



ANALYSIS OF THE INFLUENCE OF UPIN AND IPIN ANIMATION SHOWS ON THE LANGUAGE AND LITERARY ASPECTS OF ELEMENTARY SCHOOL STUDENTS

Annisa Sabrina¹, Iman Teguh Nugraha², Yeti heryati³, Dede Mardiah⁴

¹Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

²Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

³Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

⁴Univerisitas Muhammadiyah Tasikmalaya, Tasikmalaya, Indonesia

Email: annsbrna1803@gmail.com

Abstract

Children's animated shows play a significant role in shaping language development and literacy during elementary school years. This study aims to analyze the influence of the *Upin and Ipin* animation on the linguistic and literary aspects of elementary school students. The research employs a literature study method with a qualitative descriptive approach. The inclusion criteria encompass scientific journals, theses, books, and relevant articles that document the impact of the *Upin and Ipin* animation on the language development and literary appreciation of elementary students. The research procedure was carried out by identifying, grouping, and interpreting findings from the selected literature. The results showed that the *Upin and Ipin* show enhances vocabulary mastery, speaking ability, storyline comprehension, and the recognition of moral values in students. It can be concluded that *Upin and Ipin* has a positive impact on children's linguistic and literary aspects, though active guidance from parents and teachers remains necessary to ensure proper usage of the primary national language.

Keywords: *Upin and Ipin, linguistic aspect, literary aspect, elementary school students, animation.*

INTRODUCTION

The rapid advancement of information and communication technology (ICT) has fundamentally transformed the cognitive, linguistic, and socio-emotional landscape of elementary school-age children. Children today are digital natives growing up in a media-saturated environment dominated by television, smart devices, and high-speed internet access. According to Albert Bandura's Social Learning Theory, individuals learn behaviors, language styles, and cognitive representations through observational learning and modeling from their immediate environment—which in the modern era prominently includes digital media (Bandura, 1977). Animated programming, in particular, functions as a powerful secondary socializing agent because it combines dynamic visual narratives, emotional

resonance, and highly repetitive linguistic input that capture young learners' attention (Paivio, 1986; Linebarger & Walker, 2005).

The profound influence of screen media on school-age children is closely linked to high screen time exposure during critical periods of developmental plasticities. Guntarto, as cited in Triwardani and Wicandra (2020), highlights that elementary school students spend an average of 30 to 35 hours per week watching television—a duration that often rivals or exceeds time spent in classroom instruction. From the perspective of Dual-Coding Theory (Paivio, 1986), animated media facilitates visual and auditory information processing simultaneously, making language retention and behavioral imitation exceptionally strong in young audiences. Consequently, screen media plays a central role in shaping daily communication patterns, vocabulary acquisition, and conceptual framework development (Triwardani & Wicandra, 2020).

Empirical literature consistently underscores the role of animated content in driving language acquisition and literacy skills. Arsy Saschia and Edy Sudaryanto (2022) emphasize that cartoons act as linguistic models, prompting students to absorb and mimic new vocabulary, conversational nuances, and sentence structures observed on screen (Arsy et al., 2022). This aligns with Vygotsky's Sociocultural Theory, which posits that language acquisition is mediated by cultural tools and social interactions, including media characters that serve as parasocial "more knowledgeable others" (Vygotsky, 1978; Wright et al., 2001). Furthermore, Pasa (2024) demonstrates that multimodal animation—integrating synchronized audio-visual cues—significantly enhances students' speaking performance and listening comprehension by reducing cognitive load during speech processing (Pasa, 2024). Beyond structural language skills, research by Fisch (2004) on educational media reveals that well-designed narrative animation stimulates creative thinking, narrative comprehension, and moral reasoning, allowing students to project imaginative scenarios into their verbal and written expression.

