

# SPORA 2023

## SIMPOSIUM PENGABDIAN MASYARAKAT HUMANIORA

Rabu, 6 Desember 2023

Via Zoom Meeting

*Tema: Dinamika Humaniora dalam Lokalitas dan Identitas*

### LEARNING BAHASA INDONESIA THROUGH CHILDREN'S LITERATURE AT KAMPUNG PANDAN LEARNING CENTER AND KAMPUNG BAHRU LEARNING CENTER MALAYSIA

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#### **Abstract**

Going abroad is still the best option for some Indonesians to get a better life. Malaysia ranks the first destination country to work overseas. However, they sometimes use the wrong way to get there. This situation gives several impacts and one of them is to their children born there. Since they are illegal workers, their children are impossible to enroll in Malaysian schools. The Community Learning Center in Malaysia handled by Muhammadiyah Organization in Malaysia (PCIM Malaysia) wants to solve this problem by educating those children. Bahasa Indonesia is considered essential to be taught there for the students are Indonesian and will be back to Indonesia. However, the learning process is monotonous and less interesting due to the lack of learning media. The community service activity done by the team from Universitas Ahmad Dahlan aims to make the learning process in Bahasa Indonesia subject more interesting and attractive by the use of children's literature. Our team created videos based on some literature for children with not only interesting stories but also moral values. The result shows that the children in Kepong and Kampung Baru Community Learning Center were enthusiastic to learn Bahasa Indonesia with this method. It was seen by their active participation and curiosity in the content of the video during the learning process. Our team expects that this method can be used by the instructors there to create an interesting atmosphere in learning Bahasa Indonesia.

**Keywords:** *Bahasa Indonesia, learning center, children's literature, animation video*

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### 1. INTRODUCTION

Many Indonesians still have the choice to migrate abroad in order to make a living. Malaysia is among the nations that Indonesians travel to the most. They believe that the pay they receive there is greater than what they would receive at home. In addition, this country's proximity to Indonesia is another factor making it the primary target. The jobs range from office work to manual employment to home helpers (ART). Some people may go to great lengths to obtain employment overseas, often with the promise of a better life. Some do it well and legally, receiving approval and protection from the Indonesian government; others, however, don't really care about the rules as they stand and depart from Indonesia. While some individuals follow the proper legal processes and obtain permission from the Indonesian government to do so, others disregard the protocols and depart the country without proper documentation.

Their unofficial arrival to Malaysia also had an impact on several things, including their families and children. Not a few of them come to Malaysia with their families or with little children. The impact on their children is of course very large, especially in the field of education. Their children cannot get formal education there because there is no official document as the condition for getting an education. Luckily, there are several parties who have initiated the formation of educational services for children with similar cases. Special Branch of Muhammadiyah (PCIM) Malaysia is one of the organizations/persyarikatan that provides educational services for Indonesian children who cannot receive formal education in that country.

There are many things taught by teachers and volunteers from PCIM Malaysia. Counting, Reading, Writing, and of course one of the most important is learning Indonesian. Indonesian is an important thing to continue to teach to Indonesian children in Malaysia because this is their identity as Indonesian citizens. Moreover, no one guarantees that their parents will work in Malaysia forever. If later they have to return to Indonesia, the language they have will be sufficient to interact with Indonesian society. However, learning Indonesian at PCIM experiences several problems. Monotonous learning and the lack of media used are the reasons why children feel less interested in learning the language of their identity.


Language learning should be practical, easy, fun and inspiring. The Learning Community (LC) fostered by PCIM Malaysia, namely Kampung Pandan and Kampung Bahru Learning Center, has a total of 120 students at elementary school level. Kampung Pandan LC and Kampung Bahru LC have several problems related to learning. One of them is that in the Kuala Lumpur area, there is still a shortage of volunteers. Apart from that, learning at elementary school level is too monotonous and lacks attraction. This is often seen as due to a lack of use of learning media.

Reading is an activity in learning Indonesian that can involve students directly and they can choose the books they want themselves according to the teacher's directions so that boredom can be avoided. Books with the theme of children's literature for children learning Indonesian are considered very effective to use. Folklore is one thing that many children like. The story is full of cultural values and language that is easy for children to understand, making it effective

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for use as a means of learning Indonesian. "Malin Kundang", "Tangkuban Perahu", and "1000 Temples" are some examples of folk tales that can be used in the learning process. The stories are relatively short, in accordance with Indonesian culture, and supported by illustrations in these stories can increase children's knowledge about Indonesia, especially in adding vocabulary.

Children's literature is a type of literary work that children can easily understand emotionally and psychologically. The phenomena depicted in children's literature are everyday phenomena of children that are concrete and easy to imagine (Nurgiantoro, 2018). Furthermore, according to Burns, stories also give children more experience by reading it (Burns, 2001). Thus, children's literature can be literary works that are centered on children, both in purpose and function. Several studies such as those conducted by (Al-afandi, 2022); (Oktasari & Kasanova, 2023); (Puspitasari et al., 2016); and (Jalu Norva Illa Putra, 2020); show that children's literature can provide positive character values and can be used as a learning tool for children who read it. Sayekti (2015) has also proven that the contribution of literary learning can foster a culture of literacy in children. However, it all comes back to the teacher in guiding and directing them in literacy. Providing reading that is appropriate to children's development is absolutely necessary so that children's literacy develops.

