Audiovisual Learning Media Based on Local Wisdom Values of the Baduy Tribe Community to Grow Student Character

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ABSTRAK

Pembangunan karakter dapat dilakukan dengan mengintegrasikan nilai-nilai kearifan lokal. Nilai-nilai kearifan lokal masyarakat Baduy dapat diintegrasikan dalam pembelajaran untuk membentuk karakter siswa. Proses integrasi dapat dilakukan dengan mengembangkan media pembelajaran. Tujuan penelitian ini adalah mengembangkan media pembelajaran audio visual berbasis nilai-nilai kearifan lokal masyarakat Baduy pada IPS tema 7 subtema 2 di kelas IV untuk menumbuhkan karakter siswa. Jenis penelitian ini adalah penelitian R&D dengan model ADDIE. Subjek uji coba penelitian ini adalah siswa kelas 4 SD. Metode pengumpulan data dilakukan melalui validasi produk dan penyebaran kuesioner. Instrumen pengumpulan data dilakukan yaitu melalui penyebaran angket validasi dan angket karakter siswa. Langkah-langkah dalam menganalisis produk yang dikembangkan adalah analisis validasi ahli yang terdiri dari ahli materi dan ahli media serta respon siswa. Berdasarkan hasil penilaian dapat disimpulkan bahwa media pembelajaran audiovisual berbasis nilai-nilai kearifan lokal masyarakat Baduy memiliki validitas, kelayakan, dan keefektifan untuk digunakan dalam pengembangan karakter siswa. Media pembelajaran yang baik dapat membantu siswa mempelajari kearifan local yang ada dimasyarakat.

ABSTRACT

Character building can be done by integrating local wisdom values. The values of the local wisdom of the Baduy people can be integrated into learning to shape student character. The integration process can be done by developing learning media. The purpose of this study was to develop audio-visual learning media based on local wisdom values of the Baduy community on social studies theme 7 sub-theme 2 in class IV to grow student character. This type of research is R&D research with the ADDIE model. The subjects of the research trial were 4th-grade elementary school students. Methods of data collection conducted through product validation and distribution of questionnaires. The data collection instrument was carried out, namely through the distribution of validation questionnaires and student character questionnaires. The steps in analysing the product developed are expert validation analysis consisting of material experts and media experts as well as student responses. Based on the results of the assessment, it can be concluded that audiovisual learning media based on the local wisdom values of the Baduy people have validity, feasibility, and effectiveness for use in developing student character. Good learning media can help students learn local wisdom in society.

1. INTRODUCTION

Education is a means to improve the quality of human resources (HR) in facing the era of globalization and guaranteeing the success of a nation by equipping it with the various competencies needed in the future. In improving the quality of human resources, education through its learning process is expected to be able to improve the cognitive, affective, and psychomotor aspects of students, because in learning there is an interaction between teachers and students to develop students in a better direction (Strouse et al., 2018; Wahyuni et al., 2021). These three aspects are educational goals that must be achieved after taking the educational process. Educational goals which include cognitive, affective, and psychomotor aspects have not been realized properly, in fact, what is often developed is the cognitive aspect, so students only gain knowledge, possibly because it is easy to implement and the evaluation given is not difficult (Azmi et al., 2017; Tanto et al., 2019)

The government through a character strengthening program (PPK) is implemented in schools print and builds a generation with character to face the future. Through this program, it is hoped that the younger generation will have character as a provision to face the world of global competition in the 21st century. To shape the quality identity of the young generations, character education has been a valuable instrument for

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many countries (Juanda, 2019; Purwadi et al., 2022). Character education is the answer to concerns about the adverse effects of the era of information disclosure which has resulted in a decline in the noble values of the nation's culture which has led this nation to a moral crisis (Fauziah et al., 2019; I. G. N. Santika et al., 2019). Character education is an absolute thing that must be implemented because basically all teachers as educators have the same goal, namely to form the nation's character. Character education does not only deal with teaching what is right or wrong, but also refers to forming habits of doing good things in life (Murdiono et al., 2017; I. W. E. Santika, 2020). Through character education, students are expected to be able to apply character values to their daily behavior. The character will be formed if the activity is carried out repeatedly regularly so that it becomes a habit, which in the end does not only become a habit but has become a character (Hidayati et al., 2020; Putri, 2018; Rahmadyanti, 2017).

