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DEVELOPMENT OF A LOCAL WISDOM-BASED ANIMATED VIDEO FOR THE ENGLISH LEARNING OF SECONDARY-LEVEL STUDENTS' IN SABANG CITY, ACEH PROVINCE

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ABSTRACT

The use of video as learning media in the digital age has been prevalent. A large body of literature has shown its effectiveness in the English as a Foreign Language (EFL) classrooms as it includes audio-visuals that makes the learning appealing. However, there is very limited research devoted to developing a video animation based on a local wisdom. Hence, this study aims to develop a video animation that includes local wisdom for teaching English to secondary school students. This research employed a Research and Development method which include: (1) problem analysis, (2) data collection, (3) product design, (4) validation, (5) revision, (6) product trial (7) final product revision. The data collection instruments used are validation sheets, questionnaire and observation sheet. The research subjects were 25 students at Grade VIII of SMPN 7 and SMPN 8 in Sabang City. The observation results showed a lack of multimedia used in the English learning. The validation results by media and material experts indicated that the animated video is very appropriate in terms of the design, material, and language with validation scores of 96.66%, 97.77%, and 96.36%. Meanwhile, the questionnaire results also uncovered that the animated video is favored by the students.

INTRODUCTION

Digital technology plays a significant role in the English as a Foreign Language (EFL) settings, including those in the secondary level of education. There are numerous advantages of digital media in digital literacy in language teaching (Anggeraini et al., 2019), such as enabling students to construct knowledge of the topics being studied, fostering their creativity and curiosity, improving literacy in the language classroom, and catalyzing four-skill development of English. Although there are challenges such as access to technology and digital literacy, with the right strategy, digital-based English Education can be an effective tool to advance learning and preserve culture (Zuhra et al., 2024)

Digital content that involves audio-visuals allows for significant development of four essential English skills, namely listening, reading, speaking, and writing (Surani et al., 2023). Thus, video is among effective media for the learning as it includes audio-visual features. The materials should be designed carefully to achieve desired outcomes, namely the improvement of students' English proficiency as well as improved understanding about the world and their immediate surroundings.

Animated videos are videos that contain elements, such as drawings, sequenced motion graphics, and sounds that are designed carefully to construct and deliver a narrative with a message. Pujiani et al. (2022) reported that video animation has a positive effect on students' learning motivation as the visual elements ignite their imagination. Khalidiyah (2015) found that animated videos are effective in increasing students' learning interest, engagement, creativity and knowledge. Similar findings have also been reported by Olii and Nurwati (2022) in reading comprehension class. In terms of vocabulary improvement, many studies also have reported a great contribution of animated videos. A research by Hikmah (2021), for example, discovered that the application of animated videos improves students' vocabulary, spelling ability, pronunciation, and comprehension of the word meanings. Paradillah et al. (2023) identified significant improvement in students' knowledge and long-term memory of the material that has been studied. Maskhuroh (2022) also reported vocabulary development and greater interest of the students after video animations are applied in the speaking lesson. Andrean et. al. (2019) asserted that videos with animation helps a longer retention of new words in students' memory and broaden the size of their lexicon. In regards to writing skill, Siregar (2021) and Mazmurrini et al. (2023) revealed that animated videos are able to increase students' enthusiasm and motivation in learning writing, allow for better understanding, and develop students' capabilities to construct narrative texts.

So far, there has been an extensive amount of research focusing on the role of animated videos in English language learning. The video animations used also share in the studies commonalities. However, there has been very little research devoted to developing an animated video that contains local wisdom, which will not only facilitate English language advancement, but also students' better understanding of their own culture, moral, and customs. Thus, this research aims to design an animated video that integrates local wisdom of Sabang into the content.

Sabang is a small island in the northern tip of Sumatra Island, Indonesia. It is known as a famous tourist destination with plenty of local wisdom that can be a source of learning.

