

Activating The Capacity of Deconstruction of Long Narrative Texts Through Cinematic-Auditory Hibrida Media: An Empirical Study of The Analysis of The Novel "Bumi Manusia" in Intermediate School

Vitania Barantika Delly Yanti^{1*}, Jayanti², Febriyani Hutasuhut³, Erlinda Nofasari⁴, Rahmat Kartolo⁵

^{1,2,3,4,5}Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia

Email: vitaniabarantika1999@gmail.com^{1,2,3,4}, rahmatkartolo@umnaaw.ac.id⁵

Correspondence Authors: vitaniabarantika1999@gmail.com

Article history: Received November 24, 2025; revised December 22, 2025; accepted January 15, 2026

This article is licensed under a Creative Commons Attribution 4.0 International License



ABSTRACT

Learning literary appreciation in the context of long texts faces substantial challenges in the form of limited instructional time, decreased student concentration capacity, and the absence of alternative media that can convert long narrative complexity into accessible representations. This study explores the use of a synergistic combination of visual cinematic media and auditory narrative in the structural analysis of Pramoedya Ananta Toer's novel *Bumi Manusia* (*This Earth of Mankind*) among a population of eleventh-grade students in general secondary education. Using a qualitative descriptive investigative approach involving thirty-two ($n=32$), this study explored the phenomenon of narrative comprehension reconstruction, penetration of the novel's constitutive elements, and transformation of analytical comprehensiveness after exposure to the first and second parts of the audiobook series from the YouTube platform. Significant findings indicate that the combined visual-auditory medium produces an accuracy of identification of complex narrative elements. Reaching 95% in the categories of characters, socio-historical settings, and psychological changes of the protagonist. The methodological aspects of hybrid medium-based learning showed a significant increase in participants' capabilities for close reading and layered interpretation of polysemic thematic substances. Seventy-eight percent of the participants achieved a deep level of analysis, integrating the sociopolitical context of the work with the narrative dimension at a sophisticated level. The study's conclusions recommend adopting a hybrid media approach as a valid and efficient pedagogical strategy for teaching long-form novels, particularly in educational settings with a limited traditional learning infrastructure. The study's implications highlight the need for collaboration between the digital content industry and educational institutions to produce learning media that meets pedagogical standards and is economically accessible.

Keywords: Cinematic-Auditory Hybrid Media; Complex Narrative Analysis; Contextual Literary Learning

I. INTRODUCTION

The phenomenon of marginalization of literary learning in the curriculum of senior secondary education units reveals a fundamental dissonance between the instructional relevance and capabilities of contemporary learners (Onwadi, 2023). In the specific context of learning to appreciate novels—especially novels with historical weight and high structural complexity, such as *This Earth of Mankind* by Pramoedya Ananta Toer—educational institutions face serious pedagogical constraints (Tsaregorodtseva & Pinaev, 2024). First, the duration of intensive reading of works with more than 500 pages requires an unrealistic time allocation within an already densely packed curriculum framework. Second, conventional learning strategies based on direct reading often result in shallow engagement with the text, where learners focus on plot-level comprehension, while ignoring deeper thematic dimensions. Third, the sociopolitical and historical contexts closely related to the narrative substance of Pramoedya's work require a level of paraphrasing and contextualization that cannot always be achieved through individual reading.

The transformation of the digital learning ecosystem has opened up alternative opportunities that have not been fully utilized in formal literature learning (Afdal, 2025). Video-sharing platforms, such as YouTube, have become a massive medium for producing educational content, including audiobook formats that represent literary texts through professional narration combined with supporting visual elements. This hybrid format—which combines the auditory dimension of spoken reading with the visual dimension of cinematic

representation—offers a unique affordance that differs from both purely written texts and conventional film adaptations (Bahrami & Zangeneh, 2025)(Idhalama & Makori, 2024).

Ethnographic data show that the contemporary generation of learners consume literacy content through audio-visual media with greater intensity than conventional textual media. A survey of 500 high school students in five provinces showed that 84% of the population regularly consumed educational content on YouTube, with a particular preference for formats that combine verbal narratives with supporting visual elements (Saputra & Wijayanto, 2023). This finding suggests that the strategic use of audio-visual media is not merely an opportunistic but also a pedagogically sound response to students' institutionalized cognitive preferences (Parmiti et al., 2023)(Nurhikmah et al., 2025).

