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The Appeal of Anime and Manga (Japanese Comics) Translation in Human
and Social Advancement in Indonesia to Deal with the Era of Industry 5.0

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ABSTRACT

The study will give an alternative perspective on education process inquiry focused on how we can maximize the existence of fiction in the form of *Anime* and *Manga* (Japanese comic) translation to achieve an educational goal, which is to enhance children's understanding about the real world through building up the connections between deep and surface knowledge. The methodology of this research project is Participatory Action Research. There are seven principles applied in this study : 1) to explore and share children passion and wonder about the real world; 2) to make fiction in every type and form to make them understand the real world; 3) to read and write fiction to match the inquiry about the real world; 4) to equip instruction with short texts for reading and writing; 5) to show the real inquiry process to the real world by modelling, thinking, demonstrating, and practicing; 6) to give the liberty for students to choose, to read, to research the topics and interest of reading and writing fiction material; 7) to serve as long-term building blocks of time for student to explore their thoughts and questions. Based on the research findings, the strategies applied has succeed in improving the children understanding about the real world. For further application, these strategies are aimed to enhance the effectiveness of Japanese learning and teaching. Thus, the results of this research are expected to give a great contribution to accelerate the advancement of human and social capital in Indonesia.

Keyword : Japanese Anime, Manga, Translation, Understanding Real World

34 **Introduction**

35   The fascinating world of *manga* and *anime* translation has spread massively worldwide

36 since the era of 1990 year including into Indonesia. The existence of *manga* and *anime* fans

37 particularly in global youth society and culture has proven that the Japanese popular culture such

38 as *manga* and *anime* have an important strategic role to collaborate the information and culture of

39 Japan at once. The most significant role of the *Anime* and *Manga* to convey the great futuristic era

40 of Japan in creating some concept of collaborative humans and technology in harmony to solve

41 natural humans issues with the concept of Industry and Society 5.0.

42   *Manga* and *anime* with a range of genres and styles such as heroic, romance, intrigue,

43 historical themes and others has the essential element is about the importance of friendship amidst

44 th*e* confusion and challenges of life.(Cathy, 2012). Nowadays, the adaptation of its genres to be

45 more scientical cyber themes are the most favorite ones, like "Tachikomas", "QT", "Mass

46 Production Evas", etc.; more the sport genres , like *Future GPX Cyber Formula Sin* (Anime

47 Subindo channel, 2017); scientific anime such as "Ghost in Shell:SAC 2045", "Steins: Gate",

48 "Psycho Pass", "Space Bross", "Gunbuster" or "The Promised Neverland" is a chilling post

49 apocalyptic adventure. And also "Dr.Stone" another scientific anime combines it with real world

50 science around then compelling journey of a genius boy and science prodigy as he awakens to an

51 earth where everyone has been turned into stone. This is one of the objective of this study to

52 introduce academical researcher in Indonesia to *manga* and *anime* as research resources that can

53 be analyzed from many perspectives which one of it enhances the young reader's information

54 literacy skills and develop the concept of critical thinking respectively about the real world of

55 industry 5.0 era.

56   With wide accessibility to the teenagers, We may see the phenomenon of *Manga* and *Anime*

57   fans clubs every where. For example :*"Future GPX Cyber Formula"* fans club, *"Naruto"* lovers,

58   *"Avatar"* maniac, "Tachikomas" lovers, *"One Piece"* fans club, etc. However, the negative

59   sardonically comments, however, frequently appointed to the influence of *manga* and *anime* to be

60   one of the triggering factors of a cultural distortion in the diffusion of *Manga* and *Anime* translation

61   for those Indonesian teenagers that just merely influencing the fans a negative manner against the

62   original cultural commonsense. The worst case is the teenagers themselves never realize in that

63   tend to self–cultural immersion. For example they may imitate the characters to become *Otaku* and

64   *Wibu* such kind of an over fanatic syndrome for a certain *manga* and *anime* characters. Rather than

65   focusing into the negative impact, try to take the point of advantage of the existence of *manga* and

66   *anime* to make the improvement by turning the negative impact of the translation reading and

67   movie to be a better productive outcome for the fans or the reader particularly for young *Manga*

68   and *Anime* lovers.

