

THE ANIMATED UPIN-IPIN AND THE TRANSFORMATION OF MALAY LITERACY DISSEMINATION IN INDONESIA

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ABSTRACT

The animated film Upin-Ipin is a phenomenal spectacle both in Malaysia and Indonesia. Besides the cultural proximity, the Upin-Ipin's appeal is due to, in general, a daily family movies genre. This study aims at describing and explaining the forms and the levels of the spread of language literacy through animated film as Malay language acquisition to Indonesians. By using the historical method, this study analyzes data using a descriptive approach. The data is in the form of written words obtained from the subject studied. The type of research used in the study is the analysis of phenomena that occur in society, especially kids in acquiring new language. The data source is 80 children from 19 different provinces in Indonesia with an age range of 1 to 12 years. Based on the results, the studies shows that children ages 1-4 years start to copy style of the language they acquired from the movie. When these children continue to be exposed to the Malay language it is easy for them to acquire vocabularies that they understand as view to developing the language they have acquired.

Keywords: Upin & Ipin, Literacy, Acquisition, Malay.

INTRODUCTION

In his native country, Malaysia, animated films Upin & Ipin are phenomenal children's films. This movie managed to attract the audiences even in non-prime time. In 2007, the year of the first film show, animation Upin & Ipin was awarded as animation best at the Kuala Lumpur International Film Festival (Budiey, December 3, 2007). In 2008, the audience reached 1.5 million and increased to 1.6 million in the next year. Outside of that, Upin & Ipin keep going and become magnetic. For example, in 2011, page Upin & Ipin became page characters, the most famous fiction on Facebook (Aman, December 8, 2011). Due to the phenomenon, here is why the writers are interested in discussing it in an article.

As in Malaysia, animated films Upin Ipin is also in demand for Indonesian viewers. Official data show that the film production Les' Copaque This success slash predicate success with an audience of 10.5 million (Fuad, April 6, 2011). Through impressions on TPI (before the change became MNCTV), Indonesian children can watch the spectacle from Malaysia in the morning and evening day.

Besides the cultural proximity, the Upin-Ipin's appeal is due to, in general, a daily family movies genre. This phenomenon can be witnessed in Walt Disney's works with a crowded audience. Call just like animated Mickey Mouse, Donald Duck, Winnie The Pooh, Aladdin, The Lion King, and more titles; others always get praise because, besides amuse also have an element of pedagogy (Murtiningsih, 2008).

Impressions Upin & Ipin also got a lot get attention from a group educated in Indonesia. A number lecturers and students are researching related to this film. Examples are the work of (Dewi, 2010); (Saputro, 2011); (Amrullah, 2017); (Saleh, 2017); (Amalia, 2017); (Septyawan, 2018); (Nasrullah, 2019); (Cahyono, 2019); (Alycia, 2020); (Sulistiono, 2020); (Deminito, 2020); (Mawaddah, 2021); (Risdiyany, 2021); (Rukmana, 2022); and (Barung, 2022). From the scientific article mentioned above, the majority did not discuss the impressions of Upin and Ipin in speaking Malay, except those written by Amrullah and Barung.

There are many understandings about literacy. This article chose the experience conveyed by Elizabeth Sulzby (Deliani, 2021) because his opinion is more by the author's meaning. A great teacher

from the University of Michigan interprets literacy as the ability of someone's language to communicate; reading, speaking, listening, and writing. In the article, literacy in Malay is the ability of someone's language to communicate, read, talk, listen, and write about vocabulary in Malay.

This discussion article's meaning alone because in problem literacy, more specifically about language, between Indonesia and Malaysia have proximity root historical. Later, this between Indonesia and Malaysia in condition currently scramble influence for fighting for their respective languages become second language introduction after English in ASEAN. This writing does not discuss the "warm" relationship. Instead, this paper presents a reminder of this strong bond in the matter source language.

Malay Language and Meaning for Indonesia

Based on the review, historically, there are six clump languages in the Southeast Asia and Pacific region: Sino-Tibetan, Tai, Austro-Asiatic, Miao-Yao, Austronesian, and Papuan. From grouping, that is, Malay enters an Austronesian family. This language is spoken in the Southeast Asian region and, in its development. Then, it became the language in several countries, such as Indonesia, Malaysia, Brunei Darussalam, and Singapore (Adelaar, 2000). According to history, Malay Language, including its history written longest from all Austronesian languages, began in the 4th century or 7th century. That notes in inscribed stones (inscriptions) found in Southeast Sumatra and the island of Bangka Adelaar (2000). Malay has lots of dialects. Minangkabau, Kerinci, Iban, and Kendayan languages are related languages tightly to Malay (Adelaar, 2004).