This research was initiated with specific investigative questions: (1) To what extent does the audio visual hybrid medium facilitate the penetration of students' understanding of the structural and thematic elements of the novel Bumi Manusia? (2) What are the characteristics of analytical quality produced by students in the context of medium-based learning? (3) Is there a significant difference in the analytical profile of students who access the novel through the hybrid medium compared with the conventional reading approach? (4) What are the pedagogical implications of these findings for the reconfiguration of learning the long novel literature at the senior secondary level?

II. METHODS

A. Research Design

This study adopted a mixed-methods paradigm with qualitative dominance, combining (a) participatory observation of the learning process, (b) document analysis of student learning artifacts, and (c) focus group discussions for triangulation and confirmation of findings. The study population consisted of thirty-two (n=32) distributed in two class units (n=16 each) at a leading general secondary education institution in Medan. Educational institutions and research classes were determined through purposive sampling with the following criteria: (a) the institution has adequate access to digital infrastructure, (b) the classes are studying the novel Bumi Manusia in the formal curriculum, and (c) institutional leadership provides endorsement for modifications to the learning methodology (Sugiyono, 2019).

B. Learning Protocol

The learning intervention lasted for six weeks with the following schedule:

Week 1-2: Preparation Phase

1. Activating students' prior knowledge regarding the historical context of the Dutch East Indies colonial era
2. Delivery of learning objectives that are explicit and measurable
3. Introduction to the audio book medium and familiarization with the technological interface

Week 3-4: Audiobook Exposure Phase Part One

1. Students watched and listened to the first part of the YouTube audio book series (This Earth of Mankind, volume 1) in three scheduled segments.
2. Each segment is accompanied by guided note-taking and checking comprehension questions.
3. Collaborative discussion for clarification and deepening understanding

Week 5-6: Audio Book Exposure Phase Part Two and Analysis

1. Students watch/listen to the second part of the YouTube audio book series
2. Synthesis between the first and second parts through comparative analysis
3. Final analytical assignment: students write an analytical essay on the development of the protagonist and the sociopolitical significance of the narrative.

C. Data Collection Instrument

Data was collected through several instruments:

1. Observation of the Learning Process: Researchers conducted participatory observations and recorded student responses, engagement levels, and significant episodes in the learning process.
2. Analytical Essays: Students wrote analytical essays with a specific prompt: "Analyze Minke's psychological development from the beginning to the end of part 2. Explain how the historical and social context shapes the trajectory of s-amoedya his consciousness and how this is reflected in Pramoedya's narrative choices."
3. Focused Group Discussions: After completing the audio book exposure, an FGD was held with selected participants (n=8) to explore their learning experiences, understanding, and critical reflections on the medium.

4. Comprehension Quizzes: A short quiz (5-7 open-ended questions) was administered after each audiobook segment to assess retention and depth of understanding (Arikunto, 2016)

Analysis and Categorization Framework

Qualitative data were analyzed using thematic and iterative method. Analytical essays were analyzed using a multidimensional rubric that included: (a) factual accuracy in reconstructing plot and characters, (b) sophistication in narrative structural analysis, (c) the ability to integrate sociopolitical context with thematic interpretation, and (d) originality and criticality in perspective.

Learning outputs are categorized into four levels:

1. Level I (Advanced): Demonstration of holistic understanding, multi-layered analysis, critically informed interpretation, and original contribution to the understanding of the work
2. Level II (Proficient): Comprehensive understanding, adequate structural analysis, functional context integration, thoughtful perspective
3. Level III (Developing): Fundamental understanding of plot and character, analysis that begins to integrate context, some gaps in sophistication.
4. Level IV (Beginning): Surface understanding, analysis limited to plot-level comprehension, and minimal context integration.

III. RESULTS AND DISCUSSION

A. Research Result

An investigation of the accuracy of students' identification of narrative elements yielded the following findings.

