



# Animation Video Based on Tri Kaya Parisudha in the Topic of Cultural Diversity

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## ABSTRAK

*Kurangnya media pembelajaran inovatif dan penerapan metode konvensional yang berdampak pada minat dan pemahaman siswa pada muatan pelajaran IPS. Tujuan penelitian ini adalah untuk mengembangkan Video Animasi Berbasis Kearifan Lokal Tri Kaya Parisudha pada pembelajaran IPS kelas IV SD. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE. Subjek penelitian ini yaitu satu dosen sebagai ahli isi mata pelajaran, satu dosen sebagai ahli desain pembelajaran, satu dosen sebagai ahli media pembelajaran, dan dua belas siswa kelas IV SD untuk uji coba perorangan dan uji coba kelompok kecil. Metode pengumpulan data yang digunakan pada penelitian ini adalah metode non-tes menggunakan kuesioner dengan instrumen yang digunakan berupa kuisisioner/angket. Teknik analisis data yang digunakan yaitu teknik analisis deskriptif kuantitatif. Berdasarkan hasil analisis data diperoleh hasil hasil uji validitas oleh ahli isi materi pelajaran memperoleh skor 95,83% (sangat baik); hasil uji validitas oleh ahli desain instruksional memperoleh skor 85% (baik); hasil uji validitas oleh ahli media pembelajaran memperoleh skor 88,33% (baik); hasil uji coba perorangan memperoleh skor 95,83% (sangat baik); dan hasil uji coba kelompok kecil memperoleh skor 97,50% (sangat baik). Sehingga, dapat disimpulkan bahwa media Video Animasi Berbasis Kearifan Lokal Tri Kaya Parisudha layak digunakan sebagai media pembelajaran pada muatan pelajaran IPS kelas IV SD. Implikasi penelitian ini yaitu media pembelajaran Video Animasi berbasis Kearifan Lokal Tri Kaya Parisudha dapat membuat siswa belajar secara mandiri, sehingga proses belajar menjadi lebih menarik, efektif, dan berpengaruh positif terhadap hasil belajar siswa.*

## ABSTRACT

Lack of innovative learning media and the application of conventional methods that have an impact on students' interest and understanding of the content of social studies lessons. The purpose of this study was to develop an animated video based on local wisdom, Tri Kaya Parisudha, in social studies learning in the fourth grade of elementary school. This research is a development research using the ADDIE model. The subjects of this study were one lecturer as an expert on subject content, one lecturer as an expert in learning design, one lecturer as an expert in learning media, and twelve fourth grade elementary school students for individual trials and small group trials. The data collection method used in this study is a non-test method using a questionnaire with the instrument used in the form of a questionnaire/questionnaire. The data analysis technique used is descriptive quantitative analysis technique. Based on the results of data analysis, the results of the validity test results by subject matter content experts obtained a score of 95.83% (very good); the results of the validity test by instructional design experts obtained a score of 85% (good); the results of the validity test by learning media experts obtained a score of 88.33% (good); individual trial results obtained a score of 95.83% (very good); and the results of the small group trial obtained a score of 97.50% (very good). Thus, it can be concluded that Tri Kaya Parisudha's video animation based on local wisdom is appropriate to be used as a learning medium for social studies subject matter for grade IV elementary school. The implication of this research is that the learning media of Video Animation based on Local Wisdom Tri Kaya Parisudha can make students learn independently, so that the learning process becomes more interesting, effective, and has a positive effect on student learning outcomes.

## 1. Introduction

Social science is one of the subjects obtained either in Elementary School, Junior High School, High School, or at the University. Social science is a study that learns about the social symptoms that exist in the community. Social science is one of the subjects designed to develop knowledge, understanding, and analytical skills to the social conditions of people who interact with each other, where Social Science can be used as an alternative to problem solving that occurs in the social environment (Herianti & Rodiyana, 2020; Hidayat, 2020). Social Science subjects aim to develop the potential of students to be sensitive to social problems in society, have a positive attitude and mentality to change from all the gaps that occur, and are capable in solving every problem that occurs in daily life either happening to themselves or in society (Lestari et al., 2017; Surti & Jailani, 2017). So that in the implementation of Social Science learning teachers are required to be able to direct students to be able to think critically and creatively. One of the ways that can be used to foster the willingness of critical thinking and creativity of students is to use learning media in the learning process. Learning media is one of the supporting facilities that teachers can use in the delivery of lesson materials. Learning media is everything that can be used to stimulate students' thoughts, attention, abilities, and skills that include a combination of audio and visual so as to encourage and facilitate students in understanding the subject matter (Ekayani, 2017; Wahyuni, 2018). The use of learning media has an important role in the continuity of the learning process. This is because using learning media will lead to active two-way communication between teachers and students, and with the use of learning media can also increase the motivation and interest of learning students where by using defense media can create a fun learning situation so that students can understand the lesson material easily (Nurrita, 2019). Moreover, in this pandemic Covid-19 situation, learning that was originally carried out face-to-face is diverted in full into distance learning (online). Of course, with the implementation of this online learning, the use of learning media is very important for teachers to use as one of the learning resources of students. Teachers can use learning media such as sending videos, pictures, sounds, or other teaching materials to students as an additional learning resource for students.

