



Development of Local Wisdom Based Animated Video Learning Media in Tulungagung on Community Life Material for Fourth Grade Elementary School

Rosida Naimmatus Shobah^{1*}, Aditya Pringga Satria², Nourma Oktaviarini³

^{1,2,3,4} Universitas Bhinneka PGRI

Correspondence E-mail: rosidanaim5@gmail.com

ABSTRACT	ARTICLE INFO
<i>This study aims to develop an animated video learning media based on local wisdom of Tulungagung for the fourth-grade material on community life in my area and to determine the validity and practicality of the learning media based on assessments from media experts, material experts, language experts, student response questionnaires, and teacher response questionnaires totaling 26. The development research model used is the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The results of this study show that the validity level of the animated video learning media based on Tulungagung local wisdom for the fourth-grade community life material at SD Negeri 1 Srikaton, Tulungagung Regency, is high. Based on validator assessments, media experts scored 91.2%, material experts 89%, and language experts 92.5%, with the criteria of "very valid". The evaluation of the teacher response questionnaire received a score of 95% with the criterion 'very good,' and from the student response questionnaire during the field trial with 20 students, it received a score of 86.1% with the criterion 'very good.' Therefore, it can be concluded that the local wisdom-based Tulungagung animated video learning media on the topic of community life in my area for fourth-grade material can be used as a learning media for fourth-grade students.</i> © 2026 Jurnal Pedagogik Pendidikan Dasar 	Article History: Submitted/Received 24 Jun 2026 First Revised 04 Aug 2026 Accepted 10 Aug 2026 First Available online 31 Aug 2026 Publication Date 01 Nov 2026 Keyword: Learning Media; Animation Video; Local Wisdom; Community Life

1. INTRODUCTION

Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves and society (Abd Rahman, 2022). Quality education is one of the important factors in shaping students' knowledge (Olis, 2023). One of the subjects that shapes students' knowledge is in the fourth-grade elementary school IPAS learning. Currently, IPAS learning in elementary schools is guided by the independent curriculum, which emphasizes learning that is fun, meaningful, not boring, and relevant to life and local potential. This situation becomes a major obstacle in the implementation of learning that combines science and history materials into a single subject, Natural and Social Sciences (IPAS), in elementary schools (Viqri et al., 2024).

When presenting material in the Social Science and Natural Science (IPAS) subject at the elementary school level, it is necessary to use learning media that is appropriate for the developmental stage of elementary school children, who are in the concrete operational stage. Learning media are effective tools for achieving learning objectives (Amalia et al., 2024). Learning media improve communication between teachers and students more efficiently and effectively, which can stimulate students' thinking, emotions, curiosity, focus, and interest (Fajar et al., 2023). The use of learning media through technology plays a very important role in supporting students' learning success (Jamun et al., 2023). There are many learning media that use the latest technology in the era of society 5.0, one of which is animated video learning media.

Based on a pre-observation in the fourth grade at SD Negeri 1 Srikaton, Tulungagung Regency, to identify problems in the learning process. The observation results found that students tend to be less active in learning the material and it is still dominated by the use of textbooks, simple media, and lecture methods. The learning media used by the teacher is still limited and has not utilized technology-based media, especially video media (Lestari et al., 2025). This situation makes learning less contextual and has not fully connected the material with the students' real-life experiences. As a result, some students show low interest in learning and have difficulty understanding the concepts of community life as a whole.

The results of interviews with classroom teachers also support these findings, where teachers stated that students often have difficulty understanding the material and the IPAS subjects. The teacher in the fourth grade showed that the lack of engaging learning media that is relevant to local wisdom is one of the challenges in teaching. Elementary school students are at the concrete operational stage, so they need visualization and real examples to better understand the material (Amalia et al., 2025). Learning that doesn't make much use of visual media and local context can make students just memorize the material without really understanding its meaning (Wahidin, 2025). Teachers often face limitations from learning media that are not effective enough, like simple teaching videos, so they haven't used animated video learning media yet.