The aforementioned local wisdom contains many key historical, moral, and spiritual values. *Khanduri Laot*, for example, teaches youth the importance of gratitude to God who has provided them with abundant sustenance, such as fish for their staple food. Tarek Pukat is also a cultural heritage that highlights the value of solidarity. Furthermore, introducing them to *Kuah Beulangong, Sate gurita, Mie Gurita, Bakpia Sabang* enriches their knowledge of their own authentic traditional cuisine.

This traditional knowledge system developed from a young age can serve multiple purposes in the future, such as for tourism marketing and promotion to the world. However, for this purpose, the students should also have an English proficiency in addition to local wisdom knowledge. That is why, the authors argue that the integration of local wisdom into the English language learning can act as a form of cultural preservation. In other words, this attempt can help ensure that, in the midst of a massive foreign language learning campaign and enormous video content about foreign cultures, the youth of Sabang will not lose their own cultural identity and pride. They can be the agents of cultural preservation by "thinking global but acting local".

Local wisdom-based learning can result in a productive and meaningful context as it allows students to draw connections between the topic discussed in the video and the reality world around them (Erman and Wakhidah, 2024). If leveraged into the classroom, it is also effective in advancing the capability for critical thinking and solving problems that correlate to the contexts in their immediate surroundings (Pugu et al. 2024). When served in the form of an animated video, the benefits are immense, as stated earlier by experts.

RESEARCH METHODS

This research employed a Research and Development method. According to Borg and Gall (1983), it is a type of research with an aim to produce a product and test its effectiveness. In this research, the product to be generated is a local wisdom-based video animation for the English language learning.

Research Procedure

There are 10 steps in Research and Development to get a final product (Borg and Gall, 1983). However, in the current research, the steps are limited to seven, as follows:

1. Analysis of Problem
2. Data Collection
3. Design of Product
4. Validation of design
5. Revision
6. Product Trial
7. Final product Revision

As the nature of R & R&D is limited on a small scale (Borg and Gall, 1983), only a small number of subjects were involved in this research. The 10-steps were reduced to seven because the latter was sufficient to achieve the objective of this research. The research was also subject to the time limit, preventing it to be done in full phases of development. Seven steps of product development are illustrated in Figure 1. below:

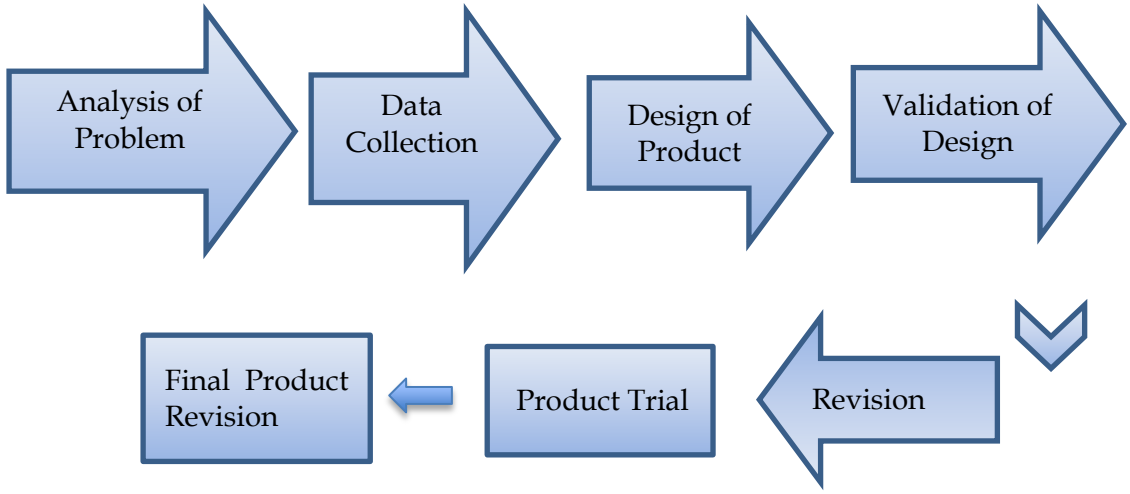

Figure 1. Steps of Research

This research was conducted in class VIII of SMPN 7 and SMPN 8 in Sabang City, in July 2024, with the aim of developing learning media and measuring learning development and student responses to the use of the animated video based on local wisdom as a learning medium. Research data was collected through observation, questionnaires given to students, interviews with teachers, and literature reviews.

