PERCEIVED REALISM IN DUBBING CLASSROOM OF THE ELITE IN INCREASING VIEWER ENJOYMENT

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Abstract

The need for dubbing on streaming platforms continues to increase due to the increase in the production of multilingual content to attract new viewers. In accordance with this phenomenon, the objectives of this study are (1) to determine the effect of perceived realism on dubbing Classroom of the Elite on viewers enjoyment, (2) to determine how much influence perceived realism on dubbing Classroom of the Elite has on viewers enjoyment. This study uses a convinience sampling method with the sample criteria involving people who know and watch the Classroom of the Elite anime dubbed into Indonesian. Lemeshow's calculation method with a 10% error is applied in determining the sample size. The results showed that perceived realism in Classroom of the Elite dubbing affects viewers enjoyment. enjoyment of animated shows can be increased by applying dubbing that has good perceived realism. perceived realism in dubbed shows can be built from a number of elements, namely perceptual quality, plausibility, narrative consistency, typicality and factuality. This shows that dubbed shows must be plausible with narrative coherence that has distinctiveness, and in accordance with reality.

Keywords: ***Perceived Realism, Dubbing, Classroom of the Elite, Viewers Enjoyment***

1. INTRODUCTION

Dubbing is an important part of global broadcasting. *Dubbing* Systematically able to improve the perspective of the work to be more conveyed to the audience, especially on *Broadcasting* digital where the mechanism *Dubbing* resulting from the post-production stage will optimize the broadcasting potential and increase the circulation of works from various countries (Tardel, 2020).

Use *Dubbing* at *Streaming platform* is currently increasing in line with the high need for multilingual content production to increase or generate new audiences (Spiteri Miggiani, 2021). *Dubbing* can be challenging to cultural differences and the languages used. *Dubbing* is expected to present a realistic picture of a show (Spiteri Miggiani, 2021). Realism is an important element in a show. Realism is an effort to present a story as close as possible to the picture of reality told so that the related ability to present return reality as it is (Aliyana

& Utami, 2023).

Perceived Realism is also important in *dubbing*, because *Perceived Realism* is the audience's expectation to get an image of the real reality that they want to feel when they watch a story (Gerbner & Gross, 1976). However, realism cannot be perceived with just one element because in the audiovisual context realism is evaluated through many approaches the dimension of storytelling (Busselle & Greenberg, 2000).

In previous studies, experts used a story realism approach to understand the impact of *subtitles* on the depth of the story felt by the audience (Kruger & Doherty, 2018). Realism is also used to analyze the reception of described audiovisual texts (Mustika, 2018). Other research also analyzed perceived realism by comparing the impact of *subtitles* and the impact *of dubbing* on audience engagement (Wissmath & Weibel, 2012). Flis et al (2020) emphasized that dubbing has an influence on the depth of the story that the audience feels (Flis et al., 2020*)*. This reinforces the importance of *Perceived Realism* in a *dubbed story*.

Classroom of the Elite *Animation* is an animated series on the Youtube Platform, featured on a *Channel* called "Muse Indonesia". Muse Indonesia is a branch of Muse Asia that distributes Japanese animation (*anime*). *The "*Muse Indonesia" channel provides a choice of Indonesian *video dubbing* to present a picture of the real reality that the audience wants to feel when watching the *Classroom of the Elite* Animation so that the audience can enjoy the story displayed more.

Research by Matamala et al., (2017) found that audiences can generally enjoy dubbed content because they find it easier to understand (Matamala et al., 2017). The realism felt in the *dubbing* will greatly affect and determine the level of enjoyment that felt by the audience (Raffi, 2020).

BY Therefore, in this study, research problems are formulated: (1) Does *Perceived Realism* in *Dubbing* Classroom of the Elite affect *Viewers Enjoyment?,* (2) How much influence does *Perceived Realism* on *Dubbing* Classroom of the Elite affect *Viewers Enjoyment?*.

Based on the research problems determined, the objectives of this research are to: (1) find out the influence of *Perceived Realism* on *Dubbing* Classroom of the Elite on *Viewers Enjoyment,* (2) find out the influence of *Perceived Realism* on *Dubbing* Classroom of the Elite on *Viewers Enjoyment*.

The results of this research are expected to provide academic benefits, namely as one of the studies of broadcasting communication literature. In addition, this research is also expected to provide practical benefits in understanding *dubbing* to increase *viewers' enjoyment*.