The lack of teachers' understanding in creating animation videos focusing on local wisdom, limited technology resources, and constrained time are the main factors that have kept this media from being used. This makes it hard for students to grasp the material because teaching hasn't connected the concepts to their daily lives. The low use of technology in the classroom is a major reason for low student engagement (Rahayu & Hidayat, 2025). Therefore, digital learning media is needed to help overcome the understanding barriers that students

currently face.

Animated videos are visual shows similar to movies, made from a combination of images and audio (Andrasari et al., 2022). These image and sound elements can then be designed in certain ways to make the result more interesting. The type of animation used in this video is 2D animation that uses lip sync techniques (Kristama et al., 2022). Based on this issue, a way to address the problem is by developing learning media in the form of animated videos based on local wisdom, which is a step to improve the quality of science learning. Animated videos have the ability to bring together narrative, images, and engaging sounds, so the material about Community Life in My Region, which was originally descriptive, becomes more tangible and easier for students to understand.

According to Ma'mur (2012), local wisdom means everything that is a regional characteristic, covering aspects like economy, culture, information technology, communication, ecology, and so on. Local wisdom includes everything that is unique to a region, whether it's food, customs, dances, songs, or local ceremonies (Harahap, 2023). Here, the local wisdom being referred to is the Local Wisdom of Tulungagung. Using animated videos that focus on Tulungagung's local wisdom in IPS (Social Science) learning helps students understand the life of people around them, including livelihoods, traditions, arts, cuisine, and local history, which they might not always be able to see directly in their daily activities.

The advantage of animated videos lies in their ability to convey information in a simple way while carrying a deep meaning through visuals that are interesting and easy for elementary school children to understand (Subhan et al., 2025). With animated video media, aspects of life in Tulungagung can be explained systematically and suited to students' cognitive development stages (Fandini, 2025). Using animated videos in learning science and social studies (IPAS) offers a more engaging experience compared to just using printed materials (Usuma et al., 2025). The synergy between images, sound, and relevant narration can boost students' interest in learning and encourage them to understand and appreciate the local wisdom values in their area.

The media development process is carried out in a planned way so that the resulting product can be accepted, applied, and suitable for use in education at the Elementary School level (Hamidah & Nisa, 2022). The animated video learning media produced is expected to meet the needs of fourth-grade students and support the learning needs of IPAS (Mahfuz et al., 2025). Even though the use of video in education is increasing, the type of animated video that specifically highlights the local wisdom of Tulungagung in the Life in My Community lesson for fourth-grade students is still quite limited. The uniqueness of this study lies in delivering material that combines local wisdom with visual design and stories tailored to children's psychological characteristics.

Based on the previous explanation, this study has the following objectives: 1.to describe the development process of an Animation Video Learning Media based on Tulungagung local wisdom on the topic of Community Life in My Area for Grade IV at SD Negeri 1 Srikaton; 2.to describe the level of validity of the Animation Video Learning Media based on Tulungagung local wisdom on the topic of Community Life in My Area for Grade IV at SD Negeri 1 Srikaton; 3.to describe the level of applicability of the Animation Video Learning Media based on Tulungagung local wisdom on the topic of Community Life in My Area for Grade IV at SD Negeri 1 Srikaton.

2. RESEARCH METHODOLOGY

The method used in this research is research and development (R&D), which aims to produce a specific product. The development model used in this study is ADDIE, which consists

of Analyze, Design, Development, Implementation, and Evaluation (Herawati et al., 2024). The flow of the ADDIE model in this study can be seen in Figure 1.

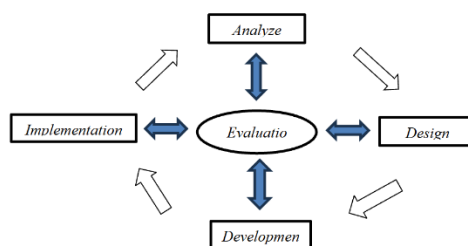


Figure 1. Model ADDIE

The ADDIE model can be applied step by step following the order that has been set, but it can also start from any stage that seems most appropriate. This model offers a high level of flexibility and is universal, making it ideal for developing learning media. Therefore, this model is perfect for use in research on the development of Animation Videos related to community life in my area, based on the local wisdom of Tulungagung, for fourth-grade elementary school students.