Local wisdom-based learning has advantages in its implementation, in addition to providing knowledge to students, learning based on local wisdom can also cultivate students' moral values and character. Local wisdom-based education provides knowladge, skill and attitudes to students (Nurhasanah et al., 2016; Wulandari et al., 2020). One of the local wisdom values that can be integrated into learning to grow character is the local wisdom values of the Baduy people. the local wisdom values of the Baduy people contain local wisdom values that should be emulated. The local wisdom values of the Baduy tribe that can be transmitted in the context of character building are caring for the environment, liking to work together, obedience to the law, simplicity and independence, democracy, hard work, and honesty (Amriulloh Syabrini, 2015; Suwarti et al., 2019). Integrating the values of the local wisdom of the Baduy people can be carried out in learning in elementary schools through social studies learning. IPS learning has the goal of forming good citizens by having knowledge, skills, attitudes, and values.. The values knowledge is not only delivered in the form of concept explanation, but students can experience it directly or learn it through teaching materials compiled by teacher (Novianti, 2017; Rahmadyanti, 2017; Uge et al., 2019). Integrating local wisdom values can be done with field study activities. If field study activities are not possible to do, the teacher can provide reading texts about local wisdom supported by media images or videos so that students can see a clear description of local wisdom.

The values of local wisdom that are integrated into social studies learning in elementary schools can be done by developing learning media based on local wisdom values. Learning media is a tool in the learning process to stimulate thoughts, feelings, attention, and abilities or skills. Learning media can help teachers to make learning more effective and efficient (Puspitarini & Hanif, 2019; Tafonao, 2018). Media in teaching and learning wil help educator enchance learning achievements in learning, learning is that produces new interests and advantages, motivates and encourages learning behavior and gives students psychological effects. The development of learning media based on local wisdom values can be carried out as a support and learning innovation by integrating local wisdom values of the Baduy Tribe to foster student character. The development of audio-visual media in education has a great influence in learning and education (Dung, 2021; Fauzi, Hilmi, 2017). With advancement in the field of science and technology and its attendant effect in education, the need for audio-visual resources in teaching and learning can no longer be denied in the 21st century classroom. Audiovisual learning media based on the local wisdom values of the Baduy people is an alternative for developing the character of elementary school students. Audiovisual media is media that can be heard and visible media, which means that the media can be heard and seen (Ernayanti et al., 2019; Nurhayati et al., 2020; Olagbaju & Popoola, 2020). Audiovisual media is an intermediary that can be used to convey messages in learning activities so that it can stimulate students' thoughts, feelings, concerns, and interests so that the learning process can be maximized.

Several studies have shown that audiovisual learning media can increase student motivation and learning outcomes. Audiovisual learning media can help students to better understand and strengthen students memory of the material presented so that it can produce learning outcomes for more achievement and motivation in learning (Diansari et al., 2017; Marlena et al., 2019). The development of audiovisual learning media based on the local wisdom values of the Baduy people was carried out because students could not carry out field studies in the Baduy people's environment. Development of audiovisual learning media based on the local wisdom values of the Baduy people in the form of learning videos. The use of designed audiovisual based media by using the powtoon (video player) in very appropriate used in the learning process, because in addition to the process of listening also occurs the process of seeing directly of an event, so that the students have their own experience directly (Gusliati et al., 2019; Sari et al., 2017). Learning videos as audiovisual media have elements of motion that can attract students' attention and motivation in carrying out learning activities.

The results of previous research explained that one way that can be done in stimulating students to learn is by using learning videos (Koning et al., 2019). Other research states that learning by integrating the local wisdom of the Baduy people is very effective to be applied in the learning process (Arisetyawan et al., 2021). The lack of research on the development of audiovisual learning media based on the local wisdom

values of the Baduy people. The purpose of this study was to develop audiovisual learning media based on the local wisdom values of the Baduy people on social studies content, theme 7, sub-theme 2 in class IV.

2. METHOD

This type of research is R&D (Research and Development) research with the ADDIE development model. The ADDIE development model it has a systematic sequence of activities and is easy to understand and implement to develop products. The advantage of the ADDIE model is that it is simple to use and can be applied to curriculum that teaches knowledge, skills or attitudes. The phases of this model include analysis, design, development, implementation and evaluation (Cheung, 2016; Septiana et al., 2022). This research was conducted in 2 elementary schools, namely SDN 2 Girimukti and SDN 3 Sudamanik. The subjects of this study were class IV students for the 2022/2023 academic year consisting of 30 students at SDN 2 Girimukti as the experimental class and 30 students at SDN 3 Sudamanik as the control class.

