

THE ANALYSIS OF ECOSYSTEM LEARNING PROCESS OF THE SCOPE LIVING CREATURES AT TADIKA MESRA KINDERGARTEN ON UPIN AND IPIN FILM

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Abstrak

Pada film Upin dan Ipin, terdapat banyak siswa yang belum mengerti tentang berbagai macam jenis ekosistem makhluk hidup yang ada di lingkungan sekitar maka perlu adanya pengenalan dan pembelajaran pada siswa terutama pada anak usia dini. Oleh karena itu, tujuan penelitian ini adalah untuk menganalisis proses pembelajaran siswa dalam materi ekosistem yang ada di lingkungan TK Tadika Mesra dan cara siswa terutama anak usia dini yang ada di TK Tadika Mesra film Upin dan Ipin untuk mengenal makhluk hidup. Metode penelitian yang digunakan adalah penelitian kualitatif, library research atau yang disebut dengan study pustaka yang diharapkan menjadi awal acuan ilmiah dan teknik pengumpulan data yang digunakan yaitu: (1) skrip film; (2) gambar; dan (3) potongan film. Berdasarkan hasil penelitian diperoleh data bahwa proses pembelajaran ekosistem di dalam film Upin dan Ipin menunjukkan hasil yang baik apabila dilihat dari hasil representasi dan aplikasi proses pembelajarannya. Akan tetapi, pada pengaplikasiannya kurang cocok apabila diterapkan pada saat masa pandemi Covid-19. Oleh karena itu, proses pembelajaran ekosistem makhluk hidup pada film Upin dan Ipin episode "Ekosistem" cocok dijadikan sarana untuk proses pembelajaran offline atau tatap muka. Adapun aplikasi proses pembelajaran ekosistem yang cocok diterapkan pada masa pandemi Covid-19, yaitu video animasi, video conference (zoom cloud meeting dan google meet), dan google classroom.

Kata kunci: proses pembelajaran, ekosistem, makhluk hidup, film Upin dan Ipin

Abstract

In the film Upin and Ipin, there are many students who do not understand about the various types of ecosystems of living things that exist in the environment, so there is a need for introduction and learning in students, especially in early childhood. Therefore, the purpose of this study is to analyze the learning process of students in the ecosystem material that exists in the environment of TK Tadika Mesra and the way students, especially early children in TK Tadika Mesra film Upin and Ipin to get to know living beings. The research method used is qualitative research, library research or so-called literature study which is expected to be the beginning of scientific reference and data collection techniques used, namely: (1) film script; (2) images; and (3) film pieces. Based on the results of the research, data were obtained that the ecosystem learning process in the film Upin and Ipin showed good results when viewed from the results of the representation and application of the learning process. However, its application is less suitable when applied during the Covid-19 pandemic. Therefore, the process of learning the ecosystem of living beings in the film Upin and Ipin episode "Ecosystem" is suitable as a means for the process of offline or face-to-face learning. As for the application of the ecosystem learning process that is suitable to be applied during the Covid-19 pandemic, namely video animation, video conference (zoom cloud meeting and google meet), and google classroom.

Keywords: learning process, ecosystem, living creatures, Upin and Ipin film

Introduction

Education is a lifelong learning process that makes a human being have a personality. The learning process is not only a transfer of knowledge but also a transfer of value. In addition, the learning process is not only done in formal educational institutions but also in non-formal and informal education.

In the learning process, students should get a learning experience. Learning experiences are all the processes, events, and activities that students experience to gain knowledge, skills, and attitudes. After going through the learning process, students are expected to gain knowledge. In an effort to optimize the learning process, the government has provided a process standard in the implementation of learning.

Nurdyansah states that the world of education must innovate quickly and in an integrated manner (Nurdyansah, et al, 2017). The learning process must involve many parties that must be balanced by the development of technology to facilitate the achievement of learning goals (Nurdyansyah and Andiek, 2015). The essence of learning is the process of interaction of all conditions around the learners in order to achieve goals and the process of doing action through the experience created (Nurdyansyah and Eni, 2016). The educational process in primary school (SD/MI) should take place in a fun way, have its own challenges, more interesting, motivate learners to participate actively, creatively, in the physical and psychological development of learners (Nurdiansyah, 2018).

Literally, science can be said to be the science of nature or that which studies events that exist and occur in nature. Science education is directed to find out and do something so as to help learners to gain a deeper understanding of the environment (Rahayu, et al., 2012). One of the learning processes that includes this is the learning process about the ecosystem of living things that exist in the environment.

