

Local Culture Animation Design: Explore the Art of Javanese Dance

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Abstract

Amid the phenomenon of cultural crisis that hit the community, efforts are necessary to resolve it by preserving, protecting, visiting, and utilizing local culture. As part of learning, local culture is mostly influenced by globalization, so the existence of local culture is widely questioned, especially for students who are not introduced to their own culture. This study uses a qualitative design. The analysis was conducted on 12 grade 4 teachers with 30 students. Data collection techniques were carried out by giving questionnaires to the teacher, observations and test sheets for students. The results of this study along with the development of technology and communication need a way to integrate local culture in an animation as learning to read in elementary school. The results of the reading comprehension test showed very good results with aspects assessed for the accuracy of the main ideas, supporting ideas, and grammar. The importance of media in reading learning is to improve the understanding of texts containing the students' local culture. In this case, the local culture can be maintained as part of the regional identity and become part of the basic education curriculum through technology.

Keywords— local wisdom, animation media, elementary school learning

Introduction

Some countries have a national culture. The emergence of culture occurs gradually over time or by assimilation. Culture may include individuals or groups characterized by identity, group, socioeconomic status, gender, race, members of the ethnic group from which he/she originated, referred to as cultural identity (Ferdman, 1990; Mallan, 1995). Culture as implied and explicit characteristics of a person or group developed through history, sociocultural background, experience, diversity, knowledge, skills and informed by race, ethnicity, history, heritage, customs, rituals, values, symbols, languages, identity, region/geography class, resources and gender (Dyson & Genishi, 1994). In Indonesia, the term local culture is also often equated with ethnic / sub-ethnic culture. Each nation, ethnicity, and the sub-ethnic group has a culture that includes seven elements: language,

knowledge system, social organization, living equipment system and technology, livelihood system, religious system, and arts. One theory of cultural heritage states that human behaviour is influenced by two different things interacting with the process of evolution: genetic selection and cultural selection (Pérez et al., 2017). Good human behaviour shows human morality and politeness. Good or perfect morals are personality characteristics relevant to Asian culture and distinguish from western cultures (Stoeber, Stoeber, J & Yang, H, 2016). While values are at the core of civic discourse and moral education refers to public values and moral education that focuses more on personal virtues or qualities of individual character (Halstead & Pike, 2006). Good citizens are inseparable from culture, beliefs, political priorities and social expectations (Tan et al., 2018). Thus, culture will continuously develop as globalization and time change.

The rapid development of globalization and technology ignores the importance of cultural education in elementary school learning. School-based education ignores the importance of local wisdom-based knowledge (Mungmachon, 2012). According to (Antariksa, 2009) wisdom is a local idea that has a good nature, full of ingrained wisdom in society. It is transmitted in the form of tradition through various means, including communication or social media. Thus, it causes the dominance of western culture into social media without limits. Western cultural dominance has an impact on local culture. Around the world, local culture is suppressed by the development of modern culture, which results in a loss of cultural diversity (Bhawuk, 2008). In addition to local knowledge and wisdom that must be preserved, there are also misconceptions and misconceptions of misguided beliefs (Mungmachon, 2012). Research (Krijnen & Verboord, 2016) describes an exploration of the extent to which segmented television viewers are exposed to moral conflict; moral reflection is more of a cognitive process than an emotional one.

As the identity of a region, culture is developed in the area as part of the region's characteristics. Bolivia has many rituals that coincide with the primary agricultural season and/or are associated with the celebration of Christian gods, especially the story of Maria, in Argentina having Creole culture (Ember & Ember, 2001) In Ghana, the Tanoboase people maintain oral traditions, cultural beliefs and practices that the city of Tanoboase for the god Taakora means preserving (Barnett et al., 2009). In Indonesia, culture is integrated with one of the basic principles of literacy, namely cultural literacy. Indonesia has diverse ethnic groups, languages, customs, mores, beliefs and social layers. As part of the world, Indonesia is also involved in global development and change. As an archipelago, Indonesia has art as a cultural product spread throughout the region. Various forms of art produced by every region in Indonesia must be introduced to the community, especially elementary school

