

## THE USE OF FILM ADAPTATION MEDIA AS A LEARNING MATERIAL FOR INDONESIAN LITERATURE ONLINE MODEL

Heri Sutrisna<sup>1</sup>, Suminto A Sayuti<sup>2</sup>

Faculty of Language and Arts Yogyakarta State University

Email: [herisutrisna.2020@student.uny.ac.id](mailto:herisutrisna.2020@student.uny.ac.id), [suminto\\_sayuti@uny.ac.id](mailto:suminto_sayuti@uny.ac.id)

### Abstract

The right learning medium is very important for teachers to assist students in understanding their learning materials. Therefore, in online learning it is necessary to develop forms of learning media that are on target by paying attention to the level of appreciation of students and their health. In reading literary works such as short stories, novels, romances, and so on children are less interested and there is saturation in reading the literary work so that knowledge of literary works for students is very minimal. To overcome this saturation teachers can use more interesting media, for example with film media. Lately we see that the trend that is happening in the Indonesian film industry and the world is the application of a literary work (especially a novel) into the big screen. The trend that is happening in the world of film today, both in the national and international sphere, is adapting the story from a literary work into a film. Many think that this makes students' reading interest in literary works that have been less and less, because people tend to prefer to watch the film rather than read the book. If we want to research further, the opposite could happen. This article will examine some important points regarding the film adaptation of literary works, their role in literary learning.

Keywords: teaching media, literary teaching, film adaptations, Covid-19 Pandemic

### A. INTRODUCTION

Film is a copyrighted work in the form of audio-visual communication media and is made based on the principle of cinematography. Film as a medium of audio-visual communication has an important role for the development of national culture as one aspect of increasing unity in national development. The basis, direction, and objectives of the film (in Indonesia) include: (1) Preservation and development of the nation's cultural values, (2) Development of the nation's character and personality as well as increasing the dignity of the nation, (3) Fostering national unity and integrity, and (4) Maintained public order and a sense of decency. Films are created from the creative minds of the people who make them. Film as an object of art should be judged artistically, not rationally. Why do people still see movies? In the current era of revolution, films are not an ordinary thing for audiences. Films not only present an exciting experience, but also daily life experiences that are packaged in an interesting way (Yoyon Mudijiono, 2011).

Film can be said to be a unique communication medium compared to other media, because of its free and fixed movement, direct translation through real visual images and sound, and the ability to handle an unlimited variety of subjects (Mansor et al. , 2019) In addition, with the application of film media in learning, it can increase new ideas for students (Auliyah & Flurentin, 2016)

Professors of Communication Studies at Hassanudin University, Anwar Arifin and Azwar Hasan said that from the point of view of communication theory, especially filmology , it is recognized that the film has the potential to influence the behavior of the audience. This is due to its strength and uniqueness as an effective medium that conveys impressive messages.

Teachers as learning facilitators, must be able to deliver students into technology-based learning. In addition, learning must be adapted to the demands of the curriculum in accordance with the materials, methods, and level of student learning abilities. It is

intended that learning objectives can be achieved effectively and efficiently. Notoamodjo (2003:71) argues that learning media are tools used by educators in delivering teaching materials. These tools are more often called teaching aids because they function to help and demonstrate something in the learning process.

The purpose of learning media as learning aids, namely to facilitate the learning process in the classroom, improve the efficiency of the learning process, maintain the relevance of the subject matter with the learning objectives, help the concentration of learners in the learning process. In times of a pandemic like today, a suitable media is needed for learning in schools. The use of media in learning is urgently needed (Haris, 2014)

It has been more than a year and a half that the Covid-19 pandemic has hit the country. Activities that were originally carried out normally, now have to turn into adaptations to a new normal. If previously work and study were done in the office or school, since March last year everything was done online. Starting from Kindergarten level, online learning is a technology-based learning method, while online learning methods include: (1) competency-based online learning, (2) hybrid online learning, (3) online learning of four concepts, (4) learning online with videos/movies.

Competencies in learning Indonesian at the high school level vary, in addition to language competence there is also literary competence. One of the literary competencies is understanding the intrinsic elements contained in literary works. In understanding these intrinsic elements, students often experience difficulties because students' reading interest in literature is still lacking. Therefore we need the right media or learning model for literary learning. If the student's interest increases, it will also increase the student's competence in understanding literary works. One of the media that can be used as an alternative to learning literature is the use of film adaptation media as a learning medium. Students who usually learn by using text, then this alternative can be used to increase student motivation in learning, and in

the end also improve students' literary learning competencies.