The Analysis Stage is the stage where problems are identified with the aim of obtaining information and analyzing issues. At this stage, the researcher conducts an analysis of teachers' and students' needs to understand what is required in the learning process, a curriculum analysis to find out which curriculum is implemented in the school, an analysis of students' characteristics to understand their behavior so that the developed media matches the characteristics of the students who will use it, and a material analysis which involves selecting content from all the subjects that need to be mastered.

Design Stage This stage involves designing the product based on the analysis results and developing an animated video product based on the local wisdom of Tulungagung by summarizing the material to be used and creating a content plan for the animated video. This stage also includes preparing grids and designing assessment instruments to be given to experts, teachers, and students.

The Development Stage involves activities to produce an animation video based on the local wisdom of Tulungagung about community life in my area. In this stage, assessments and revisions are carried out based on suggestions from one material expert and one media expert. The evaluation continues until the learning video is declared valid by the experts and ready to proceed to the next stage.

The implementation stage involves applying the developed animated video in real-life situations. At this stage, the video is shown and then tested on 28 fourth-grade students at SD Negeri 1 Srikaton in Tulungagung Regency. The results of this trial are used as a reference for making improvements if there are any shortcomings or feedback. At this stage, assessments are made, and suggestions for improvement are gathered until the video is ready to be implemented.

The Evaluation Stage is carried out with the aim of reviewing the assessment data obtained from validators through validity analysis. This stage is conducted to give a score to the developed product. The results of this evaluation are used as material or reference for making improvements. At this stage, the evaluation consists of feedback from experts, fourth-grade teachers, and students. The evaluation at this stage aims to ensure that the learning media produced reach an optimal level of validity and applicability. By conducting proper evaluation and revisions, the quality of the media and materials developed can be improved along with the progress of the research.

The trial design was carried out to test the validity of the Animation Video media based

on local wisdom from Tulungagung, through validation by media experts, material experts, and language experts. Media experts assessed the quality of the media's appearance and design, material experts evaluated the suitability and feasibility of the content, while language experts assessed the use of language in the learning media. The validation process was conducted using questionnaires to gather assessments, feedback, and suggestions from the validators. These validation results were then used as a basis for revising the product so that the developed media becomes more valid, applicable, and effective for learning IPAS.

The test subjects in this study were fourth-grade students at SD Negeri 1 Srikaton, with a small group trial of 6 students and a large group trial of 20 students, fourth-grade teachers, and the trial activities involved validation by media experts and content experts. The research was conducted in the even semester. The data obtained from validation and trials were used to assess the validity of the product and determine whether the learning media "Animation Video based on Tulungagung Local Wisdom" could be effectively applied in IPAS learning in the classroom.

In the research and development of the ADDIE model, the researchers used two types of data: quantitative data and qualitative data. Quantitative data was obtained from questionnaire scores given to respondents to measure the validity level of the developed media, while qualitative data came from feedback and suggestions provided by validators as input for improving and refining the developed product. Data collection techniques are techniques used to obtain data. The data collection techniques used in this study consist of observation, interviews, questionnaires, and documentation.

This research uses a data analysis method that requires qualitative data to be converted into quantitative data. Quantitative data shows the validity level of the media produced using a method with a rating scale ranging from 1 (lowest) to 4 (highest)

Table 1. Score evaluation criteria

Category	Score
Disagree (D)	1
Somewhat Agree (SA)	2
Agree (A)	3
Strongly Agree (SA)	4

The Likert scale is used to measure a person's or a group's attitudes, opinions, and perceptions about social phenomena (Sugiyono, 2017). In research, these social phenomena are specifically defined by the researcher, and are then referred to as research variables. For the Likert scale, the variables to be measured are broken down into variable indicators. Then, these indicators are used as a starting point to create instrument items, which can be statements or questions. The final score from the recap results is then categorized in the table below to provide the final conclusion as follows:

Tabel 2. Validity Assessment Criteria

Score	Validity Criteria
0%-25%	Not valid
26%-50%	Fairly Valid
51%-75%	Valid
76%-100%	Very Valid

The final score from the recap is then compared with the category table to provide the

final conclusion below as follows:

Tabel 3. Questionnaire Assessment Criteria for Teachers and Students

Presentase	Applicability Criteria
0%-25%	Not good
26%-50%	Pretty good
51%-75%	Good
76%-100%	Very good

The applicability criteria of this device are used to determine that the developed device can be used if the value of all aspects is met.