students. It aims to instil a character of respect so that the local culture is not uprooted from its cultural roots and loses its identity. Many elementary schools include character-based education but have not met the local culture. Thus, it is necessary to teach local wisdom starting from an early age; one of the ways is by using animation media. Technological advances in the use of media resulted in changes, particularly in learning. Utilizing technology and media should consider the aims of their usages and establish pedagogical frameworks that suit the needs of teachers, students and society (Levinson, 2013). In 2010 the development of digital technology towards mobile was getting higher. Some learners have gadgets in the form of smartphones that are an effective medium for conveying information. Kaganer suggests that tablets offer hope for improving learning and collaboration, but only if they are truly integrated into a learning setting. One of the uses of learning media in local cultured animation is for learning to read. Animation has become an increasingly prominent feature of technology-based learning environments in recent years. However, many animations now used for educational and training purposes may be much less effective than generally thought. This is because the design is not based on an understanding of what people need to learn from animation, specifically animation, which addresses students in elementary school by highlighting the culture around students.

One of the uses of animation media is for reading learning for elementary school students. Reading learning is essential as a key to the advancement of education and one of the activities in literacy activities. Reading activities must be taught according to students' needs to process literacy experiences and be able to create a difference in students' success. The role of teachers in the process of reading comprehension namely to create experiences that introduce, maintain, and expand the students' understanding of reading. Reading comprehension is a social constructivist. Reading comprehension is a complex cognitive

activity with the aim of discovering the meaning of reading. (McLaughlin & Fisher, 2012) describes reading comprehension as a social constructivist is a process of constructing meaning. Meaning construction is the interaction between the reader's previous knowledge and the text read. The more knowledge that the reader has already known, the easier it is for the reader to capture the meaning in the reading. Readings can be obtained from texts made by teachers or various folklore.

The purpose of this research is how the media animation of local wisdom in elementary schools in reading learning is?

Context and Review of Literature

Learning media that follow the characteristics of the industrial revolution era 4.0 and at the same time is an audiovisual product is an animation learning medium. Animation media is presented in the form of objects with moving images that are interestingly moving. (Sutcliffe, 2003) mentions in the list of animated tables included in the moving image (moving image). Animation is considered capable of being an innovation in elementary school learning because animation media can display objects that do not physically exist (image). In addition, animation can combine virtual elements such as text, images, video, audio into an integrated product. (Kumar et al., 2019) explains that animation is an interesting pictorial recognition type. Animation is a dynamic depiction that often changes with certainty and also in virtual space. Animation can encourage learning because students can imagine shapes that are viewed as interesting for students.

The importance of a good design in a learning medium is sometimes hampered with the basic knowledge of the design of the teaching staff who create the media. In general, teaching staff master the material, but basic knowledge of good design, composition, layout, colour and visual arts elements is rarely mastered. The disadvantage of existing computer-based learning media is the media's nature that only moves the material in the book into the

computer screen. The screen is ultimately full of material that must be read by students, which according to (Dale, 1940) the effectiveness of reading material is only in the range of 10%. Unlike the case, if a learning medium is made with good design, involving graphics, audio, video, and interactivity will increase the effectiveness of absorption by 80% - 90%.

Culture can include individuals or groups of group identity markers such as class, socioeconomic status, gender, race, sexual orientation, and language (Pérez et al., 2017). Culture is not a static concept but a category of distinguishing people according to expected values, beliefs, and behaviours (Dyson & Genishi, 1994). Instead, culture is ever-changing and constantly evolving, and basically, the contributors to this book seek to convey the message that the work of teachers, educators, researchers, students, parents, and principals is heavily guided by culture and context. However, beyond the scope of this introduction, white teachers sometimes distrust and fully understand that they have a culture (Milner & Smithey, 2003) or that their worldview and practices are based on culture, guided, and facilitated.

Local culture is understood as part of a cultural level (hierarchical) not based on good or bad. Cultural knowledge can be conveyed efficiently through language media (Prodromou, 2012). Through the language of local culture, it can be conveyed orally or in writing so that it can be preserved. This is in line with the opinion of (Atkinson & Kelly-Holmes, 2016) that an important element in language learning is local culture, which is expressed in their research on students who study Irish about gaps in local cultural understanding.

