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Development of Local Wisdom-Based Animated Videos to Introduce Buol Cultural Values

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A B S T R A C T

Introduction to culture is believed to be one of the important learning contents for early childhood because it is part of the foundation of the formation of a child's identity. Introduction to culture also becomes more relevant and important to prepare children as members of society and their culture in the development period. This type of research uses the type of development research or Research and Development (R&D). The development research in this study is to produce an animated video media based on local wisdom. The learning media developed aims to be an alternative media in introducing Buol cultural values to children. This development research was conducted to produce an animated video media product based on local wisdom in introducing Buol cultural values to early childhood, where this research was only conducted in Group B of Aba XVII Kindergarten, Matinan Village, Gadung District. The application of Local Wisdom-Based Animated Videos in Introducing Buol Crocodile Values applied in this study is to introduce Local Wisdom-Based Animated Videos in Introducing Buol Cultural Values to students. Introducing Buol culture that will be introduced to children, asking children whether they have ever seen Buol culture as shown in the video slide.

1. Introduction

Cultural recognition is believed to be one of the important learning contents for early childhood because it is part of the foundation of the formation of a child's identity. Cultural recognition is also becoming more relevant and important to prepare children as members of society and their culture in the next period of development (Rizkiyani & Sari, 2022). The introduction of local culture of their own region also aims to enable children to preserve that culture (Rahmadani et al., 2023). According to Karwati (2014), culture-based learning will significantly impact children's perceptions, memory, and ways of thinking. Based on the findings of problems during initial observations, the author found a lack of recognition of Buol culture among early childhood, a loss of local identity, and difficulty in expressing themselves. Nowadays, children tend to prefer playing with gadgets,

therefore, the reason the author chose animated videos because children are easier to learn, early childhood is more interested in watching animation activities than when teachers use the lecture method. This research is a development research in the form of animated video products to stimulate children in recognizing Buol crocodiles, especially in introducing typical foods, dances, traditional clothing, traditional houses, and others. The product developed in this research is an animated video in Indonesian and Buol (becoming bilingual).

According to Arifin et al., 2023, "Culture is a crucial element in shaping community identity and also reflects historical heritage, customs, and values passed down across generations." In Buol Regency, Central Sulawesi, local culture plays a strategic role in maintaining the uniqueness and richness of community traditions. This cultural richness is reflected through various expressions, such as dance, music, regional languages, traditional ceremonies, and handicrafts that are characteristic of Buol community life. However, the increasingly intense dynamics of modernization and globalization are influencing the lifestyles of the younger generation, who tend to be more exposed to foreign cultures than to their local culture. This phenomenon has resulted in a decline in appreciation and understanding of local traditions, potentially threatening the sustainability of this cultural heritage.

Based on the recapitulation results of the introduction of Buol culture in the three observed aspects, in the aspect of recognizing Buol culture, there were 3 children (20%) in the BSB category, there were 7 children (47%) in the BSH category, there were 5 children (33%) in the MB category, and there were no children in the BB category. The aspect of answering questions, there were no children in the BSB and BB categories, there were 8 children (53%) in the BSH category, and there were 7 children (47%) in the MB category. The last aspect was retelling the contents of the video, there were no children in the BSB and BB categories, there were 9 children (60%) in the BSH category, there were 6 children (40%) in the MB category. The aim of this research is to produce animated video development products based on local wisdom in introducing Buol cultural values to early childhood.

2. Methodology

This research and development aims to produce a product that can be accounted for in this research process. The author will develop a product that is owned, created and developed, and will test the product's effectiveness. The author plans to choose the ADDIE R&D model with product development in the form of animated video media based on local wisdom to improve children's abilities in recognizing Buol culture. The following is an overview of the implementation of the ADDIE development model, as follows:

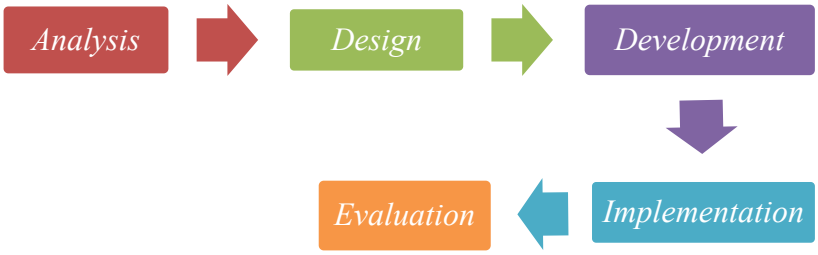

Figure 1. Diagram of the ADDIE Model

According to Figure 1, regarding the ADDIE model diagram, Sidabutar et al. (2022) explained that there are five stages of the ADDIE research and development model, namely Analyze, Design, Development, Implementation, and Evaluate.