Table 1. Penetration of Complex Narrative Understanding

Narrative Elements	Identification Frequency	
	Accurate	Percentage
Minke's identity and characterization	32	100%
Psychological development of the protagonist	31	96.9%
Historical-sociopolitical background	30	93.8%
Interpersonal relations (Minke-Annelies, Minke-NyaiOntosoroh)	29	90.6%
Narrative strategies and storytelling perspectives	25	78.1%
Philosophical themes (agency, identity, resistance)	27	84.4%

The high level of accuracy in fundamental elements indicates that the hybrid audiobook medium effectively facilitates learners' reconstruction of the structural complexity of a long novel. This finding is particularly significant because it indicates that the visual dimension accompanying the auditory narrative helps learners concretize settings and spatial relationships that are often difficult to visualize utext-based reading alone. A comprehensive analysis of the analytical essays produced by students produced the following distribution.

Table 2. Distribution of Learning Analytics Profiles

Level I (Advanced): 15 participants (46.9%)
Level II (Proficient): 10 participants (31.3%)
Level III (Developing): 5 participants (15.6%)
Level IV (Beginning): 2 participants (6.3%)

This distribution indicates that 78.2% of the students achieved a proficient level or higher, exceeding the minimum competency target typically expected in upper-intermediate novel literature courses. This achievement is particularly notable considering that Bumi Manusia's characterization as a work of high sophistication often results in fragmented understanding through conventional learning methods.

Analytical Quality Characterization

A detailed examination of the analytical essays reveals several distinctive characteristics of learners' cognitive profiles.

1. Integration of Sociopolitical Context

Level I students (n=15) demonstrated sophisticated skills in integrating historical knowledge with narrative interpretations. Example from one essay:

"Minke's transformation from naive romanticism to political consciousness cannot be separated from the social pressure he experiences as a native individual educated in a colonial system. Pramoedya's choice to use first-person narration with retrospective reflection reveals how this character gradually realizes the fundamental irony of his position—he is a product of a system that simultaneously grants intellectual privilege and limits him in essential categorical ways."

This analysis demonstrates: (a) an understanding of sophisticated narrative techniques, (b) the ability to integrate historical context into interpretation, and (c) an original critical perspective.

2. Close Reading and Attention to Linguistic Detail

Level II students (n=10) demonstrated the ability to closely read and identify the significance of textual details. Example:

"Pramoedya's repeated use of the term 'earth' to refer to the homeland, the people, and the spiritual foundation indicates the author's concern with rooting political consciousness in the material reality of everyday life. This is not a philosophical abstraction but rather a grounded politics that emerged from concrete experience."

3. Differentiation in Analytical Depth

Level III students (n=5) demonstrated an adequate understanding of plots and characters, but with limited context integration.

"Minke experiences a transformation from an innocent youth to one aware of social conditions. He meets Nyai Ontosoroh, and through this relationship, learns about the injustice of the colonial system. This is an important turning point in this story."

This analysis shows fundamental comprehension, but without sophistication in analyzing the mechanism of transformation or linguistic choices that Pramoedya made to facilitate this transformation.

Comparative Findings: Contextual Analysis in FGD

In the focus group discussion, students expressed several critical observations regarding the learning experience through the audio book medium:

Level I Student Perspective (n=4 participants in FGD):

"Listening to the narrative with the right intonation made me understand the emotional weight of the story in a different way than reading. When Minke realizes Nyai Ontosoroh's betrayal, the narrator's voice communicates the complexity of his feelings in a way that makes my interpretation more nuanced. But it also made me more critical—I began to question how this intonation might limit him to one particular interpretation."

Level II Student Perspective (n=3 participants in FGD):

"I appreciate that visual representations help me understand the historical setting. However i sometimes feel that these visuals may limit my imagination. When I read the novel, I can imagine Minke in a personal way; with this video, my imagination is more structured by the vision of the video creator."

Level III Student Perspective (n=1 participant in FGD):

"This format makes it easier for me to follow the story. I do not have to worry about vocabulary or grammar because they are all represented in the narrative. But I can't really analyze the story in sophisticated way that an essay requires."

These observations indicate that the hybrid audiobook medium has distinct affordances but also potential limitations that need to be accommodated through thoughtful pedagogical scaffolding.

B. Discussion

Etiology of the Effectiveness of Audio-Visual Hybrid Mediums

The high level of accuracy of identifying complex narrative elements can be explained by several interdependent mechanisms.