One of the animation shows that is popular among elementary school students is Upin and Ipin Animation. This Malaysian animation series is not only known in its home country, but also has a very large audience in Indonesia. Based on an article published by Kosmo, Upin and Ipin managed to achieve a rating of up to 13.5 percent and become one of the animation programs with the highest number of viewers in Indonesia in 2024 (Zahrah, 2024). The popularity of Upin and Ipin makes this show close to the lives of elementary school students. Through dialogues, interactions between characters, and the storylines presented, students have the potential to acquire new vocabulary, get to know language variations, understand the elements of the story, and absorb various moral values contained in the show. However, the dominant use of Malaysian Malay in each episode also has the potential to affect the use of Indonesian in students. Some studies show that students who often watch Upin and Ipin tend to imitate the vocabulary, expressions, and even accents used by the characters in the series.

Although various studies have examined the influence of Upin and Ipin on language acquisition and vocabulary use of students, most of these studies only focus on linguistic aspects. Studies that analyze the influence of Upin and Ipin on linguistic and literary aspects simultaneously are still relatively limited. In fact, in addition to influencing the use of language, these shows also present literary elements such as characters, plots, settings, conflicts, and mandates that have the potential to shape the literary appreciation ability of elementary school students. This condition is a research gap that needs to be studied further. Therefore, this study is important to analyze how the Upin and Ipin Animation shows affect the linguistic and literary aspects of elementary school students so that it can provide an overview of the positive and negative impacts caused by the shows.

METHODOLOGY

This study employs a literature review method (*library research*) paired with a qualitative descriptive approach. This method was selected to systematically collect, examine, and synthesize secondary data, thereby establishing a deep conceptual mapping of existing findings without direct field intervention (Snyder, 2019). The qualitative descriptive approach was applied to provide a structured narrative and critical interpretation of how the *Upin and Ipin* animated series influences the linguistic mastery and literary appreciation of elementary school-aged children. Research data were gathered

through an electronic literature search across databases such as Google Scholar, Garba Rujukan Digital (Garuda), and various institutional repositories, utilizing targeted keywords and Boolean operators including "*Upin and Ipin*" AND "*language acquisition*", "*Upin and Ipin*" AND "*linguistic aspects*", and "*Upin and Ipin*" AND "*literary appreciation in elementary students*".

To ensure data reliability, currency, and academic rigor, explicit inclusion and exclusion criteria were established. The inclusion criteria encompassed peer-reviewed journal articles, undergraduate theses, master's dissertations, and academic books published within the last decade (2015–2025), specifically focusing on the impact of *Upin and Ipin* on primary school children (ages 6–12), and written in either Indonesian or English. Conversely, the exclusion criteria filtered out non-academic commentaries, opinion pieces, or popular articles lacking empirical foundations, studies centered on demographics outside primary school age, and duplicate publications across databases.

The collected data were examined using thematic content analysis based on the qualitative data framework by Miles, Huberman, and Saldana (2014). The procedure commenced with data reduction, wherein literature was screened and classified into two core thematic domains: linguistic aspects (phonology, vocabulary acquisition, syntax, and pragmatic imitation) and literary/cognitive aspects (plot comprehension, character identification, and moral/social value internalization). Following reduction, data were displayed by logically mapping and synthesizing key findings to identify recurring patterns and insights across studies. Finally, conclusion drawing and verification were conducted through theoretical interpretation grounded in child development and language acquisition frameworks.

RESULTS AND DISCUSSION

Animated shows are one of the audiovisual media that is close to the lives of elementary school students. The combination of images, sounds, dialogues, and storylines allows students to receive information in a more concrete and interesting way. In language development, children acquire various forms of language through interaction with the environment, including through the media they often consume. These developments include the acquisition of vocabulary, speaking skills, and listening skills. Desrinelti, Neviyarni, and Murni (2021) explained that language development is one of the important aspects in the development of elementary school students, while Etnawati (2022) explained that children's language development takes place through the process of interaction and an environment that stimulates language skills.

Audiovisual media can also provide a learning experience through the simultaneous presentation of information between sound and visual elements. The use of animation media can help students understand information, acquire vocabulary, and develop the ability to express ideas. Pasa (2024) shows that animation-based learning video media can influence students' speaking skills. Meanwhile, Masbur (2024) explained that animated films can be used in children's vocabulary development because visual and audio elements help children understand words and the context of their use. The use of audiovisual media can also support listening skills because students receive information through sound and images simultaneously (Pratiwi & Zulfadewina, 2022).

