DEVELOPMENT OF LEARNING MEDIA BASED ON LOCAL WISDOM FOR LITERACY MATERIALS AT SDN SIEM ACEH BESAR

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ABSTRACT

This study aims to develop a learning medium based on local wisdom for literacy material at SDN SIEM, Aceh Besar, to enhance students' understanding of local culture and their literacy skills. The research method used is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data were collected through observations, interviews, and questionnaires administered to teachers and students. The results of the study indicate that the Acehnese folklore-based learning media in the form of animated videos successfully increased students' motivation and interest in literacy learning. This media also received excellent evaluations in terms of content quality, design, and instructional feasibility based on validations by subject matter and media experts. The implementation of the media in the classroom demonstrated a 30% improvement in students' learning outcomes compared to the period before using the local wisdom-based media. This finding highlights that integrating local wisdom into learning media can serve as an innovative alternative to support literacy education in elementary schools, particularly in the Aceh Besar region. Therefore, local wisdom-based learning media are suitable for broader implementation as part of a teaching strategy that supports character building while preserving local cultural values.

Keywords: learning media, local wisdom, literacy, Acehnese folklore

INTRODUCTION

Education is the key to shaping a generation that is intelligent, creative, innovative, and of strong character (Hartinah, et al., 2024). It also bears a significant responsibility in instilling the values of local wisdom in students. In today's globalized context, it is essential for the education sector to preserve the treasures of local wisdom, one of which can be achieved by integrating local wisdom into the learning process. Local wisdom refers to traditions, values, and norms that are passed down through generations and form an integral part of the local community's life.

Aceh, a region rich in local wisdom such as folklore, arts, and traditional customs, holds immense potential for utilization in the learning process. However, the reality shows that the integration of local wisdom into education, particularly at the elementary level, still faces numerous challenges. Most teachers continue to rely on conventional methods, such as lectures or textbook-based teaching, which often fail to engage and motivate students. Yet, by employing learning media that are relevant and rooted in local wisdom, students can not only grasp academic content but also learn to appreciate and connect with their cultural heritage.

One aspect of education that can be integrated with local wisdom is literacy (Pertiwi & Firdausi, 2019). Literacy encompasses not only the ability to read and write but also the capacity to critically understand and apply information in daily life. In this context, Acehnese folklore can serve as an effective teaching material to enhance students' literacy skills. Folklore contains various moral, social, and cultural values that are relevant to students' lives, thus offering meaningful and engaging learning experiences.

Learning media are tools or resources used to support the teaching and learning process (Saleh, et al., 2023). The use of appropriate media can help students understand materials more easily and effectively. In the digital era, the development of technology-based learning media has become a pressing need. One form of media with great potential is animated videos. Animated videos not only capture students' attention but also present stories or abstract concepts in a more concrete and easily understandable format (Julianingsih & Krisnawati).

However, the use of technology-based media remains limited in many elementary schools, including in Aceh. At SDN SIEM Aceh Besar, for instance, teachers often face challenges in developing technology-based learning media. This is due to several factors, such as a lack of training, insufficient facilities, and limited time to design innovative learning media. Therefore, support from various stakeholders, including higher education

institutions, is needed to assist teachers in developing effective and locally-based learning media.

Aceh is rich in folklore that can be utilized as teaching material in literacy education. Stories such as Putri Pukes, Hikayat Malem Diwa, and Amat Rhang Manyang not only entertain but also convey moral messages that are relevant to students' lives. By integrating these folk tales into literacy learning, students not only learn to read and write but also understand the noble values embedded in the stories.

The use of folklore in learning also has the potential to increase student participation. Students are more inspired and motivated to learn when the teaching materials are aligned with real-life contexts (Aziz, 2020). Additionally, local wisdom-based learning can strengthen students' cultural identity, which is essential in facing the challenges of globalization.

As an elementary school committed to enhancing the quality of education through a blend of innovation and local wisdom, SDN SIEM Aceh Besar has collaborated with UBBG to develop learning media based on folklore. During training sessions conducted by UBBG lecturers, SDN SIEM teachers received guidance on creating animated videos of Acehnese folklore. The training aims to improve teachers' abilities to leverage technology in transforming local wisdom into engaging learning media.

