KEPIMPINAN MELALUI TELADAN: VISUALIZATION OF TRADITIONAL PROSE IN KOMSAS USING 2D ANIMATION AS A TEACHING AID IN LEARNING: A CASE STUDY OF FORM 4 SYLLABUS

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ABSTRACT

This research focuses on the significance of KOMSAS in the Malay language subject, encompassing poetry, novels, drama, and prose. It addresses common issues encountered by students and teachers during the study of KOMSAS, such as students' lack of interest, unengaging learning methods and lack of visual teaching material. The study aims to evaluate the importance of KOMSAS in students' education and proposes an interactive learning approach using 2D animation videos to visualize traditional prose content. Furthermore, it seeks to validate the effectiveness of using visualized 2D animation as a learning aid to enhance students' comprehension. The research targets students who require assistance in visualizing KOMSAS stories, as well as teachers in need of teaching aids to help in understanding. Through the utilization of multimedia and visualization, this research aims to stimulate students' interest and improve their skills by aiding their understanding of the material. The method used was mix-method like semi- structured interview and close-ended questionnaires. The research finding can enhance students' visualization of characters and themes in the stories, enabling the development of improved story designs. Additionally, the animation will be validated and administered to 15 students aged 16 to 17, which will determine the success of the research. The results show that the students have a good understanding with the help of the visualization to answer the questions given. At the end of this research, students are able to recognize the visualization of traditional prose by applying it in answering questions.

Keywords: *KOMSAS, Visualization, 2D Animation, Traditional Prose, Teaching Aid*

Introduction

Visualization is a powerful tool for storytelling. It enhances communication skills and strengthens the connection between information and its impact. Combining visualization with KOMSAS (Malaysian Literature Component) allows to explore literature in a fresh and engaging format. By creating a visual representation of the main characters in KOMSAS stories, it can help the readers connect with them on a deeper level. Illustrating their physical appearances, emotions, and key traits can make the characters more relatable and memorable. In addition, analyzing the themes and motifs present in KOMSAS literature and representing them through data visualizations can offer fresh insights into the underlying messages and symbolism. If KOMSAS stories can be converted into visual essays or comics, it can be an engaging way to reinterpret the narratives. This approach can be particularly effective for reaching younger audiences and those who prefer visual storytelling.

In order to help students, understand much more about how to visualize the variety of literary forms, study research is conducted on how multimedia stimulate students' thinking, creates an exciting atmosphere for teaching, and improves their reading skills. It also helps improve students' attitudes and increases their interest in learning, leading to better academic results. Visualizing the materials given helps to create a visual representation of data and information on the given subject. It involves using various tools and techniques to help in understanding and interpreting.

Furthermore, KOMSAS is known to be learned in class by reading the literary forms and understanding the deeper meaning in them. The identified problems in learning KOMSAS highlight significant challenges faced by both students and teachers in effectively engaging with and comprehending traditional prose and literature. Based on research that has been done by (Jamian et al., 2020) one of the primary concerns is the lack of interest among students in KOMSAS. This might be attributed to the traditional teaching methods that do not resonate with the modern generation. Other than that, teachers' time limitations can lead them to replace the KOMSAS textbook with reference books, potentially impacting the depth of understanding for students. The pressure to finish the KOMSAS syllabus might lead to a rushed and superficial teaching approach, which could diminish students' comprehension and appreciation of the literature. Teachers solely relying on textbooks can make the learning process monotonous and limit students' exposure to diverse interpretations and perspectives of the literature and relying solely on the
'Chalk & Talk' method, which involves lectures and note-taking, can lead to passive learning and reduced student engagement.

Literature Review

KOMSAS

KOMSAS stands for Literary Component which is a component of the Malay language subject that is introduced by the Ministry of Education Malaysia. KOMSAS is a mandatory component that students from Form 1 to Form 5 must study in the subject of the Malay language. KOMSAS was first introduced in 1999 before being implemented in stages from 2000 to 2003. It started when the decision of the Follow-up Meeting of the Ministerial Council, Ministry of Education Malaysia, No. 4/1999, on 3rd February 1999, The Honorable Minister of Education reviewed the following.