In the context of the *Upin and Ipin* Animation show, the influence on the linguistic aspect can be seen through the intensity of students' exposure to the dialogues, vocabulary, expressions, dialects, and communication patterns used by the characters. The show uses Malaysian Malay as the dominant language so that students have the potential to recognize and imitate the vocabulary and expressions used in the story. Previous research has shown that exposure to *Upin and Ipin* shows can affect children's language acquisition, including the use of Malay vocabulary in daily communication (Huda, 2019; Humairoh & Titin Kusayang, 2023;

Lailiyani & Suswandi, 2024). Thus, the linguistic aspect in this study is directed at three main abilities, namely vocabulary mastery, speaking ability, and listening ability.

In addition to the linguistic aspect, animated shows are also related to the development of students' literary appreciation. Stories presented through characters, characters, plots, settings, conflicts, and mandates provide opportunities for students to recognize and understand the elements of the story. Learning and appreciating literature in elementary school children can be a means to develop the ability to understand stories while strengthening language and character (Maylita, Putrayasa, & Sari, 2024; Musa, 2025).

Upin and Ipin animation presents stories that are close to children's daily lives and feature characters with diverse characters. Through the actions and interactions of the characters, students can observe the nature of the characters, follow a series of events, understand problems and their solutions, and capture the messages contained in the story. Research by Arsyad, Akhmad, and Habibie (2021) shows show Upin and Ipin contain various character values, while Nursyahbani and Anshori (2023) found that there are moral messages conveyed through various events and actions of the characters. Character values are also found in the film Upin and Ipin Animation Geng Pengémavian Bermula, including honesty, tolerance, discipline, curiosity, friendship, social concern, and responsibility (Firdaus, Pertala, & Hestiana, 2023).

Based on this description, the Upin and Ipin Animation show in this study is seen as related to the development of two main aspects of elementary school students, namely the linguistic aspect and the literary aspect. The linguistic aspect is studied through the mastery of vocabulary, speaking ability, and listening ability, while the literary aspect is studied through the understanding of characters and characterization, understanding the storyline, developing imagination and creativity, and understanding moral and social values. The framework is the basis for identifying and interpreting the results of the literature review regarding the influence of the Upin and Ipin Animation shows on elementary school students.

1. The Influence of *Upin and Ipin Impressions* on the Language Aspects of Elementary School Students

Based on the results of a review of various literature, the following are the effects of *Upin and Ipin* on the linguistic aspects of students at the elementary school level:

- a. Influence on Vocabulary Mastery

One of the most prominent influences of the *Upin and Ipin Animation* show on the linguistic aspects of elementary school students is the increase in vocabulary mastery. The dialogue presented in each episode allows students to acquire various new vocabulary which is then used in daily communication. This condition is in line with the characteristics of elementary school-age students who are at a rapid stage of language development so that they have good abilities in absorbing, remembering, and imitating the language they often hear from the surrounding environment and the media they consume, including from *Upin and Ipin* animations.

Even though it is in the show *Upin and Ipin* There is a person named *Susanti* which originated in Indonesia and used Indonesian in several conversations, Malaysian Malay remained the most dominant language used by most of the characters in each episode. The dominance of the use of this language caused students to be exposed to Malaysian Malay vocabulary and expressions more often. The results of Barung, Sulastriningsih, and Daeng's research showed that students who often watched *Upin and Ipin* tend to imitate various vocabulary found in the show, such as *Really*, *Teacher*, *Delicious*, *How are you?*, and *Two Screams*. The findings show that these animated shows contribute to increased word mastery as well as affect the choice of language used by students in communicating (Barung, 2022). This condition is reinforced by Lailiyani and

Suswandi's research which found that students with viewing levels *Upin and Ipin* who are high tend to use various Malay vocabulary in everyday conversation, such as *to*, *Teacher*, *UPS*, *atok*, and *Watch*. (Lailiyani & Suswandi, 2024). In addition, Humairoh and Kusayang's research also revealed that children who often watch *Upin and Ipin* tend to imitate the vocabulary, dialect, and communication patterns used in the show. In fact, in some cases, it was found that there was a mixture of Indonesian, mother tongue, and Malaysian Malay in daily conversation (Humairoh & Titin Kusayang, 2023). This shows that animation shows have a considerable role in the language acquisition of elementary school students.