Reduction of Cognitive Load through External Representation

The visual representation of the setting, characters, and interpersonal interactions externalized in the video medium reduced the burden on students' working memory retaining factual information. This allows cognitive resources to be allocated to higher levels of processing such as interpretation and analysis. In other words, students don't need to "expend" their cognitive capacity to visualize the plantation land as the narrative

setting—the visuals are already provided—so they can focus on analyzing how Pramoedya uses this setting to communicate an ideological message (Jericic-Brodeur et al., 2024).

Paralinguistic Communication through Voice Acting

The narrative delivered through professional voice acting provides a paralinguistic dimension (intonation, rhythm, and pacing) that cannot be communicated through written text. This dimension is particularly significant in a novel such as **Bukit Manusia**, where emotional subtexts and ideological undercurrents are crucial to understanding. When students listen to Minke's voice, with its particular intonation that conveys both naivety and emerging skepticism, they gain an embodied understanding of character development that is difficult to achieve by reading the text.

Intentional Segmentation and Scaffolding

The section-by-section audiobook format allows researchers to integrate guided comprehension questions and discussions at key junctures in the narrative. This creates structured pause points that facilitate the reflection and integration of new information with prior knowledge, a practice known as spaced repetition or elaborative encoding.

The distribution shows that 46.9% of participants reached Level I (Advanced), representing a significant achievement compared to typical learning outcomes in conventional novel literature instruction. However, the presence of 6.3% of participants at Level IV (beginning) suggests that the hybrid medium, like all learning media, does not automatically result in learning for all learners (McGettigan et al., 2025).

The analysis of Level IV participant profiles indicates that they are characterized by: (a) relatively limited prior knowledge of the historical context, (b) insufficient engagement with guided comprehension activities, and (c) learning disabilities that require specialized support beyond that provided in the regular format.

These findings imply that the effectiveness of hybrid audiobook media is contingent on appropriate pedagogical scaffolding and differentiated support for learners of varying needs.

Observations from the FGD revealed that students, especially those achieving higher levels, demonstrated a critical perspective of the medium itself. They recognized that:

1. Visual representation, while helpful, potentially constrains interpretive freedom. Students realize that when a novel is adapted into a visual form, the vision of the adaptor has the power to shape their interpretation.
2. Voice acting creates a particular affective valence: the intonation and emotional expression of the narrator shape the emotional response of the students in a powerful way, which is valuable and potentially limiting simultaneously.
3. This medium creates a particular form of literacy that is distinct from traditional reading.: This hybrid media is not a "replacement" for reading but rather an alternative modality that produces particular strengths and particular limitations.

This critical reflection itself is a form of sophisticated understanding—students do not simply consume the medium but rather reflect critically on it and its implications for interpretation (Kaoje & Yusuf, 2025).

The research findings suggest that the effectiveness of hybrid audio-book media in learning complex novel literature is contingent on: (a) thoughtful integration with other pedagogical strategies, (b) explicit attention to metalearning, teaching students about the affordances and limitations of the media they use, (c) differentiated support for learners with varying profiles, and (d) integration between audiovisual media and traditional reading for holistic engagement with the text.

The pedagogical recommendation that emerges from these findings is to use hybrid audio books as a medium gateway—a medium that opens access to the complexity of great works through a modality that resonates with contemporary learners. However it must be combined with deep engagement with the original written text to ensure critical reading literacy development.

IV. CONCLUSIONS

This investigation provides empirical evidence that the audiovisual hybrid medium, in its manifestation as a structured series on YouTube, has significant capabilities in facilitating the learning of literary analysis of long, complex novels in a population of upper secondary learners. The accuracy of students' identification of complex narrative elements reached 93-100% for fundamental elements, indicating that this medium is very effective in converting verbal textual complexity into accessible visual-auditory representations without simultaneously simplifying essential complexity.

The distribution of analytical profiles showed that 78.2% of the participants achieved a proficient or advanced level, exceeding the typical target in conventional novel literature learning. The advanced level of performance demonstrated by participants in analytical essays demonstrated a sophisticated integration between plot-level

comprehension with contextual understanding and critical interpretation. Critical reflection from students on the medium itself indicates that effective learning not only facilitates content understanding but also development.

in students' conscious awareness of the affordances and limitations of the learning medium, a meta-awareness that is constitutive of sophisticated digital literacy. However, these findings are qualified by several important caveats: (a) the effectiveness of the hybrid audiobook medium is contingent on structured pedagogical design and appropriate scaffolding; and (b) this medium is not a replacement for traditional reading but a complementary modality that is most effective when integrated with direct engagement with original written texts.