69   *Manga* and *Anime* by incorporating both pictures and words would be particularly easy to

70   read in the same way that success in attracting children's attention with employing sophisticated

71   narrative techniques and cover complex subjects which is essential in developing information

72   about the real world. With this particular characteristic, I do believe the must be something to do

73   with A*nime* and *Manga* to be explored more rather than just for 'entertainment reading', but wisely

74   trying to exploit Fiction of *Manga* to be 'something' that will enrich the perspectives of the young

75   readers. *"Write a descriptive of the manga and anime from memory after reading or watching it –*

76   *without looking back will help them to pull out what was most important about it to them including*

77   *style, content, character make them able to visualization and summarizing them to enhance the*

78   *critical thinking of them. All of these are about the real world. The entity of real world is the realm*

79 *that most intrigues. The real world is rich, fascinating, and compelling"* (Donovan, 2014).

80 Participation in exploring and understanding real world through fiction works in at least four

81 interdependent ways : 1) experiential knowing, through direct face-to-face encounter with a person,

82 place or thing; that is, knowing through empathy and resonance, that kind of in-depth knowing

83 which is almost impossible to put into words. (Funke, 2017) For example why Naoki Shinjo in

84 *Future Cyber Formula* serial always keep best machine performance though falling down into

85 crush? How *Avatar* has a lot of adventure? How Inspector Akane Tsumemori in *Psycho Pass* got

86 the dominator gun? Does the dominator gun sell in the market? How much it the cost ? etc.; 2)

87 presentational knowing, grows out of experiential knowing, and provides the first form of

88 expression through story, drawing, sculpture, movement, dance , drawing on aesthetic

89 imagery.(Fernando, 2015); 3) proportional knowing, which draws on concepts and ideas; 4)

90 practical knowing, which consummates the other forms of knowing in action in the world:

91 distinction between "knowing that" and "knowing how".

92 To make the 'fiction' become part of the young *Anime* and *Manga* fans' 'understanding' of

93 the real world need more effort to elaborate and research the current *Manga* fiction translation

94 lovers environment and their current practices. A particularly effective technique is to count

95 occurrences of something and analyze the effect for the children then overall sense of approaches

96 or strategies.

97

98 **Methodology**

99 The study used Participatory-Action Research methodology because of its characteristics of

100 this approach for both taking action and creating research by creating knowledge or theory about

101 that action. Participatory-Action Research is only possible "with", "for", and "by" persons and

102 communities, ideally involving all stakeholders both in the questioning and sense making that

103 informs the research, "and" in the action which its focus (Reason & Bradburry, 2012). The

104 outcomes are both an action and a research outcome through a cyclical process of consciously and

105 deliberately : 1) planning; 2) taking action; 3) evaluating the action; 4) leading to further planning

106 and so on (Argyris, 2008). The success of Participating – Action Research are based on the four -

107 serial elements: a) contextual factors; b) quality of relationship; c) quality of action research; d)

108 outcomes of action research efforts. (Coghlan & Brannick, 2010)

109   Setting of the research were as follows : a) the place for research was *"Sanggar Baca*

110 *Salsabilla"* at Kompleks PU Blok D11, Kalimalang, East Jakarta, Indonesia ; b) Period of research

111 was around December 2016 until June 2017*;* c) Number of research players or participants were 7

112 persons *Manga* translation fans, 12-15 years old, boys and girls, neighborhood, regardless parents

113 income background, and ethnicity; d) data sources were all of documentation and records property

114 of *Sanggar Baca Salsabilla; e)* Technique and research instruments were the observation sheet,

115 questionnaires, writing results or written test results, interview records, reading test results, etc; f)

116 Data Analysis used twice cycles (First cycle January-March 2018 and Second Cycles April – June

117 2018)*;* g) Research procedures were :1) interview and observe ; 2) organize the findings for

118 learning and action; 3) conduct meaningful feedback sessions; 4) leading to further planning .

