Learning Videos Based on *Tri Hita Karana* Local Wisdom for Social Sciences Theme 7 Sub-Theme 2

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A R T I C L E   I N F O

A B S T R A K

Masih kurang media yang disediakan oleh sekolah sehingga berdampak pada motivasi siswa yang rendah. Selain itu kegiatan pembelajaran yang diberikan guru hanya berpedoman pada buku ajar serta pemberian tugas saja. Tujuan penelitian ini yaitu untuk mengembangkan video pembelajaran berbasis kearifan lokal Tri Hita Karana pada muatan IPS. Jenis penelitian yaitu pengembangan model ADDIE. Subjek penelitian yaitu 1 ahli media, 1 ahli materi, dan 1 ahli desain pembelajaran. Subjek uji coba yaitu siswa yang berjumlah 12 siswa. Metode pengumpulan data dengan kuesioner dan angket. Instrument pengumpulan dengan rating scale. Teknik menganalisis yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu penilaian dari ahli isi pelajaran yaitu 98% (sangat baik). Penilaian dari ahli desain pelajaran yaitu 89,5% (sangat baik). Penilaian dari ahli media yaitu 93,7% (sangat baik). Hasil uji perorangan yaitu 95,1% (sangat baik) dan kelompok kecil yaitu 96,1% (sangat baik). Disimpulkan Video pembelajaran berbasis kearifan lokal Tri Hita Karana valid sehingga layak digunakan.

A B S T R A C T

More media still needs to be provided by the school; it impacts low student motivation. In addition, the learning activities provided by the teacher are only guided by textbooks and assignments. This study aims to develop a learning video based on local wisdom Tri Hita Karana on social studies content. This type of research is the development of the ADDIE model. The research subjects were one media expert, a material expert, and a learning design expert. The test subjects were students, totaling 12 students. Methods of data collection with questionnaires and questionnaires. Collection instrument with a rating scale. The analysis technique is descriptive qualitative and quantitative analysis. The study's results assessed the subject matter experts, 98% (very good). The assessment of the lesson design experts is 89.5% (very good). The assessment from media experts is 93.7% (very good). The results of individual tests are 95.1% (very good), and small groups are 96.1% (very good). It was concluded that Tri Hita Karana's local wisdom-based learning video was valid, so it was feasible to use.

1. INTRODUCTION

Education is a planned effort to realize students who can develop their potential and have good abilities. Through education, students will have the intelligence and skills necessary for themselves in the future (Dwipayana et al., 2018; Trisiana, 2020). It makes educational activities a positive thing and must be obtained by everyone. Someone gets an education through formal or informal institutions (Fitri et al., 2017; Loilatu et al., 2020). Elementary school formal institutions are very important because they can help shape students' basic abilities so they can develop their potential (Meriana et al., 2021; Muhtar & Dallyono, 2020). In education, learning activities are usually carried out in schools, so students have good knowledge and understanding of a particular material. Learning is one of the systematic ways to realize the occurrence of knowledge acquisition and mastery activities, as well as building students' attitudes (Hacieminoglu, 2016; Hsu et al., 2022; Huang et al., 2020). It is what causes learning to be a process that can facilitate students to get good knowledge. This learning process occurs in the learning environment through student and teacher interaction activities. Nationally, learning activities involve components such as students, teachers, and learning resources in the learning environment. It causes the learning process

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to be regarded as a system that is related to one another to achieve the goals that have been previously set (Fauzi & Sastra Khusuma, 2020; Syahrial et al., 2019).

Learning activities are characterized by educative interaction, which is aware of the goals, and learning activities carried out pedagogically for students (Jannah et al., 2020; Usman & Anwar, 2021). This learning activity is carried out systematically through the design, implementation, and evaluation stages. In learning activities, it is necessary to involve students mentally optimally so that learning activities can run smoothly. In addition, it is necessary to build a dialogic atmosphere and an active process in the learning process to improve students' abilities (Hatch & Clark, 2021; Liao et al., 2021). It makes learning activities noteworthy because they can help students acquire self-constructed knowledge. Learning activities must also be adapted to the 13th curriculum currently used in Indonesia (Rohaeni, 2020; Subagia & Wiratma, 2016). This curriculum is a simplification of the previous curriculum. Each lesson has been simplified into one theme, as in the Social Sciences lesson content. Social Sciences is one of the learning materials that will make students study human behavior and society (Puspitaningdyah & Purwanti, 2018; Simanihuruk & Simanungkalit, 2019). Students are very important to study social studies because it can form an attitude of respect and a sense of responsibility for students as social beings and improve social life in the environment or society (Sulfemi & Mayasari, 2019; Utami et al., 2018). It is why learning activities need to provide learning experiences and provide opportunities for students to master the competencies required by students.

