THE USE OF ANIMATED VIDEOS FOR THE DEVELOPMENT OF MULTICULTURAL-BASED CHARACTER VALUES IN FRENCH LANGUAGE LEARNING

Rohali[1], Tri Kusnawati[2], Desi Rahmawati[3]

1. *Universitas Negeri Yogyakarta email : rohali@uny.ac.id*
2. *Universitas Negeri Yogyakarta email : kusnawati@uny.ac.id*
3. *Universitas Negeri Yogyakarta email : desirahmawati.dira@uny.ac.id*

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Abstrak

Integrasi pendidikan karakter dalam pembelajaran penting. Penelitian ini mengembangkan video animasi untuk nilai karakter multikultural dalam pembelajaran bahasa Prancis di SMA/SMK dan mendeskripsikan nilai karakter yang muncul di sekolah dengan pembelajaran bahasa Prancis menggunakan video animasi multikultural. Studi ini menggunakan pendekatan penelitian tindakan dan pengembangan (R&D) model Dick et al (2005). Hasil penelitian menunjukkan tiga video animasi dapat diintegrasikan dengan 11 nilai karakter untuk pembelajaran kelas maupun luar kelas. Nilai karakter tersebut antara lain religius, mandiri, toleransi, kerjasama, disiplin, ingin tahu, cinta damai, kerja keras, nasionalisme, multikultural, dan tanggung jawab. Nilai-nilai karakter ini terlihat dan berkembang dalam pembelajaran

Abstract

The integration of character education into learning is essential. This study developed an animated video focusing on multicultural character values in French language education for high school students. It also described the character values that emerged in schools teaching French through these multicultural animated videos. Utilizing the action research and development (R&D) model proposed by Dick et al. (2005), the results indicated that three animated videos could effectively incorporate 11 character values for both classroom and out-of-class learning. These character values include religious faith, independence, tolerance, cooperation, discipline, curiosity, love of peace, hard work, nationalism, multiculturalism, and responsibility. These values are evident and fostered throughout the learning process

INTRODUCTION

Character education is currently a major focus in Indonesian education. Issues such as corruption, dishonesty in examinations, and conflicts among students have brought education under intense scrutiny. Many stakeholders are calling for an increase in the intensity and quality of character education. This form of education is closely tied to language learning, which fundamentally involves understanding culture (Muhammad, 2016). Learning foreign languages in schools promotes multilingualism and cultural awareness. Developing intercultural competence is essential for effectively interacting with individuals from diverse backgrounds. Foreign language teachers must guide students in understanding foreign cultures while also encouraging them to appreciate their own culture (Santoso, 2014).

In Indonesia, the integration of multilingualism and multiculturalism in education needs to be aligned with the development of character values in senior high schools (SMA/SMK) to meet the expectations of the innovative and technology to Generation Z. Animated video media can serve as an effective tool for character education, particularly since Generation Z is constantly connected to the internet (Bencsik et al., 2016). Additionally, multicultural learning is intricately linked to multilingualism and plurilingualism for the generation Z, which is the current focal point in education today (Sabine, 2018; Brennan et al., 2023; Boux, 2022).

Character education is rooted in fundamental human traits, which are derived from universal moral values, also known as absolute values, often linked to religion and encapsulated in *the golden rule*. Nurgiyantoro (2005) highlighted that there are numerous methods and resources that can be developed to educate, nurture, and shape the character of participants. According to Zuchdi (2009), there are 16 essential values that should be fostered in character education: (1) Obedience in worship, (2) honesty, (3) Responsibility, (4) Discipline, (5) hard working, (6) Independence, (7) Synergy, (8) Critical thinking, (9) Creativity and innovation, (10) Vision, (11) Compassion and empathy, (12) Sincerity, (13) Fairness, (14) Simplicity, (15) Nationalism, and (16) Internationalism. Further supporting this perspective, Hendarman et al. (2017) identified five core values of character education (1) religious Value, (2) Nationalism Values, (3) Independence

Values, (4) Mutual Cooperation, and (5) Integrity Value. These includes the sub-values.