Although Malaysian Malay dominates the broadcast *Upin and Ipin* It has been proven to affect students' language use from several studies, the presence of animation also provides benefits to learning for elementary school students. In terms of learning media, animated films can be an effective means to improve students' vocabulary mastery. According to Masbur, the combination of visual and audio elements presented simultaneously helps students obtain information more easily so that they not only get to know new vocabulary, but also understand the meaning and context of using the vocabulary they absorb (Masbur, 2024).

Based on these findings, it can be concluded that *the Upin and Ipin shows* have an influence on the vocabulary mastery of elementary school students. This influence can be seen from the increase in the number of vocabulary that students have, the increase in the ability to use new vocabulary in daily communication, and the development of understanding of language variations obtained through animated shows. However, the use of Malay vocabulary that is quite dominant also needs to get attention from parents and teachers so that students are still able to use Indonesian appropriately in accordance with the communication context and applicable language rules.

b. Influence on Speaking Ability

Animated Shows *Upin and Ipin* Not only does it affect students' vocabulary mastery, but it also has an impact on speaking skills and communication patterns used in daily life. The results of Adnyana's research (2025) show that as many as 75% of students who are the subjects of the study imitate the speaking style of figures *Upin and Ipin* when interacting with friends or teachers. The imitation can be seen from the use of intonation, accents, and typical expressions that often appear in the animated show (Adnyana, 2025). One form of influence found is the use of the word *Teacher* when students communicate with teachers at school. In the study, conversations were found when teachers asked "*Are you done with the kids?*" students answered with "*Not yet, teacher.*" This makes teachers immediately justify the correct use of Indonesian "*Why, teacher? Teacher.*" However, the students' answers again used the Malay language that is usually spoken by the figure *Upin and Ipin* "*True, true, true.*"

The data shows that students do not only imitate the vocabulary used by the characters in the Animation show *Upin and Ipin*, but also use it directly in real communication situations. Use of expressions *True, true, true* which is the characteristic of the character *Upin and Ipin* shows that students tend to remember and repeat forms of language that are considered interesting and often heard from the shows they watch. Similar findings were also found by Humairoh and Kusayang (2025) who stated that children who have a viewing frequency *Upin and Ipin* are more likely to mix Indonesian, regional languages, and Malaysian Malay when talking to people around them. This condition shows that animated shows have a role in shaping students' language habits and communication styles (Humairoh & Titin Kusayang, 2023). However, these influences are not entirely negative. Repeated exposure to dialogue in impressions *Upin and Ipin* can help students become more active in communicating and

provide examples of the use of language in appropriate social situations. Students have the opportunity to observe the way the characters express their opinions, respond to the interlocutor, and express their feelings through conversation.

c. Influence on Listening Ability

The *Upin and Ipin Animation show* also has an influence on the listening ability of elementary school students. The ability to listen develops through the process of listening and understanding information received from the surrounding environment, including from audiovisual media that students often consume. The dialogue presented in each episode of *Upin and Ipin* allows students to obtain various new information, vocabulary, and expressions through the process of listening repeatedly.

According to Qomariyah and Mulyono (2024) Animated films *Upin and Ipin* presenting conversations that are continuously received by students through regularly watched shows. This condition causes students to get used to listening and paying attention to the use of language used by their characters so that the various forms of language they hear can be stored and reused in daily life. The study also found that the high frequency of watching is one of the factors that affect students' language acquisition because the more often students watch the show, the more linguistic information they can absorb (Adinda Nur Qomariyah, 2024). The findings are in line with Huda's (2019) research which shows that Madrasah Diniyah Matholi'ul Huda students know and understand various Malay vocabulary such as *Teacher, Fun, Association, It's OK.*, as well as expressions *Of course.* after watching a lot *Upin and Ipin* (Huda, 2019). The students' ability to understand these expressions shows that the listening process carried out during watching is not only limited to listening, but also accompanied by an understanding of the meaning of the language used by the characters in the animated show.

