



INDONESIAN FOLKLORE ANIMATION AS ENGLISH LEARNING MEDIA AND STUDENTS' CHARACTER EDUCATION FOR PRIMARY SCHOOL

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ABSTRACT

This paper focuses on an exploration of Indonesian folklore animation in English version as a medium for learning English as well as students' character education. In the era of industrial revolution 4.0, the use of animation media as an alternative solution to the challenges of the times in integrating technological progress with learning process. This study used descriptive qualitative research methods to examine the Indonesian folklore in English version. The findings of the research are 1). Indonesian folklore animation is expected to be able to teach English skills such as vocabulary, structure, listening skills, and speaking skills; 2) it is expected to be able to become a character education media for children in introducing the values of local wisdom. Indonesian folklore animation not only helps students in transferring folklore content that is of noble values but also they are expected to be able to obtain a more meaningful English learning process.

Keywords: *indonesian folklore, animation, english learning media, students' character education*

INTRODUCTION

The industrial revolution 4.0 is marked by the rampant progress of artificial intelligence, machine learning, biotechnology, internet of things, and

driverless vehicles. The industrial revolution 4.0 has fundamentally changed human life. The advancement of new technology on a wider and more complex scale results in the integration of the physical world with digital which affects all

disciplines. One of the disciplines affected by the pace of the industrial revolution 4.0 is the realm of education. Education 4.0 is a term used by education experts to describe various efforts to integrate cyber technology into the world of learning. The positive response shown by the educational world by integrating cyber technology and learning to respond to the needs of the industrial revolution so as to be able to prepare a competitive and productive millennial generation.

Animation is a digital product that provides an alternative learning media that is easily accessible and practical. Animation as a learning medium are able to give an audio visual impression that can stimulate students' interest in learning. Besides psychological animation cartoons are able to display basic experiences for students about everyday life so that it can be implemented into rich and meaningful learning material. The transfer of Indonesian folklore animation in English version provides english vocabulary and other english skills that is more fun for students to learn. Indonesian folklore animation in english version material presents experiences of local culture which are the requirements of local morality and message so that they are able to build students' character education.

One of the animations that pack Indonesian folklore in English digitally is *EFolklore* which can be accessed through <http://www.ef.co.id>. *EFolklore* is a digital learning media product made by EF (English First) which contains a collection of the best local Indonesian folklore translated into English. Folklore is part of the culture of Indonesian society which is passed down from generation to generation which contains stories full of wisdom and

advice as well as local wisdom of certain communities. Some of the titles not only present interesting Indonesian local stories but also the feature of English language skills and local cultural content that is full of noble values.

Character education in young learner has an important role in the growth and development of human beings who become virtuous and noble. Character building in young learners must be built as early as possible so that young learners face more developmental times. Technological advancements in the era of the industrial revolution 4.0 positively contributed to the rise of digital products that are easily accessible and inexpensive, this also provides an alternative to the more varied and innovative learning media. Youtube is an example of a product of the development of the digital world that is able to support the learning process, especially learning English for young learners. The use of animated videos sourced from YouTube can provide something that is not only easy, inexpensive but also a requirement of meaning and values as an effort to form young learners' character based on the local wisdom of the Indonesian people. The selection of literary-based learning media for education is expected to fulfill not only linguistic elements but also local cultural elements which are conditional on philosophical values and morality.

Teaching English literature needed the appropriate approach that have been popularly used, namely the language model, the cultural model, and the personal growth model. The three models will be briefly discussed as follow: 1). the language model focuses on how language is used in literary texts focusing on grammar, syntactical, and lexical aspects of the literary texts. 2). the

cultural model exposes the literary work as resources to learn about the culture and ideology through the plot, the characters and settings of the texts; 3). the personal growth model focuses on the model that combines the language and cultural models, it's looking at the linguistic elements in the context of the text's culture. In this approach, students are given freedom to express their aesthetic appreciation of the literary texts and interpret the cultural as well as ideological values contained in the texts. (Spirovska Tevdovska, 2016: 163).