According to Horwitz & Worthy (2007), children's literature can be explained in two aspects, namely linguistic and literary. The linguistic aspect can be observed in the context of sentence structure, word choice and figure of speech. Choices, words, sentences, or figures of speech in children's literature are usually simpler and familiar to children's vocabulary. Meanwhile, the literary aspect can be observed from the context of the plot, characters and themes, which of course also tend to be simpler. The plot will only look at the context of cause and effect and simple logic according to the child's views. Characters are also chosen through objects or figures that are known to children, which are often in the form of plants, animals or objects that can talk, and the language style tends to be more direct and concrete. Animated videos can be used as an alternative learning medium for conveying children's literature. In this case, children's literature is packaged in the form of language and moving image illustrations. Language and images are combined to become animated videos which will later become language learning media for children, so they can understand and visualize everything about children's literature.

At elementary school age, children's vocabulary and visual experience are of course still very limited. Animated videos can of course be used as a medium to enrich children's vocabulary in Indonesian along with descriptions and definitions of the vocabulary. Visualization of images is considered to be closer to meaning than just through language. Moving images equipped with audio enhanced with colors can be an attraction for children. Therefore, the language learning process at Kampung Pandan and Kampung Bahru LC Malaysia by using animated videos from children's literature is considered very important. The aim of this community service activity is to provide training on the use of children's literature learning media using animated videos and to provide an understanding of Indonesian language competency to Kampung Pandan and Kampung Bahru LC by utilizing children's literature. The solution from the analysis of the situation and problems faced by Kampung Pandan and Kampung Bahru LC refers to the Institute

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for Research and Development of Universitas Ahmad Dahlan (LPPM UAD) service roadmap, namely in the field of accelerated development of marginal areas towards areas that are smart, healthy, environmentally friendly, and characterized by sociopreneurs with universal and Islamic values. Meanwhile, this service also refers to the 2021-2025 UAD Faculty of Letters, Culture and Communication (FSBK) service roadmap, namely in the program to expand strategic cooperation networks with partners abroad.

## 2. METHODOLOGY

This community service is designed to provide enrichment for students and training for teachers at Kampung Pandan and Kampung Baru LC Malaysia so they can optimize Indonesian language learning. The partner for this service activity is PCIM Malaysia with target activities at the Kepong LC and Kampung Bahru Malayasia. However, the day before the activity, the partner informed us that there had been a change in LC, namely from Kepong LC to Kampung Pandan LC because the coordinator at Kepong LC was absent and was not in Malaysia at the time of the activity. This activity is carried out in several stages and methods. However, in its entirety all these stages and methods will fall into the direction of Action Research (Prabowo, 2015). In essence, this method is a series of workshops where the trainer and the person being trained are in the same room to carry out introductions and planning, work and presenting the results together.

At the introduction and planning stage, the methods used were lecture and discussion methods. Lectures are the easiest method to apply. Teachers were gathered to listen, observe and understand children's literature and picture stories as a learning medium for children. Material delivered orally can be assisted with supporting tools such as a whiteboard, display layer or LCD, Explee application and other animated video applications. At this stage the time allocated is 2 X 400 minutes online in August.

Next, this lecture method will be continued with the discussion method. Discussions were held to provide further explanation of things that were missed in the delivery of lectures both orally and in writing. Discussions will usually tend to be the process of answering questions raised or presenting ideas for the next process. Next, the stages of work until delivery of the results are carried out more in the workshop direction. At this stage the time allocated is 2 X 400 minutes in September offline. The ideas that were conveyed in the previous session were continued in the form of real realization, starting from choosing children's literature, composing and making animated videos. At this stage, interactiveness is prioritized, going directly to help with the work process is a fairly effective way to convey the material.

The International PPM activity team consists of three lecturers from the English Literature, Indonesian Literature and Elementary School Teacher Education study programs. The team leader, Resneri Daulay, is tasked with coordinating community service activities. Member 1, Trisanti Apriyani, is tasked with creating animated videos that are used as learning media in this PPM activity. Member 2, Patria Handung Jaya, is tasked with delivering training materials. The PPM team also involved three students from the English Literature, Indonesian

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Literature and Elementary School Teacher Education study programs who were tasked with accompanying participants in the training as well as being moderators in the training. In this International PPM activity, partners contribute in kind. The role of partners in this International PPM activity is as a facilitator related to providing training facilities and coordinating training participants.

### 3. FINDING AND DISCUSSION

This Community Service activity is carried out online and offline. There are two activities that have been carried out with two different participants, namely training activities in making teaching materials using animated video of children's literature as the media with the teaching staffs at Kampung Pandan and Kampung Bahru LC and discussion or learning activities with students at Kampung Pandan and Kampung Bahru LC. Training activities were carried out online on 21 August 2023, while discussion/teaching activities were carried out on 8-9 September 2023, which was attended by 23 students and several teachers at Kampung Pandan LC and 45 students and several teachers at Kampung Bahru LC.

