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## Audio Visual Story For Children By Architectural Students "It's Dyra"

**Amanda Rosetia<sup>1</sup>, Aprilia Chandrawati<sup>2</sup>, Coral Aswanti<sup>3</sup>, Mikel Owen<sup>4</sup>,  
 Indah Yunita<sup>5</sup>, Elva Christina<sup>6</sup>, Victor Agustian<sup>7</sup>, Deviana<sup>8</sup>, Rickie Cung<sup>9</sup>**

<sup>1-9</sup>Universitas Internasional Batam

Email Korespondensi : [amanda@uib.ac.id](mailto:amanda@uib.ac.id)<sup>1</sup>, 1912023.aprilia@uib.edu<sup>2</sup>, 1912007.coral@uib.edu<sup>3</sup>,  
 1912020.mikel@uib.edu<sup>4</sup>, 1912013.indah@uib.edu<sup>5</sup>, 1912016.elva@uib.edu<sup>6</sup>,  
 1912021.victor@uib.edu<sup>7</sup>, 1912028@uib.edu<sup>8</sup>, 1912035.rickie@uib.edu<sup>9</sup>

### Abstract

Since the age of 3, children have been trained to understand the world little by little and shape their own personalities and characters. Children around the age of development tend to learn behavior and articulation through sight and hearing. Hearing educational stories in early ages will help them learn good traits more quickly. Children educative stories can become one of the sources to shape and build good characteristics of children. In collaboration with IOM, HMPS Architecture UIB has created a special audio visual story for children to understand. Delivering story plots with audio and visuals through the story of "It's Dyra" will provide positive results to build positive mindsets of children. The story will be distributed via YouTube and SoundCloud to make it easier to be shared directly to viewers.

**Keywords:** *Children, Development, Educational Story*

### INTRODUCTION

#### Background of Project

Children stories are very familiar to everyone because all people have a period where they go through the moments, either hearing people stories or reading from textbooks or fairy tale books. Children gain experience and knowledge more through oral stories, in other words, storytelling. In addition, the storytelling method can help children develop and practice their ability to remember and repeat the material that has been previously presented (Putri, 2019).

The first three years of life considered to be the critical period of a child's life (Hartanto et al., 2016). Since the age of 3, children have been

trained to understand the world little by little and shape their own personalities and characters. Children around the age of development tend to learn behavior and articulation through sight and hearing. Hearing educational stories in early ages will help them learn good traits more quickly. Children educative stories can become one of the sources to shape and build good characteristics of children. Proficiency in language and speaking in children is also influenced by intrinsic factors (from children themselves) and extrinsic factors (from the surroundings) (Pusposari, 2015). Their surroundings have a bigger impact on them as

sometimes the surroundings do not fully match the expectations of a child's development to a better level. Therefore, children stories to balance the mindset between the two exist with motivation and wisdom through the stories. Examples include Malin Kundang, Disney stories, and others.

Knowing this information, we, the Architecture Study Program Student Association (HMPS Architecture UIB), agreed to create children stories as a medium for entertaining as well as building good mindsets for children from the International Organization Migration (IOM). Apart from entertaining children and building their mindsets while at it, audio-visual media children stories will also broaden the knowledge and vocabulary of their Indonesian language capabilities.

### **Problems**

International Organization For Migration (IOM), which is in charge in migration, has specifically contributed to strengthen the capacity of law enforcers in Indonesia to combat trafficking, including through seminars, training, provision of guidebooks and curricula related to trafficking (Isambina, 2016).

To deal with these hundreds of Rohingya people, IOM will be requiring both social and financial assistance in which to help the refugees. As a part of IOM's broader regional response in addressing the needs of Rohingya refugees, IOM will contribute to joint efforts with the Government, international and local partners to provide emergency assistance and protection for the new refugees to Indonesia and will respond to requests by the Government of Indonesia for long-term and sustainable support of Rohingya women, men, and children (IOM, 2021).

According to Annisa (2017), the psychological conditions of child refugees are also affected by post-displacement activities, especially when they are previously trafficking victims. Trafficking poses physical, psychological, spiritual, and social emotional risks to young victims. Assistance will be needed to help victims of child trafficking to restore their original psychological condition. The most important factor in dealing with traumatic trafficking in children is to build trust and give a sense of security to them (Emansi Saliha, 2017). Therefore, IOM also provides light therapy and psychological support to the children to build their enthusiasm and passion.

