

Research article

The Fusion of 3D Animation Film and Macapat Song Increases the Curiosity of Junior High School Students to Learn Traditional Music

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Abstract.

Traditional music is often unpopular with the younger generation. This research proposed that middle-school students would become more curious about traditional songs which have been fused with 3D animation films. The research used descriptive quantitative methods. 111 junior high school students in Malang recruited through incidental sampling responded to a questionnaire. The results showed increases in the average cognitive and conative reaction to Tembang Macapat after seeing the Macapat animation, as well as a reduction in affective reaction.

Keywords: 3D animation film, Tembang Macapat, cognitive, conative, junior high school students

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1. Introduction

The younger generation less likes traditional music, as Acu [1] said, is happen too in Tembang Macapat [2], [3]. As Wardhani's statement [3], Noviati's research results [2] showed, the Tembang Macapat is increasingly unknown to the younger generation. They know the title, but they do not know the philosophy inside that [2]; that makes the hope that they develop it even more impossible to do [2].

Such as the desire of every cultural actor who wants to preserve traditional culture; the Heriwati's research results [4] also said that we need to have interest, to learn, understand, appreciate, perform, develop, and undertake the Tembang Macapat. Tembang Macapat is one of the shapers of the identity of the Indonesian nation, especially for the Javanese [2]–[4].

Recent research about Tembang Macapat only learn in developing the appearance of Tembang Macapat, such Santosa [5] and Prilosadoso & Aqviriyo [6] did. Some other research learning in the response of the learners of Tembang Macapat, such


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as Raharjayanti & Widagdo [7] did. Even though Raharjayanti & Widagdo [7] studied the response of the learners of Tembang Macapat in Youtube-with, various forms of videos on youtube can be in the form of 3D animation, 2D animation, or live-action; no research focused on studying the response of the audience of the 3D animation of Tembang Macapat. So this research focused on that, especially in triggering the interest or curiosity of the audience on Tembang Macapat.

The theoretical framework of this Tembang Macapat responses research is based on the Trilogy of Mind, which Hilgard [8] issued consisting of cognitive, affective, and conative. The conative will be related to the curiosity aspect, which is stated by Šuster [9]. Thus, the delivery, 3D animation made with keyframe animation, based on Adamo-Villani’s research result [10], shows that it promotes the accuracy, readability, and actuality of signing. Logically, that potential will affect cognition, affection, and conative, but it must be checked, especially in delivering Tembang Macapat. So, it becomes the aim of this research. For clearly understanding the theoretical framework, it can be saw Figure 1 below.

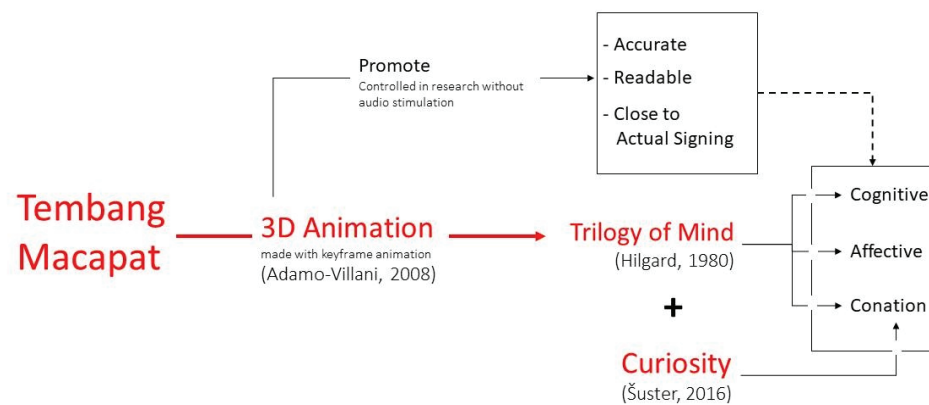


Figure 1: 3D animation film, Tembang Macapat, cognitive, conative, junior high school students.

2. Methods

This research uses descriptive quantitative methods with One-Group Pretest-Posttest Design. Indicators descended from Trilogy of Mind theory, which measures the audiences’ cognition, affective, and conative responses. Especially for conative indicators, the curiosity aspect is also asked in the form of conative language.

The indicators of cognition are questioning about the basics of knowledge of the Tembang Macapat; awareness of Tembang Macapat; the kind of Tembang Macapat; the underlying philosophy; the meaning of the Tembang Macapat. Next, the affection

indicators are about interest and audience preferences in listening to Tembang Macapat. Furthermore, the conative indicators, the last indicators, is about how much they want to sing Tembang Macapat; how far respondents want to search and learn about the part of Tembang Macapat which they do not know, such as the meaning of lyrics, the underlying philosophy, the composition of structure and lyrics, and the language spoken in Tembang Macapat; until their desire to join karawitan group. Likert, which three ordinal tiered choices consisting of negative, doubtful, and positive attitudes, is used as an answer model of response.