The use of Indonesian folklore in English language which is transformed into an animated cartoon is an effort to introduce the younger generation to products of oral literary works in digital form. Through the Indonesian folklore animation is expected to provide an alternative medium of learning English that honors English language skills and provides local cultural content that is at the same time able to build children's character education with local wisdom and moral values. In this descriptive study, it is expected to be able to provide an insight into the concept of Indonesian folklore animation in English language learning and young learners' character education so that it can become an alternative media for learning English based on local culture.

RESEARCH METHODOLOGY

In this study, the writer uses descriptive qualitative research because this research focuses on analyzing constructive thought ideas. Qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. This often involves an inductive

exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories. (Nassaji, 2015: 131). Qualitative descriptive method is a method of researching, an object, a set of conditions, a system of thought with the aim of making a description, a systematic, factual and accurate description of the facts, properties and relationships between the phenomena investigated. Thus, exploration of data in the form of opinions and perspectives that build a concept of thought.

FINDINGS AND DISCUSSION

Indonesian Folklore Animation as an English Learning Media for Primary School

The world of children is inseparable from animation and folklore, both of which are often used as entertainment media for young learners. But in reality, the use of English-language folklore animation not only provides entertainment space for children but also provides meaningful learning space for English. Aládé et.al (2015: 114) explains that the word animation comes from the Latin 'anima' which means 'soul'. In a simple explanation, animation has the meaning of giving life to inanimate objects or images through the display of rapid image sequences to create the illusion of movement. The development of modern animation began in the 1930s which was promoted by the Disney animated film industry in the United States. They not only develop two-dimensional (2D) animation but also three-dimensional (3D) and modern animation today. The development of animation spread throughout the world, not least in Indonesia.

One source of non-formal educational institutions that develops animation-based learning media is Efolklore. Efolklore presents Indonesian folklore animations in English uploaded via Youtube, including *Bawang Merah Bawang Putih* (Java Island), *Malin Kundang* (West Sumatra), *Sangkuriang and Tangkuban Parahu* (West Java), *Lake Toba* (North Sumatra), *Legend of Mount Merapi* (DIY) and *Surabaya Legend* (East Java). The folklore story that is packaged in an animated video is very interesting for elementary school students because it is not only entertaining but also a requirement for language content because it has been translated into English.

McKay in Lwin (2015: 75) argues that there are three main benefits in using literary learning media as content in Second Language Acquisition (L2) including (i) providing language learning media to achieve specific communicative goals, (ii) providing media to hone skills language, and (iii) enriching cross-cultural awareness of students and teachers. Narratives built through folklore are not only a requirement for factual words that are adapted to the context of the plot, characters and background but also have language content such as vocabulary, sentences and simple grammar that can enrich children's abilities in foreign languages. In other words, the form of communication that is built through folklore media trains children to understand the messages in folklore but also fills the English cognition space within them.

Specifically reviewed by Blyznyuk and Nafalska (2017: 159) that folklore is a new source of vocabulary and grammatical structures. Folklore packs moral messages through wise choice of diction so that it can attract its audience. Folklore includes rich

and expressive words with onomatopoeic sounds together with rhythmic qualities such as stress, rhythm or intonation aimed at practicing students' pronunciation of English. The use of pictures is expected to be able to support children's understanding of new words and grammar. Related to the benefits of folklore in language learning, one of which is to train children's listening and speaking skills.

Indonesian Folklore Animation as a Students' Character Education in Primary School

Animation is very attached to children in the realm of entertainment, what's interesting is that animation is able to work together with the world of character education. Bin Mat Omar and Ishak (2011: 8) state that cultural content animation displays a typical storyline, character and story setting. Even a number of researchers study animation as an exclusive academic field. Animation has become a global trend where the conditions of benefit are able to reflect the culture and identity of a country through a lens.

