

Indonesian Language Skills in the Sopo Jarwo Cartoon Film as A Strengthening Of Multicultural Education

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Abstract. This study aims to describe the Indonesian language skills contained in cartoon films *Sopo Jarwo* as a means of strengthening multicultural education in the modern era. This study uses data in the form of phrases, words, sentences, paragraphs, and discourse that refer to aspects of Indonesian language skills. The research data source comes from animated cartoon films *Sopo Jarwo* episodes 1-10 broadcast by the YouTube channel MD *Entertainment*. Research data collection was carried out using the technique of observing and taking notes on cartoon films *Sopo Jarwo*. The research data was analyzed in depth using film content analysis supplemented by interactive analysis. Data validity was verified through triangulation and observer diligence. The research results were cartoon films *Sopo Jarwo* the Indonesian language curriculum focuses on reading and speaking skills with a multicultural orientation. Strengthening multicultural education in the era of globalization through cartoon films *Sopo Jarwo* as a learning medium in schools with Indonesian language learning material content integrated with multicultural values and the role of Indonesian as a tool for intercultural communication.

Keywords: Indonesian language skills, multicultural education, cartoon films

1 Introduction

Language skills are a key aspect in developing the overall quality of education, aligned with national education goals. Advances in information and communication technology have significantly impacted the quality of education at all levels. This is evidenced by the growing body of research on the content of Indonesian language skills in digital literature, including films [1]; [2]; [3]. Therefore, these developments have triggered a paradigm shift in educational development through creative and innovative approaches [4].

Film as a medium for Indonesian language learning in schools has been used since the COVID-19 pandemic [5]; [6]. Following this incident, research has increasingly emphasized the knowledge gained regarding aspects of Indonesian language that contribute to students' educational process [7]; [8]. One aspect contained in films is linguistic content, which is used as an object of audiovisual communication with the messages conveyed. These messages are processed using structured language skills [9]; [10]. This is what makes film play a role as a reference for educators in exploring aspects of Indonesian language skills.

One of the films that contains Indonesian language skills that are relevant to the context of multicultural education in Indonesia is a cartoon film *Sopo Jarwo* MD production *Entertainment*

[11]; [12]; [13]. This film is believed to contain interethnic linguistic content that is contextually integrated through the presence of Indonesian. The use of Indonesian by the main character is an attraction for researchers to examine the film's content in depth to discover aspects of Indonesian language skills as content for multicultural education [14]; [15].

The definition of Indonesian language skills is the core content that forms the basis of the Indonesian language subject as the main subject at all levels of education, based on the National Education Law [16]; [17]. The core content, consisting of reading, listening, writing, and speaking skills, is related to the existence of literature as a meaningful connecting aspect of Indonesian language learning. Every literary work is related to the use of language that can be implemented as a learning medium in schools [18]; [19]. It is hoped that cartoon films *Sopo Jarwo* has Indonesian language skills content that is in line with multicultural education in Indonesia [20].

Multicultural education can be strengthened by the inclusion of Indonesian language skills [21]; [22]. Multiculturalism, which is included in school learning materials, encompasses ethnic diversity, culture, customs, tribes, religions, and languages [23]; [24]. The main focus of this research is the use of Indonesian, supplemented by other languages that reflect the backgrounds of the characters in the cartoon. *Sopo Jarwo* released by MD Entertainment. The existence of multiculturalism built within the context of an engaging, entertaining story, and filled with the meaning of cultural diversity, creates an appealing image for students. Thus, the existence of cartoon films *Sopo Jarwo*. This is evidence that digital literature is believed to be able to contribute to the world of education in Indonesia through the content of Indonesian language skills [25]; [26].

The problem studied in this research is how Indonesian language skills are contained in cartoon films *Sopo Jarwo* as a means of strengthening multicultural education in the modern era. The results of this study are expected to provide integrated Indonesian language skills content that encompasses aspects of multicultural education, reviewed from the perspective of the form and function of Indonesian as a means of intercultural communication. With the concept of film content that depicts the lives of multicultural communities, it is hoped that it will provide a vehicle for Indonesian language learning for students as an effort to continuously strengthen their understanding of multicultural education in schools.