Based on the above, the relevant research and first performed on the application of film media in the learning process carried out by (Octavian, 2014) for his work entitled *The Role of Media Use Movies On Learning Process Civic Education in Developing Attitudes*, Equation research with research conducted by Octavian is both studying the role of films in learning. The difference is, in Octavian's research, he examines the application of films in Civics learning. This study examines the application of film in Indonesian language learning. Second, a relevant and earlier research was conducted by (Zainal et al., 2019) with his research entitled *The Effect of Using Mathematical Cartoon Film Media on Mathematics Learning Outcomes of 187 Pinrang Elementary School Students*. This study both examines the application of film media in learning. However, the difference. If Zainal's research examines the application of film for elementary school students, this research discusses the application of film in vocational schools. Third, relevant and earlier research was carried out by (Widiani et al., 2018) with his research entitled *Application of Film Media as Learning Resources to Improve Students' Information Processing Ability in History Learning*. The similarity of this research with the research conducted in this study is that they both examine the application of film in learning. The difference is, if Widiani's research examines the application of film in history learning, this study examines the application of film in Indonesian language learning.

In line with this opinion, this article will discuss the application of film media in learning literary appreciation. The film in question is a film that is adopted through literary works.

## B. METHOD

The approach in this research is a qualitative research with a qualitative descriptive research design. The choice of this research design was based on the considerations that (1) the research was conducted with a natural setting, namely

learning events, (2) using humans as the main instrument, namely students, and (3) this study paid attention to the process and results. This research was conducted at SMK Negeri 1 Seyegan. The population of this study were students of class XI of SMK Negeri 1 Seyegan, totaling fifteen classes. The sampling technique uses purposive sampling, which emphasizes being a sample is the consideration of certain characteristics or characteristics by selecting a sample. The number of samples selected were seven classes from different majors at SMK Negeri 1 Seyegan. The researcher went directly to the class to provide literary material by using two literary learning media alternately for comparison, namely text media and film media. The researcher gave the task of analyzing short stories literary works with text and film media, then comparing the results achieved by students after doing the task.

### C. RESULTS AND DISCUSSION

Regarding the Indonesian language learning media, especially literature learning, so far, theoretical learning and tests are still limited. The aspects assessed are still in the level of student knowledge only. Literary learning media should emphasize on the student's appreciation of literary works. Therefore, it is necessary to develop forms of learning media that are right on target by paying attention to the level of student appreciation, especially in the current pandemic situation.

The Covid-19 pandemic since March 2020 has hit the world, including Indonesia. Covid-19 is very easy to transmit and is marked by the number of positive cases and more people dying, this makes people nervous and afraid of being infected by other people. The government through the Ministry of Health makes a policy on health protocols, namely the obligation to use masks, wash hands with soap as often as possible, maintain a safe distance from others, and get used to a clean and healthy lifestyle.

Several literary works that have been successfully adapted into a film include: *Laskar Pelangi* which was popular in 2008 was adapted from a novel by Andrea Hirata, even

the film "*Laskar Pelangi*" was able to become a best-selling film and earned a profit of up to Rp. 165 billion. Besides "*Laskar Pelangi*", the film "*Ayat-Ayat Cinta*" also comes from a novel by Habiburrahman El Shirazy. The film *Ayat-ayat Cinta* made a profit of Rp. 125 billion. The novel by the famous writer Dewi Lestari was also successfully made into a film with the same title "*Paper Boat*".

The film that aired in 2012 was able to become a favorite film for teenagers at that time. The novel "*5 cm*" by Donny Dhiringantoro which was published in 2005 was able to sell well in the market. The film, starring Herjunot Ali, Raline Shah, Fedi Nuril, and others, has won various awards, one of which is the Citra Award for Best Cinematography. The film "*Bumi Manusia*" is adapted from a novel by the famous writer Pramoedya Ananta Toer. The film "*Bumi Manusia*" is scheduled to be released on August 15, 2019. The novel "*Bumi Manusia*" itself has been successfully published in 33 languages. Not only drama or romantic genres, many horror films are also adapted from novels. The film "*Danur*" which aired in 2017, was adapted from a novel by Risa Saraswati. This film managed to attract the attention of the audience, and many more literary novels were adapted into films. "*The House Without Windows*" musical film Indonesia 2011 based on a short story by AsmaNadia entitled *Jendela Rara*. This film is directed by Aditya Gumay and produced by Kak Seto and stars Emir Mahira and Dwi Tasya. The film is released in theaters on February 24 2011. Thanks to his acting skills in this film, Emir Mahira who was then 14 years old managed to get the Citra Trophy for the Best Male Actor category at the 2011 Indonesian Film Festival. There are various reasons that underlie the transformation process from novels to films, among others, because a novel is already well-known which ultimately supports the commercial aspect, an inspiring novel story idea so that it will be of great educational value if it is filmed.