Learning ecosystem materials is more appropriately implemented through activities that are not only focused on efforts to develop students' collaborative, creative, communicative, and critical thinking skills but can be implemented with learning that is done in the field through observation activities. One of the activities to observe the ecosystem can be done through the environmental tour approach. The environmental tour approach is a learning approach that utilizes the environmental environment of the learners which is used as an object of learning biology whose phenomena are studied through scientific work. The environmental exploration approach has four characteristics. First, learning is associated with nature directly or indirectly. Second, activities in the form of forecasting (prediction), observation, and explanation. Third, reports are communicated orally, in writing, images, photographs, or audiovisually. Fourth, learning activities are designed in a fun way to stimulate interest in learning (Radar Semarang, 2020).

At this time, the outbreak of Coronavirus disease (Covid-19) is being the main concern of Indonesian society and even the world that brings various complications, one of which is in the field of education. The learning process carried out with the environmental tour approach cannot be obtained at this time due to the limited learning space due to the physical distancing that is imposed in educational institutions. This, leads to the ineffectiveness of the learning process conducted through the environmental tour approach. Therefore, in a teaching -learning process there are two very important elements, namely teaching methods and teaching media. These two elements are close to each other. One of the main functions of the media is as a teaching aid that also affects the climate, conditions, and learning environment that is designed and created by teachers. Media can also help them increase understanding, present data in an interesting and reliable way, facilitate data interpretation, and condense information. So, one of the right media in this ecosystem learning process is film media.

Film media is a very interesting learning medium because it is able to reveal the beauty and facts of movement with sound effects, images, and motion. Movies can also

be played repeatedly as needed. One of the animated films that children can watch about the ecosystem learning process is the film Upin and Ipin. This film from Malaysia tells the story of twins named Upin and Ipin who are funny, innocent, smart, and adorable. This film is one of the aspects that can affect a child's behavior and language style. Moreover, the target market of this film is children under the age of 10 because at this age children are very vulnerable to receiving media messages. Therefore, researchers are interested in conducting research on the learning process of the ecosystem of living beings in the film Upin and Ipin episode "Ecosystem". In this film, there are children in TK Tadika Mesra who are given lessons about the ecosystem of living beings. In the film, the teacher or commonly called Cikgu explains that the ecosystem is the place where the relationship between living beings and the surrounding environment takes place. By watching the film Upin and Ipin can make students better understand the importance of researching ecosystems, ways to maintain and preserve them so that living things and the environment can continue to survive.

Based on the above description, the author intends to raise the issue tetrsebut as planning material in making this article. Therefore, the author chose this topic for the article entitled "Analysis of the Learning Process of Ecosystem Scope of Living Creatures Kindergarten Kindergarten Mesra in Film Upin and Ipin".

Method of Collecting Data

Method The method used in this research is a qualitative method, more specifically this research is directed at the use of representational methods. This method is intended to increase the nature of objectivity to dig for truth in literary works. Researchers use qualitative methods in analysis because researchers examine a work of literature by looking for lessons learned in the film. This research also uses a literature study, which is a study whose object of research is in the form of literary works in the form of scientific journals, research articles related to the theme, review of Upin and Ipin films, as well as data.

The data collection techniques in this study, namely film scripts, images, and film pieces. A movie script is a list of series or flow of events that will later be visualized in the next process (storyboard stage). In addition, the film clip is one of the clips from the film.

Data analysis used in this study is a data analysis technique according to Miles And Huberman (Sugiyono, 2009: 91) which includes stages such as data reduction, data presentation, drawing conclusions, and verification.

Result and Discussion

Understanding Ecosystem

According to Woodbury, ecosystem is a unitary and complex order in which there are habitats, plants, and animals that are considered as a whole so that they will all be part of the material cycle chain and energy flow (Ritci, 2017). While Odum gives the opinion that the ecosystem itself is a basic functional unit in ecology which includes organisms and the environment (biotic and abiotic environment) which both affect each other (Hibatul, et al, 2013). Thus, an ecosystem is a collection of various components to become a unit in life or environment.

Representation of ecosystem learning process in Upin and Ipin film

Upin and Ipin film is a film produced by Les' Copaque from Malaysia. The film tells the story of twins named Upin and Ipin who are funny, innocent, smart, and also adorable. This animated film can draw an audience enthusiasm from children and even adults.