Indonesian language skills expected from cartoon film viewing *Sopo Jarwo* in the form of reading and speaking skills, supported by basic writing skills for students [27]; [28]. The existence of Indonesian language skills as one aspect that is beneficial for developing students' potential is the main basis for implementing this research [29]. However, a gap was found in that the aspect of Indonesian language skills has not been explained in depth in the learning process at school with the selection of learning media objects in the literary genre [30]; [31]. The dominant findings were that cartoon films *Sopo Jarwo*. It has relevance to multicultural education because the film uses a wide variety of interethnic languages. This situation is also found in discussions related to deepening Indonesian language skills in digital media containing literature in cartoon films *Sopo Jarwo* [11]. Therefore, to find novelty related to the content of Indonesian language skills aspects from literary objects that are relevant to multicultural education, this research was conducted on cartoon films *Sopo Jarwo* MD production Entertainment.

Many previous researchers have conducted relevant research on aspects of Indonesian language skills in digital media, such as films. Research conducted by Addin et al. (2023) explains that

cartoon films *Sopo Jarwo* Contains language content as an implementation of multicultural education [27]. It is also explained in Sofyan's research (2019) that Indonesian language skills content is contained in the film *Dilan 1990* which has strengthened multicultural education as seen from the use of Indonesian by the main character [32]. In addition, Sofyan's research (2019) stated that there is a strengthening of multicultural education as seen from the perspective of Indonesian language skills through the application of the film *Yowis Ben* Previous research has highlighted the use of Indonesian, which simultaneously encompasses four language skills that students can understand to strengthen multicultural education [32].

The novelty of the research that will be produced from the selection of objects in the form of cartoon films *Sopo Jarwo* is Film content that can be studied theoretically and practically based on four Indonesian language skills as a reinforcement of multicultural education. The results of this study are expected to be able to complement the needs of multicultural education implemented in the educational process through digital media cartoon films containing literary material. Thus, Indonesian language learning can be understood by students with an interesting strategy through the integration of literary works. Based on the research background, it can be concluded that this study aims to describe the content of Indonesian language skills in cartoon films. *Sopo Jarwo* as strengthening multicultural education.

2 Research Methods

The method used in this research is descriptive qualitative [33]. The research approach uses a single-case embedded case study [33]. which focuses on Indonesian language skills as a reinforcement of multicultural education. This study aims to describe aspects of Indonesian language skills found in cartoon films. *Sopo Jarwo* as a means of strengthening multicultural education. This study uses data in the form of phrases, words, sentences, paragraphs, and discourse that refer to aspects of Indonesian language skills. The research data source comes from animated cartoon films *Sopo Jarwo* episodes 1-10 broadcast by the YouTube channel MD Entertainment. The titles of the film episodes studied by the researcher include, *Bang Jarwo Says Goodbye to Homecoming*, *Everyone Panics* (BJMSP), *Visiting Brothers All Confused* (SBSB), *Mass Circumcision* (SM), *Love Blossoms in the Blessed Rubber Village* (CMKB), *There is Baba Chang Bang Jarwo Happy* (ABBJS), *Beautiful Rainbow in the Blessed Rubber Village* (PIKB), *Sumedang Tofu Makes Jarwo Angry* (TBJM), *Bang Sopo Says Goodbye*, *Everything Becomes Complicated* (BSPMSR), *Antenna Service Makes You Careless* (SABT), *Delivery Order Bikin Keder* (DOBK).

Research data collection was conducted using the watch and note-taking technique during film screenings [10]. Researchers intensively watched cartoon films. *Sopo Jarwo* to analyze the content of Indonesian language skills. Next, reading techniques were carried out to determine the content of Indonesian language learning materials in the transliteration of films from audiovisuals into text. The final step, the collected data in the form of aspects of Indonesian language skills were recorded to the data analysis stage. The research data were analyzed in depth using film content analysis categorized into text transliteration formats and film animation displays (audiovisual). In addition, it was supported by interactive analysis starting from data collection, data reduction, data presentation, and verification/conclusions [33]. Data analysis actions were carried out in a structured manner starting from film transliteration as a written data source and events between characters that were visualized along

with the characters' speech as a source of oral data. After that, the researcher presented the results of the data analysis in an interactive descriptive manner. Data validity was through triangulation of sources, techniques, and theories [33]. In addition, observer diligence and peer review (FGD) were also carried out [33]. The collected data was discussed in depth through a detailed examination of the film content containing multicultural-oriented Indonesian language learning materials. Furthermore, the research results were validated by colleagues with expertise in language and multicultural education. The research instruments were as follows.