This is due to several factors, which include: (1) the concept of KBK that has not been properly understood by teachers, (2) the draft curriculum is constantly changing, (3) there is no instructional strategy guide

that can be used by teachers when studying. carry out instructional tasks for students.

The teaching of literature that is integrated with Indonesian lessons must inevitably follow the emphasis of the established curriculum. In fact, as stated by Sulton in Rohman (2012: 15), the ideal teaching of literature is to "create new innovations towards learning competencies that are full of creativity and stimulation of passion." The key words are "creativity" and "passion stimulation", so it is very important for literature teachers to make various creative efforts in teaching so that they can make students passionate about studying literature. and enthusiasm of students to study literature

It should be noted that the proposals put forward in this presentation do not refer to specific levels of education and classes within the national education level. However, judging by the current curriculum being implemented, it seems that the ideas in this presentation will be very suitable to be applied at the SMA/SMK education level, where literature teaching has reached the level of reading prose and novel literature, reading and writing reviews, understanding periodization. Indonesian literature and the characteristics that accompany it, and some of the language skills associated with them.

### 1. LITERATURE, FILM, AND FILM ADAPTATION

Some opinions according to figures such as Danziger and Johnson (Budianta, et al (2002:7), see that literature is an "art of language", namely a branch of art that uses language as a medium. Then Daiches (Budianta, et al. (2002: 7), it views a literary work more as a work "that conveys a type of knowledge that cannot be conveyed in any other way", namely a way that provides unique enjoyment and knowledge that enriches the reader's insight. While Rohman (2012: 18) defines that literary works as works of art in the form of written expressions that are beautiful and useful.

From the definitions of the characters above, we can conclude that literature has a dual function, namely "entertaining and at the

same time beneficial for the readers" (Budianta, et al, 2002: 19). It is said to be entertaining because literature gives the beauty of meaning to various things in life in a very unique way igus provides space for imagination. Meanwhile, the benefits provided by literature are in the form of ideas or messages that can be likened to a "sketch" or "portrait" of life. This function then often makes literature a means for social criticism. As for the definition of film, Boggs and Dennis (2008:3) consider film as "a form of expression similar to other art media", which is formed through "a game of images/views, sounds, and movements that are integrated and continuous." Here, Boggs and Patrie consider film to have similarities with various other art forms, which include painting and photography, drama art, music art, and even literary arts (poetry and novels).

Literary works actually have the same function even though the media is different, film and Winokur (2001: 8-9) mention that there are 2 main functions of a film, namely the function of entertainment (entertainment) and the function of didacticism (deductism). What is meant by the didactic function here is a function where films often contain allegories, texts whose surface meanings often refer to broader political, ethical, religious, and social contexts. Or in other words, films often contain cultural messages, both intentional and unintentional, which we can discover through reflection. These two functions are clearly the same as the literary functions described above.

Furthermore, Monaco (2005: 44) compares film with novel and says that "The narrative potential in a film is so important that its very strong bond is not formed with painting, nor with drama, but with the novel." This connection is seen from the side. story, where both film and novel can tell a detailed story from the narrator's point of view. The things that are told in the novel, can be described or told in the film, although it is possible to do so many special effects are needed.



These many similarities seem to make novels often adapted into films. But of course not all novels are adapted for the big screen. Damono (2012: 108) says there are two possible reasons why a novel (literary work) is adapted into a film. First, the novel (literary work) is in high demand, so the film just needs to ride with the best-selling literary work. Second, there is a mission for filmmakers to raise cultural products that deserve to be brought to the screen. This is sufficient to explain why the novels that are appointed to the big screen are generally novels that are considered "best sellers" or in quality are more prominent than others.

These two things seem to be enough to be used as a basis for us to use film adaptations as a medium for learning literature. At least the literary work that is appointed is definitely a work that is widely loved by the community or even gets recognition from several experts related to its quality. It is very likely that the film adaptation that will be used can increase students' enthusiasm and possibly create their curiosity to compare it with the adapted literary work.