But the reality is that in the implementation of online learning teachers often only give assignments to students and rarely do virtual learning with students so that this is considered less effective and can cause boredom to students. Online learning is mostly done simply by giving tasks without any reflection in learning, so this condition results in a lack of knowledge of students in understanding the materials taught during online learning (Akviansah, 2020). In addition, in online learning the delivery of materials is very limited and students sometimes lack the spirit to learn so the use of learning media is needed in this learning (Qurrotaini et al., 2020). This is in line with the observations and interviews at SD No. 3 Abiansema which show that students often have difficulty in understanding online and offline learning. This is because teachers who still use conventional methods and rarely use learning media. In fact, viewed based on the observations of SD No. 3 Abiansema has suggestions and infrastructures that support the implementation of learning such as LCD or other interactive CDs. But in this case the teacher also encountered obstacles that the difficulty of accessing the learning videos in accordance with the learning materials that will be given to students. Of course, this is not in line with the opinion which states that among the factors that are the key to the success of online learning, one of which is the availability of facilities and infrastructure (Pangondian et al., 2019). From the exposure, it is necessary to use learning media to support students' learning activities. The solution that can be conducted is to develop learning media. One of the learning media that can be developed is animated video. An animated video is a collection of images that are used as a movement. An animated video is a technology that contains an image and is combined with audio that appears to be alive and can move according to the characters created for a particular teaching material (Jembari et al., 2015; Rahmayanti & Istianah, 2016). The use of animated videos in learning serves to attract students' attention because by using animated videos can improve some of the students' intelligence in learning so that it can easily provide understanding to students (Novelia & Hazizah, 2020; Novita & Novianty, 2020). The reason for the choice of animation video media development is because one of the characteristics of the animated video is the appearance of the video that can display animated figures / objects that have a live / real impression so that later this video can foster a sense of curiosity of students and can have a positive effect on student learning outcomes. In addition, the existence of animated video media in the learning process can help the continuity of learning to be more effective in terms of student learning outcomes.

Animation video media developed, collaborated with local wisdom Tri Kaya Parisudha. The reason this animated video was developed with local wisdom Tri Kaya Parisudha because in this era of globalization many deviations related to children's characters such as skipping, cheating, bullying, fighting, lack of respect for teachers and parents (Adnyana & Citrawathi, 2017). Surely this is not in accordance with the values of character that must be owned by the next generation of the nation. This is because human beings who have freedom in exploring various information so that it has unwittingly

influenced the pattern of piker and behavior of society, which resulted in a cultural shift, as a form of fading the value of the nation's culture and self-identity as the successor of the nation (Kusuma, 2017). Therefore, of course, it is necessary to understand the value of culture as a form of local wisdom to teach kareakter values by collaborating local wisdom into a learning one of them is the local wisdom of Tri Kaya Parisudha teachings. Tri Kaya Parisudha are three consecrated behaviors consisting of manacika (thinking right), kayika (doing right), and wacika (telling the truth) (Indrawan et al., 2019; Rangga Lawe et al., 2020). The development of an animated video based on local wisdom Tri Kaya Parisudha will later be associated with problems or events that occur in the surrounding environment in accordance with the subject matter. The local wisdom of Tri Kaya Parisudha can be used as a foundation in fostering character and attitude education from the future generation of the nation in the world of education, and can be used as a reference to say better doing good and thinking good in the family environment, school and society environment later.