Table 1. Research Instruments

No	Data	Objects	Aspect	Multicultural Education Indicators
1.	Say	Cartoon Movies <i>Sop Jarwo</i> Episodes 1-10	Skills Read	Tolerance interdiversity, justice in education, heterogeneous learning based diversity, strengthening harmony and cooperation on education, nationality as image education multicultural, development of science and technology content multicultural
	Sentence		Skills Speak	
	Paragraph		Skills Write	

3 Results and Discussion

Based on data obtained from cartoon film screenings *Sopo Jarwo* episodes 1-10 are accessed online via MD YouTube channel Entertainment shows the classification of research results related to the content of Indonesian language skills with a multicultural orientation. The in-depth research results are as follows.

**Table 2. Research Results Aspect Skills Speaking Indonesian in Cartoon Movies
*Sop Episode 1-10***

No	Data	Results	Episode	Aspect Multicultural
1.	Say	Assalamualaikum, Pak Haji <i>Assalamualaikum, Mr. Haji</i>	Sumedang Tofu Made by Jarwo Inflamed	Tolerance in life multicultural
	Sentence	Maaf Dit, aku salah (sambil menangis) <i>Excuse me Dit, I was wrong (while cry)</i>		
	Paragraph	Udah, udah kalo kaya gini nih ane jadi kagak tau nih mana yang benar dan mana		

		yang salah, ya. Coba gini, hmmm (sambil melirik ke arah adel yang berbahasa isyarat) <i>Enough, enough if it's like this here me So I don't know what's right and what's wrong, huh? Try this, hmmm (while glance to direction adel who speaks signal)</i>		
2.	Say	Hati-hati, ya, Sopo (bersalaman dengan Sopo) <i>Be careful, OK, Sopo (shaking hands with Sopo)</i>	Brother Sopo Saying Goodbye to Going Home is All Complicated	Help Help in life multicultural
	Sentence	Terimakasih bah, terimakasih bah (sambil mencium tangan baba chang) <i>Thank you, thank you, thank you (while saying) kiss Baba Chang's hand)</i>		
	Paragraph	Tenang-tenang, ente berdua kalau mau kerja tu harus tanggungjawab, kagak mau enaknya doang, duduk doang, ngliati doang. Paham ente berdua? <i>Take it easy, you together if Want to Work there must responsibility, no Want to how delicious just sit, just watch just understand you together?</i>		
3.	Say	Adit, tolong, roti <i>Adit, bread please</i>	You Visiting All Confused	Have Good Thoughts in life multicultural
	Sentence	Dit ini tolong antar roti ini ke rumah Bu Nisa, di gang berkah nomor 99 <i>Dit This Help between these breads to Mrs. Nisa's house, in Alley Blessing number 99</i>		
	Paragraph	Oh oke-oke. Bentar ya. Nuwun sewu, ndak bisa lama ini disini. Tapi ini ada (amplop) Oh okay. Just a minute. Thank you very much, I can't stay here long. But here it is (an envelope)		