The findings are also supported by research by Pratiwi and Zulfadewina (2022) which shows that the use of audiovisual media has a significant influence on the listening ability of elementary school students. The results of the study show that students who learn to use audiovisual media obtain higher listening results than students who study with conventional media. This condition occurs because audiovisual media is able to present information through sound and image elements simultaneously, thus helping students to focus more on paying attention to the content of the message conveyed. In addition to increasing students' attention during the learning process, attractive visual presentations also make it easier for students to understand the content of the story, remember information, and capture the meaning contained in the material being listened to (Rina Pratiwi, 2022).

2. The Influence of *Upin and Ipin* Impressions on the Literary Aspects of Elementary School Students

Based on the results of various studies, the *Upin and Ipin Animation shows* not only affect the development of students' language, but also contribute to the development of literary aspects. This can be seen from the students' ability to understand the elements of the story, develop imagination, and capture the moral values conveyed through each episode. The storyline that is close to daily life, the diverse character of the characters, and the messages contained in the story make this show not only function as entertainment, but also as a medium that can help students develop literary appreciation skills. Based on the findings of various studies, this influence can be seen through the following aspects:

a. Influence on Character Understanding and Characterization

One of the influences of Animation shows *Upin and Ipin* On the literary aspect of elementary school students can be seen in the ability of students to recognize characters and understand the characters possessed by each character in the story. Various studies show that the characters in Animation *Upin and Ipin* have different characteristics that make it easier for students to distinguish the traits, behaviors, and roles of each character in the storyline. Research by Arsyad, Akhmad, and Habibie (2021) found that various episodes *Upin and Ipin* contains positive characters such as helpfulness, tolerance, creativity, courage, intelligence, mutual respect, obedience to worship, and compassion (Arsyad et al., 2021). These values are displayed through the actions and behaviors of the characters in the story so that they can be observed directly by students while watching. The presence of characters with diverse characters helps students understand that each character has different traits and roles in the story.

The findings are reinforced by research by Nursyahbani and Anshori which shows that various episodes *Upin and Ipin* contains moral messages conveyed through the actions of its characters, such as sharing, helping, maintaining brotherhood, gratitude, and forgiving the mistakes of others (Nursyahbani, 2023). Conveying messages through character behavior makes it easier for students to understand the character of the character while distinguishing between exemplary and unimitable behavior. The ability to understand characterization can also be seen from the ease with which students recognize the characteristics of each character. Characters *Upin and Ipin* are described as active, curious, and happy to learn new things, while other characters such as *May May*, *Mail*, *Jarjit*, *Ehsan*, and *Susanti* have different characteristics so that they provide variety in the story. The diversity of characters makes it easier for students to understand the character traits based on the actions, speech, and interactions displayed in each episode. Through observation of the behavior and interaction between characters, students not only enjoy the storyline, but also learn to recognize the characterization elements that are an important part of a literary work.

b. Influence on Storyline Understanding

Every episode in Animation *Upin and Ipin* It is presented with a simple series of events, close to daily life, and arranged in order so that it is easier for students to follow the course of the story from beginning to end. This condition helps students understand the relationship between an event and another and recognize the causes and consequences that appear in the story. Research by Nursyahbani and Anshori (2023) found that the moral message in the episode *The Temptation of Fasting*, *Raya Full of Meaning*, and *Greed Always Loses* conveyed through the events experienced by the characters throughout the story (Nursyahbani, 2023). The findings show that students not only enjoy stories as entertainment, but also follow the development of events that occur from beginning to end. The ability to follow the course of the story makes it easier for students to understand the reasons for the emergence of a problem, the actions taken by the characters to overcome it, and the consequences that arise from each action taken. In addition, the story setting that raises many daily activities such as life at home, school, and the play environment makes the content of the story feel close to the student's experience. This closeness allows students to more easily connect the events contained in the story with their own experiences.