Data Analysis

The data was then analyzed to obtain the feasibility of the learning media, animation video based on local wisdom which has been revised. The results were used to improve the media. Descriptive analysis was used to analyze data from feasibility assessments using average calculations. As the Data can be divided in to two categories, Qualitative

and quantitative data, the quantitative data will be analyzed using descriptive average calculations while the qualitative ones will be analyzed logically and meaningfully.

The results of the descriptive analysis were used to assess the feasibility level of a digital literacy development product in the form of an animated video integrated with local wisdom in English subjects for Class VIII students of SMP 7 and SMP 8. The feasibility of this technology-based learning media is known through the results of expert analysis. It is expected that it can simplify the data for the next process.

The findings from the data analysis were also utilized as a basis for making revisions to the product. Data collected through questionnaires, which provided feedback on the product, were analyzed using descriptive statistics. The non-test instrument used was a questionnaire based on a Likert Scale. In this study, a 1 to 5 scale was applied, with 5 being the highest score and 1 the lowest, as shown in Table 1.

Table 1. Scoring Rules (Sugiyono, 2019).

Category	Score
Very Good (SB)	5
Good (B)	4
Enough	3
Not enough	2
Poor	1

The following calculation formula by Sugiyono (2019) was used:

$$P = \frac{f}{n} x100\%$$

Where:
P = Percentage Number.
f = Frequency for percentage is being sought
n = Maximum number of frequencies/ score

To analyze validation data from animation video media experts, the following steps were taken (Sudijono 2012):

a. Changing qualitative data into quantitative from validation results according to the indicators that have been applied by giving scores with predetermined weights.
b. Calculate the eligibility percentage.

$$Mx = \frac{\sum fX}{N}$$

Where:
Mx = The mean.
$\sum f$x = Sum of existing scores.
N = The number of scores.

To determine the suitability of the animated video, the researchers used validation research as a reference for assessing data produced by experts. The assessment criteria are as follows:

Table 2. Product Quality Assessment Criteria

Qualification	Rating Category
81-100%	Highly Appropriate
61-80%	Appropriate
41-60%	Fairly Appropriate
21-40%	Less Appropriate
0-20%	Not Appropriate

(Source: Sugiyono, 2019)

Response Questionnaire was used to analyze data from students' questionnaires; the responses obtained were then given a score (Habiby, 2017). If the answer is "YES" = 1 and "NO" = 0 Then the score is tabulated and calculated using the following percentage:

$$P = \frac{f}{n} x100\%$$

Where:

P = Percentage number or assessment score.

f = Frequency for which the percentage is being sought.

N = Maximum number of frequencies/score.

Table 3. Questionnaire Assessment Criteria

Percentage Rate %	Description
81-100	Strongly Agree
61-80	Agree
41-60	Disagree
21-40	Don't agree
0-20	Strongly Disagree

(Source: Rukajat, 2018)

RESULT AND DISCUSSION

RESULTS

This aim of this research was to generate a product in the form of an animated video as an English learning medium for secondary students in Sabang. The video is designed carefully by combining a set of moving images, colors, sounds, and local wisdom so that it has an appealing presentation and is easier for the student to understand.

Observations and Interview Results

The result of observation conducted at junior high schools as well as interviews with English teachers showed a limited application of an animated video for learning English. The students mostly learn English using printed books provided by schools. Multimedia in the digital form is rarely used, particularly an animated video with local wisdom. Hence, it is necessary to create one to make the learning interesting.