2. IMPLEMENTATION METHOD

This study uses a quantitative approach. The sampling techniques used are *Convinience Sampling*. The population of this study is anime viewers *Classroom of the Elite* at *Channel* Muse Indonesia. Lemeshow's calculation with a 10% error tolerance is used with the consideration that Muse Indonesia is a Youtube platform so that *viewers* and *Subscriber* can change at any time.

So that The calculation of the number of research samples is formulated as follows:

$$n = \frac{Z^2 P(1-P)}{d^2}$$

n = number of samples

z = z score at 95 % confidence = 1.96 p = maximum estimate = 0.5

d = alpha (0.1) or sampling error = 10 %

$$n = \frac{(1,96)^2 \, 0,5(1-0,5)}{(0,01)^2}$$
$$= 96.04 \text{ rounded to } 97$$

Measurement items from previous research were used to create a research questionnaire from (Raffi, 2020) which was adapted to the object of this research. Perceived Realism is measured from several aspects including plausability, typicality, factuality, narrative consistency, perceptual quality with a total of 19 question indicators. Meanwhile, enjoyment is measured with four indicator questions adopted from the questionnaire (Raffi, 2020).

Google form is used to distribute questionnaires with a Likert scale from 1 to 4 (strongly disagree to strongly agree). Next, Partial Least Square (PLS 4) was used to analyze the data. passing the measurement model test stages, namely validity testing with a standard outer loading value with a minimum limit of 0.70 and an AVE value above 0.50 to be declared valid as well as a reliability test by looking at the Cronbach Alpha or Composite Reliability value with a minimum value above 0.70 to be declared reliable. Meanwhile, hypothesis testing is carried out by comparing the results of R more than 0.50.

3. RESULTS AND DISCUSSION

Based on the results of data collection obtained from the results of distributing questionnaires boldly via Google Form. Respondents in this study were people who watched Classroom of The Elite which was dubbed into Indonesian. Respondents who filled out the questionnaire were dominated by people aged 15-23 years, 64.4%, and 24 years and over,

35.6%. Respondents in this study had activities or jobs that were dominated by students 35.6%, employees 23.8%, students 21.8%, others 18.8%. Based on the results of validity and reliability testing (table 1), the results showed that each indicator in each variable X and Y had an outer loading value above 0.70 so it was declared valid. The discriminant validity value of the Average Variance Extracted (AVE) is also higher than 0.50, so it can be ensured that all research variable indicators are valid. The Composite Reliability (CR) results for each variable have exceeded 0.70, which indicates that the reliability of all variables has been tested.

Tabel 4.1 *Outer Loading* & AVE

Variabel *Perceived Realism* (X) dan *Enjoyment* (Y)				
indikator	*Outer loading*	indikator	*Outer loading*	ket
X1	0,835	X16	0,732	Valid
X2	0,746	X17	0,825	Valid
X3	0,785	X18	0,777	Valid
X4	0,733	X16	0,732	Valid
X5	0,804	X17	0,825	Valid
X6	0,729	X18	0,777	Valid
X7	0,788	X19	0,805	Valid
X8	0,718	Y1	0,869	Valid
X9	0,760	Y2	0,921	Valid
X10	0,781	Y3	0,916	Valid
X11	0,770	Y4	0,882	Valid
X12	0,771			Valid
X13	0,841			Valid
X14	0,705			Valid
X15	0,799			Valid
Average Variance Extracted				
(X)	0,805	(Y)	0,600	Valid

In table 4.2, the Fornell Larcker test with the diagonal axis value shows the AVE value > correlation between variables so that overall the discriminant validity evaluation has been fulfilled.

Tabel 4.2 Fornell larcker

	Perceived Realism (X)	*Enjoyment (Y)*
Perceived Realism	0,775	0,832

(X)		
Enjoyment (Y)		0,897

Reliability Test Reliability test results (table 4.3) in this study are Perceived variables Realism (X) and Enjoyment (Y) >0.7. This shows that the research instruments for each variable can be used or are reliable.

Table 4.3 Uji Reliabilitas

VARIABEL	Reabilitas	
	CR	Keterangan
Perceived Realism (X)	0,943	Reliabel
Enjoyment (Y)	0,966	Reliabel

Coefficient of Determination Test

In table 4.4, the R-square value is 0.692, so it can be said that Perceived Realism has an influence of 69.2% on audience enjoyment.