The data collection method used was product validation by presenting several experts or experts using expert validation sheets, student response questionnaires the use of media, and student character questionnaires. Expert validation sheets and student response questionnaires in this study were used to see the validity and feasibility of the learning media developed, namely audiovisual learning media based on the local wisdom values of the Baduy people. Expert validation in this study involved 2 experts, namely material experts and media experts to assess the products developed by researchers. Student character questionnaires are used to determine the effectiveness of learning media developed to develop the character of elementary school students.

The data collection step is carried out with a determined design and assisted by using certain instruments. 1) The analysis phase, at this stage the process of identifying the learning process and the use of instructional media is carried out in cultivating student character by conducting interviews with teachers and school principals. 2) The design stage, at this stage, is the process carried out to determine core competencies and basic competencies and carry out product designs including materials and materials for the developed learning media. 3) The development stage, conducting product validation by media experts and material experts, product revisions, small group trials, and the final product. 4) Implementation Phase, extensive product trials. 5) Evaluation stage, testing the effectiveness of the product developed based on the results of the pretest and posttest. Instrument grid of each aspect is show in Table 1, Table 2, Table 3, and Table 4.

Table 1. Media Expert Instrument Grid

No.	Indicator	Sub-Indicator
1.	The visual aspect of the media	The attractiveness of the color and background
		image clarity
		Image movement speed
		Light precision
2.	Media audio aspect	Sound clarity
3.	Topographical aspects	Accurate text size
		Text type selection
4.	Aspects of media programming	Time duration
5.	Functions and Benefits	Clarify and facilitate the delivery of messages
		Arouse student interest and motivation

Table 2. Material Expert Instrument Grid

No.	Indicator
1.	Accuracy of material with KD and indicators
2.	Clarity of material
3.	Material truth
4.	Material adequacy
5.	Material systematics
6.	Submission of material according to student characteristics
7.	Clarity in the use of language

Table 3. Student Response Questionnaire Instrument Grid

No.	Assessment Components	Observed Aspect
1.	Quality of material	The material is easy to understand
		Presentation of interesting material
		Language use
		Increase motivation to learn
2.	Technical quality	Font selection
		Color match
		Interesting image display
3.	Media quality	Media can be used independently

Table 4. Student Character Questionnaire Grid

No	Character	Indicator
1.	Care for the Environment	Cleaning the WC
		Cleaning the trash
		Clean up the school environment
		Beautify classrooms and schools with plants
		Participate in activities to keep the environment clean
2.	Discipline	Obedience to school rules
		Obedience to learning activities at school
		Obedience in doing the tasks of the lesson
		Obedience to activities at home
3.	Tolerance	Care
		Respect each other
		Appreciate other people's differences
		Appreciate the kindness of others

Data analysis techniques are carried out to obtain learning media that are suitable for use and meet the validity criteria. The steps in analysing the product developed are expert validation analysis consisting of material experts and media experts as well as student responses. Each expert assessment sheet and student responses have different assessment instruments and criteria. Rules for Giving Questionnaire Score Student Responses to positive attitude statements, that is, if you agree, you get a score of 2 and if you don't agree, you get a score of 1. As for negative attitude statements, that is, if you agree, you get a score of 1 and if you don't agree, you get a score of 2. Rules for scoring the student character questionnaire is show in Table 5. Then criteria for the feasibility category of learning media and student responses is show in Table 6.