Animated Video Making Result

Based on the problem found at schools, the researchers believed that it is necessary to create an interesting animated video for learning English that integrates local wisdom into it, with the expectation that the students can acquire English skills as well as local wisdom knowledge. The storyline was prepared by the researchers. The title was "Exploring Sabang Island", falling under the topic of tourism.

Next, the video was designed by an animator who took into account the key elements, such as colors, moving characters, sound effects, music, language, etc. The elements were then validated by experts to ensure that they had met certain criteria, making the video suitable for the target audiences, SMP students. The results of the validation will be described in the subsequent subsections. Here are some clips of the video:

Figure 2. Video Title.

Figure 3. Story Opening.

Figure 4. Two young men meet in Sabang

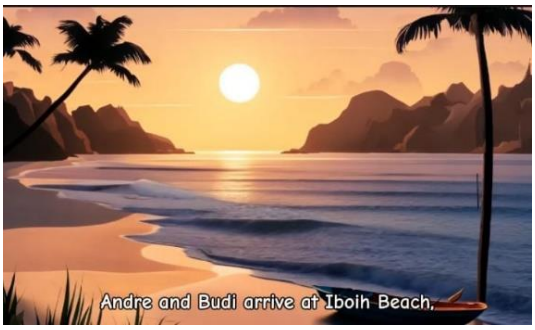

Figure 5. Iboh Beach

Media Expert Validation Results

Design validation was performed by validators I consisting of media experts (see Table 1) by completing the assessment questionnaire. There were 5 aspects to be assessed, namely Illustration design with 6 assessment criteria, visual aspect with 2 criteria, audio aspect with 4 criteria, typography with 4 assessment criteria, and layout with 2 criteria. The results of assessment by media experts can be seen in Table 4.

Table 4. Media Expert Validation Results

Assessment Aspects	Assessment criteria	Validation Score
Illustration Design	1. The initial display design of the animated video is suitable as an English material;	5
	2. The animated video design is orderly and consistent;	5
	3. The shape and size of the animated video is practical and suitable for use in learning;	4
	4. The graphic illustrations presented in the animated video facilitates the understanding of the material;	5
	5. The quality of the image illustrations looks clear and attractive;	5
	6. The color composition in the illustration looks proportional.	5
Visual	1. The animation used in the video is good and interesting;	5
	2. The movement of the illustrations is good and interesting;	5
Audio	1. The time duration in the video is appropriate;	5
	2. The use of sound effects in animated videos is appropriate;	4
	3. The volume of instrumental music does not interfere with the dubber volume;	4
	4. The use of language when explaining is easy to understand.	5
Typography	1. The chosen font type and size make the text/writing easy to read;	5
	2. Selection and color combination of attractive letters;	5
	3. The text/writing as a whole is easy to read.	5
	4. The spacing used makes the text look neat	5
Layout	1. The layout of illustrations, titles, sub-titles, images, and text are systematically arranged;	5
	2. Layout design makes animated videos easier to observe and attractive.	5
	Maximum total amount	90
	The total number of scores obtained	87

Assessment Aspects	Assessment criteria	Validation Score
	Percentage	96.66%
	Percentage Rate	85-100%
	Criteria	Very Appropriate

The total score obtained from the validation result was 96.66%, categorized as very appropriate to apply in an English classroom for junior high schools.

Results of Material Expert Validation

The animated video that had been designed was then validated by a material expert (see Table 1). There were 5 aspects to be assessed in the material, namely Material Suitability with 7 assessment criteria, Accuracy with 2 assessment criteria, Sophistication with 2 assessment criteria, Evaluation system with 4 assessment criteria, and Material Quality with 3 assessment criteria. Hence, there were 18 assessment criteria in total. The results of assessment are presented in Table 5.

Table 5. Material Expert Validation Results.