From division clump, the served proof that the Malay Language has become an introduction language for the community in Indonesia and Malaysia. Good in matter diplomacy between kingdoms, affairs business between traders, deliveries sailors, as well between immigrants in each region. It is also known that the standardization of Malay language happens from classic Malay literature, the palaces of Riau and Johor. If retraced, Malay literature is classic in both palaces. This form originated from Malacca and is also believed to be from Sriwijaya.

The portrait above shows that the people of Riau and Johor were a relative blend until the Treaty of London between Holland and England happened in 1824. Treaty This Alone aim to end emerging conflicts consequence of the enforcement Anglo-Dutch Agreement of 1814 (Irwin, 1955). One impact of the Treaty of 1824 is the Malay world into two parts below Dutch and British rule. Riau entered under Dutch law. Instead, Johor joined power England (Lombard, 1996).

When the practice of growing colonialism hardens here, it brings up responses from natives. One shape showed resistance through language. By Indonesian natives, the language existing in Malay became a language introduction in the association between tribes' nations looked at as capital power. This condition was then raised to unite various country elements in the middle hundreds existing language. Language-oriented becomes means integration.

Ania Loomba mentions there is no theory raw about nationalism, including a connection between language in the formation of nationalism (Loomba, 2003). However, in Indonesian history, the appearance of nationalism used language can be called specific. From the third point, the 1928 Youth Pledge (with a homeland, a nation, and a language) is what it claims to speak the first thing you see real. In Indonesian history, the national spirit has given birth to the language capital national from Language, Malay.

The effort that, for example, has been seen since First Youth Congress in 1926. In the central debate about the use of language unity, M. Thabrani suggests that the term Malay Language replaces become Indonesian. The proposal was also approved in May 1926 and later strengthened at the Second Youth Congress (Walilo, 2021). The effort also seen before from the group plunged intellectuals into the world of journalism. With on purpose, they inflame the anticolonialism spirit by establishing pers speak Malay.

On the official forum government's effort to popularize Indonesian they have also started showing itself. In range time between Youth Congress I and II, 16 June 1927 to be exact, Jahja Datoek Kajo, a Volksraad representing Minangkabau, conveyed his speech in Indonesian. What to do ex-employee interpreter wrote in *Agam Tua* this is the first time in the history of the Volksraad (Putrayasa, 2018). Next, try solidifying Indonesian continues. From the congress forum to the congress forum, the agenda is strengthening the Indonesian language union. Even the Japanese Indonesian developed during the occupation because Japan promoted Indonesian to disconnect Dutch history and influence (Hoy-Kee,

1971). The peak fight for Indonesian is recognized by the stated state in the 1945 Constitution Chapter XV, Article 36, stipulating Indonesian as a state language.

During the Dutch East Indies period, Malay spread massively through literature products (Balai Pustaka) formation of the colonial government. From the 1960s to 1970s, the Malay language became increasingly popular in Indonesia with the rise of Malay pop music in Jakarta (Weintraub, 2014). In the 1990s, bands from Malaysia, such as Iklim, Search, and some other groups, are enough to revitalize Malaysian vocabulary in Indonesia. Including Siti Nurhaliza's songs are in demand by adults. Although so, Indonesian children are against the things mentioned above not as much to animation Upin & Ipin.

Media as Message Carrier

The existence of animation as a dissemination medium of Malay to Indonesia is no development that can be avoided. Medium is considered an extension of man from every era. This term significantly impacts the development of communication modes between nations and cultures.

According to McLuhan, there are four related era divisions with the mode of communication carried out: first, the tribal era is marked with oral communication as a medium (McLuhan, 1964). At this time, the use of sense listeners became a condition foremost because, at that time, people's ability to hear was not yet accompanied by the power to censor messages. In this era, communication happens in One time and space, so a collectivity public formed. Second, in the era of literacy letters, in this era happen shift method the initial communication ear center became eyes. In that era, society is not required to communicate in one space and time. With the familiarity of the alphabet, context communication cannot be direct. Because it can be represented with writing. So that, as a consequence, is formed individualistic society. The third era appears with the term print era. In this era, the appearance of printed media was produced in a manner mass. The print era is like the complete era of literacy letters because, at the moment, society can access books printed and delivered by a printer. Appearance-increasing technology goes ahead, making easy media access possible. Fourth, the electronic era has expanded almost all human senses. This change can be seen in a manner clear with there being a radio and telephone that accommodates traditional oral.

In contrast, the emergence of television accommodates sense, hearing, and sight. Plus, the emergence of computers and the internet combine various media, so an extension happens more frequently sense humans. The developments classified by McLuhan above show medium is a message that owns, whereas, in matter communication, medium picks up a vital role compared to the message conveyed because medium can change the perspective of somebody, to self themselves, others, and the world around them (McLuhan, 1964).