"Requests to prepare for the inclusion of Malay Literature as a mandatory component in teaching. Malay language. Students will be tested at the PMR and SPM levels..."

The types and number of texts in KOMSAS are still maintained in line with the requirements of the Malay Language Curriculum Document for Form 1 to Form 5. According to (Naffi Mat, 2006), the purpose of implementing the Malay Literature component is to cultivate students' interest in reading literary materials, allowing them to become familiar with, enjoy, and appreciate literary works. Additionally, students will be able to recognize authors and gain insight into the brief history of local literature based on the selected works. Furthermore, the component aims to enable students to evaluate and analyse literary works while gaining knowledge by reading. Ultimately, it is hoped that the implementation of this component will foster students who recognize, appreciate, and value literary works, thereby strengthening their language skills and enhancing language proficiency among students. The texts selected for all genres in KOMSAS cover various themes. KOMSAS texts consist of traditional poetry, modern poetry, traditional prose, modern prose, novels, and dramas, while the aspects of KOMSAS texts consist of themes and issues, characters and characterization, language style, setting, plot or narrative techniques, as well as values and moral teachings. These aspects can be studied by students and teachers.

The purpose of implementing KOMSAS since March 2000 is to encourage students to express critical opinions and arguments, analyze different situations, and interpret various reading materials. However, introducing KOMSAS in schools has led to several issues, such as the curriculum being too extensive for the allocated teaching time, rescheduling the Malay language subject, and teachers choosing specific texts from KOMSAS to teach students. (Siti Halijah 2016)

According to (Maslinda Zakaria et al., 2021) students often lack interest in folklore and struggle to understand the deeper meanings of literary works. In addition, it claimed that the discourse between text and context is the reason why the students do not go for this subject. The disconnection between the literary texts and students' lives can make it challenging for them to relate to the subject. Students might also struggle to grasp the deeper meanings of literary works that could be addressed through more in-depth discussions in the classroom.

Traditional Prose

A large part of the ancient Malay literary history was oral literature, which is often referred to as folk literature or classical literature. It is a unique type of storytelling that has been handed down through time and is rooted in Malaysia's cultural heritage. The professional storytellers known as *"penglipur lara",* who have a profound mastery of their trade, continue this intriguing tradition. Based on the (Maslinda Zakaria et al., 2021) findings, *penglipur lara* possesses a distinctive method of delivering oral literature, characterized by a systematic and scientific approach. This aligns with modern trends and can generate interest, particularly among adolescents, in the preservation and development of oral literature.

Additionally, this method of approaching oral literature has the potential to be very popular with modern audiences, especially young people. The art of oral storytelling can offer a reviving and immersing experience in a society that is often ruled by visual and digital means. The excellent mix of language, rhythm, and emotion used in oral literature attracts the audience and draws them into the story's universe. The regaining of enthusiasm for traditional art could be important in maintaining and expanding the tradition of oral literature.

Multimedia

Multimedia technology, which combines text, graphics, animation, audio, and video into a single courseware presentation, can make a significant contribution to the fields of communication and education. Multimedia can also develop their motivation to master the learning outcome as well as develop their understanding towards the elements learned in the classrooms. A lot of researchers have studied the effectiveness of using multimedia in sharing knowledge. Multimedia is also capable of changing the teaching style of particular teachers in developing the skills that should be mastered by their students (Mazarul Hasan Mohamad Hanapi et al., 2020). The use of multimedia technology is crucial for delivering information effectively. Multimedia-based content such as animated stories, digital games, and edutainment have gained popularity and are being extensively utilized in the field of education

Interactive multimedia helps to create an alternative method of instruction to the current learning process. This is because the nature of being interactive and the discovery of multimedia learning benefits the monotony of passive learning (Soo et al., 2007). According to (Kiat et al., 2020) multimedia stimulates students' thinking, creates an exciting atmosphere for teaching, and improves their reading skills. It also helps improve students' attitudes and increases their interest in learning, leading to better academic results.

