Kemampuan Berbicara Anak Melalui Media Big Book. *Jurnal AUDHI*, 2(2).
- [10] lib Mazuqi. (2019). Keterampilan Berbicara Dalam Pembelajaran Bahasa Dan Sastra Indonesia. Surabaya: Istana.
- [11] Tarigan, H. G. (2008). Berbicara sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.
- [12] Jalongo, Mary Renck. 'Beyond benchmarks and scores: Reasserting

- the role of motivation and interest in children's academic achievement an ACEI position paper.' *Childhood Education* 83, no. 6 (2007): 395-407.
- [13] Nurfadhillah, M. (2023). Meningkatkan Minat Belajar Anak Usia Dini Melalui Media Video dan Media Gambar di RA Al Hikmah Ambon. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 9(2), 1409-1420.
- [14] Arikunto, S., dkk. (2010). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- [15] Sugiyono. (2014). *Metodologi Penelitian Pendidikan*. Bandung: Alfabeta.

Author Profile

Dea Monica, with student ID 20200413033, was born in Kemingking Dalam on June 20, 2002. She comes from RT. 03, Desa Kemingking Dalam, Taman Rajo District, Muaro Jambi Regency, and is

the daughter of Suyatno and Tri Widarti. In her family, Dea is the eldest child, with three younger siblings named Meica Dwi Pratiwi, Muhammad Darren Al-Kautsar, and Aisyah Aqila.

Dea Monica completed her elementary education at SDN 25/IX in Desa Kemingking Dalam in 2014. After that, she continued her secondary education at SMP 18 Kemingking Dalam, where she graduated in 2017. She pursued her senior secondary education at Madrasah Aliyah Negeri 3 Muaro Jambi, completing her studies there in 2020.

With a solid educational background, Dea Monica is now continuing her further education, bringing with her the experiences and knowledge gained from her previous schools. Her family fully supports her academic journey, and she continues to strive to achieve her goals with determination and enthusiasm.