The previous development research shows that self-developed 3-Dimensional Theme Animation Video is effectively used in learning judging by the results of content expert tests with 100% very high results, media expert tests with a representation of 83.33% classified as high, effectiveness tests with 78% results that mean the media is quite effective, and user response tests with a result of 87.4% which indicates this media is in the very positive category (Budiarsini et al., 2020). The difference of this research with the research conducted is that in this study developed a 3D animation video on Balinese language learning for grade I students while the research conducted developed an animated video based on Tri Kaya Parisudha on social science learning for grade IV students. Furthermore, other research stated that the learning media based on video animation Software Solidworks 2014 and Adobe Flash CS3 is very feasible to use both in terms of materials, and media and responses from students, so this media can be said to be very feasible to use for learning judging by the results of small group trials that get results with a percentage of 86.5%, and large groups of 89.2%. This research is related to the research conducted in the development of animated videos (Aryana et al., 2019). The difference of this research with the research conducted is in this study developed an animated video Software Solidworks 2014 and Adobe Flash CS3 for vocational students while the research conducted developed an animated video based on Tri Kaya Parisudha in social sciences lessons elementary school.

Another study stated that learning by using effective animated video media to improve learning motivation and character of student responsibility is seen from the results of the t test that obtained the level of significance  $p=0.015$  ( $p<0.05$ ) for improving student motivation and significance  $p= 0.000$  ( $p<0.05$ ) for the improvement of student responsibility This research is related to research conducted in the development of animation videos (Widiyasanti & Ayriza, 2018). The difference of this research with the research conducted is that in this study developed an animated video on the material of National Movement Heroes for grade V students while the research conducted developed an animated video based on Tri Kaya Parisudha on social science learning for grade IV students. There is an influence of The Tri Kaya Parisudha-based Word Square learning model on the results of learning Citizenship Education Grade V Elementary School semester II seen from the average acquisition of experimental groups is higher than the average control group of  $81.16>68.69$  (Sucini et al., 2019). This research is related to the research conducted on the use of wisdom loka Tri Kaya Parisudha. The difference of this research with the research conducted is in this study measuring the influence of The Word Square Learning Model Based on Tri Kaya Parisudha on ppkn learning in grade V while the research conducted developed an animated video based on Tri Kaya Parisudha on Social Science learning for grade IV students. This study aims to develop an Animated Video based on local wisdom Tri Kaya Parisudha and know the validation results of local Wisdom-based Animation Video Tri Kaya Parisudha on the content of Social Science lessons grade IV Elementary School based on the review of experts, user tests through individual tests and small groups.

## 2. Method

This research is a research and development using ADDIE development model (Analyze, Design, Development, Implementation, and Evaluation). The ADDIE model was chosen because it is generic, easy to understand, and programmatically adapted to the characteristics and materials that students will be taught. Addie model consists of five stages, namely (1) analyze stage, (2) design stage, (3) development stage, (4) implementation stage, and (5) evaluation stage. However, this research was only conducted until a small group trial. This is due to the situation of the Covid-19 pandemic which does not allow to carry out research during the learning process. The subjects in this study were 12 grade IV elementary school students. The method used in this study is to use non-test methods by disseminating questionnaires. This method is used to analyze student needs, test product validity by experts, and product trials. The instrument used in this research is a questionnaire. The grid of product assessment

instruments of Tri Kaya Parisudha Local Wisdom-based Animation Video by experts and product trial grids by students are presented in Table 1 and Table 2.

**Table 1.** Instrument Grid Product Assessment Video Animation based on Local Wisdom Tri Kaya Parisudha

No.	Aspects	Indicators
<b>Subject Content Experts</b>		
1.	Curriculum	a. Conformity of materials with basic competencies b. Conformity of materials with learning indicators c. Conformity of materials with learning objectives
2.	Material	a. Material Truth b. Material Clutter c. Completeness of Learning Materials d. Depth Of Learning Materials e. Conformity of Materials to Student Characteristics f. Materials supported with the right Materials g. Easy-to-understand material
3.	Grammar	a. Proper and consistent use of language b. The language used corresponds to the characteristics of the student
<b>Instructional Design Experts</b>		
1.	Purpose	a. Clarity of learning purpose b. Consistency between goals, materials and evaluations
2.	Strategy	a. Systematic delivery of material b. Materials follow systematic learning c. Learning activities can motivate students d. Clarity of description and discussion e. Clarity of content provided
3.	Evaluation	a. The language used is easy to understand b. Conformity of the problem with the learning indicator c. Facilitate students' understanding of the material
<b>Learning Media Experts</b>		
1.	Technical	a. CD cover compatibility b. Media can help students understand the material c. Insert a CD cover to package the video d. Clarity of the presenter's voice in an animated video e. Duration of Video
2.	Display	a. Readability of text b. Video consistency and composition c. The use of images supports learning materials d. Proper use of typefaces, font sizes, and spaces e. Precise and harmonious composition and color combination f. The suitability of the video to the content g. Appropriate accompaniment music support h. Proper use of sound effects i. Use of appropriate narration j. Compatible and balanced screen display

