

Development of Animated Video Media Based on Local Wisdom in Pancasila Education Learning for Grade IV Students

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Abstract

Education is a fundamental and invaluable human need. This study aims to develop a valid, practical, and effective Local Wisdom-based Animation Video media in Pancasila Education learning for grade IV of SDN 3 Lubuklinggau. This type of research is Research and Development with the ADDIE development model. The subjects of this study were grade IV students of SDN 3 Lubuklinggau. Data collection techniques used observation, interviews, questionnaires, tests and documentation. Based on the results of the validity analysis of the Local Wisdom-based Animation Video media on how to appreciate cultural diversity in Indonesia using Aiken's V, the assessment of the language validator was 0.94, the media validator was 0.98, and the material validator was 0.96, meeting the validity criteria. Analysis of the teacher and student practicality sheet assessments showed that the Local Wisdom-based Animation Video media met the very practical criteria with an average score of 82%. Then the effectiveness assessment analysis obtained an average N-Gain score of 0.80 with a high category. Based on the research results, it can be concluded that the Local Wisdom-based Animation Video media is proven to be valid, practical, and effective so that it is suitable for use in the material of chapter 4 How to Appreciate Cultural Diversity in Indonesia for grade IV of SDN 3 Lubuklinggau.

Keywords

Animated Video Media, Development, Elementary School, Local Wisdom, Pancasila Education



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INTRODUCTION

Education is a fundamental and invaluable human need. Through education, people can better prepare for their future lives. Education today can be understood as a process designed to develop the full potential of students, including thinking abilities, skills, attitudes, and life values. As it develops, education plays a crucial role in shaping individuals who possess extensive knowledge, skills, good character, are able to live independently, are responsible, and make a positive contribution to society. Thus, education is realized through learning, which is

essentially an interactive process between educators, students, and the learning environment to develop students' potential.

Learning is essentially an interactive process that occurs between educators, students, and the learning environment, systematically designed to develop students' potential and provide them with meaningful knowledge and learning experiences. Learning and teaching are two simultaneous activities; teaching is always accompanied by learning. This clearly demonstrates that learning is a crucial foundation for guiding students. One factor influencing this learning is Pancasila Education.

Pancasila education is a process focused on fostering an understanding of the nation's core values and their application in everyday life. However, in practice, various problems persist, such as low student appreciation of Pancasila values, a tendency toward theoretical learning, and a lack of connection between the material and students' real lives.

Based on the results of observations and interviews conducted by researchers at SD Negeri 3 Lubuklinggau on October 6, 2025, the results of observations found several problems that occurred in the learning process, namely the lack of innovation in learning media used by teachers, because teachers use textbooks and use non-digital learning media so that students easily get bored during learning and there are some students who have difficulty understanding the learning concepts that teachers use in teaching. The results of interviews with teachers and principals, it is known that the curriculum used in grade IV is an independent curriculum and the school has made efforts to provide learning support facilities, but the use of digital media has not been running optimally. Teachers still predominantly use the lecture method, although efficient but has not fully attracted students' attention. The results of student interviews obtained information that students are more interested in learning media that has an attractive appearance, is colorful, illustrated, and easy to understand to help students in the learning process.

This fact is reinforced by the results of the mid-semester recapitulation of grades, which show that out of 30 students, only 13 students managed to achieve the Minimum Competency Criteria (KKM) of 75, while the other 21 students, or around 62%, were still below the completion standard. The high number of students who have not achieved the Minimum Competency Criteria (KKM) indicates the need to improve the quality of learning, especially in the aspects of material presentation and the use of more interesting and interactive learning media. Therefore, improvement efforts are needed through the implementation of active, innovative learning strategies, supported by more adequate learning media so that all students can achieve more optimal learning outcomes, especially in the Pancasila Education subject.

Based on the problems above and the needs analysis conducted by the researcher, teachers expect solutions to be provided, such as engaging learning media tailored to student characteristics that can be used in the learning process. On the other hand, students need visual, colorful, and easy-to-understand learning media to make the learning process more enjoyable and meaningful. Therefore, it can be concluded that schools, teachers, and students alike need innovations in more engaging and interactive learning media to make the learning process more

effective. One alternative that meets these needs is the Development of Local Wisdom-Based Animated Video Media, as this media can present learning in a more engaging, interactive, and relevant way to students' daily lives, thus making the learning process more effective and meaningful.

