

# Local Wisdom-Based Learning Videos in Osing Language Subjects

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## ABSTRAK

Pembelajaran di sekolah dasar masih berpusat pada guru dan masih menggunakan bantuan media konvensional menjadikan siswa kurang aktif serta minat dan hasil belajar menurun. Tujuan penelitian ini yakni untuk mengembangka video pembelajaran berbasis kearifan lokal untuk kelas VI SD. Jenis penelitian yaitu dengan model pengembangan ADDIE. Subjek dalam penelitian ini yakni ahli isi media pembelajaran, ahli desain, ahli media pembelajaran serta 11 siswa kelas VI SD. Pengumpulan data dalam penelitian dilakukan menggunakan metode angket/kuesioner serta metode observasi, dengan instrument penelitian berupa angket uji ahli dan uji coba siswa. Data yang diperoleh dalam penelitian kemudian dianalisis dengan teknik analisis data kualitatif dan kuantitatif. Hasil analisis data menunjukkan bahwa hasil uji ahli isi pembelajaran memperoleh skor sebesar 94%. Uji ahli desain pembelajaran memperoleh skor sebesar 88,00%. Uji ahli media pembelajaran memperoleh skor sebesar 92%. Uji coba perorangan memperoleh skor sebesar 93,33%. Uji coba kelompok kecil memperoleh skor sebesar 92,5% yang keseluruhan persentase skornya dikualifikasikan sangat baik. Berdasarkan hasil tersebut maka dapat disimpulkan bahwa media video pembelajaran berbasis kearifan lokal untuk kelas VI berada pada kualifikasi sangat baik, sehingga sangat layak untuk dikembangkan dan dibelajarkan kepada siswa sekolah dasar, khususnya pada materi pembelajaran bahasa Osing.

## ABSTRACT

Learning in elementary schools is still teacher-centred and uses conventional media to make students less active, decreasing their interest and learning outcomes. This research aims to develop learning videos based on local wisdom for class VI SD. This type of research is the ADDIE development model. The subjects in this study were learning media content experts, design experts, learning media experts, and 11 grade VI elementary school students. Data collection in the study was carried out using the questionnaire and observation methods, with research instruments in the form of expert test questionnaires and student trials. The data obtained in the study were then analyzed using qualitative and quantitative data analysis techniques. The results of the data analysis showed that the results of the learning content expert test obtained a score of 94%. The learning design expert test obtained a score of 88.00%. The media expert test obtained a score of 92% learning. Individual trials obtained a score of 93.33%. The small group trial obtained a score of 92.5%, which was very well-qualified in all percentages. Based on these results, it can be concluded that learning video media based on local wisdom for class VI is very qualified, so it is feasible to develop and teach elementary school students, especially in Osing language learning material.

## 1. INTRODUCTION

Language is a system of arbitrary sound symbols that social groups use to cooperate and communicate (Kartikasari & Rahmawati, 2022; Surachman, 2020). Indonesia is an archipelagic country with various kinds of ethnic groups in it. Each ethnic group in Indonesia has its local language, facilitating communication (Baiti & Nuryani, 2022; Bhakti, 2020; Kusumaning et al., 2019). Language as a product of culture provides an accurate picture of social life, and language cannot be separated from thinking activities within a certain cultural framework. Everyone must first know their identity (Dharma, 2019; Rambe, 2018; Triyanto et al., 2019). One of the ethnic, regional languages in Indonesia is Osing which is

owned by the Banyuwangi community. One of the areas in the Glagah Subdistrict, which still uses a lot of Osing language and culture, is Kemiren Village. Banyuwangi's tourism and industry have brought in large numbers of migrants who speak various languages and cultures, including Madurese, Javanese, Indonesian, and English (Cipta, 2020; Khrisnantara & Sudipa, 2022). As a result, the number of people who speak other languages is reduced, this then changes the status of the Osing language as the native language of the people of Banyuwangi (Damayanti et al., 2021; Wiyono et al., 2022). Parents prefer to teach their children in Javanese or Indonesian to make it easier for them to understand the information.