**Table 2.** Individual and Small Group Instrument Grid

No.	Aspects	Indicators
1.	Display	a. Attractiveness video opening b. Readability of text c. Clarity of animated video image d. Clarity of narrator's voice e. The color of the animated video
2.	Material	a. Easy-to-understand material b. Clarity of material description
3.	Motivation	a. Media encourages students to learning
4.	Optimization	a. Ease of use in learning b. Video can be played back

Data obtained from validation assessment questionnaires by experts and product trials in the form of scores, comments, feedback and suggestions related to the product developed. The analysis technique used in this study is quantitative data analysis technique. This analysis technique is used to process data validation results of experts and product trials. From the percentage calculation of each questionnaire, the data obtained is analyzed to make decisions on the quality and feasibility of the products developed. Decision-making of assessment percentage results using achievement rate conversion determination on a scale of five (5)

### 3. Result and Discussion

#### Results

The result of this research is animated video media based on Local Wisdom Tri Kaya Parisudha on Social Science lesson content, especially on Cultural Diversity Material in My Country for grade IV students of SD No. 3 Abiansemal. The design of the development of Animation Video media based on Local Wisdom Tri Kaya Parisudha uses the steps of the ADDIE development model, consisting of five stages. First, the analyze stage. At this stage, researchers conduct characteristic analysis of student needs, facility analysis, and content or material analysis by conducting observations and interviews at SD No. 3 Abiansemal. Based on the observations and interviews that have been conducted it is known that in the learning process teachers tend not to use effective media in online learning so that students have difficulty in understanding the materials provided, especially in the content of Social Science lessons. Second, the design stage. At this stage the activities carried out by researchers are making product design (storyboard and script), compiling material content in the media, designing media, arranging learning activities, and making product assessment instruments. This Animated Video was developed using several applications and sites such as wondershare filmora, plotagon, photoshop and Microsoft word.

Third, the development stage. This stage of activities carried out by researchers includes production activities from Video Animation consisting of activities: (1) Creation of Animated Video materials with the help of Microsoft word application according to dubbing and design that has been designed, (2) Collection of images relevant to the material in the Animated Video through a Photoshop application, (3) Animation making in accordance with ethnic material and one appropriate presenter animation through Plotagon application, (4) Incorporation of images and animations relevant to the Animated Video material in the Wondershere Filmora application, (5) Preparation of training questions related to materials in the Animated Video with the help of the Google website, (6) Upload the Animated Video file in Google Drive and share the Video link for product due diligence. Fourth, the implementation stage. In the implementation stage of the activities carried out by researchers, namely conducting product feasibility tests that include validity tests by experts in the content of subjects, validity tests by experts in the construction design, validity tests by learning media experts, individual trials, and small group trials. It should be at this stage of implementation the product of the development of Local Wisdom-Based Animation Video Tri Kaya Parisudha is used or applied to the learning process. However, because the research period is still during the Covid-19 pandemic, it is not possible to carry out learning directly in the classroom, so for this stage only validity tests are conducted by experts, individual product trials and small groups. Fifth, the evaluation stage. The last stage is to evaluate the data that has been collected at the implementation stage. Evaluation activities are conducted during the product development process, in order to avoid mistakes in the final product results. Evaluations are conducted in the form of formative evaluations used to measure or assess learning products that include expert validation, individual trials and small group trials to determine the feasibility of developed learning media products. The validity test of The Tri Kaya Parisudha Local Wisdom-based Animation Video media product was conducted by subject content experts, instructional design experts, learning design experts, individual trials, and small group trials. The results of the validity test of animation video media products based on Local Wisdom Tri Kaya Parisudha presented in Table 3.