Animated videos are a technology-based learning medium that offers numerous benefits in learning activities, including improving the quality of learning and enabling students to solve various problems within the material being taught. Andrasari et al. (2022:79) define animated videos as film-like video displays that consist of images and sound, which can then be designed to be more engaging. Animated videos involve the movement of one frame to another, creating the impression of movement. Sounds, such as conversational sounds or dialogues, support the movement.

Local wisdom is a philosophy of life, knowledge, and various life strategies embodied in activities undertaken by local communities to address various challenges and meet their needs. Askodrina (2021:620) states that local wisdom is the wisdom within the traditional culture of ethnic groups. Wisdom, in the broadest sense, encompasses not only cultural norms and values but also all elements of ideas, including those impacting healthcare technology and aesthetics. With this understanding, local wisdom includes various patterns of action and the results of its material culture.

The Local Wisdom-Based Animated Video Media developed in this research is designed by combining moving images, narration, and attractive colors. This animated video is tailored to the material so that it is easy to use and understand by students. Each scene in the video contains elements of local wisdom, such as figures, traditions, and stories close to the lives of the local community. Through visual displays and explanations of the material packaged animatedly, students can learn more fun and contextually. This animated video can be played on various devices such as mobile phones, laptops, or projectors, so students can see cultural illustrations and learning materials in the form of lively and easy-to-understand animations. The special feature of the developed product is the animated video media, namely media in the form of moving displays that are attractively designed and also equipped with local cultural elements to strengthen the values of local wisdom.

This research is supported by previous research conducted by Kasmawati, et al. (2024) entitled Development of Local Wisdom-Based Animated Video Media in Civics Subjects in Grade V of SD Negeri 13 Tinanggea. The results of this study indicate that the developed animated video is declared valid. The level of validity of media experts obtained a percentage of 90.62% from language experts 97.5% from material experts 98.4% and the practicality of the media by teachers 94.5% indicates that the media is very practical and suitable for use as an effective, interesting, and relevant learning tool.

Based on the problem analysis and literature review above, the researcher decided to set the title "Development of Animated Video Media Based on Local Wisdom in Pancasila Education Learning for Grade IV Students of SD Negeri 3 Lubuklinggau". This study aims to

develop a valid, practical, and effective Local Wisdom-based Animation Video media in Pancasila Education learning for grade IV of SDN 3 Lubuklinggau.

METHODS

The development model concept used by researchers for animated video media in Pancasila Education learning that researchers have created uses the ADDIE development model. Knowledge and understanding of the development model also provides guidelines for designers of learning media that will be developed in the form of animated video media, in determining the choice of model must be in accordance with the characteristics of the learning that will be carried out. This section explains how the research was conducted, the research design, data collection techniques, instrument development, and data analysis techniques.

The subjects of this study were fourth-grade students of SD Negeri 3 Lubuklinggau who were used as guidelines in developing animated video media based on local wisdom. In addition to students, researchers also involved fourth-grade teachers of SD Negeri 3 Lubuklinggau as educators who play a role in the learning process in the classroom and as parties who provide assessments of the use of learning media. Trials were carried out on expert validators of material, language, and media, then student trial subjects were carried out using one-to-one trial stages consisting of 3 people, small group trials consisting of 6 students, and effectiveness tests consisting of 34 students in fourth-grade SD Negeri 3 Lubuklinggau. Data collection techniques used by researchers in developing animated video media based on local wisdom in Pancasila Education learning at SD Negeri 3 Lubuklinggau were: Questionnaires, interviews, observations, documentation.

Syahid et al. (2024:259-261) argue that ADDIE is a rational and comprehensive research and development model that can be applied to various forms of product development, such as models, learning strategies, learning methods, media, and teaching materials. ADDIE is an instructional design centered on individual learning, has immediate and long-term phases, is systematic, and uses a systems approach to human knowledge and learning. Effective ADDIE instructional design focuses on the implementation of authentic tasks, complex knowledge, and authentic problems. Thus, effective instructional design promotes high fidelity between the learning environment and actual work settings. Furthermore, ADDIE provides a framework as an illustration to provide a learning process starting from the analysis stage to evaluation. It turns out that if you look at the various literature explaining ADDIE, it has sub-stages in each activity that vary according to needs.