3. RESULT AND DISCUSSION

At this stage, the data from problem analysis, needs analysis, and material analysis are presented based on field findings, which serve as the basis for creating a learning media product in the form of an animated video based on local wisdom of Tulungagung, focusing on the life of the community in my area for fourth-grade students at SD Negeri 1 Srikaton, Tulungagung Regency. The development of this learning media uses the ADDIE model, which has 5 stages.

Problem analysis The researcher carried out learning activities according to the plan, including delivering material, Q&A, and final evaluations. However, during interviews, the learning was still conventional and textbook-centered, with concrete learning media, and student involvement was still low, such as being less active in learning. **Needs analysis** Based on observation sheet data with the classroom teacher, it was found that the learning resources and media used had not optimally utilized modern technology and had never used learning media in the form of animated videos. On the other hand, observations also showed that students have high interest when learning is supported by the use of animated video learning media.

At this design stage of the learning media, a Tulungagung local wisdom-based animation video, the researcher will create a draft before developing the product. The chosen learning media is an animation video based on Tulungagung local wisdom with material about the life of the community in my area, because animation videos match the students' character who like to watch videos. Making this animation video requires material from the grade IV textbook, images taken from Google, and images from Canva.

In this section, the researcher will explain the development of an animated video media product based on the local wisdom of Tulungagung. The stages are as follows:



The opening contains the title about the life of the community in my area, contact person, time and place, and introduction of the characters; An animated video media explains the life of the community in my area related to the local wisdom of Tulungagung; the beginning of the life of the community in my area covers social, cultural, economic aspects, and mutual cooperation; Explanation about the arts in Tulungagung, mutual cooperation, livelihoods, and local food; Questions about the life of the community in my area and how to preserve it.

Table 4. Recap of the Validity of Animated Video Learning

Research	Media Expert		Subject matter expert		Language expert
	Media Expert 1	Media Expert 2	subject matter expert 1	Subject matter expert 2	
Total Score	37	36	39	32	37
Maximum Score	40	40	40	40	40
Precentage	92,5%	90%	97,5%	80%	89%
Criteria	Very Valid	Very Valid	Very Valid	Very Valid	Very Valid

Based on the table above, the overall validation results for the media, materials, and language fall into the very valid category for trial testing.

At the implementation stage, after the animated video media has been created and validated, testing was carried out in two stages: a small group, field trials, and responses from fourth-grade teachers with the following results

Table 4. Summary of animated video media usage

Research	Uji Coba		
	Small Group	School	Teacher Response
Presentase	98%	86,1%	95%
Kriteria	Very Good	Very Good	Very Good

Based on the results of the trials, overall the small group tests and field trials received a very good rating for implementation in fourth grade

3.1. Discussion

The Development Process of Animation Video Learning Media Based on Tulungagung Local Wisdom. The first stage is the analysis stage. This stage includes problem analysis and needs analysis. The problem analysis found by the researcher is that students are not very active in learning, the learning is still conventional, and during learning activities, it is observed that students pay attention to the teacher's explanations, but during the learning process, students are also often seen being noisy on their own. This is caused by the lack of use of learning media in social studies lessons. The use of learning media is all the tools that educators use as a means to deliver learning material so it reaches the learners correctly and effectively (Paggara Hamzah et al., 2022). Needs analysis refers to the limitations in using learning media; teachers use limited learning media like pictures and books. So, learning media that can help students, like Animation Video media, is needed.

The second stage is design. In this stage, the researcher designs the learning media, which is an animated video that includes an introduction, Learning Outcomes, Learning Objectives, an explanation about the local wisdom of Tulungagung, Material about the life of people in my area, Arts in the Tulungagung region, Occupations, Typical Food, and a quiz about the life of people in my area.