a. Product testing

Product trials are conducted to determine the feasibility of the product being developed. The effectiveness of this research product was determined using a pre-test and post-test experimental design method, as follows:

$$O_1 \ X \ O_2$$

Description:

O_1 : Observation of children's ability to speak Buol before treatment
X : Treatment in the form of animated video media based on local wisdom
O_2 : Observation of children's ability to speak Buol after treatment

b. Test Subjects

The subjects in this study were 15 children, consisting of 7 boys and 8 girls, aged 5-6 years, enrolled in Group B of Aba XVII Kindergarten, Matinan Village, Gadung District, Buol Regency, Central Sulawesi Province, who were given pre- and post-test treatments in a product trial of a local wisdom-based animated video to improve children's understanding of Buol culture.

c. Feasibility Test

The steps used to test the feasibility of local wisdom-based animated video media products are adapted to the ADDIE model development procedures. The feasibility research instrument for local wisdom-based animated video media was analyzed by experts and compiled according to a rating scale calculation using the following formula:

$$P = \frac{f}{N} \text{ X } 100\ \%$$

$$O_1 \ X \ O_2$$

Description:

P = Percentage rate of change
f = Frequency of scores obtained by children
N = Number of children

Table 1. Percentage of Feasibility Assessment

Average Score (%)	Category
0 – 25	Not feasible
26 – 50	Not Worth It
51 – 75	Worthy
76 – 100	Very Worth It

The product developed is considered suitable for use in learning if it has an assessment percentage of 51% to 100% or is categorized as Very Suitable or Very Good for the application of the product to the user, in this case the PAUD children being studied.

d. Practicality Test

Based on the summary of the average percentage of children's assessments, and supported by validation tests conducted by experts on the practicality of the animated video media before testing it on children, it was shown that children found the animated video media developed by the author to be very practical to use.

e. Data Collection Techniques: Observation, Interviews, Documentation, and Questionnaires.

f. Data Analysis Techniques

This questionnaire depicts children's responses after being given treatment in the form of animated video media based on local wisdom. Children's ability to recognize Buol can be seen using the Guttman scale. According to Sugiyono (2010), "This measurement scale will yield clear answers: Yes - No; True - False; Ever - Never; Positive - Negative." Furthermore, Sugiyono explained, "Besides being multiple-choice, it can also be created as a checklist. Answers can be scored with a maximum of one and a minimum of zero." The following table illustrates this.

Table 2. Guttman Scale Categories in Children's Response Questionnaires

Symbol	Response	Score
☺	Agree	1
☹	Disagree	0

The data obtained was tabulated and the percentages were calculated, then analyzed. The calculation was carried out using the following formula:

$$P = \frac{\sum R}{N} \times 100\%$$

Description:

P = Percentage
Score $\sum R$ = Total validator score
N = Total maximum score

3. Results and Discussion

The learning media developed aims to serve as an alternative medium for introducing Buol cultural values to children. This development research was conducted to produce an animated video media product based on local wisdom to introduce Buol cultural values to early childhood. This research was conducted only in Group B of Aba XVII Kindergarten, Matinan Village, Gadung District.

This research starts from stage (1) Assessment/analysis where a needs analysis is carried out using a rubric (2) designing starting from the materials used and the media produced in videos and teaching aids then conducting a review, stage (3) conducting development which includes (making story boards, making products in the form of teaching aids and audio visual media, stage (4) implementation carried out through validators/material experts, media experts and design experts and small group tests, large groups and implementation in the control class and experimental class and the final stage is to evaluate the implementation of product use in the class. The data description for each validator is presented in the table of assessment results of the experts/validators and group tests. In summary, the results of the score calculations from the calculations of material experts and media experts in the product assessment of the development of local wisdom-based animated videos in introducing the cultural values of Buol Kindergarten Aba XVII.