		<i>God willing, it will be a blessing. Please everyone, please</i> <i>Greetings</i>		
4.	Say	Tolong, ente, sunatan, massal <i>Please, you, mass circumcision</i>	Mass Circumcision	Social Care in life multicultural
	Sentence	Begini Wo, tolong ente sama Sopo jadi panitia buat sunatan massal <i>This is it Wo, please help you and Sopo to be the committee for the mass circumcision</i>		
	Paragraph	Lo, berdua ngumpulin data anak-anak yang ada di kampung nih ye. Adit sama Denis sudah nyiapin yang lain di lapangan <i>Hey, the two of you are collecting data on the children in the village. Adit and Denis have prepared the others in the field</i>		
5.	Say	Jarwo, tolong, benerin, antenna <i>Jarwo, please, fix the antenna</i>	Service Antenna Makes You Lull	Responsibility in life multicultural
	Sentence	Jarwo, tolong benerin antena di rumah saya <i>Jarwo, please fix the antenna in my house</i>		
	Paragraph	Iya, paham. Anggap aja itu sebagai DP nya, entar kalau sudah beres, saya balik dari kelurahan saya tambahkan oke.. (segera bergegas menuju balai desa) <i>Yes, I understand. Just think of it as a down payment, later when it's finished, I'll add it back from the village office, okay.. (immediately) hurry up going to hall village.</i>		
6.	Say	<i>Pak Haji, Bang Jarwo, Jarwo</i>	Love blooms in Blessing Village	Honesty in life multicultural

		<i>Mr. Haji, Mr. Jarwo , Jarwo</i>		
	Sentence	Ini Pak Haji, Bang Jarwo tidak pernah sesuai dengan ucapan dan kenyataan (sambil ilustrasi tangan dalam menjelaskan suatu permasalahan) <i>This is Pak Haji, Bang Jarwo never matches his words with reality (while illustrating a hand in explaining a problem)</i>		
	Paragraph	Jarwo-Jarwo ente kan sudah sering ane ingetin, kalau misalnya butuh bantuan yang bener, jangan sampai malah jadi beban <i>Jarwo-Jarwo, I've often reminded you that, for example, if you need real help, don't let it become a burden</i>		
7.	Say	Kalau, gitu, saya, tak, mohon, pamit, Baba Chang, Bang Haji <i>If that's the case, I wo n't beg you to take my leave, Baba Chang, Bang Haji</i>	Brother Jarwo want to go home	Mutual respect to complement each other in life multicultural
	Sentence	Kalau gitu saya tak mohon pamit, baba chang dan bang haji (sambil menunduk) <i>If that's the case, I won't be taking my leave, Baba Chang and Bang Haji (while bowing)</i>		
	Paragraph	Oe udah nggak bisa kasih toleransi sama lu orang Jarwo. Lu sudah terlalu sering buat bisnis oe jadi kacau. Amsyong Jarwo (minta maaf) <i>Oe, I can't tolerate you Jarwo people anymore. You've messed up your business too many times. Amyong Jarwo (apologize)</i>		
8.	Say	Bener-bener, masalah, gimana, enggak		Abstinence Surrender and

		<i>Really, is it a problem, how, or not?</i>	Beautiful Rainbow in the Blessed Rubber Village	Solidarity in life multicultural
	Sentence	Kayaknya hidupku itu bener-bener banyak masalah ya? <i>It seems like my life really has a lot of problems, huh?</i>		
	Paragraph	La gimana enggak, lawong hari ini aja kamu tau sendiri kan Sopo Tadi pagi dah kena omel sama kang Ujang, la agak siang dikit kena omel sama Baba Chang, wah wes wes. <i>How is it? no, lawong day This Just you know yourself right Sop This morning I got scolded by Mr. Ujang, a little later in the afternoon he got scolded by Baba Chang, wow wes wes</i>		
9.	Say	Jarwo, kerja, urusan, Udin <i>Jarwo, work, business, Udin</i>	There is Baba Chang Bang Jarwo Like	Commitment and Consistency in life multicultural
	Sentence	Jarwo, kerja dulu yang benarnya. Baru urusan ini, benarkan Udin <i>Jarwo, work first one is right yes. new affairs This is true right Udin</i>		
	Paragraph	Iye Wo. Ini Wo, kalau udah kelar tolong bantuin, ini undangan rapat bagiin ke warga (menunjukkan sekumpulan undangan) <i>Yes, wow. This is Wo, if Already finished Help help me , this invitation meeting share to citizens (showing) a bunch invitation</i>		
10.	Say	Weeh, bunda, kayaknya, kok, gimana, tolongin <i>Wow, mother, I think, how come, how about it, help me</i>	Delivery Order Makes You Confused	Trust in Communicate in life multicultural