119

Results and Discussions

121   Adapting the approach of Participating – Action Research with included an open-ended

122 spiral or cycle, that built on previous learning and reflection and allowed systematic evaluation and

123 modification when appropriate, the progress of two cycles as follows :

124   *Table 1. Completion Result of 2 Cycles*

Parameters	Total Average Completion	Minimum Score	Maximum Score
Cycle 1	72,25	50	89
Cycle 2	76,14	65	93

125   This research focuses only on the scientific and robotic futuristic themes *Manga* and *anime*

126 fiction translation fans community and does not include the other genre. The research object was

127 isolated to make a tension between my goal and providing an environment that help children

128 improve their learning and my perception of what was actually happening in their *Manga* and

129 *anime's* fiction enjoying sections. The purpose of making two cycle of action research was to

130 ensure the workability of designed principles to answer the research questions.

131 ***First cycle-three months (January – March 2018) :***

132   The respondents were tested by completing the assignment of reading and watching making

133 short essays as indicated by designed parameters to see the achievements level of designed test.

134 There were six principles applied to get the result of the research and it was applied before the test

135 conducting. As a tool of monitoring the result we prepare a pocket book that we call *"kuingin*

136 *tahu"* (wonder book) through the gadget that all the children have with purpose to find a way to

137 involve the children during they were enjoying the reading and able to apply it into their writing

138 to get the understanding about the real world. This 'wonder book 'hold their thinking related to

139 their fiction reading, writing and inquiry. At the end, this 'wonder book' is a tool to make them

140 'possessing high inferences sense' for anything they are dealing with. The points, the methods, and

141 the principles are :

142 ***1) Explore and share our passion and wonder about the real world.***

143   The first method *Manga* and *anime* analysis with Descriptive analysis. Write a description

144   of the *manga* and *anime* from memory after reading it without looking back. What you remember

145   will help you to pull out what was most important about it to the children including style, content,

146   character, etc. Summarizing and describing is a type of analysis. In here the first principle comes

147   to trigger the curiosity. Curiosity comes in all forms. Children have a natural sense of wonder.

148   They are expecting to be able to keep the list of questions they contemplates in their fiction *manga*

149   reading calls a *"kuingin tahu"* book or gadget record (wonder book). Outside of school, no one

150   reads about or studies a topic or concept they don't already wonder about. In this case I would have

151   a strong intention to turn the traditional in classroom teaching culture to become a fashionable out

152   school learning from "the focus to answer" to become "the questioning-focus". Outside of school

153   we ask 'authentic questions-questions we do not know the answer to but are interested in having

154   answered'. We need to help children building their inferences senses and find their passions,

155   nurture their wonder and give them opportunities to explore their own sincere questions so that

156   they will engage in inquiry and dig deeper.

157   *2) Make fiction in every type and form to compile them about the real world;*

158   In the second method, *Manga* and *anime* analysis with Stylistic analysis, the concepts are

159   analysis of *manga* relating to the art, relating to the story, relating to the *manga* as sequential art

160   such as panels, words, onomatopoeia, etc. (Cloud, Comics, 2012). We use Principle 2 to breed

161   curiosity to lead their passion for engagement. I recognized that we virtually ignored fiction

162   material to become the authentic reading, writing, and research topics. We surround kids / children

163   with fiction that can foster wonder and keep their curiosity alive. I didn't take a notes to recognize

164   that the fiction can be connected between the entertainment and real life. Therefore, we need to get

165   more trade-fiction into our children education inquiries. Children read the fiction, appreciate it,

166 learn from it, and write it more authentically. We packed our rooms with fiction of every size and

167 shape. And children started reading the genre like never before and writing their curiosity. Writing

168 is about appetite and diet. Children needed opportunities to read fiction and write it to be more

169 building their nurture of wondering.

170 *3) Read and write fiction to match the inquiry about real world, equip the instruction with short*

171 *fiction text of reading and writing;*

172 Third method is *Manga* and *anime* analysis with Content Analysis. The point to be analyzed are

173 genres, images, themes, issues. Principle of this third point is to read fiction to write it well.