Table 5. Rules for Scoring the Student Character Questionnaire

Attitude Statement	Score	
	Positive Statement (+)	**Negative Statement (-)**
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 6. Criteria for the Feasibility Category of Learning Media and Student Responses

Score In Percent (%)	Eligibility Category
$81 < NP \leq 100$	Very good
$61 < NP \leq 80$	Good
$41 < NP \leq 60$	Enough
$21 < NP \leq 40$	Less
$NP \leq 21$	Very Less

The normality test is carried out to find out whether the data obtained from the research results are on the normal side or not, this is one of the things that must be fulfilled parametrically. For this test using the Shapiro Wilk test technique at a significance level of $\alpha = 0.5$. In the assessment criteria using p>

5% then H_0 is accepted then the data is categorized as normal (Ha rejected) and vice versa if p <5% then H0 is rejected then the data is not normal (Ha accepted). H_0 = sample comes from a normally distributed population, Ha = sample does not come from a normally distributed population. Homogeneity test is used to test the similarity of variance between two or more groups being compared. In the homogeneity test of population variance, the One Way Anova test was used at a significant level α = 0.05. The test criteria are used if the X^2-count is smaller than the X^2-table at a significant level α = 0.05 which means the data is homogeneous. If the significance level of the test > 0.05 H_0 is accepted, then there cannot be a difference in variance between the experimental class and the control class (homogeneous). If the significance level of the test ≤ 0.05 H_0 is rejected, then there is a difference in variance between the experimental class and the control class (not homogeneous).

The t-test Independent sample test was conducted to see the effectiveness of the learning media which was developed based on considerations in the model trials from the average values of the experimental group and the control group. Decision-making regarding the results of statistical analysis with the t-test, that is, if t is calculated with a significance level (2-tailed) > 0.025, the mean of the two classes is the same (H_0 is accepted, H_1 is rejected) if t is calculated with a significance level (2-tailed) < 0.025, the mean of the two classes is not the same (H_0 is rejected, H_1 is accepted). H_0 = there is no meaningful difference between the experimental class and the control class, and H_1 = there is a difference between the experimental class and the control class.

3. RESULT AND DISCUSSION

Result

The learning media developed in this study is learning media based on the local wisdom values of the Baduy people using the ADDIE model. First, a needs analysis was conducted through interviews with grade 4 teachers at SD N 2 Girimukti and SD N 3 Sudamanik. The results of interviews with the two teachers showed that the integration of local wisdom values of the Baduy people in social studies learning had never been done. Furthermore, the lack of character-building processes carried out in schools and the lack of teacher innovation in the learning process to develop the character of elementary school students. The next stage is the design stage, at this stage, the researcher determines social studies learning materials for class IV Theme 7 The Beauty of Diversity in My Country. After determining the material, the researcher prepared the material to be used in the development of audiovisual learning media based on the local wisdom values of the Baduy people. The next stage is development after the researcher collects materials that are included in the audiovisual learning media in the form of learning videos. The content in the learning video contains an initial appearance of the learning theme, the diversity of national cultures found in Indonesia, an introduction to the Baduy Tribe, the local wisdom values of the Baduy people, and strengthening for students about the practice of the local wisdom values of the Baduy people in their daily lives. day. Before audiovisual learning media based on the local wisdom values of the Baduy people are tested on students, the learning media must first be assessed for its validity. Therefore, based on research procedures, to measure the validity of audiovisual learning media based on local wisdom values can be seen from the results of expert validation and student responses (small group trials).

Learning media is validated by experienced experts or experts to assess products that have been designed by researchers involving Elementary School Teacher Education lecturers. Media expert test data was obtained from a questionnaire filled in by learning media experts. Based on the results of the assessment carried out by media experts with the aspects measured, namely visual media aspects, audio media aspects, topographical aspects, media programming aspects, as well as the functions and benefits of learning media, the score obtained is 45. The total score obtained is calculated using the expert assessment formula, so the total score obtained was 81.88% with a very good category. The media expert validator suggests adding sound to each sentence displayed, this is intended to make it easier for students to understand the material contained in audio-visual learning media. Based on the results of the media expert's assessment, concluded that the developed audio-visual learning media is suitable for use with several revisions.

The material in the audiovisual learning media was validated by experts or experts who involved an Elementary School Teacher Education lecturer. Material expert test data were obtained from assessments filled in by audiovisual learning media material experts. Based on the results of the assessment carried out by material experts with the aspects that are measured, namely the accuracy of the material with KD and indicators, clarity of the material, the correctness of material, adequacy of material, delivery of material according to student characteristics, systematics of material and clarity of language use. Based on the assessment carried out by material experts, the total score obtained was 39. The total score obtained was calculated using the expert assessment formula, so the total score obtained was 86.66% in the very

good category. The material expert validator suggests clarifying the values of the local wisdom of the Baduy people in audiovisual learning media, to make it easier to achieve the goal of developing learning media. Based on the assessment of material experts, the developed audiovisual learning media is suitable for use with several revisions.
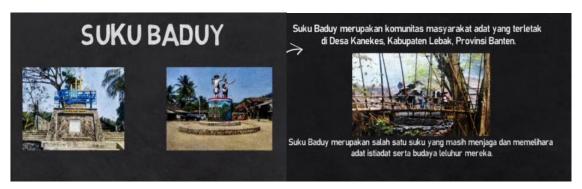