The third stage is development. In this stage, the researcher develops a learning media: an animated video based on the local wisdom of Tulungagung. The animated video learning media is validated by media experts, content experts, and language experts to determine the validity of the animated video learning media being used. During this validation stage, suggestions and feedback are obtained from media experts, content experts, and language

experts as a basis for revising and improving the animated video learning media product.

The fourth stage is Implementation. At this stage, the local wisdom-based Tulungagung animated video learning media that has been developed is then implemented with fourth-grade students and teachers at SD Negeri 1 Srikaton. The goal is to find out the results of the media product development from small group trials, field tests, and teacher responses, in order to understand how applicable the local wisdom-based Tulungagung animated video learning media is.

The fifth stage is Evaluation. In this stage, the researcher evaluates the results of the development assessment as well as the validity and applicability of the media by experts, students, and teachers. At this stage, the product is evaluated based on the feedback and suggestions received from experts, as well as the assessments and observations made by the researcher during the implementation. This is in line with the research conducted by Amalia et al. (2024) titled "Development of Local Wisdom-Based Animated Video Media to Improve Humanistic Literacy of Fifth-Grade Students." This study uses the ADDIE development model, which includes Analysis, Design, Development, Implementation, and Evaluation.

Validity Test of Local Wisdom-Based Animated Video Learning Media in Tulungagung
The validity test of this animated video learning media was conducted to determine the validity of the developed product. The media expert questionnaire consists of 10 statements. The validity percentage results from media expert I showed 92.5%, which is very valid, while media expert II showed 90%, also very valid. The content expert questionnaire consists of 10 statements. The validity percentage results from content expert I showed 97.5%, which is very valid, while content expert II showed 80%, also very valid. The language expert questionnaire consists of 10 statements. The validity percentage from the language expert showed 92.5%, which is very valid.

This aligns with the research conducted by Pramudita (2024) titled "Development of Canva-Based Animation Video Media on the Food Chain Material for Fourth-Grade Students at SD Negeri 1 Moyoketen." The results showed that media experts gave a 95% rating and content experts gave 90%, indicating that the animation video on the food chain material is considered very valid for use in learning activities. Similarly, research carried out by Fardiana (2023) showed that the presence of animation video media can make the learning process more effective.

Testing the Applicability of Animation Video Learning Media Based on Tulungagung Local Wisdom Based on student response questionnaires and teacher response questionnaires used to test the applicability level of animation video learning media based on Tulungagung local wisdom. The questionnaire sheets consist of 10 statements with a percentage score of 86.1%, categorized as very valid. Meanwhile, the teacher response questionnaire also consists of 10 statements with a percentage score of 95%, categorized as very valid. These results show that the learning media based on Tulungagung local wisdom is very valid and can be applied to fourth-grade students at SD Negeri 1 Srikaton.

This is in line with research conducted by Pramudita (2024) titled "Development of Canva-Based Animated Video Media on Food Chain Material for Fourth Grade Students of SD Negeri 1 Moyoketen." The results showed that 88.5% of students and 90% of teachers responded positively, indicating that animated video media is effective for learning. Similarly, research by Asih et al. (2023) found that if the developed product is of a high standard, the learning media becomes attractive, interactive, and easy to understand during lessons.

4. CONCLUSION

The development process of learning media in the form of animation videos based on local wisdom of Tulungagung for 4th-grade students at SD Negeri 1 Srikaton. This research uses the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The validity level of the Tulungagung local wisdom-based animated video learning media that has been created received a percentage score of 92.5% from media expert validator I, categorized as very valid, and 90% from media expert validator II, also very valid. The percentage score from content expert validator I was 97.5%, very valid, and from content expert validator II was 80%, also very valid. The language expert score was 92.5%, which is very valid.

The applicability level of the Tulungagung local wisdom-based animated video learning media that has been tested for students reached a percentage result of 86.1% from the student response questionnaire, which is considered very valid, and this animated video learning media can be applied well. The teacher response questionnaire results scored 95%, considered very valid and can be used in school learning.

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