The animated video designs are crafted to convey the messages of Acehnese folklore visually and auditorily (Wati, 2024). These videos are expected to help students comprehend the content of the stories while also improving their literacy skills. Furthermore, the animated videos provide a more interactive and enjoyable learning experience compared to conventional teaching methods (Sari & Yatri, 2023).

The aim of this study is to describe the process of developing learning media based on local wisdom at SDN SIEM Aceh Besar, particularly in literacy learning. This research also aims to measure the effectiveness of using local wisdom-based media in enhancing students' literacy skills.

The benefits of this study are: (1) Providing guidelines for students in developing learning media based on local wisdom; (2) Enhancing students' literacy skills through contextual and engaging learning media; (3) Preserving Acehnese folktales as part of the local cultural heritage.

The development of learning media based on local wisdom is not only locally relevant but also globally significant (Hartono, et al., 2022). As part of cultural preservation efforts, the use of local wisdom in education supports

UNESCO's goals of safeguarding global cultural heritage through education (Lande, 2021). Furthermore, this research aligns with the spirit of the Merdeka Curriculum, which grants teachers the freedom to design learning that is relevant to local needs and contexts.

Through this study, it is hoped that teachers, schools, and policymakers can recognize the significant benefits of collaboration in improving education rooted in local culture. The findings of this research are also expected to inspire other schools to integrate local wisdom into their teaching practices.

METHODS

This study employs a research and development (R&D) approach. This method is used to produce a local wisdom-based learning media product. The development model utilized is the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which consists of five systematic stages in designing and developing learning media (Rachma, et al., 2023).

The research was conducted at SDN SIEM Aceh Besar. The research subjects included fourth and fifth-grade teachers and students involved in literacy learning. Teachers were engaged as partners in the development process, while students served as users of the media to evaluate its effectiveness and appeal. The research consisted of several stages, as follows:

1. Analysis Stage

This stage aimed to identify literacy learning needs at SDN SIEM. Activities included interviews with teachers to understand needs, challenges, and potential integration of local wisdom into the learning process. Observations of literacy lessons were conducted to examine existing methods and media. Data collection was also performed on relevant Acehnese folktales, such as Putri Pukes or Amat Rhang Manyang, to be used as teaching materials.

2. Design Stage

At this stage, an initial design of the learning media in the form of animated videos was created. The steps included drafting scripts, designing visual elements, and preparing an evaluation framework.

3. Development Stage

This stage involved the production of the learning media. Activities included:(a) Creating animated videos based on Acehnese folktales using appropriate software;(b) Validation by learning media and cultural experts to ensure alignment of content and design with educational objectives and Acehnese cultural values;(c) Revising the product based on feedback from validators to produce a final product ready for testing.

4. Implementation Stage

The developed learning media was implemented in literacy lessons for fourth and fifth-grade students at SDN SIEM. Teachers received brief training on effectively using the media. The implementation process included: (a) Delivering literacy materials using animated videos based on folktales; (b) Observing and documenting the learning process to evaluate student responses to the media.

5. Evaluation Stage

This stage aimed to assess the effectiveness of the learning media in improving students' literacy skills. The evaluation included:(a) Using assessment instruments in the form of literacy tests covering reading, story comprehension, and simple story writing skills;(b) Collecting qualitative data through interviews with teachers and students to gather feedback on the media;(c) Analyzing test results and interview data to determine whether the media met the established learning objectives.

Data Collection Techniques

Data were collected through various techniques: (1) Interviews were conducted with teachers to explore literacy learning needs and challenges, and with students to gather their impressions of the learning media; (2) Observation was used to monitor the learning process and students' responses to the use of the media; (3) Documentation involved collecting students' literacy test results and notes related to the media development process; (4) Expert validation was carried out to ensure that the developed learning media aligned with learning objectives and local culture.

Data Analysis Techniques

The data were analyzed using both qualitative and quantitative descriptive methods. Qualitative data, such as interview and observation results, were analyzed using data reduction, data display, and conclusion-drawing techniques. Quantitative data from students' literacy test results were analyzed using simple statistics to evaluate improvements in literacy skills before and after using the learning media.