Table 3. Results of Initial Stage of Material Expert Validation

Validator	Percentage (%)	Category
Subject Matter Expert	3,96	Very good

According to Table 3, the Competency results show that in terms of quality, the interactive learning multimedia material created by the author has an average value of 3.96%. This average value shows that the interactive multimedia in introducing Buol cultural values has very good video quality.

Table 4. Results of Initial Stage Media Expert Validation

Validator	Percentage (%)	Category
Materials Expert	3,15	Good

According to Table 4, the results of the initial media expert validation obtained a percentage value of 3.15% with the category of "good or appropriate", from all aspects given from the animated video cover aspect, the letter aspect in the animated video, the color aspect, the image aspect, and the animated video aspect based on local wisdom in the animated video media based on local wisdom in introducing Buol cultural values.

Table 5. Final Stage Material Expert Validation Results

Validator	Percentage (%)	Category
Subject Matter Expert	100	Very good

Table 5, shows the results of the final stage of material expert validation, which represents the assessment of the material expert validation regarding the main material, supporting information, display, and additional material aspects. The percentage increase in the final stage was 100%.

Table 6. Final Stage Media Expert Validation Results

Validator	Percentage (%)	Category
Materials Expert	3,96	Very good

According to Table 6, the results of the final stage of media expert validation, it can be seen that the percentage results at the final stage were 3.96%, seen from the video cover aspect, the letter aspect in the animated video, the color aspect, the image aspect, and the animated video aspect in the local wisdom-based animated video media in introducing Buol cultural values.

Observational data obtained by researchers in the field during observations of children when animated videos based on local wisdom in introducing Buol cultural values were shown in class. The following are presented in several tables, according to the aspects observed, namely: 1) the aspect of the ability to introduce Buol Culture; 2) the aspect of the ability to answer questions; and 3) the aspect of the ability to retell the contents of the animated video. The description of these aspects is explained below, as follows:

Table 7. Aspects of Ability to Recognize Buol Culture

Category	Frequency	Percentage (%)
Developing as Expected (BSB)	3	20
Developing as Expected (BSH)	7	47
Starting to Develop (MB)	5	33
Not Yet Developed (BB)	0	0
Total (N)	15	100

According to Table 7, it can be seen from the aspect of retelling the contents of the animated video introducing Buol culture, there are 3 children (20%) in the BSB and BB categories, there are 7 children (47%) in the BSH category, there are 5 children (33%) in the MB category, there are no children (0%) in the BB category.

Table 8. Aspects of Ability to Answer Questions

Category	Frequency	Percentage (%)
Developing as Expected (BSB)	0	0
Developing as Expected (BSH)	8	53
Starting to Develop (MB)	7	47
Not Yet Developed (BB)	0	0
Total (N)	15	100

According to Table 8, it can be seen from the aspect of mentioning the type of Buol culture, there are no children (0%) in the BSB and BB categories, there are 8 children (67%) in the BSH category, and there are 7 children (47%) in the MB category.

Table 9. Aspects of the Ability to Retell the Content of Animated Videos

Category	Frequency	Percentage (%)
Developing as Expected (BSB)	0	0
Developing as Expected (BSH)	9	60
Starting to Develop (MB)	6	40
Not Yet Developed (BB)	0	0
Total (N)	15	100

According to Table 9, it can be seen from the aspect of retelling the contents of the animated video introducing Buol culture, there were no children (0%) in the BSB and BB categories, there were 9 children (60%) in the BSH category, and there were 6 children (40%) in the MB category.

Table 10. Summary of Observation Results

Category	Observed Aspects of Introduction to Buol Culture						Average (%)
	Getting to Know Buol Culture		Mentioning the Types of Buol Culture		Retelling the Video Content		
	F	%	F	%	F	%	
Developing as Expected (BSB)	3	20	0	0	0	0	6,66
Developing as Expected (BSH)	7	47	8	53	9	60	53,33
Starting to Develop (MB)	5	33	7	47	6	40	40
Not Yet Developed (BB)	0	0	0	0	0	0	0
Total	15	100	15	100	15	100	100

According to Table 10, it can be seen that the results of the recapitulation of the introduction of Buol culture in the three observed aspects, in the aspect of recognizing Buol culture, there were 3 children (20%) in the BSB category, there were 7 children (47%) in the BSH category, there were 5 children (33%) in the MB category, and there were no children in the BB category. The aspect of answering questions, there were no children in the BSB and BB categories, there were 8 children (53%) in the BSH category, and there were 7 children (47%) in the MB category. The last aspect was retelling the contents of the video, there were no

children in the BSB and BB categories, there were 9 children (60%) in the BSH category, there were 6 children (40%) in the MB category.