Assessment aspects	Assessment criteria	Validation score
Suitability of Material	1. The design of the animated video is orderly and consistent;	5
	2. The depth of the material explained in the animated video is suitable for the students;	5 4
	3. The material in the animated video is explained systematically. The illustrations are clear and attractive;	5
	4. The sub-material formulated meets the provisions of Basic Competency (KD) 3.10 in the material;	5
	5. The images used correspond to the material;	5
	6. The examples given correspond to the material;	5
	7. The material is in accordance with the learning objectives.	
Accuracy of Material	8. The accuracy of the sequence of concepts and theories presented in the animated video is arranged from basic to complex;	5 5
	9. The examples presented in the animated video are correct	
Sophistication of material	10. The theories and concepts presented in the animated video are relevant to	5

Assessment aspects	Assessment criteria	Validation score
	events that occur in everyday life;	
	11. The use of pictures and illustrations related to everyday life;	4
Evaluation System	12. The question items correspond to the material explained in the animated video;	5 5
	13. The material tested can measure students' achievement of knowledge competency	5
	14. The material asked is appropriate to the student's educational level	5
	15. The answer key for each question has only one answer	
Material Quality	16. Systematic material explained in the animated video	5
	17. Clarity of the material explained in the animated video	5
	18. The depth of the material explained in the animated video	5
	Maximum total amount	90
	The total number of scores obtained	88
	Percentage	97.77%
	Percentage Rate	85-100%
	Criteria	Very Appropriate

The total score obtained was 97.77 %, which shows that the material presented in the animated video is very appropriate in terms of suitability, accuracy, sophistication, evaluation system, and quality.

Results of Language Validation

The language validation was done by a linguist labeled as validator III (see Table 1). There were 3 aspects to be validated, including Conformity with Good and Correct Language Rules with 6 assessment criteria, Correctness and Effectiveness with 2 assessment criteria, and Dialogic and Interactive Aspect with 3 assessment criteria. The results can be seen in Table 6 as follows:

Table 6. Results of Language Validation.

Assessment Aspects	Assessment criteria	Validation Score
Conformity with good and correct language rules	1. The grammar used in the animated video is appropriate;	**5**

		2. The spellings used in the animated video are correct;	**5**
		3. The questions and answer choices in the evaluation questions are written in good and correct Indonesian language;	4
		4. The language used in animated videos is appropriate to the level of intellectual development/thinking of students;	**5**
		5. The language used in the animated video is easy to understand;	**5**
		6. The language used is in accordance with English sentence structure.	**5**
Correctness Effectiveness	**and**	7. The sentence structure is correct;	**5**
		8. The sentences used for explaining the material in the animated video are effective;	**5**
Dialogic interactive	**and**	9. The language used encourages curiosity to learn the material;	**5**
		10. The sentence formulations used in evaluation questions are easy to understand;	4
		11. The sentence formulation used in evaluation questions does not give rise to multiple interpretations or misunderstandings.	**5**
		Maximum total amount	55
		The total number of scores obtained	53
		Percentage	96.36%
		Percentage Rate	85-100 %
		Criteria	Very Appropriate

The results of language validation obtained a percentage of 96.36%, which indicates that the video uses understandable and appropriate language that conforms to the rules of the English language.

Overall Validation Results

The overall validation results are presented in Table 7.

Table 7. Overall Validator Results.

No.	Validator	Score Obtained	Maximum Score	Percentage
1.	Validator I	87	90	96.66%
2.	Validator II	88	90	97.77%
3.	Validator III	53	50	96.36%

From the Table 8, it can be concluded that the percentages of validation from 3 types of validators are 96.66%, 97.77% and 96.36%, respectively, which means that the animated video based on local wisdom created in this research is very appropriate in terms of design, material, and language used.