**Table 3.** The results of the validity test of the media product Video Animation based on Local Wisdom Tri Kaya Parisudha

No.	Trial Subjects	Validity Results	Percentage Qualification
1.	Subject Content Experts	95,83%	Very Good
2.	Learning Design Experts	85 %	Good
3.	Learning Media Experts	88,33%	Good
4.	Individual Trials	95,83 %	Very Good
5.	Small Group Trial Small Group Trial	97,50 %	Very Good



Based on Table 3 showed that the results of the media validity test Video Animation based on Local Wisdom Tri Kaya Parisudha get good qualifications from experts, individual trials, and small group trials. This can be seen from the results of validity tests by learning content experts obtained a percentage of 95.83%, validity test results by learning design experts obtained a percentage of 85%, validity test results by learning media experts obtained a percentage of 88.33%, individual trial results obtained a percentage of 95.83%, and small group trial results gained a percentage of 97.50%.Based on the results of the poduk validity test, the Animation Video media based on Local Wisdom Tri Kaya Parisudha was declared worthy to be used in the learning process, although there is little input to obtain the results of effective and quality learning media. The results of the development of Animation Video media based on Local Wisdom Tri Kaya Parisudha presented in Figure 1.



Figure 1. Final Result of Animation Video Media Development based on Local Wisdom Tri Kaya Parisudha

**Discussion**

Based on the results of validity tests by experts (experts in the content of lessons, instructional design experts, learning media experts) Animation Video media based on Local Wisdom Tri Kaya Parisudha developed has met the eligibility criteria both in terms of learning content, learning design, and learning media. In addition, the results of product trials to grade IV students of SD No. 3 Abiansemal through individual trials and small group trials also showed a positive response to the Media Animation Video based on Local Wisdom Tri Kaya Parisudha, so that the media Based Animation Video Local Wisdom Tri Kaya Parisudha deserves to be used as a learning media on Social Science content grade IV Elementary School. The feasibility of Animation Video media based on Local Wisdom Tri Kaya Parisudha is due to the development of this media is carried out based on the results of the analysis of the needs and also characteristics of students by using the right development model that is the ADDIE model. This ADDIE model has interrelated steps to each other including analysis, design, development, implementation, and evaluation so that it can produce quality product development. In addition, the feasibility of the products developed is also influenced by several other aspects such as learning content, learning design, and learning media.

Based on the aspects of media learning content Video Animation based on Local Wisdom Tri Kaya Parisudha developed is at a very good qualification. The acquisition of very good qualifications is due to the aspects of curriculum, materials, and grammar showing the conformity between the material and basic competencies and indicators so as to achieve learning purpose. This is evidenced by the results of validity tests by experts in the lesson content that get a percentage of 95.83%, so it can be concluded that the development of Animation Video media based on Local Wisdom Tri Kaya Parisudha has been aligned with the material, basic complexity, indicators, and learning purpose achieved. This is supported by the opinion which states that in the selection of learning materials must be relevant or interrelated with the achievement of competency standards, basic competencies, and learning objectives, as well as the media used (Indah & Saleh, 2018). This is reinforced by the statement that in the creation of media from the aspect of content must be in accordance with the demands of basic competencies, indicators, and learning

purpose that must be achieved by students (Geni et al., 2020). Based on the design aspect of video animation media learning based on Local Wisdom Tri Kaya Parisudha developed is in good qualifications. The acquisition of good qualifications is due to the aspects of purposes, strategies, and evaluations showing that the learning strategy in video through the application teachings of The Tri Kaya Parisudha can realize the learning purpose. This is evidenced by the validity test results by learning design experts who get a percentage of 85%, so it can be concluded that the application of strategies used in the development of Animation Video media based on Local Wisdom Tri Kaya Parisudha is appropriate and in accordance with the learning purpose. This is supported by the opinion which states that the selection of the right startegi can lead to the growth of the spirit of learning, interest in learning, and activeness of students in learning (Kristiyani & Budiningsih, 2019). This is reinforced by the opinion which states that choosing the right strategy, especially in the use of media will certainly help to strive to achieve the expected learning objectives and create a meaningful learning process (Zukmadini et al., 2018).