c. Influence on the Development of Imagination and Creativity

In addition to helping students understand the elements of the story, the show *Upin and Ipin* It also provides space for imagination and creativity to develop. Various

episodes featuring adventures, traditional games, school activities, and social interactions encourage students to imagine the situations that occur in the story and connect them to their experiences. Pasa (2024) explained that animation media that combines visual and audio elements can help students get ideas and express them in various forms of communication. The presentation of moving images supported by dialogue and interesting storylines makes it easier for students to build a picture of an event, then develop new ideas based on what they see and hear (Pass, 2024). This ability is one of the important forms of imagination development at elementary school age. The findings are strengthened by Rizal (2017) who explained that animated films are a medium that children like very much because they are able to present attractive visuals and stimulate their imagination. Through a combination of moving images, colors, sounds, and stories that are presented in an attractive way, students can more easily build an image of an event and understand the message contained in it. In addition, animation can also help the process of conveying information be more effective because it is in accordance with the learning characteristics of students who tend to like visual and audio media (H, 2017).

In this context, students are not only passive spectators, but also mentally involved in imagining and interpreting the events that occur. These findings are in line with the view that animated films can be an interesting learning medium because they are able to present experiences that are difficult for students to encounter directly. When students witness various events in the story, they are encouraged to build a picture, predict possible things that will happen, and think of various alternative solutions to the problems faced by the characters. These activities indirectly train students' creativity and imaginative thinking skills.

d. Influence on the Understanding of Moral and Social Values

The most common influence found in various studies on *Upin and Ipin* related to students' understanding of the moral and social values contained in the story. Various episodes not only display the daily activities of the characters, but also present life messages conveyed through actions, decisions, and interactions between characters. Through these presentations, students can understand the forms of behavior that are considered good and the impact caused by every action taken by the characters in the story. Research by Arsyad, Akhmad, and Habibie (2021) shows that Animation *Upin and Ipin* contains various character values such as helpfulness, tolerance, creativity, courage, mutual respect, obedience to worship, and affection (Arsyad et al., 2021). These values are shown consistently in various episodes through relationships between characters who help each other, respect differences, and work together in solving problems.

The findings are reinforced by research by Nursyahbani and Anshori (2023) who identified various moral messages in several episodes *Upin and Ipin*. On the episode *The Temptation of Fasting*, students are introduced to the values of patience, sharing, and helping others. Episodes *Raya Full of Meaning* teaches the importance of maintaining friendship and loving each other, while the *Greed Always Loses* displaying messages about wisdom in making decisions and forgiving the mistakes of others (Nursyahbani, 2023). These messages are conveyed through events experienced by the characters so that they are easier for students to understand than delivery in the form of direct advice. These findings are strengthened by research by Firdaus, Pertala, and Hestiana (2023) which shows that Animation *The Adventure of the Upin and Ipin Gang*

Begins It contains various character values that can be used as a means of learning for students. The results of the study found character values such as honesty, tolerance, discipline, curiosity, friendliness, social care, and responsibility displayed through dialogue and actions of the characters in the story. These values are not only conveyed verbally, but also shown through the behavior of the characters when interacting with family, friends, and the surrounding environment. The presentation of moral values through concrete examples of behavior allows students to more easily understand and emulate the positive attitudes displayed in the show (Muhammad Yudistira Firdaus, Erik Candra Pertala, 2023). The existence of figures with diverse backgrounds also provides a positive social experience for students. In this series, friendship relationships are shown involving figures from various ethnicities, religions, and cultures who coexist harmoniously. These interactions provide students with an overview of the importance of respecting differences, maintaining good relationships with others, and building tolerance in social life.

CONCLUSION

Based on the results of the literature review that has been conducted, it can be concluded that the *Upin and Ipin* Animation shows have an influence on the linguistic and literary aspects of elementary school students. In the linguistic aspect, this influence can be seen in the increase in vocabulary mastery, the development of speaking skills, and the increase in students' listening skills through the exposure to dialogue and interaction displayed in each episode. This show also introduces various Malaysian Malay vocabulary and expressions that in some cases are adopted by students in daily communication.

In the literary aspect, the *Upin and Ipin* shows help students understand the elements of the story, such as the characters and characters and the storyline. In addition, the various events presented in the story are able to encourage the development of students' imagination and creativity and help them understand the moral and social values contained in daily life. The presence of diverse characters, storylines that are close to students' experiences, and moral messages conveyed through the actions of the characters make this show not only function as entertainment, but also as a means of learning that supports the development of character and literary appreciation of elementary school students.

