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The Use of Film Adaptation Media as a Learning Material for Indonesian Literature Online Model

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Abstract
Learners will be interested in a material that is taught, through the medium of learning. One of the learning media that can increase the participation of learners in the learning process is film. The film that is popular and favored by students, especially Vocational High School students kin period is a film with the title "KKN in The Village of Dancers". In addition to interesting, films adopted through literary works are considered to meet the needs of today's literary learning. This research belongs to this type of qualified research. The results of the analysis on the application of film media in learning the appreciation of literary works at State Vocational High School 1 Seyegan Sleman will be described descriptively. The results showed that students at State Vocational High School 1 Seyegan Sleman prefer to follow the learning of literary appreciation realized through film media related to it, the use of film media can increase the motivation of learning learners.

Keywords: Teaching media, literary teaching, film adaptations.

1. Introduction

Film can be said to be a unique medium of communication compared to other media, because of its free and fixed nature, its translation directly through visual images and real sounds, also has 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 improve new ideas for learners (Auliyah & Flurentin, 2016)

Notoamodjo (2003) argues that the medium of learning is the tools used by educators in delivering teaching materials. This tool is more often called a prop because it serves to help and demonstrate something in the learning process. The purpose of learning media as a learning tool, namely to facilitate the learning process in the classroom, increase the efficiency of the learning process, maintain relevance between the subject matter with the purpose of learning, help the concentration of learners in the learning process. 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 tour concepts, (4) online learning with video / film.

In accordance with these opinions, in this article will be discussed about the application of film media in learning literary appreciation. The film in question is a film adopted through literary works.

2. Research Method

The approach in this research is qualitative research with qualitative descriptive research design. The selection of this research design is based on the consideration that (1) the research is carried out with a natural background, namely learning events, (2) using humans as the main instrument that is students, and (3) this research pays attention to processes and results. This research was conducted at State Vocational High School 1 Seyegan Sleman.

The population of this study is the students of class XI State Vocational High School 1 Seyegan Sleman which numbered fifteen classes. Sampling techniques using purposive sampling, which is emphasized to be a sample is the consideration of certain characteristics or characteristics by choosing a sample. The number of samples selected is seven classes from different majors in State Vocational High School 1 Seyegan Sleman.

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Researchers jump directly into the classroom to provide literary material by using two literary learning media in turn for comparison, namely text media and film media. Researchers gave the task of analyzing short story literary works with text and film media, then comparing the results students achieved after working on the task.

3. Result and Discussions
3.1 Literary, Film, and Film Adaptations

Some opinions according to figures such as Danziger and Johnson (in Budianta, et al., 2002), see that literature as "language art", which is a branch of art that uses language as its medium. Then Daiches (Budianta, et al, 2002), this is more seeing a work of literature as a work "that conveys a type of knowledge that cannot be conveyed in any other way", that is, a way that provides unique enjoyment and knowledge that enriches the insight of its readers. Rohman (2012) defines it as a work of art in the form of beautiful and useful written expressions. Or to say, movies often contain cultural messages, both intentional and unintentional, that we can find by means of reflection. These two functions are clearly exactly the same as the literary functions described above.

Furthermore, Monaco (2005) compares film to novel and says that "The narrative potential in a film is so important that its very strong bond is not formed with painting, not also with drama, but with novels." This connection is seen from the side of the story, where both the film and the novel can tell a story full of detail from the perspective of the narrator. The things told in the novel can be depicted or told in the film, although it is possible to do so it takes a lot of special effects.

The many similarities that apparently make novels often adapted into films. But of course not all novels are adapted to the big screen. Damono (2012) says there are two possible reasons a novel (literary work) is adapted into a film. First, the novel (literary work) is being much in demand, so the film just piggybacks on the literary work. Second, there is a mission on filmmakers to lift cultural outcomes that deserve to be lifted to the screen. This is enough to explain why novels that are brought to the big screen are generally novels that are considered "best sellers" or in a more prominent quality than others.

3.2 Film Adaptation as a Teaching Medium

According to Sadiman et al (2012), media is "everything that can be used to channel messages from sender to receiver so as to stimulate the student's thoughts, feelings, attention, and interests and attention in such a way that the learning process occurs." From this definition we can pull two important functions regarding media. A teaching and learning activity is said to be successful if the message conveyed by the teacher to his students can be well received (in this case it means well understood by the student). So to achieve this goal, the selection of the right teaching media is important. Problems that occur in teaching and learning activities in State Vocational High School 1 Seyegan Sleman include: (1) Limited number of literary books available. In terms of the quantity of titles, perhaps the number of literary books in the school library is quite adequate. But in terms of the quantity of copies of books available, it was likely that the amount was insufficient for all students to borrow at the same time. Meanwhile, if students are required to buy them individually, there will likely be many parents / guardians of students who feel objected, especially in the current pandemic situation. (2) Students' literary reading interest is very low. Not all students have a high interest in reading, let alone an interest in reading literary works. (3) Students do not have enough time to read a literary work (especially a literary book/ novel). It can not be denied that the burden of learning students is now much more than before. The rapid advancement of science and technology is often used as an excuse for this.

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

a. Students are not burdened to read a literary book. Even if then students are interested in reading the literary work in question, it is no longer a compulsion, but purely from the student's own wishes. Something based on personal interests or interests is certainly much more produceful than something based on necessity and feelings of pressure.

b. Cost-, energy, and time-saving for schools, students, and teachers. In terms of cost, schools and students are free from having to buy or provide literature books with a large quantity.

c. More stimulating student interest. Admittedly or not, the culture of watching in Indonesia, especially among young people, is much more popular compared to reading culture. Watching is more fun than reading.

3.3 Film Adaptation in Literary Learning

The problem of literary learning is not new during the covid-19 pandemic alone. The problem of literary learning has long 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 even more so during the covid-19 pandemic. The covid-19 pandemic period makes teachers have to do an adaptive attitude. Blended learning methods can be used as innovative and creative learning solutions. Blended learning refers to learning based on information and communication technology, top-ed, (1) seeking of information, (2) acquisition of information, and (3) synthesizing of knowledge. Social media, such as faaceebook, youtube, movies can actually be utilized as an innovative medium of learning literary appreciation during the covid-19 pandemic.

In online learning, teachers usually use several media for communication / conveying messages related to learning materials, including through WAG (Whatshap Group), GC (Google Class Room), Google Meet, Zoom, and so on. Teachers make sure the children are ready to follow the lesson well. First make sure that all equipment to show the film is ready. The purpose of the learning, the rules of the game, and the basic things 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 the place, time, and culture of the movie to be watched. For example, the movie that will be watched is the movie "House Without Windows", then the teacher can start by talking about the short story of The House Without Windows, the lives of scavengers, and so on.

Activities while watching inevitably is a passive activity because students are required to focus attention on the film being watched. In order for students' attention to be directed at the main things in the film. After the viewing

activity is complete, students are given little time to complete the task of making a synopsis of the story, analyzing the instrinsic elements contained in the film "Windowless House", then held a class discussion to harmonize the understanding of all students. After that, the results of the work can be collected to the teacher for evaluation of the student's activeness. The activity of watching literary adaptation films cannot replace the activity of reading literary works completely, because once again both are different forms of cultural products. Therefore, if possible, the activity of watching film adaptations can be followed by reading related literary works, of course by making some adjustments.

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