Reading is a process that needs to be taught by teachers. (Dalman, 2013) explains that there are three levels of reading ability: the ability to read literally, critically, and creatively. Reading comprehension is a meaningful interaction between reading material and the reader (Seshadri-Crooks, 2000). According to (Barbara Moss, Diane Lapp, Maria Grant, 2015), for students to become independent readers who

know when and how reading time is, reading purpose and type of careful reading, teachers model and discuss the diverse texts chosen as a process. Reading and literacy are inseparable. Reading lessons need understanding in the use of written language (Jo Anne L. Vacca, Richard T. Vacca, Mary K. Gove, Linda C. Burkey, Lisa A. Lenhart, 2010). Various activities in reading learning can connect oral and written languages, such as sharing reading book experiences orally and role-playing. Based on this opinion, it can be concluded that reading comprehension is reading to understand, build meaning from the contents of the reading.

Reading learning can use text that is charged with regional culture to create a character appreciating the region's culture. Complex texts and reading demands require students to read carefully. Many students can read fast and read at a glance but are missing important information. According to (Bauerlein, 2011) complicated texts require slower work in reading in order not to forget what they read, so getting the ability to read needs exercise habits that require time, experience, and effective teachers. Reading is at the heart of school success in the UK by looking at students' reading levels through age-related standards (DfES (2014a).

Method

This study uses qualitative research by following Creswell's path which analyzes teachers in using animation media. Research data is descriptive which is described in words (Fraenkel & Norman, n.d.; Locke, 1987; Marshall & Rossman, 2014; Merriam, 1988). This study descriptively describes the design aspects of animation media for use in fourth grade students in the city of Madiun. The data collection technique using an online questionnaire followed the path of (Krugere & Casey, 2009), who administered the online survey. Researchers as the key instrument collect data in the field, from various sources such as tests, observations and other information (Creswell, 2017), (Hatch, 2002)

and (Marshall & Rossman, 2011). Madiun city, with a total of 30 students. Observations were made on students which includes activities and tests during the learning process. Students who are the object of observation and application are still in limited face-to-face learning conditions, so learning is divided into two hours, namely the first hour and the second hour. This analysis is in accordance with Miles and Huberman which includes 4 aspects identified from places, actors, activities/events and processes. In this research study, reading literacy with the concept of reading comprehension is presented with the animation media with the culture of local wisdom to develop reading comprehension skills. This research data is obtained by presenting results about (1) the understanding of media information, (2) learning outcomes which are reading test results measured from the accuracy of the main idea, supporting ideas and grammar, and (3) the observation results of students' interaction through the use of questionnaires developed covering three parts: teachers and classes, facilities and infrastructure, and the use of technology using structures (Likert items). The scale of an item consists of five-point scales ranging from never to often category. A random sample of 15 students was from a population of 62 students in one elementary school in Madiun that already has technological and internet facilities and infrastructure.

Result

Learning using media that has been designed interestingly using reading text contains a culture of local wisdom, especially in Madiun. The 4th-grade teacher chosen is a teacher who can master the technology, so it is easy to convey the material through a computer. An understanding of information about animation media is given before teaching, such as the form of design, the content of the reading text, the selection of images present in the animation. The purpose of information understanding so that it is easy to explain to students. In addition, it guides students to cooperate and think critically of the reading text to be given. It is in

line with the development of media competencies that will support new concepts of education, foster critical thinking, cooperation, dialogue, production, and management of new knowledge, learning functions, tolerance, and diversity (Pérez et al., 2017).

Learning was carried out in limited classes because it was still a pandemic period. The number of students who came to school was as many as 15 students by applying health protocols. Learners began by opening the

lesson, presenting animation as a medium of learning. Students are given the texts through animation using texts containing local cultures in Madiun, such as *Solah Mediunan*, *Penthul Tembem* and *makanan khas Madiun (special food from Madiun)*. Students' understanding is measured from the results of the comprehension reading test before being given the media and after being given the media. The reading test results are shown in the following table.