Data is taken using the incidental sampling technique. Respondents of the instrument are 111 people consisting of 42 male and 69 female students aged 12-15 years who were studying in SMPN 4 Malang. SMPN 4 Malang was chosen to collect data because SMPN 4 Malang is a school with art classes that have often appeared on international performances with their traditional performances. Notwithstanding, the respondents were not taken from the art class. The strategy was carried out so that the pretest data could represent the general knowledge of students who were not educated explicitly in traditional performance art. However, they have been taught Tembang Macapat from elementary to high school. So the respondents who are not from art classes but close to the traditional art learning environment were assumed to represent society more closely.

The data was taken two times before watching the Tembang Macapat 3D Animation Film and after it. Then the data is compared to the average value on cognitive, affective, and conative points. The Tembang Macapat 3D Animation Film, titled Bejo Si Sinom and becomes a treatment in this research, can be watched at <https://youtu.be/uGVKJRvB9ul>.

3. Findings and Discussion

The diagram shows that there is increasing substantially in the pretest-posttest of cognitive points, from 2,16 to 2,58. Thus, conative points increased too slightly from 2,51 to 2,60. In contrast, the affective point goes down slightly from 2,68 to 2,62. It describes an increase in cognitive and conative but affective decreases after seeing Bejo Si Sinom.

It shows that the fusion of 3D animation and Tembang Macapat can increase the cognition of Tembang Macapat and conative about Tembang Macapat. However, the affective decrease because respondents are not familiar with the new Macapat song, performed by Bejo Si Sinom. They were more familiar with traditional music popular in the community, such as Lir Ilir, Tembang Dolanan, is Tembang Macapat. The condition happens because this is in line with the way the brain works, which is more receptive to

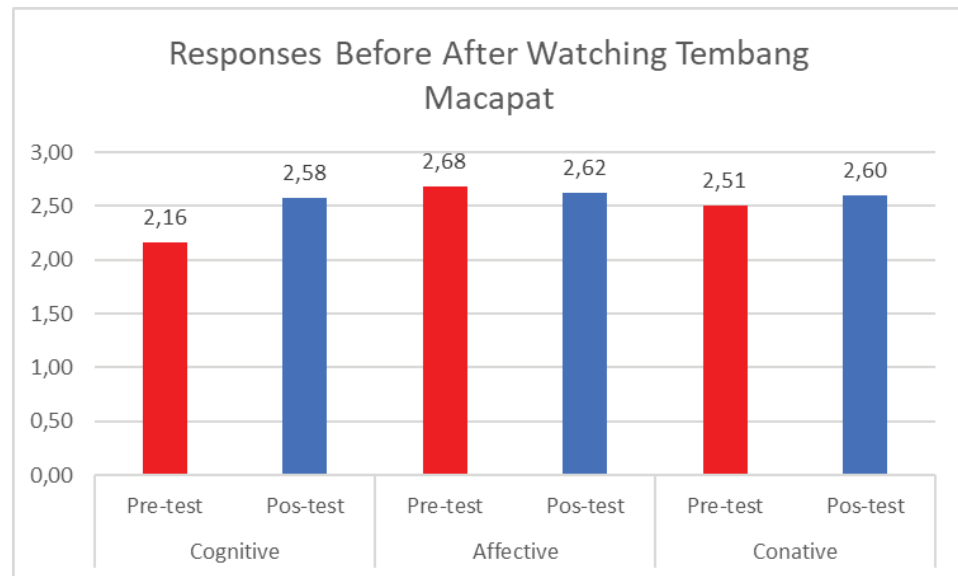


Figure 2: Pretest-Posttest Results.

new things when they are following old things that are more familiar [11]. Radio stations that know this and insert new songs in between old songs. They call the technique with the Sandwich Theory.

4. Conclusions and Suggestions

It concluded that 3D animation can increase cognition and trigger the audience's curiosity but can not change their music preference. These results are natural because this research aims to determine the effect of the 3d animation film on the songs it carries, not to increase the audience's preference for Tembang Macapat. So, it takes a stimulus that does not affect the results to see the results of the 3d animation effect more purely.

Furthermore, suppose the researcher wants to investigate further the effects of 3D animation on the Tembang Macapat. In that case, it is advisable to look for respondents who have not been exposed to the Tembang Macapat song at all. So that there is no previous preference that affects the affective value, this kind of research can be carried out in areas outside Java and Bali.

Suppose further research is to change the audience's preferences about Macapat songs. It is recommended to use Macapat songs already popular in the community or use Tembang Macapat, which combines Western musical instruments. This strategy is under the results of research of Santosa [5] that suggested mixing western musical

instruments in Macapat songs to increase the audience's preference for Tembang Macapat.

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