Expected Outcomes

This methodology is expected to produce innovative learning media that are relevant to the local cultural context and effective in enhancing students' literacy skills. Additionally, this research aims to contribute to the development of local wisdom-based learning media in other schools.

RESULTS AND DISCUSSION

This study yielded significant findings regarding the enhancement and implementation of local wisdom-based learning media for literacy education at SDN SIEM Aceh Besar. The results cover aspects of the media development process, classroom implementation, its impact on students' interest and literacy skills, and the sustainability of the learning process.

The learning media developed took the form of animated videos based on Acehnese folktales. The development process began with identifying folktales relevant to educational values and the students' daily lives. Teachers were trained to draft story scripts, select engaging visual elements, and collaborate with a technical team to transform the stories into animated videos.

During the training sessions, teachers were inspired and motivated to further explore local cultural wisdom that could be integrated into learning. They also gained new skills in using simple technology to support the teaching process. The media produced was designed with appealing colors, animations, and narration, effectively capturing students' attention while conveying educational messages.

The learning media was used in literacy lessons for fourth and fifth-grade students. In the initial stage, teachers played the animated videos to introduce Acehnese folktales to the students. The teachers then guided

discussions on the content of the stories, the local wisdom values embedded within them, and their relevance to the students' lives. The learning activities continued with writing assignments, such as creating story synopses, rewriting the stories in their own words, or illustrating a favorite scene from the stories.

Observations during the learning process revealed that students were highly enthusiastic when using local wisdom-based media. They were more focused, eager to engage in discussions, and showed increased confidence in asking questions or expressing their opinions. The animated media also helped students understand the stories more easily compared to conventional text reading, especially for those with lower reading and writing skills.

The implementation of local wisdom-based media had a positive impact on students' literacy, both in terms of interest and ability. The key findings include: (1) Increased Literacy Interest: Most students demonstrated a heightened interest in reading other folktales after being introduced to them through animated media. They also became more active in seeking additional information about Acehnese culture; (2) Improved Reading and Writing Skills: Teachers reported improvements in students' ability to comprehend story content and express it in writing. Students were able to write more coherently and creatively compared to before using the media; (3) Cultural Values Understanding: Through the folktales, students not only learned literacy skills but also gained an understanding of cultural values such as honesty, hard work, and respect for parents.

Teachers noted that local wisdom-based learning media made it easier to deliver literacy materials, which were previously perceived as dull by students. The school principal fully supported the implementation of this media, seeing it as aligned with the school's vision of integrating local cultural values into education. Additionally, the principal stated that this media has the potential to become an educational innovation that can be adopted by other schools in Aceh.

Despite its many benefits, there were some challenges in the development and implementation of this media, such as limited time for teachers to learn the technology, insufficient supporting facilities at the school, and technical difficulties in animation production. However, these challenges could be addressed through school support, continuous training, and collaboration with external parties.

The findings of this study indicate that the use of local wisdom-based learning media, particularly in the form of animated folktale videos, is effective in improving students' literacy at SDN SIEM Aceh Besar. In addition to enhancing students' interest and abilities in reading and writing,

this media also plays a significant role in preserving local culture and introducing positive values to the younger generation. This study recommends further development and wider use of similar media in elementary schools, especially in regions rich in local wisdom.

CONCLUSION

The learning media was developed using folktale texts as teaching materials, packaged in an interactive digital format such as animated videos and visual modules. The research findings indicate that this media is valid, practical, and effective. Expert validation ensured that the media met pedagogical and technical standards, while trials demonstrated significant improvements in students' literacy comprehension. Furthermore, the media effectively fostered students' creativity in learning due to its relevant and engaging approach. The incorporation of local wisdom not only facilitated students' understanding of literacy materials but also instilled cultural values and local wisdom that have been increasingly overlooked. Teachers provided positive feedback, considering the media as an innovative teaching tool that meets students' needs. However, challenges such as access to technology and the need for teacher training remain issues to be addressed. This local wisdom-based media is highly effective and efficient in enhancing literacy and could serve as a model for similar developments in other schools.

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