### **Effort That has been Made by Other Parties**

The request for assistance to the Government will be requested and be in line with the Presidential Decree 125/2016 concerning the establishment of a framework for handling refugees in Indonesia to achieve international standards in providing access to life-saving emergency assistance, service and protection for the Rohingyas arriving in Indonesia by sea. In addition to requests for assistance to the Government, the Head of the PKK Driving Team for South Sulawesi Province, Lies F Nurdin, will be handing over special masks for children from several sub-districts in Makassar City. Over 7,000 masks will also be distributed to the 1,684 migrants working together with the International Organization for Migration (IOM) and others with disabilities. These efforts were made to break the chain of the spread of the coronavirus, in which to be carried out by the South Sulawesi Provincial Government, including the South

Sulawesi Province PKK Driving Team (Kominfo, 2020).

Access to education is a fundamental right regardless of the nationality of the child. Therefore, formal education and learning opportunities for the refugee children is a top priority for IOM and its local government partners including mayor's offices, local departments of education, and departments of social protection (IOM, 2018).

Some of the 63 migrant children from Afghanistan who entered schools in Tangerang, Indonesia have received assistance from IOM on July 16, 2018 (IOM, 2018). In October 2019, another amount of 81 immigrant children schooled in Pekanbaru are being funded directly by IOM (Antara, 2019). IOM continues to support refugee children to stay in school as it stated that the main problem is, in fact, not financial issues, but rather the enthusiasm of the children refugees.

Picture 1.  
Migrant Children Back to School



Source: Indonesia.iom.int, 2019

In addition to the advocacy for increased access to private and public schools, IOM conducts regular education activities for refugees, including through home-schooling, language lessons, thematic education, and early childhood education as access to formal education continues. IOM also manages computer literacy classes and other vocational training courses for refugee youth and adults. IOM supports community learning centres where adult refugee

volunteers (including those with formal teacher training from their home countries) teach their younger counterparts. Subjects taught at these centres involve courses in language, mathematics, science, and social sciences. To support the social cohesion between refugees and local citizen, IOM also assists Indonesian language courses for refugees (IOM, 2019).

### Aims of Project

The results expected from this activity are:

- To build cooperation with the International Organization of Migration.
- Provides informal education assistance to IOM children.
- To build the mindset of IOM children.
- To expand the vocabulary and knowledge of IOM children.
- To entertain the IOM children through children's stories.

### METHODS

The research methods used by the author in perfecting the research journal are as follows.

- The qualitative method**, namely by looking for theories and reliable information from the writings of the predecessors by using internet browsing to download the papers. The data and information are then sorted and reviewed by the author to find interesting points that supports this journal.
- The correlation method**, namely by connecting the linkages between theories obtained from searching through qualitative methods. The author looks for the relationship between theories then compiles them into written results which will be more accurate.

The creation of an audio-visual story entitled "It's Dyra" was done according to the arrangement.

The implementation of this activity involves individuals (children) with a period of 3-12 years as the target audience and students of Architecture Student Council UIB as planners and executors. The scope of activities is not carried out face-to-face but through online media as well. The work will be sent to the International Organization of Migration using Google Drive. In addition to that, they will also publish it via YouTube and SoundCloud. The work produced in this PKM activity will then be submitted for copyright granting.

**RESULT AND DISCUSSION**  
**Committee Structure dan Job Description**

Table 1.  
Committee Structure and Job

Committee	Job Description
<b>Person in Charge</b> • Supervisor of HMPS <u>Attution</u>	• Providing direction and guidance on preparation, implementation, and activity accountability reports.
<b>Head of The Committee</b> • Coral <u>Aswanti</u>	• Coordinating all committee through control over the implementation of job descriptions and meetings so that they run according to plan. • Ensuring activities take place according to plan
<b>Plot Division</b> • Mikel <u>Owen</u>	• Creating a story plot as the main material for the story. • Creating a narrative story to help in organizing the overall structure of the story thoroughly.
<b>Music/Sounds Division</b> • Indah <u>Yunita</u> • Elva <u>Christina</u>	• Searching and creating music and sounds for the story. • Recording the narrator's voice.
<b>Translation Division</b> • Victor <u>Agustian</u> • Deviana	• Translating story from Indonesian to English.
<b>Drawing/Editing Division</b> • Aprilia <u>Chandrawati</u> • Rickie <u>Cung</u>	• Drawing illustrations that will be used in the story video. • Editing whole pictures, sounds, and music altogether from other divisions.

Source: Private, 2021

**Time and Place Implementation**

The implementation of this Community Service (PKM) activity was held on November 10, 2020, starting from the production stage to publication on November 30, 2020. The entire implementation was carried out online, both sending videos and showing videos to IOM children.