Generation Z, who are accustomed to technology and the internet, requires character education tailored to their unique characteristics (Bencsik et al., 2016). Animated videos prove to be an effective medium for character education because they can engage students' thoughts, feelings, and attention. The integration of innovation into learning media, particularly through the use of animated videos, is essential. These videos can provide comprehensive information and dynamic visualizations of material for students. Animation transforms static images into moving ones, enhancing their emotional appeal and invigorating the subject matter (Relis, 2018). The benefits of using animated videos as educational media include their effectiveness and speed in delivering content, the ability to analyses processes and events in detail, and the potential to enhance foundational skills while providing new experiences for students. Therefore, integrating character values in foreign language learning through the use of animated videos aligns with educational goals and curricula that emphasize student engagement (Munir, 2015).

In light of the above, this research aims to (1) describe the development of animated video media for fostering multicultural-based character values in French language learning in high schools, and (2) identify the character values that emerge in schools following instruction that utilizes multicultural-based animated videos.

METHOD

This study includes two models. The first model is the R&D ADDIE type (Dick, 2005), which consists of five development steps: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The data collection instruments used in this research comprised four questionnaires: (1) a needs assessment questionnaire for teachers, (2) a questionnaire for teachers regarding the appearance and content of the developed animated videos, (3) a questionnaire for students about their desire to apply character values, and (4) an observation sheet to assess character values during learning at school. The data were analyzed using two methods: quantitative and qualitative analysis. Quantitative analysis measured the percentage and average score of the developed animated videos, while qualitative analysis described the character values that emerged in

schools. To ensure the credibility of the data, this study employed member checking and triangulation techniques for data sources.

RESULTS

Based on the assessment results from two teachers regarding the development of animated videos, the average score for seven items is 5.8, which is classified as "high." This indicates that the animated video is effective for learning. The analysis results of the animated video development can be viewed in the chart below.

Development of animated videos containing character values

The analysis of the questionnaire results in School 1 revealed that the lowest score was 5.3, while the highest score was 5.8, resulting in an average score of 5.6 out of a maximum of 6.0. In School 2, the character value scores were also high, with the lowest score being 5.1 and the highest score reaching 5.8, giving an average score of 5.5 out of 6.0. A comparison of character values indicated no significant differences in the average scores between the two schools The highest character score recorded was for hard work, at 5.8, whereas the lowest scores were in cooperation, nationalism, and multiculturalism, each at 5.3. The average score data for each character value is presented in the following chart.

RERATA NILAI KARAKTER SEKOLAH 1 DAN 2
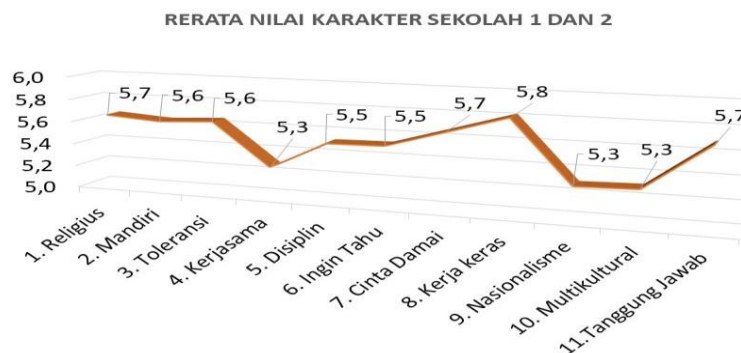
DISCUSSION
Animation Video Development

Based on a questionnaire conducted with two teachers, the developed animated video is deemed suitable for use as a learning resource that promotes multicultural character values in French language learning for high school and vocational school students. The seven indicators associated with the animated video have been rated very positively, including video presentation, audio quality, animation, and the alignment of characters and multicultural educational content with the teaching materials. An engaging video presentation combined with high-quality audio can effectively stimulate learners. Additionally, the use of language, the relevance of the teaching material, and the dynamics of the animation play crucial roles in the effectiveness of these videos. This aligns with the views of various researchers who emphasize the significance of content, video structure, learning design, and the incorporation of character values in the development of animated videos (Soe'oed et al., 2018; Karakolidis et al., 2021).