Figure 1. Audio-Visual Learning Media After Revision

Small group trials were conducted to obtain an assessment of student responses to the use of audiovisual learning media developed by researchers. Small group trials were conducted on 5 students by filling out a given questionnaire. Based on the results of assessing student responses to limited product trials conducted on 5 students, an average of 95 was in the very good category. Based on the results of the validity and expert feasibility tests on product validation and response assessment in small (limited) groups. The audiovisual learning media developed in conclusion has validity and feasibility for use in learning.

After carrying out the validity and feasibility tests which were tested through expert validation and student responses, the next stage was field trials. Field trials were conducted to obtain preliminary data on student character (pretest) and data on student character growth (posttest) in the experimental and control classes. The prerequisite test was carried out in the experimental class and the control class with normal distribution. This prerequisite test was carried out to see the results of the pretest and post-test in the growth of student character. Student character pretest and post-test results Table 7. Pretest and Post-test Normality Test Results showed in Table 8.

Table 7. Student Character Pretest and Post-test Results

	Class	N	Average	Std. Deviation
Pretest	Experiment	30	69.80	6.38641
	Control	30	68.40	5.77510
Post-test	Experiment	30	82.60	3.12498
	Control	30	76.07	3.73181

Table 8. Pretest and Post-test Normality Test Results

Class	Question	Shapiro-Wilk		
		Statistic	df	Sig.
Experiment	*Pretest*	0.942	30	0.106
	Post-test	0.956	30	0.248
Control	*Pretest*	0.954	30	0.221
	Post-test	0.943	30	0.109

Based on the Table 8, it is known that the significance value (sig) for all data produces more than 0.05. This normality test uses the Shapiro-Wilk with a pretest significance value in the experimental class greater than 0.05 or 0.106 > 0.05 and a pretest significance value in the control class greater than 0.05 or 0.221 > 0.05. Then the significance value of the post-test for the experimental class was greater than 0.05 or 0.248 > 0.05 and the significance value for the post-test for the control class was greater than 0.05 or 0.109 > 0.05. Based on these data, it can be concluded that the data on the results of the class pretest and post-test in the experiment and control were normally distributed because the significance data were all greater than 0.05.

Based on data analysis, show statistical test results, it was obtained that the significance value of the pretest results was 0.437, which was greater than 0.05 or 0.437 > 0.05, while the significance value of the post-test results obtained was 0.334, which was greater than 0.05 or 0.334 > 0.05. Based on the results of the homogeneity test, the results of the pre-test and post-test in the experimental class and control class came from the same or homogeneous class. Independent Samples Test showed in Table 9. Based on the Table 9 show statistical test results, the pretest sig (2-tailed) level was obtained at 0.377 greater than 0.025 or 0.377 > 0.025. Based on the sig (2-tailed) pretest level, it can be concluded that H_0 is accepted and H_1 is rejected or there is no difference in the pretest average between the experimental class and the control class. Meanwhile, based on the statistical test table, the sig (2-tailed) post-test level is obtained more than 0.000 smaller than 0.025 or 0.000 < 0.025. Based on the sig (2-tailed) post-test level, it can be concluded that H_0 is rejected and H_1 is accepted or there is a difference in the post-test average between the experimental class and the control class.