Table 2.  
Timeline Table

No	Activities	October		November							December
		15-20	18-9	10-12	13-15	16-17	18-20	21-25	30-1		
1	Preparation of Proposals	X									
2	Preparations (Contacting IOM)		X								
3	Approval of proposals			X							
4	Story Plot Making				X						
5	Sketching					X					
6	Translate Manuscript						X				
7	Lining & Coloring							X			
8	Video Editing								X		
9	Voice Over & Finalization Video									X	
10	Publication										X
11	Activity Accountability Report										

Source: Private, 2021

The budget used is fully funded by UIB. The following is the details of the financial report presented by a table.

Table 3.  
Financial Report

No	Budget Details	Unit	Qt.	Unit Price	Total	Source of Funds
<b>RECEIPTS</b>						
1	IPR Copyright Fee			500.000	500.000	UIB
<b>Total Penerimaan</b>						
<b>EXPENDITURE</b>						
1	IPR Copyright Fee			500.000	500.000	UIB
<b>Total UIB Expenditures</b>					500.000	UIB
<b>Total Receipts from UIB</b>					500.000	UIB
<b>Balance (Total Receipts - Total Expenses)</b>						-

Source: Private, 2021

**Compilation Process**

a. Plot Story Making

The plot of the story is created by one of the committee members in which then will be revised and agreed upon by the committee.

b. Manuscript Translating

The script is translated into English for the IOM children to understand the story easily.

c. Sketching

The process of drawing with pencil on paper where the results are then photographed and sent to digital media.

Picture 2.

1<sup>st</sup> Frame, Sketched Illustration



Source: Private, 2020

d. Sketch Importing

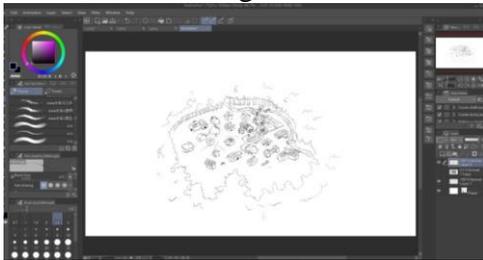
The sketches' images are imported into a digital drawing application for the digitization stage.

e. Digitization

The outlining and digital coloring of the imported sketches.

Picture 3.

Outlining Process



Source: Private, 2020

Picture 4.

Coloured Digitalization Results



Source: Private, 2020

f. Video Editing

The results of the digital images are combined and edited to become a single video.

g. Voice Over and Video Finalization

The edited video will include voice (dubbing) and supporting songs to enhance the audio-visual story experience. The video will also be subbed for the children to learn the

Indonesian language progressively as they watch and listen while reading the subtitles.

h. Review and Revision

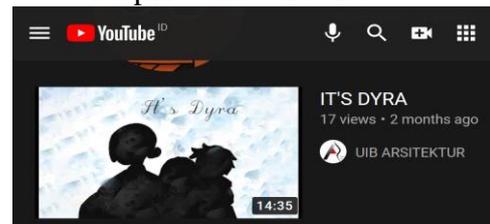
The results of the video are then being watched, assessed, and revised again by the committee.

i. Upload

The video results that have been approved are then uploaded to YouTube and Soundcloud. ([url: https://www.youtube.com/watch?v=NutkXrYaMZk](https://www.youtube.com/watch?v=NutkXrYaMZk))

Picture 4.

Uploaded to YouTube



Source: YouTube, 2021

CONCLUSIONS

“It's Dyra” is a story related to love and passion for life. The story emphasizes Dyra and Kara who are both 7 years old. With young main characters, IOM children will be more interested to the story as it will create a relatable impression between the children and the main characters where the spirit of the main characters will be felt by them. “It's Dyra” is also presented with Indonesian subtitles, voice dubbings by a narrator and mild songs to add the atmosphere of the story.

Picture 5.

Screenshot from The Video



Source: YouTube, 2021

The creation of an audio-visual story for IOM children is a great achievement for HMPS Architecture UIB. This achievement was also reached thanks to the support and cooperation of the UIB lecturers and IOM itself. Even though we could not see the reactions and feedbacks from the IOM children directly due to COVID-19, we expect them to feel delighted and helped by the audio-visual story "It's Dyra." Besides being able to help IOM children, we hope that all students, both inside and outside of UIB, can develop good habits in improving their abilities and creativity to be useful and contribute to the society. It is to be hoped the opportunity and support will be given to this kind of activity again in the following years by UIB and IOM.

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