The government's action to preserve the Osing language is through formal education in the form of making local content of the Osing language in elementary schools (Asrumi et al., 2022; Nugraha & Prasetyo, 2022). In Banyuwangi, foreign language is a compulsory local content subject at the elementary education level. As a Banyuwangi community, it is appropriate to maintain regional culture by preserving the Osing language as the native language of Banyuwangi. However, the current reality is that most students are still passive, which has increased students' lack of fluency in Osing due to several factors, including the need for more materials to teach Osing. So far, learning the Osing language still relies on teaching materials produced by publishers that do not promote regional wealth. The lack of focus of this teaching material on local culture, especially Banyuwangi, is one of its weaknesses. Due to the unattractive design of the book, students are less interested in reading it and quickly get bored with less communicative teaching materials. The subjects discussed in teaching materials must be more suitable for their circumstances. This teaching material has a weakness. It does not emphasize regional culture, especially Banyuwangi. As a result of the unattractive layout of the book, students are less interested in reading it and quickly get bored with teaching materials whose language could be more communicative. The themes of teaching materials need to be more suitable for students' conditions.

One of the efforts that can be made to increase interest in learning and student learning outcomes in Osing is to use learning media. Learning media is a tool used by teachers to facilitate the process of presenting material (Krissandi, 2018; Kumalasan, 2018). In the learning process, the media functions as a liaison between students and the material presented by the teacher. Besides, the media also concretizes various abstract concepts presented in teaching materials (Darsana et al., 2021; Winaya, 2019). Using media in the learning process will increase student enthusiasm for learning. It is because the media can create an active and fun learning process (Kuncahyono & Sudarmiati, 2019; Nopiani et al., 2021). One of the media that can facilitate the language learning process is learning video media. Learning videos are a form of digital media which contain images, audio, and symbols that teachers can use in assisting the process of presenting learning material (Shofiyah et al., 2021; Widiarti et al., 2021). The application of learning videos will make it easier for students to absorb the various information presented because the learning videos contain various animations that make it easier for students to understand (Biassari et al., 2021; Novita et al., 2019).

Using instructional video media will be more effective if it is associated with the local culture. Local wisdom is the human culture that the people of a region own. Local wisdom comes from the daily experiences of certain people, who take values from that experience (Lukman et al., 2019; Saihu, 2019). Applying local wisdom in the learning process will help students learn more about the culture in their area so that the culture will not quickly become extinct (Gorda & Wardani, 2020; Suryana & Hijriani, 2021). Learning based on local wisdom is generally carried out to instill a sense of love for the motherland into students so that students are expected to be able to preserve every culture in their area (Murti & Sunarti, 2021; Ngazizah et al., 2022). Several previous studies have revealed that pop-up book media based on local wisdom in thematic learning is valid and practical to use in the learning process (Nabila et al., 2021). Further research revealed that animated video media based on local wisdom is feasible for elementary school students to develop and teach (Lukman et al., 2019). The results of other studies reveal that the multimedia based on local wisdom that has been developed is in the very practical category to use and makes learning more enjoyable (Ayurachmawati et al., 2022).

Based on some of the results of these studies, learning video media based on local wisdom is very feasible to develop because it can increase student learning activities. In previous studies, no studies specifically discussed the development of local wisdom-based learning videos in the sixth-grade elementary school students' foreign language subject. So this research is focused on the study of creating local wisdom-based learning videos for sixth-grade elementary schools.

## 2. METHOD

This research belongs to the type of development research (Research and Development) used to produce a certain product (output) used in learning and validating the product. This development research was carried out by applying the ADDIE development model, which consisted of 5 stages of development, including the stages of analysis (analyze), design (development), implementation, and

evaluation. The research procedure consists of five stages, including the analysis stage, which includes curriculum analysis, Core Competencies (KI) and Basic Competencies (KD), analysis of the school situation, and the availability of facilities and infrastructure. The second stage is the design stage which includes software selection, making flowcharts and storyboards, preparing learning implementation plans (RPP), and compiling assessment instruments. The third stage is development, which includes producing learning videos using flowcharts and storyboards. The fourth stage is the product assessment and evaluation stage. The fifth stage is to see how far the product can achieve its goals and objectives.