Character Values Developing in Schools
Religious Character

Religious character refers to the way individuals think, speak, and act according to their religious values (Ahsanulkhaq, 2019). In the study, the character values that emerged were expressed through words and actions, such as showing gratitude and praying before and after learning. Outside

the classroom, religious character is demonstrated through communal worship. Research indicates that using animated videos to teach French can enhance students' religious character values, as evidenced by their strong desire to embrace these values. The findings align with previous studies that suggest religious values can be reflected in various behaviors both at school (Nuraen and Labudasari, 2021; Azizah et al., 2023).

Independence Character

Independent character values refer to the verbal and non-verbal attitudes and behaviors of a person (such as a student) who exhibits self-reliance and does not depend on others (like fellow students) (Chasanah et al., 2023). According to a questionnaire administered to students, they expressed a desire to cultivate the value of independence both in their learning activities and beyond, achieving an average score of 5.6 out of a maximum of 6.0. The ways in which these independent character values manifest in the learning environment are diverse. For example: (a) students complete their assignments in class without relying on their peers, having previously lent their work to others; (b) they demonstrate increased self-confidence in their ability to learn French; (c) students manage their own pacing in learning French; and (d) they can independently seek out reference materials, whether through printed resources in the library or online. These findings align with research conducted by Suryani et al. (2023), Azwa and Laili (2023), and Pasani and Pramita (2014), which indicates that the character values of independence fostered in schools encompass these elements.

Tolerance Character

Tolerance in schools refers to the respect for individual rights and the acknowledgment that everyone has the right to uphold their own beliefs, values, and identities (Rusmiati, 2023). This value can be manifested through various practices, such as mutual respect for different customs and forms of worship, treating all religions and beliefs equally in friendships, and

recognizing diverse opinions during discussions. Additionally, it involves protecting the rights of classmates with different religious backgrounds and collaborating with peers from various religions, tribes, races, and ethnicities. According to the analysis of a questionnaire, the average score for the value of tolerance was 5.6 out of a maximum of 6.0, indicating a very high level of tolerance among students. This finding aligns with the research conducted by Aditya et al. (2022) and Sipahutar et al. (2023).

Cooperation Character

The character of cooperation involves joint efforts and mutual assistance for shared interests (Zulfida, 2020). The study found that the average score for the character of cooperation was 5.3 after students engaged with animated videos, indicating a strong desire among students to embrace the value of cooperation. This finding aligns with the research conducted by Yulianti et al. (2016) and Rochmawati et al. (2020), which demonstrated that the cooperation is manifested through activities such as working in groups, participating in group discussions, assisting peers who struggle with the material, and completing class assignments together.

Discipline Character

Discipline is defined as an action that demonstrates orderly behavior and adherence to various rules and regulations (Mustari & Hartini, 2017). The values of discipline develop throughout the learning process. This character trait is reflected in behaviors such as submitting assignments on time, attending class according to schedule, following classroom rules, and using French during lessons. The findings of this study indicate that students are highly motivated to embrace these values of discipline. Utilizing animated videos in French language learning can enhance and promote the value of discipline among students. This aligns with the research conducted by Khaerunnisa and Sutiyono (2023) as well as the study by Ayu, Marhayani, and Kamaruddin (2024).

Curiosity Character

Curiosity is an attitude that promotes a deeper understanding of lessons (Wardani and Janattaka, 2022). A recent study found that students from two schools demonstrated a strong motivation for this value. They expressed their curiosity by asking questions of teachers and peers, researching information online, and actively participating in group discussions. These findings align with other studies that indicate the characteristics of curiosity include a desire to learn the material, a willingness to understand concepts, diligence in studying, seeking answers to questions, looking for solutions, and engaging in discussions (Hariyanti and Lestari, 2023; Septian and Rahman, 2023).