However, the learning process that often occurs is the need for more learning resources. Previous research findings also revealed that schools still needed more media, which impacted low student motivation (Paramida & Permadi, 2019; Rustantiningsih, 2018). Other research findings reveal that teachers are still incapacitated and lack time to develop innovative media that can make students easy to learn (Herayanti et al., 2017; Suaeb et al., 2018). It is also found in SDN 2 Selat. The observation results found that textbooks and assignments only guided the learning provided by the teacher. In addition, learning still needs to be improved in applying media that helps students learn. It impacts students who are less enthusiastic about learning because boredom causes ineffective learning. The results of interviews with students also found that students were more interested and motivated in learning by using media. Even though the facilities at school can be said to be adequate because schools already have the supporting infrastructure for the application of digital-based innovative media that can be used in learning activities. Teachers also stated that they were less able to create digital media that helped students learn, so teachers did not use innovative media in learning. This problem certainly impacts low student learning outcomes, especially in Social Sciences subjects.

The solution to overcome the problem is developing innovative media in the form of learning video media. Media is a form or tool that can be used in presenting learning material (Trisiana, 2020; Wisada et al., 2019). This media includes objects that can be seen, heard, and read by students, so their use greatly influences learning activities (Herayanti et al., 2017; Rukmana et al., 2018). This media can also stimulate one's thoughts and feelings so that information or material conveyed in the media can be channeled properly to students (Karisma et al., 2020; Wisada et al., 2019). It causes learning activities to be effective. Video is a media that uses technology in its manufacture, which presents a moving image that can be played electronically (Cahyani & Jayanta, 2021; Pramana et al., 2016). This video is considered very good to apply because it can provide information in the multimedia form to attract students (Cahyani & Jayanta, 2021; Wardani & Syofyan, 2018). This video can also make objects move so that the material presented is easier for students to understand (Wardani & Syofyan, 2018). It is why the idea of the video must be made as attractive as possible to foster students' enthusiasm when participating in learning activities. The video media that will be made will be combined with the local wisdom of Tri Hita Karana to help students learn. The Tri Hita Karana concept is used because it will make students more devoted to God and fellow human beings and love the natural environment so that students not only understand the material but can form a positive attitude in students (Prasedari et al., 2019; Sugihartini et al., 2018).

Previous research findings reveal that the media can facilitate communication in learning activities so that students understand the material more easily (Herayanti et al., 2017; Rukmana et al., 2018). Other findings also reveal that the media is an intermediary that can convey information to increase student learning motivation (Sulfemi & Mayasari, 2019; Susanti, 2019). Other research also states that videos can stimulate students' minds in learning (Ridha et al., 2021; Wulandari, 2020). There has yet to be a study of Tri Hita Karana local wisdom-based learning videos on Social Science content. The advantage of this video is that it combines the Tri Hita Karana concept, which can shape student character for the better. This research aims to develop learning videos based on local wisdom Tri Hita Karana in Social Science content. This video can help students learn Social Sciences and improve student attitudes for the better.

2. METHOD

This type of research is the development of the ADDIE model, which includes analysis, design, development, implementation, and evaluation (Basyar, 2020). The analysis phase analyzes the problem at the design stage designing the product, in the development stage, developing learning videos, and testing product validity. And at the implementation stage, implementing the product that has been developed. The research subjects were one media expert, a material expert, and a learning design expert. The test subjects were 12 students in fourth grade—methods of data collection with questionnaires and questionnaires. Collection instruments with rating scales and grids are presented in Table 1 and Table 2.

Table 1. Subject Content Expert Instruments

No	Aspect	Indicator
1	Learning	The suitability of the material with basic competence.
		Conformity of indicators with basic competencies.
		The suitability of the material with the learning objectives.
2	Contents	The breadth and depth of the material.
		Suitability of the material with the characteristics of students.
		Accurate examples to clarify.
		Appropriateness of images and animations to clarify the contents.
3	Language	Conformity with the rules of the Indonesian language.
		Language suitability with student characteristics.
		The accuracy of writing spelling on the material.
4	Evaluation	The suitability of the material with the practice questions.
		The difficulty level of questions.