Therefore, the *Upin and Ipin* animated series serves as a highly effective supplementary medium for enhancing elementary school students' language mastery and literary appreciation, provided that active mediation and guidance from both parents and teachers are maintained to ensure proper adherence to standard Indonesian rules. Theoretically and practically, these findings imply that modern educational frameworks should bridge informal home-viewing experiences with formal classroom instruction, utilizing critical media literacy strategies to assist young learners in navigating code-switching between Malaysian Malay expressions and standard language conventions. Building on these findings, future research should conduct empirical field studies to measure vocabulary retention rates and code-mixing dynamics quantitatively, perform comparative analyses between local and imported animations, and develop targeted instructional guidebooks for educators and parents to optimize co-viewing media practices.

REFERENCES

- Adinda, N. Q. M. (2024). Pengaruh tayangan film animasi Upin dan Ipin dalam dialek bahasa Melayu terhadap bahasa Indonesia anak usia enam sampai dua belas tahun. *Jurnal Penelitian Bahasa*, 11(1), 1–15.
- Adnyana, I. K. S. (2025). Film animasi Upin-Ipin: Dampak terhadap cara berbahasa anak. *Jurnal Kebahasaan Dan Kesastraan*, 16–18.

- Arsan, & Shanie, C. N. F. (2021). Meningkatkan kemampuan bicara anak usia dini melalui pembelajaran menggunakan media wayang modern karakter animasi lucu. *Jurnal Pendidikan Anak*, 1(1), 1–18.
- Arsy, S. E. L., & Sudaryanto, E. (2022). Analisis dampak tayangan kartun televisi pada perkembangan bahasa anak di masa pandemi. *Jurnal Ilmiah Pendidikan*, 2(3), 82–94.
- Arsyad, L., Akhmad, E., & Habibie, A. (2021). Membekali anak usia dini dengan pendidikan karakter: Analisis cerita film animasi Upin dan Ipin. *Jurnal Pendidikan Karakter*, 5(1), 77–78.
- Barung, R. (2022). Dampak serial animasi Upin dan Ipin pada perkembangan anak. *Jurnal Komunikasi Dan Media*, 2(1), 14–20.
- Desak Putu Reza Maylita, Putrayasa, I. B., & N. S. (2024). Analisis implementasi pembelajaran sastra pada anak sekolah dasar: Kajian sastra anak. *Jurnal Pembelajaran Sastra*, 1(3), 18–25.
- Desrinelti, D., Neviyarni, N., & Murni, I. (2021). Perkembangan siswa sekolah dasar: Tinjauan dari aspek bahasa. *Jurnal Pendidikan Dasar*, 6(1), 105–109.
- Eliasa, E. I. (2024). Karakteristik perkembangan fisik, kognitif, emosi sosial, dan bahasa anak sekolah dasar. *Jurnal Perkembangan Anak*, 4(6), 127–138.
- Etnawati, S. (2022). Teori Vygotsky tentang perkembangan bahasa anak usia dini. *Jurnal Pendidikan Nasional*, 22(2), 130–138. <https://doi.org/10.52850/jpn.v22i2.3824>
- Fadilla, N., Sari, I. Y., Arafah, F., & Azmi, N. N. A. (2023). Peranan media animasi interaktif untuk mengenalkan nilai-nilai keagamaan di sekolah dasar. *Al-Mutaliyah: Jurnal Pendidikan Agama Islam*, 3(1), 1–17. <https://doi.org/10.51700/almutaliyah.v3i1.402>
- H, M. R. (2017). Animasi sebagai media pembelajaran tentang “Global Warming” untuk anak usia dini. *Jurnal Teknologi Pendidikan*, 7, 79–85.
- Huda, S. (2019). *Implikasi kartun Upin & Ipin terhadap komunikasi siswa-siswi Madrasah Diniyah Matholi’ul Huda Lengkong Sukorejo Ponorogo* [Undergraduate thesis, IAIN Ponorogo]. Institutional Repository.
- Humairoh, A., & Kusayang, T. (2023). Pengaruh bahasa ibu dan kartun Upin & Ipin terhadap pemerolehan bahasa anak. *Jurnal Bahasa Dan Sastra*, 13(3), 471–478.
- Lailiyani, P. N., & Suswandi, I. (2024). Pengaruh tontonan Upin & Ipin terhadap pemerolehan bahasa pada anak usia 8 tahun. *Jurnal Linguistik Terapan*, 212–225.
- Les' Copaque Production. (2024, October 10). *Upin & Ipin memenangi 2 anugerah di ASEAN Academy Creative Awards 2024* [Status update]. Facebook. <https://www.facebook.com/lescopaque/posts/upin-ipin-memenangi-2-anugerah-di-asean-academy-creative-awards-2024-dalam-kateg/1099168795549438/>
- Lubis, H. Z., Irwani, N. R., & Ibrahim, N. F. (2025). Unsur-unsur, macam-macam, dan jenis-jenis seni tari untuk anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 1(1), 1–12.
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa sebagai alat komunikasi dalam kehidupan manusia. *Jurnal Humaniora*, 1(2), 1–10.
- Masbur. (2024). Pengembangan kosa-kata bahasa anak usia dini melalui film animasi. *Jurnal Edukasi*, 1(50), 67–76.
- Musa, H. (2025). Apresiasi sastra sebagai sarana penguatan bahasa dan karakter pada anak usia sekolah dasar. *Jurnal Literasi Sekolah Dasar*, 1(1), 90–101.
- Nursyabani, V. F., & M. A. (2023). Pesan moral dalam film animasi Upin dan Ipin dan relevansi terhadap pendidikan moral di sekolah dasar. *Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 163–183.
- Pasa, N. R. (2024). *Pengaruh media video pembelajaran berbasis animasi terhadap keterampilan berbicara siswa kelas III SDN 77 Krui Kabupaten Pesisir Barat* [Undergraduate thesis, Universitas Lampung]. Institutional Repository.