	Sentence	Weeh, bunda kayanya kok lagi repot banget ya, gimana kalau saya tolongin! <i>Wow, Mom rich how come really busy yeah, how about it if I please help!</i>		
	Paragraph	Alhamdulillah, iya nih bang saya emang lagi butuh bantuan banget, mau nganterin kue ini ke rumahnya umi Salama, tau kan? <i>Thank God, yes this is me bro indeed Again need help really, want to deliver cake This to his house Umi Salama, you know right?</i>		

The content of the lesson material contained in the cartoon film screenings Sopo Jarwo Episodes 1-10 predominantly focus on the use of language that has dialect and functionalolect functions. The linguistic aspects used by each character vary but ultimately lead to the use of polite and communicative Indonesian. The use of Indonesian that leads to every event that occurs between the characters has the meaning of fostering a sense of national unity. Aspects of Indonesian language skills contained in the film are presented in depth starting from reading, speaking, and writing skills. These three skills are discussed in a structured manner based on the process of the emergence of multicultural content characterized by the values of tolerance, responsibility, mutual assistance, kindness, and justice. Each episode in the film has an intrinsic presentation of material reviewed from the themes raised as follows.

Table 3. Theme Content in Cartoon Films *Sop Jarwo* Episode 1-10 as Strengthening Multicultural Education

No	Episode	Research result by Theme
1.	Sumedang Tofu Made by Jarwo Inflamed	Help Helping and Self -Introspection
2.	Brother Sopo Saying Goodbye to Going Home is All Complicated	Injustice in Socializing
3.	You Visiting All Confused	Togetherness in Equality
4.	Mass Circumcision	Help help in life socialize
5.	<i>Service</i> Antenna Makes You Lull	Respect and Appreciate Each Other
6.	Love Blooms in Blessing Village	Be Grateful God's favor in various condition
7.	Brother Jarwo Want to Go Home	good thoughts towards each other
8.	Beautiful Rainbow in the Blessed Rubber Village	Happiness Together

9.	There is Baba Chang Bang Jarwo Like	Concern
10.	<i>Delivery</i> Order Makes You Confused	Responsibility

Every episode in the cartoon movie *Sopo Jarwo* The films feature different themes reflecting multicultural life. However, each theme encompasses multicultural education, expressed in language. Each theme contains Indonesian language learning materials, detailed as Indonesian language skills. These skills include reading, speaking, and writing. Each aspect of Indonesian language skills differs in the multicultural values embodied in the film episodes. This is explained in an interactive descriptive manner as follows.

3.1 Reading Skills

Reading skills are acquired when teachers use cartoon films *Sopo Jarwo* as a learning medium that aims to enable students to logically determine intrinsic elements and go through a coherent reading process reviewed from themes that reflect multicultural life. The learning material that students master through the process consists of various multicultural values that reflect cultural diversity examined through the use of language by figures. However, the main essence is understanding the use of Indonesian as a tool for polite and communicative communication.

3.2 Speaking Skills

Speaking skills resulting from watching cartoon films *Sopo Jarwo* This means communicating politely using good and correct Indonesian. The purpose of using Indonesian in communication is to explain the importance of appreciating cultural diversity in community life. Thus, Indonesian becomes the primary means of conveying messages between people, with the aim of strengthening national unity.

3.3 Writing Skills

Writing skills resulting from watching cartoon films *Sopo Jarwo* The goal is to write meaningful multicultural text messages. Multicultural messages presented in various communication contexts between characters can be categorized into several types of text. The texts predominantly studied in elementary schools are persuasive, explanatory, descriptive, and news texts. The use of multicultural-oriented Indonesian language learning materials can be combined as assignments in classroom lessons. The results provide students with an understanding and appreciation that cultural diversity in society can be unified through the use of Indonesian.