Multimedia has various capabilities that can enhance the learning process. These include the enhancement of graphics, the ability to incorporate sound, the animation of moving images, and the presentation of videos. These innovations have the potential to help the learning experience. One of the key advantages of multimedia is its flexibility in replacing traditional textual instructions. This flexibility allows for a broader range of stimuli, encompassing both verbal and visual elements. As a result, student engagement in the learning process is heightened. Put simply, multimedia has the ability to transmit information in a dynamic manner, making it more relatable and assisting students in visualizing real-world scenarios that would otherwise be unseen. (Soo et al., 2007)

(Maslinda Zakaria et al., 2021) studied about The Elements of Multimedia in Educational Technology in The Critical Appreciation of Traditional Prose. According to this paper, many students claimed that the discourses between texts and contexts are the reasons why students do not opt for this subject. The objective of this paper is to explore dominant elements of multimedia in the said traditional prose. Mix-method were used in this study as they conducted questionnaires and observations. The results shows that teenagers are very interested in the story of Asal Padi and it is easy to understand after the literary elements are translated into multimedia graphics. This explains that students can easily understand the storyline with the help of the multimedia elements.

Animation

Animation specifically, animations are widely used because they are engaging and visually appealing. They can help simplify complex concepts and make them more understandable for learners. Animation can make it more memorable and enjoyable for learners. Because of these benefits, animations have become a popular tool in education, entertainment, and marketing. Animation is divided into two types, which are 2D Animation and 3D Animation. Examples of 2D animation can be simulations, video games and animated videos or movies.

It can also be an edutainment that can be used in pedagogical systems. The researchers have observed that using animation is a cost-effective technique for delivering content to targeted

audiences such as students. According to (Mazarul Hasan Mohamad Hanapi et al., 2020), the utilization of digital storytelling for literary pieces is believed to enhance interest, comprehension, and motivation.

(Malini et al., 2015) studied Conceptual Framework of Edutainment Animated Series for Children: A Pious Story Conceptual Framework of Edutainment Animated Series for Children: A Pious Story. The data were collected using a questionnaire involving 2 respondents from experts. They also did an implementation of expert review testing procedure which is an offline invitation, user feedback, and submission. The result of the conceptual framework is all of the elements that are embedded in the conceptual framework of edutainment animated series are successfully implemented. Not just that, users also show the positive impact of the conceptual framework of edutainment animated series in educating children with good moral values.

Visualization

In visualization, storytelling is rapidly developing techniques that enhance understanding. By visualization, they refer to "interactive data visualization" as defined by and described extensively. Visualization can help in storytelling. It builds communication skills and the connection that they can establish with the influence of the information itself. (Tong et al., 2018) For example, a successful visual representation of the story is skilfully created as an illustration, with the goal of assisting kids in vividly picturing and thoroughly understanding the intended content that is being delivered to them. Visualization acts as a useful tool to improve children's understanding and speed up their understanding of the information being conveyed by offering a visually appealing experience.

According to (George G. Robertson, 1993), animation has been used to show trends in multi- dimensional data. This technique has recently gained new prominence in presentations. Animation together with interesting data and an engaging presenter helps the audience understand the results of an analysis of the data. Animation will be more effective than other techniques when used for presentation and less effective than the other techniques when used for analysis. Traces will be more effective than animation when used for analysis and small multiples will be more effective than animation when used for analysis.

In addition, (Yang Shi et al., 2021) introduce a design space for animated visual narratives in data videos. The design space combines a dimension for animation techniques that are frequently used to facilitate data communication with one for visual narrative strategies served by such animation techniques to support story presentation. Data videos are known as an emerging storytelling medium. It is observed a trend of incorporating multimedia storytelling into data videos such as photographs, animated handwriting, and interview video clips to tell data stories. The participants found that data videos can be useful in various scenarios with opportunities for exploring animated visual narratives. Most efforts have been made to emphasize the interesting data facets, whereas less attention has been paid to focalization, concretization, and twits. When effectively applied, animated narratives can benefit data presentation to a great extent.

