Conference Paper

Animated Film Visual Style Preferences of Elementary School Students in Malang Regency

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Abstract

In 2013 curriculum-based learning, the availability of learning media is still lacking. Indonesian children like to watch animated films and tend to remember the characters easily. They are also emotionally involved in animated films. Animated films can influence behavior and improve learning outcomes for children, so they are a suitable learning media. To make animation learning media requires studying the visual styles of animated films favored by children, especially elementary school students in Malang Regency. Quantitative and descriptive analyses were used in this study. The results showed that students like animated films that contain heroic actions. In addition, students like the realist-imaginative drawing style for characters and visual composition in animated films.

Keywords: visual style, animated film, learning media

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1. Introduction

Basically, the government has made a breakthrough in responding to today's rapidly changing educational challenges through the implementation of the 2013 curriculum. Through the thematic learning concept, students are strived to be able to link various problems from each subject area. However, according to Ekawati [1], teachers find it difficult to implement systematic learning because they do not have enough time to make lesson plans. When applying a scientific approach to learning, students tend to be passive in class. Lesson support media is very limited.

One of the characteristics of learning media according to Gerlach & Ely [2] is manipulative, which means that it can manipulate the learning process to make it more effective. Learning media can help teachers summarize the learning process that takes a long time and maximize the achievement of learning outcomes. This media will make the learning process more effective.

Animated films are a medium that is very close to the world of children today. According to KPI [3], the average Indonesian child watches television for up to 5 hours or even more a day and most of the viewing content is animated films. Children tend to remember heroes in animated films more easily than heroes in historical books. Animation is very suitable for learning because it is able to enter into the mind of the audience and all material can come alive in the audience's imagination [4]. This is because students are emotionally involved and love the characters that are portrayed in the animated film. An event that is able to touch emotions will be remembered better, while those that do not touch tend to be ignored [5].

When a character can be loved by the audience, the audience will tend to follow the journey that the character is experiencing, even to the point of influencing him in the real world. The ability of animation to influence a person's attitude and behavior has been widely seen in society even to very extreme forms of behavior. One example is the case of a teenager in Russia who committed suicide after watching an animation. As reported by Dailymail journalist Sam Webb in 2012 [6], a 14-year-old boy jumped from a 100-foot apartment in the Chaikonsky area of Russia. According to police reports, he jumped in after seeing his favorite character in the anime series Naruto, Itachi died.

In addition, based on a study conducted by Astuti and Mustadi [7], there is a significant effect of the use of animated films on the narrative writing skills of fifth grade elementary school students in Cluster 4 Banguntapan District. This can be seen from the significant differences shown by the experimental group who was given learning with animated films and the group that was only given the help of serial image media. Students who learn through animated films are more skilled in writing narrative essays.

However, there is no study on the visual preferences of animated films favored by children, especially elementary school students in Malang Regency. Even though this study is very important as a basis for developing animation learning media for elementary school students in Malang Regency.

2. Visual Narrative

Narrative is a representation of events or series of events [8]. In narrative reading, there is a series of events that continue over time. According to Murray the main characteristic of narrative is change and time [9]. Usually narration is used to tell stories. From here visual narrative can be interpreted as any visual form that directly or indirectly narrates a story. The characteristics of visual narrative as described in Pimenta and Poovaiah [9] are:

- In a visual narrative there is a story. This story can be in various genres such as fiction, mythology, fairy tales, folklore, religious stories, and so on.

- There are ideas in the visual media that are told. For example, in the Naruto comic, there is a message to continue to strive to be strong in order to protect loved ones.

- There are actors. This actor is a character who is involved in the series of the story.

- There is a world or place of events.

- Can be displayed in various media such as paper, stone, devices, and so on.

3. Method

The data collection method used is in the form of collecting quantitative data through a questionnaire. This method is used to capture quantitative data about the students 'interests and visual characteristics of animation, students' interest in learning concepts using animated film media, and the visual styles that students like. This method is done by asking several question instruments to all students.