Indonesian language skills content contained in cartoon films *Sopo Jarwo* contributes to the multicultural aspect. A real-life example of this film's potential use is as a medium for Indonesian language learning in schools, which can instill critical thinking and serve as a vehicle for achieving multicultural education goals. Education in schools that focuses on cultural diversity can be achieved by selecting cartoon films. *Sopo Jarwo* as Indonesian language learning material. Teacher-designed learning is implemented by practicing reading, writing, and speaking skills. Indonesian language skills with multicultural-oriented content make it easier for students to implement their understanding through everyday behavior, both at school and in their local communities.

Reading skills as the second aspect of language acquisition after listening can be done by reading the transliteration contained in the film. The vocabulary and sentences used by the characters have different backgrounds so that the use of languages other than Indonesian appears in the

context of a multicultural society. This can be studied from the use of language by Adit as the main character. The dominant language used is Indonesian in a formal variety in accordance with Adit's characteristics who always respect and appreciate the people around him. The use of good and correct Indonesian is also demonstrated by Denis. However, there is a uniqueness in the use of Indonesian as expressed by Pak Haji Udin. The Indonesian spoken by him is contaminated with Betawi. This is influenced by the background of the region or place of birth as an element that builds the film with a multicultural theme [34].

The speaking skills contained in the film stem from the language used by the characters, through dialogue, conversation, monologue, and songs that accompany the film's atmosphere at each event. The material presented is related to multicultural aspects [35]; [36]. The languages used in the film, represented by the characters, vary. One example is Jarwo, who is relatively dominant in Javanese. However, the dominant Indonesian used in communication when using Indonesian is Adit and Denis. These two characters reflect how skilled they are at communicating by considering the environmental context. The speaking activities in this film tend to lead to harmony amidst differences. Thus, the Indonesian language content is relevant if this film is used as a learning medium [37]; [38]. The goal is to strengthen polite and communicative speaking skills integrated with multicultural values in education in Indonesia [39]; [40].

Writing skills that are successfully revealed from watching cartoon films Sopo Jarwo The goal is to write multicultural messages using good and correct Indonesian. Teachers can assign students to write information containing multicultural meanings, which can be divided into several categories. The selection of categories is based on the core competencies contained in the applicable curriculum. This way, students' writing activities can develop based on an understanding that leads to multicultural aspects [41]; [42].

Utilization of cartoon films Sopo Jarwo In the field of education, it is able to complement the lack of learning resources, learning media, subject matter, and real representations presented in an interesting way to attract students' attention so that they become good and responsible individuals without discriminating among themselves in various regions. Indonesian language learning contained in cartoon films Sopo Jarwo It offers a practical contribution as a communication tool to uphold a sense of unity. The polite communication between the characters demonstrates that this film is worthy of being integrated into Indonesian language instruction for students in schools.

The Indonesian language skills contained in the film show the existence of a variety of dialects from various regions that have different functions. Sentence fragments in paragraphs that have been analyzed in depth in terms of language aspects, found several words that the existence of different dialects between characters. One of them is from the character Pak Haji Udin, the language spoken is the local Sundanese dialect as a manifestation of the existence of the setting where he lives influences the use of language in communication. Although, each character has different variations of dialects, Indonesian becomes the unifying language in finding agreement on every purpose of the communication process in the film. The use of varied dialects based on Indonesian vocabulary gives rise to functions in formal and informal varieties. The forms and functions of language related to multicultural life in the film as greetings, language to reach agreements, apologize, and ask for help. The functions of the language spoken are focused on social status, the circumstances that underlie the emergence of communication actions, and the position of communicators and communicants in terms of age in the context of a multicultural

society. Thus, multicultural education occurs from the use of language that reflects multicultural values in the form of tolerance, mutual assistance, kindness, social concern, and active dialogue.

4 Conclusion

Indonesian language skills contained in cartoon films Sopo Jarwo. After a thorough review of the film's narrative content, it is found that it contains receptive and productive Indonesian language content. Receptive Indonesian language skills include reading texts based on the type and function of the text. Meanwhile, productive Indonesian language skills are reviewed from speaking skills as a means of communication between people who are multicultural. Strengthening multicultural education is realized through the use of Indonesian with the intention of reflecting cultural diversity in the film. In addition, multiculturalism in the film is reviewed through the content of themes in the film including tolerance, mutual assistance, kindness, social care, and active dialogue.

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