(Melor Md. Yunus et al., 2014) also studied Using Visual Aids as a Motivation Tool in Enhancing Students' Interest in Reading Literary Text. According to this paper, students often encounter problems in reading and understanding the assigned literary texts in the literature component. The objective of this paper is to investigate the teachers' perceptions of the use of visual aids such as animations, videos, pictures, films and projectors, as a motivational tool in enhancing students' interest in reading literary text. To reach the objectives, they used both qualitative and quantitative by using questionnaires and face-to-face interviews. The questionnaire respondents consisted of 52 experienced English language teachers from seven (7) national secondary schools

in Kapit, the largest district in Sarawak, Malaysia. The result from the data collected is majority of the teachers indicated with their agreement with the use of visual aids generates students creative and thinking skills.

Research Methodology

Semi-Structured Interview

For the qualitative approach, it conducted in a semi-structured interview. It is to gain data about the title subjects regarding a study of KOMSAS and visualization. Prof. Madya Dr Norazimah Zakaria, a lecturer from the Faculty of Languages and Communication from Universiti Pendidikan Sultan Idris (UPSI) who specializes in *Sastera Adab, Karya Agung, Sastera Lisan* and *Sastera Moden* was willing to help in this research to acquire the information. Before conducting the interview, the researchers would have prepared a set of semi-structured interview questions focused on topics related to KOMSAS and traditional prose. These questions would cover aspects such as the use of KOMSAS in education, its significance for students, and the essential components of learning KOMSAS and visualizing traditional prose. This research used content analysis to interpret and understand the data.

Design Development

After collecting all the required data, the research continues on the design development where it is needed to create a visualization and interpretation of the characters in the traditional prose story *'Kepimpinan Melalui Teladan'*. The research also includes recording and documenting relevant visuals about the story that can help in visualizing the story much better. Researchers will gather visual references and relevant imagery that align with the historical and cultural context of the traditional prose. This might include studying traditional clothing, architecture, and cultural elements to ensure authenticity in the visualizations. The design concepts will be reviewed and discussed with the supervisor for relevant feedback. Feedback will be incorporated, and the designs may go through several iterations to refine the visuals.

Questionnaie

On the other hand, a quantitative method was used which was a questionnaire. Researchers would design a structured questionnaire that includes a set of questions related to the student's experience with the animated video and their understanding of the traditional prose *'Kepimpinan Melalui Teladan'*. The questionnaire includes both closed-ended and open-ended questions to gather quantitative data as well as qualitative insights. The researchers also included a set of questions from SPM 2018.

Fifteen students from *Sekolah Menengah Kebangsaan Bandar T6*, aged 16 and 17, would be chosen as participants for the study. The participants' selection criteria should be defined to represent the teaching aid's target audience. Before administering the questionnaire, researchers would introduce the study's objectives to the participants and seek their consent to participate voluntarily. The participants would watch the 2D animated video of *'Kepimpinan Melalui Teladan'* created as a teaching aid in the research. After watching the animated video, the participants would

be given a questionnaire to answer. They would be encouraged to provide honest and accurate responses.

Findings

Interview Result

The findings and in-depth analysis from the research's result and discussion sections are drawn from both the qualitative and quantitative employed in studying the role of KOMSAS and the effectiveness of the 2D animated video as a teaching aid for the traditional prose *'Kepimpinan Melalui Teladan.'*

The information obtained from the interview provides valuable insights into the understanding and practical aspects of KOMSAS. The findings contribute to a better understanding of the role of KOMSAS. It will include a detailed analysis of the information provided, focusing on the use of KOMSAS, its importance in literature education, evaluation methods, and the implementation of KOMSAS in Malaysian schools. In addition, the interview includes an understanding of traditional prose and the story *'Kepimpinan Melalui Teladan'*. A detailed amount of information is acquired about the importance, the benefits of traditional prose and how the story is visualized.