METHODOLOGY

This study uses historical methods, namely heuristics, source criticism, interpretive, and historiography which use qualitative data. Study qualitative research is conducted based on paradigm, strategy, and implementation in a qualitative manner. Study this, form findings that are not obtained through procedure statistics but use method qualitative as procedure research that produces descriptive data in the form of written words obtained from the subject studied. The type of research used in the study is studies analysis of phenomena that occur in society, especially kids. Deep data collection techniques check qualitative use guidelines interview, sheet observation, and documentation. This study tries to describe and explain the level of deployment literacy language through animated film shows and known vocabulary as acquisition Malay Language. The data source is 80 children with an age range of 1 to 12 years, from 19 different provinces in Indonesia namely Nanggroe Aceh Darussalam, North Sumatra, Riau, South Sumatra, Bengkulu, Lampung, Banten, Jakarta, West Java, Central Java, East Java, the Special Region of Yogyakarta, West Kalimantan, East Kalimantan, Central Kalimantan, South Sulawesi, Southeast Sulawesi, Gorontalo, and West Nusa Tenggara.

RESULTS AND ANALYSIS

Spread Rate Language Literacy Through Animation Film Shows

Technology has lots used in the world of education. Multimedia tools will be utilized perfectly in education, with interactive multimedia in acquiring information thriving in digitalization. Animated films, in general, are secure and categorized impressions for kids. The animated film here functions or is used as an audio and audio-visual media with a deep strategy framework deployment literacy nor information as well as knowledge new for the child.

Deployment rate literacy language in the animated film shows Upin & Ipin through broadcast television, and YouTube are described in sections results study. The data show that level deployment literacy language of children obtains an outlook about the meaning of vocabulary Malaysian dialect, makes the child fluent and mastered language foreign a mark plus for the development language child. Media literacy is the ability somebody uses various media to access, analyze, and produce information for different necessities.

The animated film is a media that influences language because it delivers information past hearing or eyesight, making it easy for the child to obtain both languages. Some research also explains that film can be used as internal media to embed educational characters and introduce a language for the child and even can be used as a fun learning media. Fathurohman & Rondli reported that animated film could be used as a learning medium to increase the child's literacy and recognition of language (Fathurohman, 2014). Explained that there are several criteria for an animated film can be used as an internal media introduction language includes: the film can be captured by the child's reasoning, it no too long and effective in telling, it uses polite language, it contains the entertaining game and not endanger child as well as containing possible values is known by child.

Known Vocabulary as Malay Language Acquisition

Vocabulary is an essential thing in the improvement process aspect of a child's language development. The more tots existing vocabulary a child has, the more languages children will speak (Nurjannah, 2014). Earnings is a mastery process language spoken by children naturally, at times, the study of their mother language (native language/mother tongue). Earning language for one child is a natural process in his life. Child language can, in a manner, maximum obtained from the environment. So, the acquisition of maximum language can be influenced by the environment outside the child's vocabulary. A related matter, the asset Malay Language acquired by children from ages 1-12 years happen Because exists activity or used to see animated film shows Upin & Ipin.

Based on the interview data, the average child knows a vocabulary of more than 5. The wording is acquisition Malay Language, namely: *Betul...Betul...Betul, Cikgu, Takpe, Kejap, Sronok, Betuah, Budak, Dua Singgit, Mabela, Kau kenape, Mata Die Merah, Dua Tiga Kucing Berlari, Tarik Kanan, Tarik Kiri, Pulu-Pulu, Taknak, Korang, Jom, Iih Takna lah*. Research results show that children ages 1-12 years have the power to remember enough good to the information he has thanks. The data obtained moment observing contains interviews with some questions about the acquisition of Malay Language children after seeing animated film shows Upin & Ipin.

Cognition child dramatically influences language development in children (acquiring process knowledge); knowledge is obtained from hearing and seeing something that receives information. Based on results, studies show that children aged 1-4 years start copy style the language they acquired from movie shows. They start digesting new language with not enough over 2 hours with several episodes aired good from TV and watched on YouTube. When the child continuously hears and sees the scenes in the film that use the Language of Malay, he quickly obtains a new language. Furthermore, Wafiq & Syafei (2018) stated that using cartoons could introduce vocabulary to the child at a time capable of minimizing boredom in studying the language. Likewise, Munir mentions that audio-visual media like cartoons appropriately introduce vocabulary to kids (Munir, 2016).

CONCLUSION

Animated film Upin & Ipin enough Malaysian products popular in Indonesia. Impressions This marks the transformation process from the deployment Malay Language in Indonesia. If before spread in manner oral or writing, this time through audio-visual form and share the market is kids. Indonesian children in unaware know and practice the Malay language they watch on television or YouTube. From the respondents interviewed, data obtained that their average sees impressions of Upin & Ipin were not enough over 2 hours with several episodes shown. Based on results, interview data showed that the middle child knows vocabulary more than 5.

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