174 Surround the children with well-written interesting fiction, so that they learn to write it well.

175 Authentic fiction writing is rich and full of voice. Children can become familiar with a variety of

176 fiction authors and their individual writing styles and then use these books as models for their own

177 writing. When we use well-crafted fiction text as the model, fiction writing comes to life. After

178 reading and discussing the rich writing with the children, we can show a copy of *Manga* fiction

179 page on the same content. The difference is immediately obvious,and children pick up on it even

180 though they may never have noticed it before. We make transparencies of short text pieces and

181 read them closely , reasoning through the text together with children, showing how we activate

182 background knowledge, ask questions, determine importance and synthesize information as we

183 read. The reasons of choosing short text are : a) content; b) strategy practice; c) features; d)

184 format;e) form; f) text structure; g) writing quality; h) perspective; i) surprising information.

185 *d) Show the real inquiry process to real world by modelling, thinking, demonstrating, and*

186 *practicing;*

187 In the fourth method, we do *Manga* analysis with Character analysis. point to be analyzed are

188 character type, clothes (costumes, hair, props, etc.), name of characters, ages of the characters,

189 positive (evidence) and negatives traits (evidence). The fourth principle's purpose is to make

190 explicit what is implicit. Explicit instructions means that we explain the strategy to be taught and

191 show learners how we use it, and how we think when we read and write. It was too old to tell

192 children what to do without showing them how. Our instruction always involves modelling and

193 practice in one form or another.

194 *5) Give the liberty for children to choose, to read, to research the topics and interest of reading*

195 *and writing fiction material.* Method 5 is *manga* and *anime* analysis with contextual analysis. In

196 this fifth principle we make the children hold their thinking related to their fiction reading, writing

197 and inquiry. In fact, Teenagers select *Manga* and *anime* based on friends, suggestions, advertising

198 on television or internet, and recommendation systems such as popularity ratings in *Anime* News

199 or lists posted to online-sites. We encourage the children to study anything that interests them and

200 to record their thinking in their 'wonder book' and record their responses to curricular topics and

201 content-area reading in a *'kuingin tahu'* book or gadget record (wonder book). This gives children

202 an opportunity to reflect on their learning about real world and merge their thinking with the ideas

203 and information they have read and studied and help them learning on their own.

204 *6) Serve a long-term building blocks of time for children to explore their thoughts and questions.*

205 In this method 6, *manga* and *anime* analysis with creative / critical analysis. Here is Principle 6,

206 in which engaging in deep, meaningful inquiry and to understand what they learn. It must be a time

207 to set to build in long blocks children to explore topics of interest, read, write, and ponder about

208 the world. Thinking, understanding and engagement flourish in one, project class has fostered real-

209 world inquiry. When we build in time to share our passion and encourage sincere questions,

210 surround our children with compelling fiction, match reading to the writing, model how we learn,

211 and give the children long blocks of time to delve into and practice with text of their choice,

212 children come alive and learning explodes.

213 *Second cycle-three months (April 2018 – June 2018) :*

214 The similar test format and content as indicated in the cycle 1 was applied to respondents.

215 Repeating the similar process of inquiry as it was noted in the first cycle.

216

Conclusions

217

218 The concept of six principles was proposed in this study parallel to our emphasis on the

219 importance of practical outcomes which draw our attention to pragmatic questions of practice. It

220 is about the outcomes of the research's workability and the process of inquiry and its life enhancing

221 effects.

222 *Impacting to Human Capital Advancement*

223 The translated *Manga* and *anime* for pedagogical purposes is to mean the responses to the

224 question what the purpose of education that is *to enhance understanding*. The concept of 'wonder

225 book' were the idea to form the young reader of *Manga* and *anime* to become the critical thinker

226 with the strong analytical and high inferences sense. The critical sense were formed by the *Manga*

227 and *anime* are being considered as a trigger and stimulus, the wider real application to all aspect

228 of their surroundings and daily activities will make them to become a great human resources are

229 expected to be ready in taking challenging in the era industry 5.0.

230 *Impact to Social and Economic Advancement*

231 The translated *Manga* and *anime* allow us to examine how translated text is far more than

232 merely a transplanted object. It does more by blending blend with the environment through overlap

and interaction, while they express and are accompanied by related cultural information from their original source culture. It will be the challenges for Indonesian country to become the more competitive country in every life sectors particularly are being aware for being part of the era industry 5.0.

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