(Bayu & Wibawa, 2021)

Table 2. Instruments of Learning Media Experts

No	Aspect	Indicator
1	Teaching Material Cover Design	The color matches the cover.
		Accurate cover illustration.
		Font size in the title.
2	audios	Dubbed voice clarity.
		The suitability of the dubber's voice with the material.
		Audio clarity.
3	Visual	The attractiveness of the display of learning video media.
		The accuracy of the use of letters/fonts.
		Suitability of size, the color of letters/fonts, text spacing, and animation.
		Text clarity.
		Image clarity.
4	Evaluation	The layout/appearance presented is proportional.
		Interesting videos and animations.

(Bayu & Wibawa, 2021)

The technique used in analyzing is descriptive qualitative and quantitative analysis. Qualitative descriptive analysis processes data with expert advice. Quantitative analysis processes score data from experts on the media. The score obtained is given meaning by using the conversion of the level of achievement on a scale of 5 (Tegeh, I. M., & Kirna, 2013).

3. RESULTS AND DISCUSSION

Results

This study developed a Tri Hita Karana local wisdom-based learning video on social science content, theme 7, sub-theme 2 for fourth-grade students at SD N 2 using ADDIE. First, analysis. The results of the analysis show that textbooks and assignments only guide the learning given by the teacher. In addition, learning still needs to be improved in applying media that helps students learn. It impacts students who are less enthusiastic about learning because boredom arises, which causes ineffective learning. The results of interviews with students also found that students were more interested and motivated in learning by using media. Even though the facilities at school can be said to be adequate

because schools already have the supporting infrastructure for the application of digital-based innovative media that can be used in learning activities. Teachers also stated that they were less able to create digital media that helped students learn, so teachers did not use innovative media in learning. The results of the curriculum analysis are presented in Table 3.

Table 3. Basic Competencies and Indicators

Basic Competencies	Indicators
3.2 Identify cultural diversity in the local province as the identity of the Indonesian people through their traditional houses and clothing.	3.2.1 Explain the cultural diversity in the local area and various regions through their traditional houses.
	3.2.2 Explain the cultural diversity that exists in the local area and various regions through their traditional clothing.

Second, design. This stage is designing the video. The first stage is collecting materials that aim to complement and support the contents of the video display. Materials collected are theme 7 sub-themes 2 content of Social Sciences. The videos developed are designed to be semi-interactive and combined with the local wisdom of Tri Hita Karana.

Furthermore, making flowcharts and storyboards will facilitate the preparation of videos so that the material is structured. The storyboard includes three subs, namely description, audio, and visual. This stage also prepares lesson plans and assessment instruments. This instrument is indispensable for assessing video products. The results of the video design are presented in Figure 1.
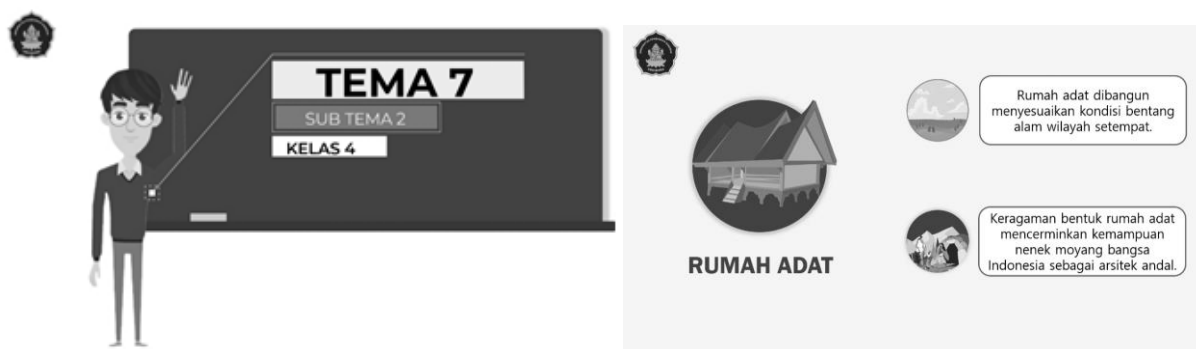
Figure 1. Video design based on Tri Hita Karana

Third, development. This stage produces Tri Hita Karana local wisdom-based learning videos on Social Sciences theme 7 sub-themes 2. The development is adjusted to the storyboard that was previously prepared. Videos focus on images, themes, language, and appearance to make them interesting. All learning resources used to create video media, such as text, images, animation, and audio, are combined into a complete learning media product using Microsoft PowerPoint software and edited using Wobdershare Filmora software. The development results are presented in Figure 2.