- Pratiwi, Z. R. (2022). Penggunaan media audio visual berbasis Animaker terhadap hasil belajar menyimak pada pembelajaran bahasa Indonesia di sekolah dasar. *Jurnal Pendidikan Dasar*, 8(4), 1247–1255.
- Sasmi, N., & H. K. R. (2022). Analisis teori kognitif Jean Piaget terhadap perkembangan bahasa pada anak usia sekolah dasar. *Jurnal Riset Pendidikan Dasar Dan Karakter*, 4(1), 15–24.
- Triwardani, R., & Wicandra, O. B. (2020). Kajian kritis praktik anak menonton film kartun di televisi dalam aktifitas keseharian di Banyuwangi. *Jurnal DKV Adiwarna*, 46–56.
- Yahya, S. N., Aurelia, A., Rahmatillah, F., Waruwu, S. Y., & Amelia, N. (2024). Pemanfaatan AI sebagai media pembelajaran dalam pendidikan ekonomi. *Jurnal Disrupsi Bisnis*, 7(6), 823–830.
- Yudistira Firdaus, M., Candra Pertala, E., & S. H. (2023). Analisis nilai karakter dalam film animasi Upin dan Ipin Geng Pengembaraan Bermula karya Nizam Razak. *Jurnal Sastra Dan Budaya*, 3(2), 107–116.
- Yunidar, & Akbar, G. (Eds.). (2025). *Bahasa budaya dan masyarakat: Perspektif sosiolinguistik kontemporer*. Kaizen Medi Publishing.
- Zahrah, N. F. (2024, May 10). Animasi Upin & Ipin capai rating tertinggi di rangkaian TV Indonesia. *Kosmo!*. <https://www.kosmo.com.my/2024/05/10/animasi-upin-ipin-capai-rating-tertinggi-di-rangkaian-tv-indonesia/>
- Zakiyah, S., Hasibuan, N. H., Yasifa, A., Siregar, S. P., & Wahyu, O. (2024). Perkembangan anak pada masa sekolah dasar. *Jurnal Psikologi Perkembangan*, 3(1), 71–79.