FINDINGS AND DISCUSSION

The results of this study produced an animated video media product based on local wisdom for fourth grade students. This research was conducted in stages according to the development model discussed in the previous chapter and presented from the results obtained. The data obtained were analyzed to obtain information from the research results and research report. The development of this local wisdom-based animated video media used

the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Based on the results of the description above, an assessment product was obtained in the form of animated video media. In addition to aiming to produce animated video media, this study also aims to determine the validity, practicality and effectiveness of animated video media. The animated video media was developed using the ADDIE development model. The results of the data analysis from this study are a description of the results of the data analysis that have been carried out to test the feasibility of the animated video media that has been developed by the author. The results of the analysis of animated video media are presented as follows:

The validator provided an assessment, including suggestions and input on the animated video media to identify shortcomings in the product being developed. The linguist did not provide any suggestions, as it was already in accordance with Indonesian. The media expert's suggestions included (a) adding apprehended information at the beginning of the video, and (b) separating the example video from the explanation. The material expert suggested adding a conclusion to the video.

Despite the author's shortcomings, the validator assessed the animated video media as valid for use in fourth-grade elementary schools. Based on the analysis by the three validators, the animated video media was valid and worthy of being tested in elementary schools with improvements as recommended by the validators. Based on the overall validity assessment of the animated video media, the animated video media was assessed according to the Aiken's v table. The animated video media was categorized as valid for use in the learning process. After the validation questionnaire by the three validators, it was shown that the animated video media was valid for use during the learning process, with an average score of 0.96, which falls within the Aiken's validation interpretation > 0.80 , which is considered high.

The animated video media has been validated and revised according to the suggestions and input from the three experts. The animated video media was then tested one to one consisting of 3 students, a small group consisting of 6 students, a field test involving 1 class consisting of 30 students, and a fourth grade teacher of SDN 3 Lubuklinggau to determine the practicality of the animated video media. First, students learn to use animated video media, then students are asked to fill out an instrument sheet to determine the practicality of the animated video media that students have learned. Students are asked to fill out a questionnaire with a checkmark (✓) on each "Yes" and "No" question. The teacher's practicality in the questionnaire assessment contains 10 questions by giving a checkmark (✓) on the score. In the results of the teacher's practicality, the criteria are very practical so that it can be concluded overall that the animated video media is very practical to use. The results of the analysis of the practicality of animated video media obtained criteria calculations with a very practical category with an average percentage of one to one 70%, small group 80%, field test 84% and teachers have an average value of 94%. It can be concluded that the animated video learning media "Very Practical" is used during the learning process.

In the effectiveness trial using pre-test and post-test questions. The questions given by the researcher amounted to 20 multiple-choice questions. The author conducted the effectiveness test on fourth-grade students of SDN 3 Lubuklinggau with a total of 30 students. From the results of the calculated data analysis, the level of student effectiveness was categorized as High. Based on the N-Gain value of 0.73 which is included in the "High" category. The results of this study show an increase in the average pre-test and post-test scores. So it can be concluded that animated video media on student learning outcomes has an effectiveness with the "Effective" category.

CONCLUSION

Based on the results of research and development, the following conclusions can be drawn: The results of the validity test of animated video media on the material How to Appreciate Cultural Diversity in Indonesia were carried out by 3 experts, namely: a linguist, a media expert, and a material expert. by providing an instrument in the form of a validation questionnaire. Based on calculations using Aiken's V formula, the overall validity of the third validation questionnaire was "High," as evidenced by the linguist's statement that the language used in animated video media is easy to understand, the media expert's statement that the animated images used in animated video media, and the material expert's statement that the material is appropriate for the learning objectives.

The results of the practicality test for animated video media in the material "How to Appreciate Cultural Diversity in Indonesia" were obtained from the questionnaires completed in one-to-one tests, small group tests, field tests, and teacher practicality tests. The practicality level was very practical, as evidenced by the one-to-one test stating that this media makes students enthusiastic, the small group test stating that using video media makes learning easier for students, and the teacher's practicality test stating that using animated video media makes it easier to deliver material. Therefore, it can be concluded that animated video media is very practical and can be used in the learning process.

The effectiveness test results of the animated video learning media developed for the topic "How to Appreciate Cultural Diversity in Indonesia" can be seen in the pre-test and post-test results, with an average N-Gain score of "High." This can be seen in the fact that before the animated video media was implemented, students left the classroom more frequently, felt bored easily due to only using textbooks, and did not pay attention to the teacher. However, after the animated video media was implemented, students were more active in asking questions, left the classroom less frequently, and were calmer during the learning process. Therefore, it can be concluded that the use of this learning media is very effective during the learning process and helps students understand the material.

Therefore, it can be concluded that the animated video media based on local wisdom for the topic "How to Appreciate Cultural Diversity in Indonesia" for fourth-grade students at SD 3 Lubuklinggau is valid, practical, and effective, meeting the requirements for use in the learning process.

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