Figure 2. Video Based on Tri Hita Karana

Tri Hita Karana's local wisdom-based learning videos were then assessed. The assessment of the subject matter expert is 98% (very good). The assessment of lesson design experts is 89.5% (very good).

The assessment of media experts is 93.7% (very good). The individual test results were 95.1% (very good), and the small group was 96.1% (very good). Based on expert and student assessments, it was concluded that the Tri Hita Karana local wisdom-based learning video was valid and feasible. The revised given is that the learning objectives use formulas A, B, C, and D, and the material is adjusted to the student's ability level. The revised results are presented in Figure 3.

Figure 3. Results of Video Revision Based on Tri Hita Karana

Discussion

         Tri Hita Karana's local wisdom-based learning videos are appropriate for use due to the following factors. First, learning videos based on Tri Hita Karana's local wisdom make learning easier for students. Video is one of the media that provides information in the form of animated sounds and images to make learning easier for students (Febriani, 2017; Teng, 2019). Learning videos are developed by following message design principles to make it easier for students to absorb information. The ease of students in absorbing information is very important for every media to have so that the media that has been developed has an optimal function (Adžić et al., 2021; Puspita & Raida, 2021). The developed learning videos also present material combined with animation to make it easier for students to understand the material. Previous research also revealed that presenting material through animation would make learning easier for students (Antika et al., 2019; Widiyasanti & Ayriza, 2018). In addition, this learning video was developed based on Tri Hita Karana. The value of local wisdom is very important to be taught to every student, especially in the era of globalization, which can help students to form better characters (Nisa et al., 2015; Nurwahidah, 2017). Planting positive values will also enable students to implement them in life so they do not fall into the negative developments of the globalization era (Dewi et al., 2019; Widnyana & Sujana, 2017). The concept of Tri Hita Karana can support optimal learning objectives. The concept of Tri Hita Karana will teach students to be devoted to God, fellow human beings, and the natural surroundings, so it is important for students to understand (Kusumayani et al., 2019; Narayani, 2019). Therefore this media will not only make it easier for students to understand the material but can make students better because it can form positive behavior.

         Second, learning videos based on local wisdom Tri Hita Karana increase motivation. This video presents objects in the form of moving animations to attract students to learn and increase student motivation (Khairani et al., 2019; Kim, 2015). This video constructs a sequence of still images and presents motion electronically, making it very engaging (Pramana et al., 2016; Wardani & Syofyan, 2018). Moreover, video media has kept up with the times so that students can learn and use technology effectively. It makes learning activities more enjoyable to foster students' enthusiasm and motivation to learn (Fadhli, 2015; Wardani & Syofyan, 2018). This video media is also designed to be as attractive as possible, which can foster student enthusiasm and motivation. Previous research findings also reveal that videos designed attractively increase students' motivation to use the media (Lukman et al., 2019; Maryanti & Kurniawan, 2018). The suitability of the material presented in the video with learning objectives also makes learning easier for students. Preparing media based on competency analysis will make learning activities effective and efficient. The material discussed in the video can also motivate students to become more enthusiastic about learning (Busyaeri, 2016; Halim, 2017). Apart from that, the video also reinforces concepts such as pictures and the language used and is easy to understand, making it very interesting.

         The findings of previous research also revealed that developing media requires special skills and integrates the theoretical concepts of media design, which will help to get good qualifications in the media (Biassari et al., 2021; Purwanti, 2015). Other studies have also revealed that valid videos can help students learn and increase student motivation (Kurniawan et al., 2018; Maiyena & Haris, 2017). It reveals that in compiling learning media, it is necessary to pay attention to all aspects that must be presented in

the media so that the material can be easily understood by students and has an impact on better student understanding. The advantages of this video are learning videos based on local wisdom, which will make students learn how to have a positive relationship with God, fellow human beings, and the surrounding environment, making learning activities fun. This research implies that learning videos based on local wisdom towards Karana can be used by students in learning Social Sciences because they can increase students' understanding. This learning video can generate motivation and design learning activities so that it has a positive psychological influence on students.

4. CONCLUSION

Tri Hita Karana's local wisdom-based learning videos received very good qualifications. It was concluded that Tri Hita Karana's local wisdom-based learning videos are appropriate for learning. This video can help students learn, increasing enthusiasm and learning outcomes.

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