Based on the media aspects of learning media Video Animation based on Local Wisdom Tri Kaya Parisudha developed is in good qualifications. The acquisition of good qualifications is due to the video developed has qualified such as clarity of information on the illustration, the attractiveness of the CD cover, the use of images, and animations used are in accordance with the characteristics of the students. This is evidenced by the results of validity tests by learning media experts who get a percentage of 88.33%, so it can be concluded that the animated video developed is in accordance with the conditions that must be met in the creation of learning media. This is in accordance with the statement that in the creation of learning media there are two main principles in the creation of learning media, namely text and image design, where in the readability of text that is to use writing styles (such as size, type, numbering, spaces, and colors) that are easy to read and understand), and use simple and easy-to-understand language (such as using common language, use common words , use short words, use active, non-passive sentences, and more) (Sudarma et al., 2015). This is also supported by the opinion which states that in the characteristics of video media must have clarity so that students are easy to understand the learning materials are clear and intact so that it can be stored in long-term memory (Oktaviana & Trimulyono, 2018).

After the assessment by experts and media developed worthy to be used, then conducted by conducting product trials to users (students) consisting of individual trials and small group trials. Based on the results of individual trials of video media Animation based on Local Wisdom Tri Kaya Parisudha developed showed very good product qualification with a percentage obtained by 95.83% while the results of a small group trial video media Animation based on Local Wisdom Tri Kaya Parisudha developed showed very good product qualification with a percentage obtained by 97.50%.The acquisition of quaification is very good in product trials to students because the products developed have been in accordance with the purpose of using learning media. This is in line with the opinion which states that media that is in accordance with the purpose of learning can make students get a message, strengthen and expand knowledge and facilitate students in understanding the material studied (Aeni et al., 2019). This is reinforced by the statement that learning using learning media can make students happier in learning because the material is packed with relevant images and supporting animations, and students can learn anytime and anywhere (Muyaroah & Fajartia, 2017). This is an advantage of Video Animation which in addition to being able to provide character planting to students, this media can also be used at any time by students. Based on the results of this research, it was found that the animation video media based on Local Wisdom Tri Kaya Parisudha developed can be used in learning. This is because the animation video media based on Local Wisdom Tri Kaya Parisudha has several advantages including 1) the delivery of materials can motivate students with predetermined subject matter, 2) There is an emphasis on the teachings of Tri Kaya Parisudha at the beginning and end of the video developed, 3) Animation video media based on Local Wisdom Tri Kaya Parisudha is easy to use, and 4) animation video media contains simple images in accordance with the characteristics of students so as to attract students to learn to use video media. So with the implementation of animation video media based on local wisdom Tri Kaya Parisudha as one of the learning media for students will certainly make students feel happy and interested in learning so as to increase motivation and student learning outcomes. This is supported by opinion which states that the implementation of the learning process using the help of animated video media can attract students to learn so that students' learning motivation can also increase (Farindhni, 2018). In line with that, learning media packaged into the form of video can provide long-term memory for students because the media presented with animation, sound, along with images can attract students' attention, so that video media has a great fun to be liked by students (Awalia et al., 2019). In addition, video media can also make students watch and imagine something of what is presented at the time of playback of the video.

The results of this research are in line with the research which showed that the learning animation video media developed proved to be significantly effective in improving students' learning

outcomes judging by significant differences in students' thematic learning outcomes before and after using learning animation videos (Ponza et al., 2018). In addition, other research that supports this research is research which shows that Hands Move Animation Video Learning Media with Environmental Context can be used in learning activities in elementary schools judging by the feasibility test scores that obtain high enough scores with an average percentage gain of 86.19% through expert validation tests (Permatasari et al., 2019). Based on the exposure, it can be known that the animation video media based on local wisdom Tri Kaya Parisudha is worthy and effectively used as a learning media, because judging by the results of validity tests by experts, individual trial results, and the results of small group trials have met the eligibility criteria that have been set. The findings have implications that the learning media Animation Video based on of Tri Kaya Parisudha Local Wisdom can make students learn independently, so that the learning process becomes more interesting, effective, and positively influential to students' learning outcomes.

#### 4. Conclusion

Animation Video development Based on Tri Kaya Parisudha's Local Wisdom product is "Feasible" to be used as a learning media on Social Science lessons in grade IV elementary school. Expert validation of the content of the lesson shows the conformity between basic competencies, indicators, and materials in the learning media with the purpose of learning. Validation of instructional design experts shows the application of learning approaches to products can realize learning purposes. Validation of learning media experts shows that the product has qualified the clarity of information on the illustration, font type, font size, and language used in accordance with the characteristics of the student and from the learning of this animated video is expected to be applied in daily life by students later.

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