7. Apakah nilai pembelajaran prosa tradisional terhadap pelajar?	9. Apakah hasil yang boleh memberi manfaat kepada pelajar dalam mempelajari prosa tradisional?
Prose tradisional merupakan karya melayu klasik yang banyak nilainya dan tinggi nilainya jika diamati. Setiap tingkatan terdapat satu prosa tradisional untuk dikaji. Nilai yang akan pelajar perolehi ialah nilai cinta akan bahasa melayu klasik yang jarang diguna pakai pada masa kini dan bahasanya akan pelajar selami	Hasil yang boleh memberi manfaat kepada pelajar dalam mempelajari prosa tradisional ialah pengajaran yang diperoleh dan hasil daripada kajian yang dibuatnya. Pelajar boleh mengaplikasikan dalam kehidupan harian
8. Apakah elemen penting semasa mempelajari prosa tradisional?	10. Berdasarkan prosa tradisional tingkatan 4 'Kepimpinan melalui Teladan', bagaimanakah cerita ini divisualkan?
Sudah tentunya bahasa melayu klasik yang berkait dengan makna sesuatu kata. Selain itu, jalan cerita prosa serta komponen sastera iaitu tema , persoalan, watak, nilai dan pengajaran yang boleh dipelajari	Ia mengambarkan kehidupan sebuah organisasi diraja yang menghadapi pelbagai halangan atau ujian. Kepahlawanan seorang laksamana dalam mempertahankan negaranya jelas dilihat dalam watak laksamana iaitu seorang hulubalang melaka. Jadi cerita ini boleh divisualkan melalui adatapsi karya.

Figure 1. Questions about Traditional Prose

Based on the conducted interview, the outcomes that can benefit students in learning traditional prose are the lessons they gain and the results of their studies. Students can apply these in their daily lives. For example, if the protagonist shows a good moral value in the story, students can take the moral value and apply it in their real daily life. In addition, the traditional prose is about the life of a royal organization facing various challenges or trials. The heroism of *Laksamana* in defending his nation is clearly evident in the character of the Malacca admiral, who serves as a frontline warrior. Therefore, this story can be visualized through the adaptation of a work.

Design Development

Based on the conducted interviews and thorough research on the story, the visualization process has given important details regarding the representation of characters within their respective time and contextual backgrounds. Specifically, the setting of the story is situated in the historical Malacca Sultanate, wherein the character of *Laksamana* holds the esteemed position of admiral, as was customary within the Malay sultanates of that era.

By delving into the historical and cultural aspects of the Malacca Sultanate, researchers have gained a deeper understanding of the appropriate visual representation of *Laksamana* and other characters. This understanding enables us to accurately portray their appearances, attire, and attributes in alignment with the historical and cultural norms prevalent during the time period.

Furthermore, from the research, the characters themselves also include the broader background and setting of the story. The architectural styles, landscapes, and cultural elements that would have been characteristic of the Malacca Sultanate. This knowledge serves as a solid foundation for creating anauthentic and immersive visual backdrop that complements the narrative, enhancing the overall storytelling experience.

Figure 2. The protagonist and antagonist from the story
'Kepimpinan Melalui Teladan'

Figure 3. Characters from the story *'Kepimpinan Melalui Teladan'*

The story's heritage and settng have been expanded to include broader components like the building designs, natural settings, and cultural aspects that would have been typical of the Malacca Sultanate. This thorough understanding provides a firm foundation for building a genuine and appealing visual setting that supports the story and improves the storytelling process as a whole.

Figure 4. A visualization of background and setting based on
'Kepimpinan Melalui Teladan'

Before creating the full animation, the researchers created a base guideline to see how the animation flows. Any improvements and adjustments are made after getting continuous feedback. This step helps identify any issues and allows for adjustments before committing to the final animation. Any necessary adjustments will be made to meet the research's requirements. Throughout the design development and animation process, all relevant visuals, design concepts, and research findings will be documented and archived.

Figure 5. Grayscale visualization of '*Kepimpinan*
Melalui Teladan'

After taking in some of the feedback that was given, the researchers then proceeded to create the animation based on the validation question for the students to help them understand a lot better in the story visualization.