The following is a representation of the ecosystem learning process in the film Upin and Ipin in the ecosystem episode.



Figure 1a. Teacher, Upin and Ipin with their friends are studying in the school garden environment

Figure 1a is the result of a screenshot from the film Upin and Ipin about ecosystem learning in the school garden environment. This is evidenced by the sentences that describe the events in the picture above.

In picture 1a, there is a teacher who is explaining to Upin and Ipin and their friends about the learning of the ecosystem of living beings in the school garden of TK Tadika Mesra. Ecosystems that can be found by children in the park are flowers, sunlight, plants, ponds, and so on. After that, Cikgu explained the meaning of the ecosystem to Upin and Ipin and their friends.



Figure 1b. Teacher holds an example of an ecosystem of flowering plants in the school garden.

Figure 1b is the result of a screenshot from the film Upin and Ipin about learning ecosystems in the school garden. This is evidenced by the sentences - sentences that describe the events in the picture above.

In Figure 1b, Master gives an example of an ecosystem of plants, one of which is flowering plants. In the film, Cikgu explained that flowering plants can live fresh because of sunlight and water.



Figure 2a. Upin and Ipin with Kak Ros are in the living room.

Figure 2a is a screenshot from Upin and Ipin's film about ecosystem learning in a school garden. This is evidenced by the sentences that describe the picture above.

In picture 2a, Upin and Ipin are telling Kak Ros about the task they got from their school earlier. The task is about learning about living makhuk ecosystems.



Figure 2b. Ipin describes the ecosystem of living beings

In picture 2b, Upin and Ipin explain to Kak Ros about the ecosystem of living beings given by Cikgu. Upin and Ipin describe about ecosystems, they explain that plants and animals are living beings, they need water, air, and sunlight to live. From there, the ecosystem is formed.



Figure 3. Upin and Ipin with Kak Ros are in the yard

Figure 3 is the result of a screenshot from the film Upin and Ipin about ecosystem learning outside of school. This is evidenced by the sentences that clarify the picture above. In the picture, Kak Ros, Upin and Ipin are looking for worms. Kak Ros tells Upin and Ipin if the worm can breathe or live in the soil using the entire surface of its skin. This is because the worms live in the soil so that the wet skin surface can absorb oxygen.



Figure 4. Example of the May-May ecosystem

Figure 4 is a screenshot of the Upin and Ipin film about learning in school. This is evidenced by the sentences that clarify the picture above. In the picture, Mei-mei explains the results of her rose plant ecosystem to Cikgu, Upin and Ipin and their friends. Mei-mei said that the rose plant can grow well because the planting medium used is soil that has been given animal fertilizer, water, and sunlight.



Figure 5a. Example of Upin and Ipin ecosystem

Figure 5a is a screenshot result from Upin and Ipin's film about ecosystem learning in the school environment. This is evidenced by the sentences that describe the events of the picture above.

In picture 5a, Upin and Ipin see the results of the ecosystem that they have brought to Cikgu. Upin and Ipin told Cikgu that the ecosystem they found were worms, soil, grasshoppers and plants. However, after that Ehsan asked about the results of his ecosystem "why can animals and plants live in a closed place?" then Upin and Ipin can't explain it.



Figure 5b. The teacher is explaining in front of the class about the ecosystem belonging to Upin and Ipin.

Figure 5b is the result of a screenshot from the film *Upin and Ipin* about ecosystem learning in the school environment. This is evidenced by the sentences that describe the events of the picture above.

In picture 5b, Cikgu explains about the ecosystem products brought by Upin and Ipin to his students. Teacher explained that the ecosystem brought by Upin and Ipin is an example of a complete ecosystem because there are living and non-living things that need each other. In the ecosystem, the presence of worms is to ensure that the soil is fertile so that plants can grow healthily. Meanwhile, trees are needed to produce oxygen so that grasshoppers can live and breathe indoors.

Upin and Ipin movie script

The script for this film or series of events takes place in the school garden. At the time, Upin and Ipin and their friends were being taught about the ecosystem of living things by the Cikgu. In the park, there are so many ecosystems that can be found. Then, Cikgu asked Upin and Ipin and their friends about what can be seen in this park. Then Susanti answered "flowers", Upin answered "sun", Mail answered "sky", Ipin answered "trees", Mei-meimei answered "pool of water", and Ehsan answered "twigs". After they answered, Upin asked the teacher "what is the definition of ecosystem?" Then Cikgu answered that ecosystem is the interaction relationship between each other, namely between living and non-living things in the natural environment. Therefore, both must exist and need each other.