Table 9. Independent Samples Test

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PRE-TEST	Equal variances assumed	0.611	0.437	0.891	58	0.377	1.400	1.572	-1.747	4.547
	Equal variances not assumed			0.891	57.423	0.377	1.400	1.572	-1.747	4.547
POST-TEST	Equal variances assumed	0.948	0.334	7.352	58	0.000	6.533	0.889	4.754	8.312
	Equal variances not assumed			7.352	56.265	0.000	6.533	0.889	4.753	8.313

Discussion

Education is a forum for improving the quality of human resources (HR) in ensuring the success of a nation. Educational goals include cognitive, affective, and psychomotor aspects. Education should be able to direct students in a better direction, especially in character building. Character building can be done in the learning process as student character education. The process of learning character education can be done by providing innovation both in terms of materials, methods, and learning media. Character education is an important process carried out by teachers in the context of building student character. Character education is everything that teachers do that can influence the character of students including exemplary teacher behavior and various other things. Instilling character values is carried out during the learning process in the classroom (school) and outside of school (Hidayat et al., 2022; Puspitasari, 2014). Character education that is implemented in schools is not just a subject, but a process that is carried out every day (Buchori & Setyawati, 2015; Widodo, 2019). This study explains how the learning process can be carried out as a process of forming student character.

The character education process can be carried out by integrating local wisdom values into the learning process, one of which is in learning. Integrating the values of local wisdom apart from providing information in the form of knowledge to students can also foster moral values and student character. Local wisdom-based education provides knowledge, skills and attitudes to students so that they have knowledge of environmental conditions (Rosmalah, 2021; Wulandari et al., 2020). In line with the previous opinion that stated that traditional knowledge about local wisdom can influence a person's attitude to act positively toward his environment (Surtikanti et al., 2017). Learning that is carried out through local wisdom values is easy to remember because students can directly carry out and practice the theory obtained with the existing reality. Local wisdom can be the basis of character education in school (Karsiwan et al., 2017; Rukiyati Sugiyo & L. Andriani Purwastuti, 2017). The process of integrating local wisdom values in learning can be assisted by using learning media. In this research, audiovisual learning media will be developed based on the local wisdom values of the Baduy people. The development of audiovisual learning media that is carried out is very helpful for students in learning, this is because students can see directly how the values of local wisdom exist directly through the media used. The use of audiovisual media has more capabilities by using two senses at once, namely the sense of hearing and the sense of sight. Learning using audiovisual media gives different results when compared to learning without using audiovisual media (Ichsan et al.,

2021; Patmawati et al., 2018). This learning media also assists teachers in integrating local wisdom values in learning if field studies are not possible to do.

The development of audiovisual learning media carried out in this study is audiovisual media based on the local wisdom values of the Baduy people. The development of learning media was carried out because field studies could not be carried out by teachers and students. The development of learning media contains the values of the local wisdom of the Baduy people so that students can see and understand what the values of wisdom are in the Baduy people. The audiovisual learning media developed in this study is in the form of local wisdom-based learning videos. Video can be used to increase learners' knowledge, since capturing the information is made easier (Ernayanti et al., 2019; Nicolaou et al., 2019). Local wisdom-based learning videos are an effective step for instilling character education from an early age in elementary schools (Azizah et al., 2019; Sukarno & Rahayu, 2019). Research conducted shows that learning videos have a significant influence that can improve the responsible character of children aged 5-6 years (Cahyati, 2018). The development in this research is in the form of learning videos that contain the values of the local wisdom of the Baduy people to develop the character of elementary school students. Other research shows that the implementation of learning using local wisdom-based video media on environmental material can improve students' critical thinking skills (Sukarno & Rahayu, 2019).

Research on the development of learning media based on local wisdom of the Baduy tribe that aims to develop Big Book media based on local wisdom in the Baduy as an effort to introduce the values of wisdom in the Baduy customary area, to foster a love for local customs (Andriana et al., 2017). Other research states that Baduy local wisdom in learning forms good citizens because it contains values that can shape basic human character (Elan & Solihati, 2022). In contrast to the research that will be carried out, the development research that will be carried out by researchers is the development of audiovisual learning media based on the local wisdom values of the Baduy people to develop the character of elementary school students. The implications of this study provide an overview of the application of audiovisual learning media based on local wisdom values of the Baduy tribe community to grow student character. This research will be very useful for educators as a reference in developing character education based on local wisdom. This research has limitations, especially in the scope of research which is still very limited. Therefore, it is hoped that future research will be able to further deepen and broaden the scope of research related to character education based on local wisdom.

4. CONCLUSION

Based on the validation assessment by experts and students' responses to the developed learning media, it shows that audiovisual learning media based on local wisdom values is valid and feasible to use to develop student character. Audiovisual learning media based on the local wisdom values of the Baduy people is effective in growing the character of elementary school students, this can be seen based on the results of the pretest and post-test in the experimental class and control class.

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