The subjects involved in this study were content experts, media experts, design experts, and 11 sixth-grade students of elementary school as test subjects. Data collection in the study was carried out using a questionnaire/questionnaire method and observation method. Data were collected using the questionnaire method by sending a list of questions or statements to respondents or research subjects to be answered in writing to obtain or collect data. In contrast, the observation method was carried out systematically by observing and recording the subject's behavior. The instrument used in this study was an instrument in the form of a questionnaire for expert testing and testing of students. The lattice of expert test instruments and student trials used in this study is presented in [Table 1](#).

**Table 1.** Kisi-Kisi Instrumen Penelitian

No	Trial subject	Aspect
1	Subject Content Expert	<ol style="list-style-type: none"> <li>1. Compatibility of the content of the material with Core Competencies and Basic Competencies</li> <li>2. Clarity of description, discussion, and examples</li> <li>3. Appropriateness of the order in which the material is presented with the media</li> <li>4. The suitability of the material with the learning objectives</li> <li>5. Suitability of learning objectives with the media</li> <li>6. Clarity of concepts conveyed through the media</li> <li>7. The standard of the language used</li> <li>8. The effectiveness of the sentences used</li> <li>9. Clarity of material presentation</li> <li>10. Simple and concrete presentation of material</li> </ol>
2	Learning Design Expert	<ol style="list-style-type: none"> <li>1. The attractiveness of the display of learning media</li> <li>2. The clarity of learning goals</li> <li>3. The accuracy of the use of the typeface used</li> <li>4. The attractiveness of the use of colors used in designing learning media</li> <li>5. The suitability of the use of variations in types, sizes, and shapes of letters in learning media</li> <li>6. The clarity of writing or typing</li> <li>7. The attractiveness of the language used in learning media</li> <li>8. The ease of the language used in learning media</li> <li>9. The suitability of the image with the content of the material</li> <li>10. The accuracy of the arrangement of paragraphs describing learning material</li> </ol>
3	Learning Media Expert	<ol style="list-style-type: none"> <li>1. Display/design quality</li> <li>2. The accuracy of the typeface</li> <li>3. Accurate font size</li> <li>4. Conformity between the background color and the color of the text</li> <li>5. Appropriate use of color</li> <li>6. Attractiveness and design visualization</li> <li>7. The accuracy of the animation used</li> <li>8. Appropriateness of the speed and tempo of the video display</li> <li>9. The accuracy of the layout</li> <li>10. The clarity and clarity of the sound contained in the video</li> </ol>
4	Individual and Small Group Tests	<ol style="list-style-type: none"> <li>1. Ease of use of learning video media</li> <li>2. Learning video media can make it easier for students to understand the material.</li> <li>3. The attractiveness of learning video media</li> <li>4. Video learning media can help students concentrate more on learning</li> <li>5. The language used in this video is easy to understand</li> <li>6. This learning video media can make students more enthusiastic about learning</li> <li>7. Learning video media does not contain words that are difficult to understand</li> <li>8. The questions in the learning video quiz are easy for students to understand</li> </ol>

The data obtained in the study were then analyzed using two data analysis techniques, qualitative and quantitative descriptive analysis. When data is analyzed/processed systematically by collecting categories in the form of sentences/words related to an object (objects, symptoms, certain variables) to draw general conclusions. The results of expert tests and individual and small-group trials were analyzed using a qualitative descriptive analysis method. Data processing methods that involve systematically compiling information about an object under study in the form of numbers or percentages to draw general conclusions are known as quantitative descriptive analysis. With this quantitative descriptive analysis technique, the data from the assessment results from expert trials, individual trials, and small group trials.

### 3. RESULTS AND DISCUSSION

#### Results

Research on the development of local wisdom-based learning videos was carried out using the ADDIE development model, which consisted of five stages: analysis, design, development, implementation, and evaluation. The results of each research stage are as follows: the first stage is the analysis stage which consists of three analytical processes, namely needs analysis, curriculum analysis, and student character analysis. Needs analysis determines what students need to improve the quality of learning and learning outcomes. Curriculum analysis was conducted to develop core and basic competencies to formulate learning achievement indicators. Student character analysis is carried out to determine student attitudes towards subjects that are used as guidelines for developing products following student characteristics.