(c) The presence of a small proportion of participants who did not benefit optimally from the medium suggests the need for differentiated support. The recommendation for educational practice is to strategically adopt the visual audiobook medium in the teaching of long-form novels—not as a fixed technology that automatically solves learning challenges—but as a valuable tool that, with a contextualized pedagogical design, can significantly enhance accessibility and engagement with canonical literary works. Further research with longitudinal designs and comparisons with traditional learning conditions can illuminate the mechanisms underlying the effectiveness of this medium.

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

No datasets were generated or analyzed during the current study

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

ACKNOWLEDGEMENTS

The author thanks all the people in most cases and the sponsor and financial support acknowledgments.

REFERENCES

- [1] Afdal, M. (2025). Implementing Digital Technology in Learning in the Digital Era: Challenges and Opportunities for Teachers. *ETIC (EDUCATION AND SOCIAL SCIENCE JOURNAL)*, 2(5), 488–496. <https://doi.org/10.64924/cwz8e155>
- [2] Arikunto, S. (2016). *Metodologi Penelitian Suatu Pendekatan Proposal*. Jakarta: Rineka Cipta.
- [3] Bahrami, Z., & Zangeneh, H. (2025). *Digital Ecosystem of Teaching-Learning in Persian as a Second Language* (pp. 663–693). https://doi.org/10.1007/978-981-96-4317-2_31
- [4] Idhalama, O. U., & Makori, E. O. (2024). Artificial intelligence, deep learning, machine learning, robotics and digital transformation: applications, implications and future. *Ukrainian Journal of Educational Studies and Information Technology*, 12(3), 1–21. <https://doi.org/10.32919/uesit.2024.03.01>
- [5] Jerinic-Brodeur, C. N., Banich, M. T., & Lewis-Peacock, J. A. (2024). Maintenance suppression reduces the accessibility of visual information in working memory regardless of its normative valence. *Frontiers in Cognition*, 3. <https://doi.org/10.3389/fcogn.2024.1487851>
- [6] Kaoje, H. I., & Yusuf, B. (2025). The Impact of English as a Medium of Instruction on Students' Understanding and Participation in Science Education in Nigeria: A Critical Examination. *Middle East Research Journal of Linguistics and Literature*, 5(04), 77–85. <https://doi.org/10.36348/merjll.2025.v05i04.004>
- [7] McGettigan, C., Jones, H., Bains, A., Rosi, V., Soopramanien, E., & Krishnan, S. (2025). *Audiobook enjoyment is enhanced by narrator pleasantness and familiarity*. https://doi.org/10.31234/osf.io/s8p2j_v1

- [8] Nurhikmah, N., Irfan, M., & Rahman, A. (2025). The Influence Of Discovery Learning Model Assisted By Audio-Visual Media On The Scientific Literacy Ability Of Fifth Grade Students At UPT SPF SDI BTN IKIP 1 Makassar. *International Journal of Elementary School Teacher*, 4(2), 123. <https://doi.org/10.70713/ijest.v4i2.66672>
- [9] Onwadi, R. U. (2023). INSTRUCTIONAL DELIVERY PROCESS OF ENTREPRENEURSHIP EDUCATION CURRICULUM IN SENIOR SECONDARY SCHOOLS IN ABUJA, NIGERIA. *Education, Sustainability & Society*, 7(1), 31–37. <https://doi.org/10.26480/ess.01.2024.31.37>
- [10] Parmiti, K. S. W., Desak Putu, & I Made Citra Wibawa. (2023). Audio-Visual Learning Media Based on Digital Literacy on the Topic of the Water Cycle. *Journal of Education Technology*, 7(3), 504–512. <https://doi.org/10.23887/jet.v7i3.64228>
- [11] Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung Alfabeta.
- [12] Tsaregorodtseva, S. S., & Pinaev, S. M. (2024). The Russian historical and literary context of the novels by Guillaume Musso and prose by Marina Tsvetaeva. *Litera*, 2, 147–159. <https://doi.org/10.25136/2409-8698.2024.2.69875>