Known as an archipelago, Indonesia has thousands of folklore which manifests hundreds of tribes who live on the island. According to Bunanta (2015: 3), Indonesia is one of the largest archipelagic countries in the world which is home to hundreds of ethnic groups with diverse cultures and languages. Indonesian Folklore has a wealth of local wisdom values that are very meaningful when used in language learning classes because students are not only able to absorb the language content but also understand what functions as a medium of representation, views and responses to the environment of the values of a region's wisdom in Indonesia. Folklore as a literary work benefits language learners, one of

which enriches students' cultural awareness and introduces students to life contexts and stimulates their personal involvement in real life.

According to Otten (2002: 1), folklore is able to be a means to bring children gradually to form the character traits and citizenship attitudes that everyone is proud to acknowledge. In other words, the themes in folklore in general are able to provide character education content including responsibility, honesty, integrity, respect, peaceful life, caring, politeness, and harmony. Folklore is able to provide life experience through story lines and characters. With reflection, the child's audience is able to have experience in responding personally to decisions made by the characters in the story so that it gradually influences children's thoughts and actions for the better. A study conducted by Kaltsum & Utami in Sukmawan and Setyowati (2017: 300) have explored the types of Indonesian folklore that are suitable for children's English learning. They use Javanese and Sumatran folklore including Lake Toba, Roro Jonggrang, Timun Mas, Malin Kundang, and Ande - Ande Lumut. Based on their findings, folklore is able to become an alternative language learning based on religious, individual, and social values.

Dewey in Azizah, et.al (2017: 11) state that folklore's appreciation skill is one of the basic competencies in literary aspects that aims to form human wisdom and as a human creator with character, so that it can build young learner's character education in accordance with moral values and socially applicable in society. The application of character building education in schools aims to improve the quality of the implementation of education in schools and

the achievement of student outcomes as a complete, integrated, and balanced way so as to achieve noble character. and The application of knowledge acquired and learned is expected to be able to internalize the values of character development that has a noble character so that it can be implemented in daily life. The Ministry of National Education has formulated 18 character values that will be instilled in student performance as a way to shape the nation's character, namely: (1) religion, (2) honest, (3) tolerant, (4) discipline, (5) hard worker, (6) creative, (7) independent, (8) democratic, (9) curious, (10) nationalistic, (11) loving the state, (12) respecting achievement, (13) communicative: like socializing or proactive, (14) peace-loving, (15) love reading, (16) caring for the social environment, (17) aware of social problems, (18) responsible. Therefore, learning based on Indonesian folklore animation in English can be an alternative effort to build students' character values as stipulated by the Ministry of Education and Culture above.

Implications of Indonesian Folklore Animation as an English Language Learning Media and Students' Character Education For Primary School

The use of Indonesian folklore animation learning media is expected to provide children with basic English skills with a more fun and easily accessible approach. Folklore includes several genres including folklore, animal stories, legends, myths, proverbs, and fairy tales. Learning media based on Indonesian folklore animation in English contains English language contents in basic skills so they can learn more effectively and meaningfully.

The use of folklore animation as an audio-visual form makes the children easy to engage with the characters' language elements so as to hone their listening skills and later speak their English.

The excellence of Indonesian folklore animation learning media in English is expected to be able to build the values of character development and internalize the character values that are applied in daily life. The values of character development will be implicitly conveyed through folklore animations that are relevant to students. In the process of character building will be conveyed through indirect approaches such as using a thematic-based approach and literary understanding that will get children involved, involved in the soul and mind. With this effort, values will be easily applied in students' daily activities so as to be able to motivate students to actually apply these character values in real life.

Thus the excellence of Indonesian folklore animation learning media in English is very prospective in providing more fun and meaningful learning experience. Students are not only stimulated to acquire English language skills with the aim of bridging communication but are also expected to be able to become alternatives to the development of student character education through the plot, character and setting of folklore so as to be able to internalize moral values and local wisdom contained in folklore.

CONCLUSIONS

Indonesian folklore animation in English has the advantage to provide content to learn English listening and speaking skills in a more pleasant way for students so

that the impact on learning activities is more meaningful. In addition, Indonesian folklore animation is able to provide experiences of Indonesian local wisdom values in the process of building children's character so that children are able to implement noble values in everyday life.

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