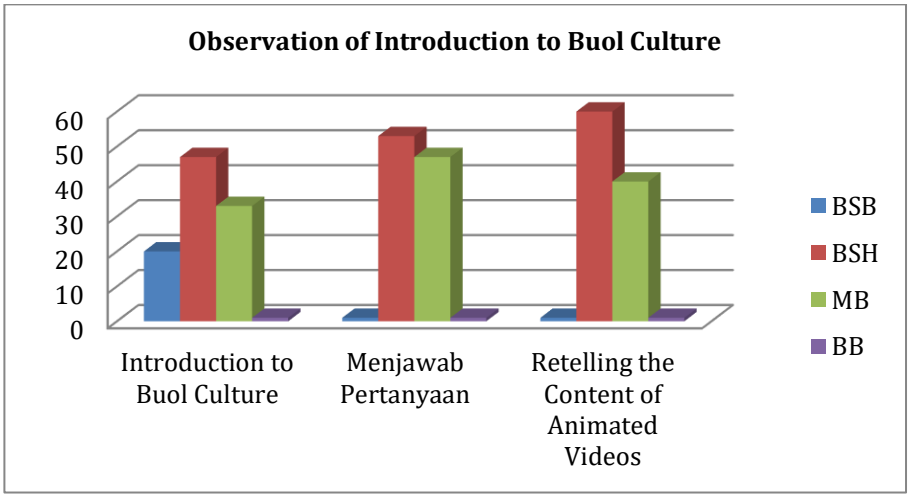

Figure 2. Observation Diagram for Introduction to Buol Culture

According to Figure 2, it can be seen from the most prominent bar chart in the red bar chart, namely the BSH category, there are 9 children (60%) and the green bar chart in the MB category there are 7 children (47%). The BSB category in the blue bar chart and the BB category in the purple bar chart are two bar charts that are not prominent or there are no children in both categories.

Buol Regency boasts a rich cultural heritage, including carving, dance, music, and a variety of other traditions. Among the dances still performed in Buol Regency today are the Monamut dance, a welcoming dance for official guests; the Yangga, meaning "step," used in traditional pencak silat movements; and the Bila dance. Traditional music also includes the rebana, which accompanies panjun/pantun (pantun), the gambus, which accompanies Jepeng dance, and the kulrindang.

The video then underwent several stages of development, from needs analysis and concept design to production and testing with target groups to gauge its effectiveness. Feedback from children, parents, and educators was crucial in refining the animated video to ensure it provides an optimal learning experience. It is hoped that this medium will enhance the awareness and transmission of Buol culture to the younger generation.

Through an interactive multimedia approach, this video not only conveys information visually but also incorporates interactive elements to facilitate children's understanding. Furthermore, this video is also designed to attract children's attention through the use of animation, simple narration, and illustrations relevant to Buol culture. With this media, it is hoped that Buol culture can be more widely introduced and understood by the younger generation, so that its preservation can be maintained and passed on to future generations.

Figure 3. Introducing Buol culture

Videos can help children understand material that teachers find difficult to convey. Students' positive attitudes toward videos regarding their understanding of the material can be seen in their learning outcomes; learning outcomes using videos are more effective than those without.

4. Conclusion

The "Development of Local Wisdom-Based Interactive Multimedia in Introducing Buol Cultural Values" can be summarized as follows: The application of Local Wisdom-Based Animated Videos to Introduce Buol Cultural Values applied in this study involves introducing students to the Buol culture to be introduced to the children by asking them if they have ever seen Buol culture like the one depicted in the video slides. The study focused on introducing Buol culture, including three aspects: understanding Buol culture, answering questions, and retelling the contents of the animated video. According to the researcher's observations, the majority of children after watching the animated video were in the Developing According to Expectations (BSH) category.

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