## 2. FILM ADAPTATION OF MEDIA TEACHING

According Sadiman et al (2012: 7), the media is "everything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns, and interests as well as the student's attention in a way that learning occurs." From this definition we can draw two important functions regarding the media. A teaching and learning activity is said to be successful if the message conveyed by the teacher to the students is well received (in this case it means that the students understand it well). So to achieve this goal, the selection of the right teaching media is important..

Problems that occur in teaching and learning activities at SMK Negeri 1 Seyegan include: (1) *The limited number of literature books available.* In terms of the quantity of titles, perhaps the number of literary books in the school library is sufficient. However, in terms of the quantity of available copies of the book, it may not be sufficient for all students to

borrow at the same time. Meanwhile, if students are required to buy them individually, it is likely that many parents/guardians will object, especially in the current pandemic situation. (2) *Students' interest in reading literature is very low.* Not all students have a high interest in reading, let alone an interest in reading literary works. For example, for the task of reading literature, they may prefer to look for the synopsis on the internet and then read it in a short time. In fact, it is not uncommon to find students who only copy-paste (with slight modifications) for the task of making a synopsis of the story of a literary work. (3) *Students do not have enough time to read a literary work (especially literary books/novels).* It is undeniable that the burden of student learning is now much higher than before. The rapid progress of science and technology is often used as a reason for this.

Film adaptation, as an audio-visual medium, is the right solution to overcome these problems because:

- 1) *Students are not burdened to read a literary book.* Even if later students are interested in reading the literary work in question, it is no longer a compulsion, but purely from the student's own desire. Something based on personal interest or interest is certainly much more productive than something based on necessity and feeling depressed.
- 2) *Save money, energy and time for schools, students and teachers.* In terms of costs, schools and students are free from having to buy or provide literature in large quantities.
- 3) *More stimulate student interest.* Admit it or not, watching culture in Indonesia, especially among young people, is much more popular than reading culture. Watching is seen as more fun than reading..
- 4) *Stimulus, experience, and perception received by students more evenly.* Because the films that are watched are the same, and are shown at the

same time and place, automatically the stimuli, experiences, and perceptions that students receive are more evenly distributed. Especially if the viewing activities are well structured. So the possibility of an information gap between one student and another is very small. Even if there is an information gap, it can still be overcome by discussion and question and answer activities after the viewing activity is over.

### 3. ADAPTATION FILM IN LITERATURE LEARNING

The COVID-19 pandemic is a huge, unpredictable disaster. The Covid-19 outbreak has made the education system in Indonesia unable to run optimally. Innovation needs to be done in the current learning system as an effort to overcome educational problems, especially in learning oral literature appreciation caused by the covid-19 pandemic. The problem of learning literature is actually not new during the COVID-19 pandemic. The problem of learning literature has always experienced obstacles in the context of creation and innovation. The use of technology in literary learning in the current context is very urgent to do, especially during the COVID-19 pandemic. The COVID-19 pandemic has forced teachers to have an adaptive attitude. method *Blended learning* can be used as an innovative and creative learning solution. *Blended learning* refers to learning based on information and communication technology, consisting of (1) *seeking of information*, (2) *acquisition of information*, and (3) *synthesizing of knowledge*. Social media, such as *facebook*, *youtube*, *film* can actually be used as an innovative medium for learning literary appreciation during the covid-19 pandemic.

In online learning, teachers usually use several media to communicate/deliver messages related to their learning materials, including through WAG (Whatshap Group), GC (Google Class Room), Google Meet, Zoom, and so on. The teacher makes sure the children are ready to follow the lesson well. First, make sure that all the equipment for showing the film is ready. the learning objectives, the rules

of the game, and the basics related to the film to be watched to simply provide context about the film to be watched. These basic things can be the setting of place, time, and culture of the film to be watched. For example, the film that will be watched is the film "Rumah Without Windows", then the teacher can start by talking about the short story *Rumah Without Windows*, the lives of scavengers, and so on.

Activities while watching inevitably are passive activities because students are required to focus their attention on the film being watched. So that students' attention is directed to the main things in the film. After the viewing activity was over, the students were given a little time to complete their task of making a synopsis of the story, analyzing the intrinsic elements in the film "Rumah Without Window", then a class discussion was held to harmonize the understanding of all students. After that, the work can be submitted to the teacher for evaluation of student activity. The activity of watching literary adaptations of films cannot completely replace the activity of reading literary works, because once again both are forms of different cultural products. Therefore, whenever possible, watching adaptations of films can be followed by reading related literary works, of course by making some adjustments.

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