Table 1. The reading test results

Aspect	Average score	Result
Reading comprehension	4,6	Very good
Language presentation	4	Good
Cultural understanding	4,3	Good

The results of students' reading comprehension showed that there was a very good understanding, seen from the students' reading results that were not wrong, and the contents of the readings were understood very well. The results of the writing test by emphasizing the aspects of the main idea and supporting ideas

are presented in good language. Students get to know the culture around them through activities to identify local culture.

Results of observation through the use of questionnaires developed include three parts: teachers and classes, facilities and infrastructure, and the use of technology with the following results.

Table 2. The reading test results

Aspect	Result	Score
Teachers	Have teaching competence, have undergraduate education	5
Facilities and infrastructure	LCD, Complete class with computers, wifi and internet	5
Use of technology	Speed, understanding in operating the computer	4

The table above explains that the teachers who were as samples in this study have teaching competence evidenced by a professional teaching certificate and have a certificate of bachelor degree. At the same time, the facilities and infrastructure are complete and master the technology to teach with a computer. Although the mastery of laptops and LCDs in learning had not been entirely good and fast to operate but to teach using camphor was good.

Indonesian language learning is carried out on a text-based basis, so that the Indonesian language becomes the driver of all subjects. Learning to read is taught in an integrated manner with other learning. However, currently many teachers still use the text in student books

without developing it by utilizing the surrounding environment, especially the culture around students. Almost all students are familiar with foreign cultures such as memorized film players, western songs, but do not know the culture of their own area. Cultural understanding is important to appreciate. This is evidenced by Andayani and Lalita's research that students who have a high demand for local culture have good Indonesian language skills.

Learning the Indonesian language in the 2013 curriculum is carried out based on the text so that Indonesian becomes the carrier of all subjects. In the 2013 curriculum teaching, reading learning is taught in an integrated manner with other learning. However, today

many teachers still use text in books without developing by utilizing the surrounding environment, especially the culture around students. Almost all students know foreign cultures, such as memorizing the actor/actress of films and western songs but do not know the culture in their own region. In reading learning, it is crucial to introduce regional culture to students to increase the sense of respect, belonging and love of the local culture in the



Source: <https://madiuntoday.id/2018>

Research on animation media gets limited results in the time it is used to create. Part of the time is used to design local culture in Madiun that is included in the media, so it must be in accordance with the original character in order for students to understand it. In addition to animation must be the same, the learning material must be adapted to the books in the curriculum.

Discussions and Conclusions

The local culture studied is presented in the form of reading text. This study resulted in an animation design containing different local cultures from the research researched by (Praheto et al., 2020) which used Adobe Flash interactive multimedia on 4 language skills. The content of the reading text is folklore from Madiun. Reading comprehension was done by reading the reading text and then evaluated by finding the main idea in the text in the animation media. The evaluation results were excellent, while the observation results showed students were very interested in observing the media that contained the local culture presented by the teacher. In addition to explaining various

student environment. So that culture does not become extinct as the modern era develops. Reading learning applied using animation media can be done in school by taking text from story stories from the students' region. In this research, the animation design used is the art of the Solah Mediunan dance originating from Madiun. Here is the image of a dance animation design image of solah mediunan.



Source: author's documentation

cultures, teachers also introduced the local culture around students to be appreciated, visited and preserved.

This study provides tangible evidence of the attractiveness of animated media used in learning in elementary schools in order to foster character respect for local culture. Local culture is not only general knowledge, but has become part of learning. Based on Andayani's research, Indonesian language learning is given to foreigners not only to understand Indonesian but to understand the language through local culture.

The author does not address cultural differences in other regions because the goal of the research is only to introduce animation design in the form of media and regional culture around students. The study discusses a little about how to maintain and liven up local wisdom that is lost or threatened to disappear by only introducing the culture of Solah Mediunan and Penthul Tembem, while Madiun has many cultures. The evaluation was carried out before and after being given the media. It did not discuss the differences and development of students, so there were no disorders of students' reading learning.

The successful use of local cultural animation designs will be able to introduce the culture around students through technology in learning. This is in line with the Madiun city government program which wants to preserve and optimize local culture through performances and arts performed by students.

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