The method of analysis used in this research is descriptive. In this case, a set of instruments must be prepared in advance to capture data with settings that have been engineered for research needs. Quantitative and qualitative data are processed in such a way and analyzed to find the main problem being sought.

4. Discussion

Based on the questionnaire, students' interest in animated films was very high. 18 out of 30 students said they really liked it and 7 out of 30 students said they liked it. So there are only a few students who do not like animated films. This interest is also shown by their intensity in watching. In a week, they watch an average of 3 to 6 days. The viewing duration also tends to be high, with an average of between 30 minutes and 3 hours a day. In general, they watch animated films through television shows. This makes students more likely to prefer animated television series than other types of animation.

Students tend to like animated films. Even animated films are able to keep them paying attention for a long time. They tend to easily understand the animated films they watch so that animated characters also tend to memorize them more than historical figures. Even though students are never forced to memorize the characters in the

animated films they watch. This means that the learning process should occur naturally. The motivation to learn should be able to emerge by itself without coercion.

Animated films tend to be linear. The material is entirely determined by the filmmaker. This is good for the learning process, especially telling historical stories because besides students it is easier to understand it also because the learning process can be well directed. In addition, watching animated films will be more motivating than reading history books. The tendency of students to use smartphone / tablet devices is also very high. This means that students are quite familiar with smartphone / tablet devices. Students will have no problems watching animated films via smartphones / tablets.

Based on the questionnaire, it can be seen that students tend to like animated films like Naruto and Upin & Ipin. In terms of stories, they tend to like Upin & Ipin. The animated film Upin & Ipin has a background story brought by the twins who live their daily lives with fun with their friends, family, and the people around them. This film has a strong Malay cultural background. In Indonesia, Malay culture also still has a strong influence, especially for areas on the islands of Sumatra and Kalimantan. Malay culture still has a close relationship with Javanese culture which is the cultural background of students in general. This cultural factor makes the animated film Upin & Ipin easier for students to accept and like.

However, the number of students who liked the story in the animated Naruto film was also quite a lot, almost the same as the number of students who liked the story of Upin & Ipin. The Naruto story is based on a Japanese cultural background which is basically quite far from Javanese culture. So the cultural background of the story in the animated film is basically not that influential. Naruto himself is more likely to tell stories of heroism with various actions against evil. If you pay attention, in several episodes of Upin & Ipin, there are also heroic actions in fighting crime, such as in the Upin Ipin and Ultraman Ribut series. So basically, animated film stories that have heroic acts in them tend to be liked by students.

Students also tend to like characters as seen in the Naruto series. The drawing style of the characters in Naruto tends to be influenced by manga styles. The drawing style of Naruto's characters is neither too realistic nor too imaginative. Therefore students tend to like the realistic-imaginative style of drawing characters. This is also supported by the results of the questionnaire which show that students tend to like the realistic-imaginative style of drawing characters. The results of the questionnaire also showed that students also tended to like realist-imaginative visual compositions.
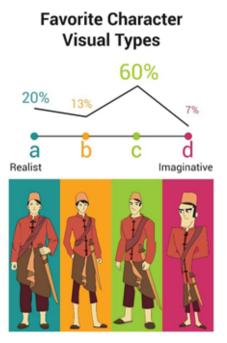
Favorite Character Visual Types

60%

20%   13%   7%

a   b   c   d
Realist   Imaginative

Figure 1: Favorite character visual types

5. Conclussion

Learning through animated films can make the learning process easier to understand. Students like animated films, especially animated television series and smartphones / tablets. Students tend to like stories that represent a culture close to them and there are heroic actions in it. In addition, students also tend to like the style realist-imaginative of drawing characters and visual compositions.

recommend that the visual style which is the reference for the preferences of the visual characteristics that students like in this study can be developed into an animated film. The animated film will be tested as a measure to prove whether this method is indeed effective in improving student learning outcomes.

Acknowledgment

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