Figure 6. Coloured visualization of *'Kepimpinan Melalui Teladan'*

Validation from structured questionnaire

After completing the base visualization on the traditional prose, the animation is shown to 17 students from the age of 16 and 17 from *Sekolah Menengah Kebangsaan Bandar T6* and they are required to answer a set of questions from SPM 2018 and a questionnaire to help the validation of the research.

Table 1 Question towards the students

Adakah jalan cerita yang hendak disampaikan dalam video difahami dengan baik?
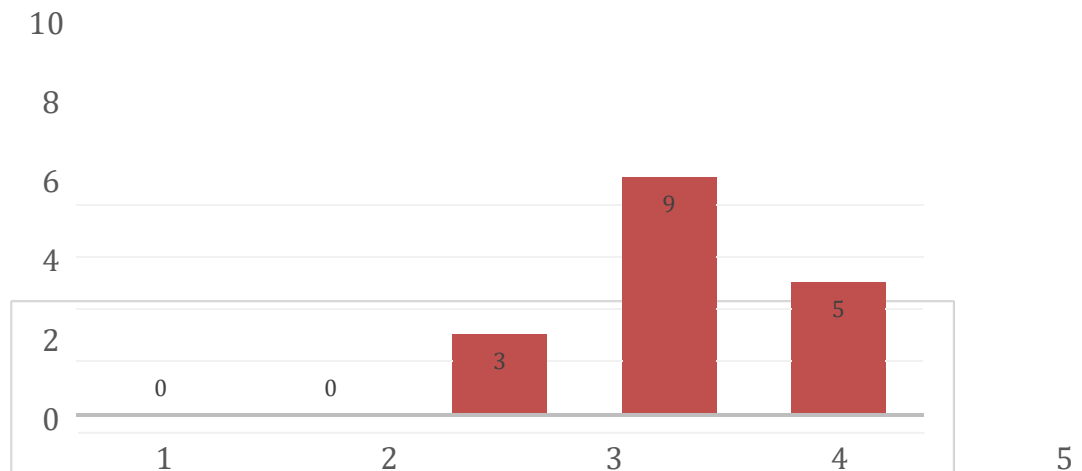
The research findings showing that after viewing the animated representation of *'Kepimpinan Melalui Teladan,'* students are able to respond to SPM questions are encouraging and show how well the teaching tool works to get students ready for topics that will be on exams. However, it is an important input that can direct future improvements in the visualization process to note that the animation still needs work to unlock the student's full potential.

Table 2 Question towards the students

Berdasarkan video yang anda lihat, adakah
visual ini membantu anda dalam menjawab
soalan?
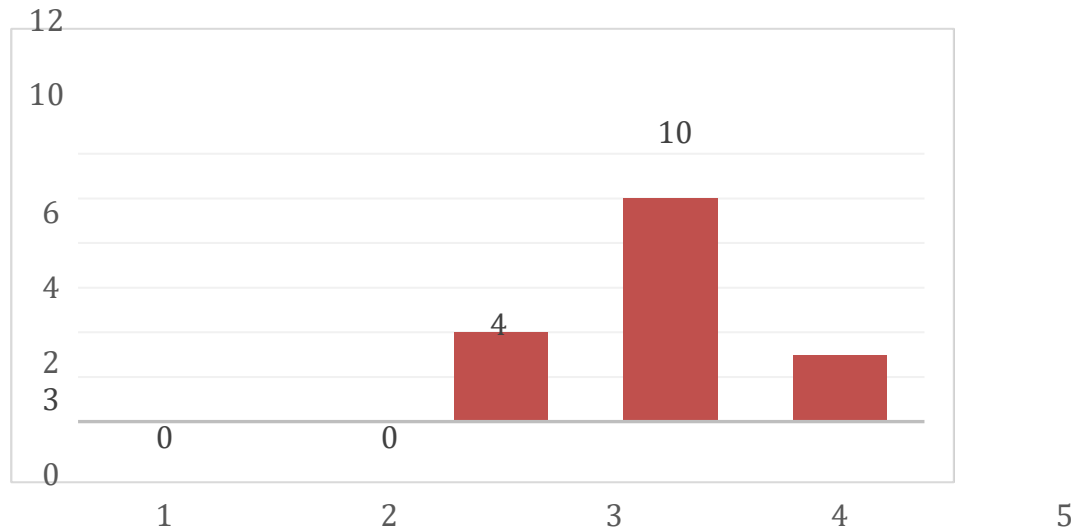
The table includes data that represents the responses or ratings provided by students in relation to their comprehension of traditional prose with and without animation. The ratings may have been recorded on a voting system through a questionnaire. From the table, it shows that a majority of the students gave higher ratings to indicate their improved understanding when animation was employed. This suggests that the visual elements provided through animation facilitated their comprehension and visualization of the traditional prose.