The second stage is the design stage which includes activities to determine basic competencies and indicators, design flowcharts, storyboards, storylines, and material summaries, collect materials, select and determine software/software, develop product assessment instruments, and develop learning implementation plans (RPP). The third stage is the development stage, divided into two activities: making the animated characters to be displayed and the production stage. The production stage includes: video editing processes, namely, mixing and mastering pictures, sound effects, backgrounds, animations, and recording results. The next step is rendering in mp4 or video format. The applications used in developing videos include Wondershare Filmora and Zepeto. Video development is carried out based on previously designed flowcharts and storyboard guidelines. The results of media product development can be seen in Figure 1.

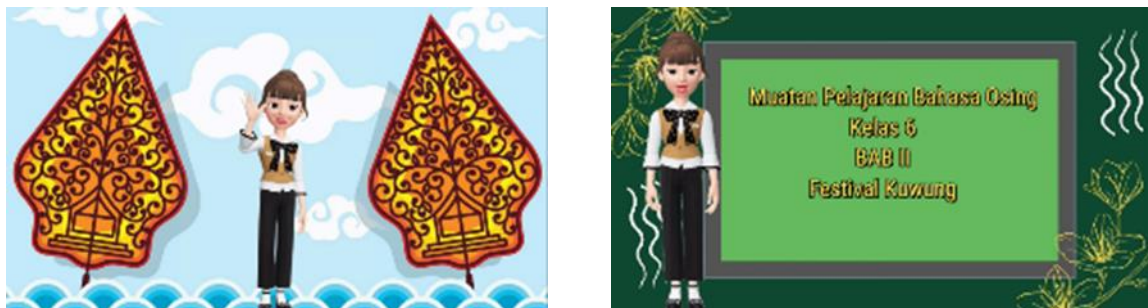


Figure 1. Results of Video Media Development

The developed media was then tested on subject content experts, instructional design experts, and learning media experts. Subject content expert tests, namely subject teachers at Tembokrejo 1 Public Elementary School, then learning design experts who are lecturers of the Educational Technology study program who are educated in Masters (S2) Learning Technology, and learning media experts who are lecturers of the Educational Technology study program who are Doctoral (S3) educated Learning technologies. After conducting expert tests, further trials were carried out on students, including individual and small-group trials. Individual trials were conducted on three students at SD Negeri 1 Tembokrejo, with details of one student with low academic ability, one with moderate academic ability, and one with high academic ability. Small group trials were conducted on eight students at SD Negeri 1 Tembokrejo with information about students with low, medium, or high abilities. The results of the media product validity test are presented in Table 2.



**Table 2.** Results of the Validity of the Expert Test and Video Trial

No	Trial Subjects	Result	Qualification	Keterangan
1.	Subject Content Expert Test	94%	Very good	Worth to use
2.	Learning Design Expert Test	88%	Good	Worth to use
3.	Learning Media Expert Test	92%	Very good	Worth to use
4.	Individual Trial	93,33%	Very good	Worth to use
5.	Small Group Trial	92,5%	Very good	Worth to use

The fourth stage is the implementation stage, which is carried out by carrying out trials on sixth-grade students of SD Negeri 1 Tembokrejo which consist of individual trials and small group trials to find out the students' response in terms of the attractiveness and feasibility of the products that have been developed. The fifth stage is the evaluation stage, which is carried out by collecting data from each stage so that the resulting product can be refined again. Products that have been refined are then re-described based on the results of subject content expert tests, instructional design expert tests, instructional media expert tests, individual trials, and small group trials, which are then decided so that the qualifications of the products produced are known. Based on the results of expert tests and trials on students, it was concluded that the developed local wisdom-based learning video products were suitable for use in the learning process. In the implementation of the trial, there were suggestions, input, and comments from learning experts, which became a reference for perfecting the product being developed. Suggestions, input, and revised comments from experts are presented in [Table 3](#).