Students' Responses on the Local Wisdom-based Animated Video

After the product trial, the students were given questionnaires consisting of 10 items to find out their responses about the animated video based on local wisdom. If the answer was "Yes", the value given was 1. In contrast, if the answer is "No", the value was 0, as seen in Table 8 below: yes

Table 8. Results of Students' Responses to the Local Wisdom-based Animated Video

NO.	INDICATORS	YES	NO
1.	This animated video can give me motivation to study English and local wisdom independently.	**30**	**0**
2.	The animated video aroused my curiosity about English and local wisdom material.	**30**	**0**
3.	The English and local wisdom presented in the animated video makes me feel happy in learning.	**30**	**0**
4.	By using this animated video, I understand English and local wisdom better.	**30**	**0**
5.	The use of music does not interfere with the explanation of the material.	**30**	**0**
6.	The use of sound effects in animated videos is appropriate.	**30**	**0**
7.	The color design used in this animated video is visually appealing.	**30**	**0**
8.	The animation design used in the animated video is interesting.	**30**	**0**
9.	The image illustration displayed is in accordance with the content of the material explained in the animated video.	**30**	**0**
10.	The image illustrations have good quality.	**30**	**0**
	Frequencies	300	
	Total Score	300	
	Rate	10	
	Percentage	100%	
	Category	Strongly agree	

From Table 8 above, it can be seen that the students' responses to the animated video based on local wisdom gained a total score of 300 with a percentage of 100% and the category of "Strongly Agree". Hence, it can be said that the animated video was viewed positively by all students.

DISCUSSION

The animated video developed in this R&D research has proven effective in improving students' learning interest and knowledge of local wisdom. The development model by Borg & Gall (1983) can help improve the efficiency and quality of the local wisdom-based animated video being developed, because at each stage, continuous evaluation was carried out for revision (formative evaluation). The video was also very

appropriate, proven by the validation scores of 96.66%, 97.77%, and 96.36%, for the design, material, and language of the video, respectively.

Not only did it gain positive results from the validators, the animated video also gained a favorable perception from the students in the product trial stage. All the students' said that the video has increased their motivation in learning local wisdom and English. It was even more favored over the textbook. They showed a high level of excitement and curiosity during the learning, encouraging them to even further learn about the two even outside the classroom independently, which is in line with the research of Siregar (2021), Khalidiyah (2015), and Mazmurrini et al. (2023). Their listening and speaking skills have also significantly improved, which is in accordance with previous research (Khumairah et al., 2023; Pujiani et al., 2022; Paradillah et al., 2023; Maskhuroh, 2022).

In regards to visuals, the video was considered appealing by 100% students in terms of colors and illustrations. The moving images were visually clear and of good quality. When watching this video, the students tended to draw a similarity to their favorite cartoon. This finding is similar to the finding of Pujiani et al. (2022) where students' imagination is effectively stimulated by the visual presentation in the animated video, leading to longer vocabulary retention.

In terms of audio, the sound effects as well as the music were deemed appropriately audible and catchy by all the students. The sound as an accompanying element also did not interfere with the material explanation in the video, maintaining the message delivery. The video content is also simple as it integrates the local wisdom, allowing the students to draw a connection to their everyday life contexts. The conversation and material difficulty level have been adjusted to their level and validated by a linguist to ensure a smooth understanding.

CONCLUSION

Traditional way of learning English using textbooks has lowered the motivation of junior high school students in Sabang in learning English. The content is mostly difficult to understand because many of the contexts provided are not related to their immediate environment. This encouraged the authors to make an animated video based on local wisdom, following the Borg and Gall's (1983) model development which include problem analysis, collection of data, design of product, validation from the expert, product revision, product trial, and final product revision.

The application of this video has proven effective to increase the secondary students' interest in learning English. The local wisdom integrated in the learning also enriches their understanding about their own cultural heritage which contain moral, spiritual, historical, and even commercial value for potential tourism promotion. The knowledge of local wisdom can also foster a sense of belonging and pride in the students for their cultural identity. The questionnaire results also showed that the students had a favorable perception towards the animated video. Their interest in learning English has significantly increased along with their knowledge of local wisdom in Sabang.

This research also has a limitation. Due to limited time, it can only apply seven out of ten stages of the R & D model. Future research is thus recommended to fill the gap by applying the full stages of the R&D model.

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