Discussion

The researchers studied the level of importance of KOMSAS as learned by students involves examining the significance and impact of this Malaysian literature component on students' education and overall development. It aims to expose students to literary works by Malaysian authors and engage them in the appreciation of local literature. Based on the researcher's findings, the issues identified in the process of learning KOMSAS are faced by both students and educators in effectively engaging with and grasping traditional prose and literature. One primary issue revolves around students' lack of enthusiasm for KOMSAS. That resolves the first objective in which the researchers studied the level of importance of KOMSAS that is learned by the students. The researchers interviewed Prof. Madya Dr. Norazimah Zakaria. With the help of her assistance to require the information, the information acquired shows that KOMSAS is important for all levels of age in school because the students are exposed to good moral values and literature elements that are implanted in the KOMSAS syllabus. In addition, students engage in Malay literary work which contains numerous significant and valuable teachings when studying traditional prose.

The researchers proceeded to develop an interactive 2D animation video to enhance the understanding and appreciation of the traditional prose *'Kepimpinan Melalui Teladan'*. This

involves storytelling, visual design, and technological considerations to create an engaging and immersive learning experience. By delving into historical and cultural aspects of the Malacca Sultanate through research and interviews, the visualization approach for the story has been enriched. This approach ensures accurate representation of characters within their specific contexts, encompassing historical accuracy in appearance, features, and attire. The animation also incorporates detailed background elements like architecturaldesigns, natural landscapes, and cultural nuances reflective of the Malacca Sultanate's era. As a result, the animation effectively brings the traditional prose to life, aligning with its cultural and historical essence.

In conclusion, the researchers assessed the effectiveness of 2D animation as a learning tool for enhancing students' comprehension. Through comprehensive analysis and assessment, it was confirmed that the utilization of 2D visual animation indeed enhances students' understanding of the visualization video based on the traditional prose *'Kepimpinan Melalui Teladan'*. The effectiveness was evaluated using student comments and responses, together with additional study elements, in order to gain insightful information. The study's validation findings also suggested areas for improvement, including possible adjustments to the animated film and enhancements for the teaching of traditional prose using visualization. The data analysis revealed various degrees of success, with room for improvement and growth in subsequent cycles. These positive findings show the possibility of continuous advancement with continued instruction and effort.

Conclusion

In conclusion, this research sheds light on the significance of KOMSAS in the Malay language curriculum and addresses the challenges faced by students and teachers in mastering this section. To enhance students' attention and comprehension, the study proposes an interactive learning strategy that utilizes 2D animation movies to visualize standard textual content. The effectiveness of visualized 2D animation as a teaching tool is confirmed through student feedback on the visualization. The findings support the effectiveness of the suggested approach with a further understanding of the story *'Kepimpinan Melalui Teladan'*. Therefore, the use of multimedia and visualization components stands out as a potential approach that not only engages students but also improves their general understanding of KOMSAS literature.

By incorporating multimedia and visualization, this initiative offers a viable approach to engage students and enhance their understanding of KOMSAS literature. Both students struggling with visualizing KOMSAS stories and teachers seeking efficient teaching aids can benefit from the findings of this study. It's crucial to remember that this strategy is especially helpful for kids who have trouble imagining the themes and complex elements found in KOMSAS stories. Teachers looking for teaching tools that are more effective and impactful can also benefit greatly from this study's findings. This method is not only can be used specifically for the traditional prose but the teachers can also use this method on multiple learning sessions even outside of KOMSAS and Malay language classes.

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