**Table 3.** Suggestions, Feedback, and Comments on Product Trials

No	Trial Subjects	Comments	Revision
1.	Ahli Isi Mata Pelajaran	a. The word "Osing" at the video's opening has less accent, but the overall pronunciation in the video media is good.	a. No revision is needed
2.	Ahli Desain Pembelajaran	a. Check the operational verbs on Indicators again b. The learning objectives do not yet have an ABCD component c. The concept map is still wrong	a. Fixed Operational Verbs (KKO) on Indicators b. Adding the ABCD component to Learning Objectives c. Replace concept maps with charts
3.	Ahli Media Pembelajaran	a. The material should be presented in several videos because the seven indicators are quite a lot. b. Give a light color to important words c. Subtitles to make it clear	a. Dividing the number of indicators, so there are not too many b. Add a light color to important words c. Change the display of subtitles that are more clearly visible

## Discussion

Based on the research results, it is known that learning videos based on local wisdom get high marks based on the results of expert tests and student essays, so this development research product is useful for learning. This learning video was developed using the ADDIE model systematically and based on a theoretical basis of design. The ADDIE development model is structured programmatically with systematic group activities and is aimed at solving learning problems related to learning resources according to the needs and characteristics of students ([Hidayat & Nizar, 2021](#); [Netty, 2020](#)). By using the ADDIE model, the learning videos will meet the good and effective criteria so that they can be used to make valid products that can be used in the learning process ([Almelhi, 2021](#); [Arifin et al., 2018](#); [Rohaeni, 2020](#)). Furthermore, at the expert test stage, the learning content experts found that the product received a very good rating and was suitable for use according to the curriculum, core competencies, indicators, and objectives according to the subject ([Pitriani et al., 2021](#); [Setiawan et al., 2021](#)). The learning process that is carried out based on the applicable curriculum will maximize the learning process so that the learning objectives will also be achieved properly ([Syaputra & Hasanah, 2021](#)). From a linguistic point of view, the language used in the video is appropriate, consistent, and follows the learner's characteristics. Evaluating the results obtained from a linguistic point of view, choosing the right and appropriate language will help students to understand the subject ([Satinem et al., 2020](#)). With the help of interesting learning, students can easily understand abstract material.

The learning design expert's assessment results stated that the product was in good condition and fit. Based on the learning design expert test results on the learning aspect, the video product has learning objectives and instructions for using the exercise questions on the website page, which have been presented in video form. Clear learning objectives are criteria for student learning success (Darsana et al., 2021; Winaya, 2019). Furthermore, based on the evaluation of learning media experts, learning videos are in the very good category and are suitable for use. The results of the learning media expert test also show that in terms of display quality, the accuracy of using text, and the material presented in the learning videos, they use sentences that are easy for students to understand. Materials that include photos and drawings can help students understand complex content (Gellerstedt et al., 2018; Haqiqi & Syarif, 2021). In addition, clear learning objectives are criteria for student learning success (Kuncahyono & Sudarmiatin, 2019; Nopiani et al., 2021).

The learning videos developed based on individual test results achieve very good results. The test results in small groups of eight students showed that very good results were achieved with the videos developed. In individual and small group tests, students gave positive feedback on the videos they developed. These results were obtained because the developed learning video media has a clear, interactive, and colorful design to attract students' interest in learning (Shofiyah et al., 2021; Widiarti et al., 2021). In addition, learning video media was developed using animated human characters in 3D format with the addition of a tutorial on working on the practice questions at the end of the video, where the practice questions can be accessed to find out whether students are concentrating or not (Biassari et al., 2021; Novita et al., 2019).

The results obtained in this study align with previous research results, which also revealed that pop-up book media based on local wisdom in thematic learning is valid and practical to use in the learning process (Nabila et al., 2021). Further research revealed that animated video media based on local wisdom is feasible for elementary school students to develop and teach (Lukman et al., 2019). The results of other studies reveal that the multimedia based on local wisdom that has been developed is in the very practical category to use and makes learning more enjoyable (Ayurachmawati et al., 2022). Based on the research analysis results supported by previous research, learning video media based on local wisdom is very feasible to develop because it can increase student learning activities.

#### 4. CONCLUSION

Based on the data analysis that has been carried out, it can be concluded that local wisdom-based instructional video media for sixth grade is in very good qualifications, so it is very feasible to be developed and taught to elementary school students, especially in Osing language learning material.

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