Before carrying out this activity, the conditions of the teaching and learning process in these two learning studios were very simple and limited. This is seen from the limited teaching staff and facilities. The percentage of teaching and learning activities so far has not utilized science and technology. Thus, seeing conditions like this, our community service team introduced digital media by creating Indonesian language teaching materials that utilized children's stories using animated videos. Teachers are taught to create teaching materials in the form of animated videos. Next, the team and teachers practiced the teaching materials with students in these two Learning Centers. As a result, students appear more enthusiastic in learning Indonesian and better understand Indonesian ethics and culture through the children's stories they learn.

The stories were taken from the page <https://penerjemahan.kemdikbud.go.id/> with content on Indonesian ethics and culture. This was chosen because the participants in this activity were Indonesian children who live in Malaysia in order to keep them attached to Indonesian culture even though they don't live in Indonesia. The 3 story titles chosen were *Buku Terbaik (The Best Book)*, *Perasaanku (My Feelings)*, and *Hari yang Sibuk (A Busy Day)*. Students' Bahasa Indonesia vocabularies also improved after watching the animated videos and finishing the worksheet. There are many new words from the videos that are related to their lives.

There are some reasons for choosing those titles in the activity. *Buku Terbaik* contains a story about a boy who loves reading and is willing to write his own books. It gives a message to students in the LC to enjoy reading since they are little. Then, *Perasaanku* has many words related to someone's feelings. It definitely can enrich students' vocabularies. Finally, *Hari yang Sibuk* tells the students about a girl's daily activity and some places she visits during the day.

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Each of these stories is unique, useful, and full of lessons for children. Hence, our team decided to use them in teaching the students in LC.

The result of this activity is in line with the research from Br Ginting et al. (2021) who did research about “The Development of Children's Literature Reading Materials to Support Students in Elementary School”. They said that students’ literacy skills improved after being given reading materials that are appropriate to their age. Furthermore, Widyaningrum et al. (2023) added that interactive digital media is important in changing and overcoming the learning process that still relies on conventional models in this digital era. Their research shows that interactive media makes learning children's literature exciting and fun.

Apart from conducting training in making teaching materials with animated videos and teaching them to students, our team also donated one television to Kampung Pandan LC and one television to Kampung Bahru LC. This TV screen can be used as learning media in both LC so that the learning process can utilize digital technology. This is a change from before this community service activity was carried out.



Picture 1. Learning activity in LC Kampung Pandan LC



Picture 2. Learning activity in Kampung Bahru LC



Picture 3. PkM team gave a TV to Kampung Pandan LC



Picture 4. PkM team gave a TV to Kampung Bahru LC

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The result of this community service activity is integrated in courses at three (3) departments of Universitas Ahmad Dahlan. In the English Literature Study Program, it is integrated in Children's Literature courses, in the Elementary Teacher Education Study Program (PGSD), it is integrated in courses on Socio-Cultural Systems and Globalization and the Indonesian Literature Study Program is integrated in Children's Literature and Popular Literature courses with study materials. Learning Indonesian by utilizing children's literature is proven to make the student learning process become more varied and meaningful.

**Table of Empowerment of PkM Activity Partners**

No	Type of Partner	Type of Empowerment	Checklist
1	Non-Economically Productive Partner	The knowledge is increasing	<input type="checkbox"/>
		The skills improved	<input type="checkbox"/>
		The health improved	<input type="checkbox"/>
		The income increased	<input type="checkbox"/>
		The service has improved	<input type="checkbox"/>
2	Economically Productive Partner	Its Knowledge is improving	<input type="checkbox"/>
		His skills improved	<input type="checkbox"/>
		The quality of the product increases	<input type="checkbox"/>
		The number of products increases	<input type="checkbox"/>
		The types of products are increasing	<input type="checkbox"/>
		Production capacity increases	<input type="checkbox"/>
		The number of assets increases	<input type="checkbox"/>
		The turnover has increased	<input type="checkbox"/>
		Management abilities	<input type="checkbox"/>
		The profits increase	<input type="checkbox"/>
		Certified product	<input type="checkbox"/>

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		Standardized products	
		Legal entity business unit	
		The number of new independent entrepreneurs is increasing	

#### 4. CONCLUSION AND SUGGESTION

The aim of this community service activity is to provide training on the use of children's literature learning media using animated videos and to provide an understanding of Indonesian language competency to Kampung Pandan and Kampung Bahru LC by utilizing children's literature. This goal has been achieved well after our team implemented both online and offline activities. The teachers at both Learning Center have been provided with training in making teaching materials with animated videos and it is also easier for students to understand Indonesian language materials with Indonesian children's stories.

We hope that in the future, more LC will use this method too since Bahasa Indonesia is the children's identity. They need to master it well and it can be started from the Learning Center. We also expect that this activity can be a reference for other community service teams who probably will conduct the same activity as ours.



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### ONLINE SOURCES

<https://penerjemahan.kemdikbud.go.id/>