Tabel 4.4 R-square

Enjoyment (Y)	R-square	ket
	0,692	signifikan

Hypothesis testing

In Table 4.5, the test results of the hypothesis state that dubbing has an effect on enjoyment because the T statistics value is .20.084 and the P value is <0.050 so that the hypothesis in this study is accepted, the beta coefficient (β) shows a value of 0.832. This shows that the Perceived Realism (X) variable has a positive contribution to the Enjoyment (Y) variable.

Table 4.5 Uji Hipotesis

Perceived Realism	→		*Enjoyment*
koefisien beta (β)	*T statistics*	*P values*	**result**
0.832	20.084	0.000	*support*

Descriptive Analysis

Descriptive analysis carried out based on the mean value of each research variable indicator (Table 4.6) shows that respondents think that Perceived Realism in Dubbing Classroom of the Elite increases Viewers Enjoyment.

Tabel 4.6 Hasil Uji Deskriptif

Variabel (X) *Perceived Realism*	
Indikator	Mean Pernyataan
Plausibility	
X1	3,168
X2	3,297
X3	3,099
Typicality	
X4	3,059
X5	3,059
X6	3,129
Factuality	
X7	3,050
X8	3,228
X9	2,941
Narrative Consistency	
X10	3,267
X11	3,168
X12	3,149
X13	3,079
Perceptual Quality	
X14	3,248
X15	3,150
X16	3,238
X17	3,109
X18	3,267
X19	3,208
Variabel (Y)	
Enjoyment	
Y1	3,208
Y2	3,158
Y3	3,257
Y4	3,089

Classroom of the Elite meets the quality aspects, both visual elements (cinematography, visual effects, settings) and audio elements (voice, sound, music) feel realistic. The acting in the animated video is convincing. The dubbing accent and dialect

were considered realistic and authentic. The costumes and settings in the animated video were also considered convincing, so that overall the Classroom of the Elite animated video which was dubbed into Indonesian strengthened the production elements of the animated video.

The second highest average score is based on Plausability (3.188). Respondents in this study felt that Elite Class Dubbing was able to strengthen the character of giving, providing an overview of events and situations so that respondents could imagine that the story in the animation could happen in real life.

From table 4.6, it can be seen that perceived quality has the highest average score of 3.203. Research respondents have the perception that dubbed animation. The third highest average score is Narrative Consistency, namely 3.165.

The respondents of this research felt that the dubbing of Classroom of the Elite was narrated with good language structure and consistent story telling, so that the animated story was felt by the respondents to make sense.

The fourth highest average score is the Typicality dimension which has an average score of 3.082. With the animated dubbing of Classroom of the Elite, respondents felt that perhaps many people had experienced incidents similar to those depicted in the animated video. Even respondents also felt that this event might happen to many people and could occur in the real world. The final mean score on the realism perception variable dimension is the Factuality dimension with an average score of 3.073. Respondents felt that the animated voiceover of Classroom of the Elite was a factual story inspired by a true story and sourced from a particular geographical culture. Respondents even believed that the animated story Classroom of the Elite existed in a certain historical period.

In the Enjoyment variable, the average score shows an average score of 3.178. Respondents stated that they enjoyed the segments of the Classroom of the Elite episodes which were dubbed into Indonesian. Respondents also stated that they enjoyed watching the dubbed Classroom of the Elite videos and that they felt they could enjoy the Indonesian dubbing. Even after watching the Classroom of the Elite video dubbed into Indonesian, respondents were committed to continuing to watch it.

4. CONCLUSION

The results of this research can be concluded that Perceived Realism in Dubbing Classroom of the Elite influences Viewers Enjoyment. In order for the enjoyment of

animated shows to increase, the application of dubbing must be able to have good perceived realism.

Perceived realism in dubbed shows can be built from elements such as perceptual quality, plausibility, narrative consistency, typicality and factuality.

Dubbing Classroom of the Elite must be able to maintain these five elements so that Perceived realism can be formed optimally. Specifically in this research, the two lowest elements are Typicallity and factuality, so Dubbing Classroom of the Elite is expected to improve these two elements so that viewers can enjoy more when watching the animated episodes that are broadcast.

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