Series 2 takes place at Upin and Ipin's house. Precisely in Upin & Ipin's home page. Kak Ros helps look for worms by sprinkling salt water on the soil that Upin and Ipin have dug. Finally, the worm came out of the ground. After that, Upin asked Ms. Ros, "why did the worms come out immediately after Ms. Ros poured water into the excavation?", then Ms. Ros replied, "the water that Ms. Ros was flushing was water that had been mixed with salt", because she was still confused. , then Ipin asked again "What is the relationship between water mixed with salt and worms?", then Kak Ros replied "earthworms breathe with their skin, if salt water is poured into the ground, the worms will come out because the worms will find it difficult to breathe in the wet soil. been exposed to a mixture of salt water."

Series 3 took place in the Tadika Mesra Kindergarten class. Cikgu saw the results of the ecosystem brought by Mei-meimei, namely sunflowers. Mei-meimei said because her sunflower plants need soil, fertilizer, sunlight, and water to live and thrive. Cikgu said that the rose flower ecosystem of Mei-Mei is an example of an ecosystem of the natural environment. Meanwhile, Cikgu wanted to see an example of an ecosystem that was in a closed place, Cikgu asked Upin and Ipin about what was in the jar. Upin said that it contained soil, grasshoppers, trees, and worms. Cikgu said that the ecosystem that Upin and Ipin brought was a complete ecosystem because in it there are living and non-living things that need each other. The presence of worms ensures that the soil is fertile so that the trees can grow fresh and then the trees produce air, namely oxygen and food for the grasshoppers. Of all the examples of ecosystems brought by the Tadika Mesra Kindergarten students, Cikgu explained that we all have to maintain and preserve the ecosystem of living things.

Application of ecosystem learning process in education

The advancement of science and technology makes many facilities in the world of education, including in terms of providing learning materials to students.

Technology in education has a huge influence on learning outcomes (Agustin, 2011: 102). The use of technology in learning can overcome the constraints of space and time.

During the Covid-19 pandemic, students had difficulty learning material about ecosystems so they had to learn from home. Therefore, teachers are required to create an innovation in using applications that can attract students to learn material about ecosystems. As for the application of the learning process about the ecosystem, namely:

1. Animated video

Animated video is a collection of images arranged in sequence and recorded using a camera to make the image come to life and can be used as a learning medium. The learning process by using animated video is called interactive learning which has an important role in the process of learning activities (Batubara, 2020: 75). This is because it can provide a deeper understanding of the learning material and give the impression of reducing children's boredom in learning. In the process of learning ecosystems, teachers can present animated videos to students that can facilitate them in understanding the material about ecosystems.

2. Video conference

Video conference is a form of utilizing the development of technology that can be used to communicate between two or more people supported by voice, image, and chat rooms connected via an internet connection. Through video conferencing, the learning process can take place anytime and anywhere so that the learning process will be more flexible. Media based on Information and Communication Technology is a media, internet or web that can be used as an intermediary of other media. In the process of learning about ecosystems, teachers can use this medium to interact with students. In this case, the teacher can deliver the material and can assess the development and activity of students directly. There are several applications that can be used in the learning process about ecosystems, such as:

- a. Zoom cloud meeting

Zoom cloud meeting is a learning medium that allows teachers and students to interact online through a video. At the time of online learning can use the application of zoom cloud meeting to fulfill two learning theories including behavioristic theory and educational communication theory.

- b. Google meet

Google meet is a video communication service that can be used in the learning process. This application is not much different from zoom cloud meeting because it is both able to support students in understanding one of the materials, namely ecosystem material.

3. Google classroom

Google Classroom or Google Classroom is a web -based online learning application created to facilitate learning activities between teachers and students without having to face to face directly. Google Classrooms allows educators to organize and assess student learning while staying connected, so students can easily access the classes they will attend, receive materials and collect assignments directly through Google Classrooms. Teachers as well as students can interact directly in teaching and learning activities.

Conclusion

Based on the results of research and discussion above, researchers can conclude that in the process of learning the ecosystem of living beings in the film Upin and Ipin, ecosystem is defined as an environmental unit that involves the types of living things and physical factors such as climate, water, air, and soil. which interact with each other. In addition, during the pandemic Covid-19 applications of the learning process of ecosystem materials that can be used such as video animation, video conference (zoom cloud meeting and google meet), and google classroom.

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