Peaceful Character

The character of loving peace is a behavior that promotes calmness and comfort for everyone, stemming from the inner qualities of Halim and Mislinawati (in Giwangsa et al., 2023). Data analysis reveals that students in both research schools exhibit a very high enthusiasm for embodying the character of loving peace. This character is implemented in French language learning through animated videos, demonstrated by (a) using words that make friends and teachers feel comfortable and at ease, (b) avoiding insults, and (c) steering clear of threatening words and behaviors. The findings of this study align with previous research conducted by Fadilah (2022), Ramadhanti, Vinayastri (2022), and Aini et al. (2023).

Hard Work Character

The character of hard work encompasses an attitude, personality traits, and behaviors that reflect orderliness and adherence to various regulations (Marzuki and Hakim, 2019). Data analysis reveals an average score of 5.8 for the character of hard work, which is considered "Very High." Students exhibit the traits of hard work by completing assignments, persisting in the face of difficulties, and approaching their work with seriousness. Previous studies have also highlighted the importance of hard work in the learning process. This includes completing in-class assignments

and homework, not giving up on solving problems until they are resolved, being diligent and tenacious, and valuing time. Research conducted by Sulastri and Al Ashadi (2017), Marzuki and Hakim (2019), and Cahyani et al. (2019) supports these findings.

Nationalist Character

The character of hard work encompasses an attitude, personality traits, and behaviors that reflect orderliness and adherence to various regulations (Marzuki and Hakim, 2019). Data analysis reveals an average score of 5.8 for the character of hard work, which is considered "Very High." Students exhibit the traits of hard work by completing assignments, persisting in the face of difficulties, and approaching their work with seriousness. Previous studies have also highlighted the importance of hard work in the learning process. This includes completing in-class assignments and homework, not giving up on solving problems until they are resolved, being diligent and tenacious, and valuing time. Research conducted by Sulastri and Al Ashadi (2017), Marzuki and Hakim (2019), and Cahyani et al. (2019) supports these findings.

Multicultural Character

Multicultural character is an attitude and behaviour that respects differences and offers equal opportunities and treatment to every individual, regardless of their race, ethnicity, nationality, religion, gender, social class, or culture (Aulia and Susanti, 2021). The study's results indicated that students possess a high level of multicultural character, scoring 5.3 out of 6.0. They demonstrate this value by appreciating and respecting friends from diverse cultures and religions, being open to friendships and discussions with individuals from different backgrounds, and accepting aspects of French culture, even when it may conflict with Indonesian culture. Moreover, multicultural character is reflected in recognizing equal rights and responsibilities, adopting practices unique to each culture, treating everyone fairly, making friends across cultural lines, and honouring various

cultural traditions. These findings align with the research conducted by Efianingrum et al. (2022), which suggests that the values of multicultural character can be integrated both in academic settings and in everyday life.

Responsibility Character

The character of responsibility refers to an individual's attitude toward understanding and fulfilling the expectations of others, as well as their willingness to bear the consequences of their actions (Hasbi et al., 2020; Syifa et al., 2022). This study indicates that students demonstrate a very high average score in the character of responsibility, consistent with findings from previous research. This trait is expressed through behaviors such as consistently completing study assignments, not placing blame on others, showing a strong interest in learning, taking responsibility for academic achievements, and being willing to take risks with their actions and words. Additionally, responsible individuals exhibit initiative and courage in the learning process. The findings from this study align with research conducted by Purwanti et al. (2022), Yanti (2022), Farid (2023), and Saputri (2023). Their studies highlight that responsibility can manifest in various ways, including completing assignments routinely without reminders, avoiding blame on others, and approaching tasks with a positive attitude.

CONCLUSION

French language learning media can be effectively developed using animated videos that incorporate multicultural character education. To create engaging learning materials, it is essential to consider the following aspects: (a) the overall visual appearance of the video, (b) the audio quality, including character voices and background sounds, (c) the animation quality and movement, (d) the appropriateness of language use in relation to the speaker's context and the speech situation, (e) the alignment of character education content with teaching materials and multicultural themes, and (f) the inclusion of character education content. Using animated videos for French language learning is effective in fostering students' character values,

enhancing their interest, and promoting positive character practices in schools.

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