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The Development Of Learning Video Based On Local Wisdom In The Centre Area And Group Learning In Kindergarten

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ABSTRACT

The aim of this study was to produce a learning video based on local wisdom in the learning model in early childhood education teacher education in the form of a center model, area model, and group model whose final result was a learning video. The type of this research was development research, namely Research and Development (R&D). The development model used refers to the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model was chosen in this development research based on several reasons, namely, this model is a procedural model, namely a descriptive model, showing clear and careful steps to produce a product. This study resulted, Material Experts stated that the results of this learning video were in the appropriate category, namely the center model obtained a percentage of 87.5%, Area obtained a percentage of 81.25%, and the group obtained a percentage of 82.5%. Meanwhile, media experts also revealed that the results of this learning video were worthy, namely the learning model. The percentage of the center was 86.12%, the area was 88.88%, the group learning model was 94.4% thus all of them was categorized in to the “very good” criteria.

Keywords : Learning Video, Local Wisdom, Early Childhood Education

A. INTRODUCTION

In accordance with (Trianto, 2011:6), early childhood education is the first and basis stage in the life cycle. This is the initial period known as the golden period or the golden age. This period of growth and development of children is the basis for a period of further growth and development. The opinion of Paul Baltes in (Santrock, 2012: 07), the development period of the human life span, its development lasts a lifetime, which occurs in various dimensions and in various directions, as well as in various aspects. Meanwhile, Werner's opinion in (Monks, 2006: 01) says that development is a process of change and growth that is permanent, progressive, moving forward and cannot be repeated. Teaching and learning activities in the learning process in PAUD are carried out by playing activities because they can develop all dimensions of child development. Hurlock (1978:113) suggests several developments as follows: a) physical, b) Desire to communicate, c) Expressing emotions, d) Implementing Desires and Needs, e) Learning Resources. Experts suggest some of the benefits of playing can develop various aspects such as: cognitive, physical, language, motoric, interest, play, social, emotional. (Stone, 1993:4).

Playing is an activity which carried out by children or in groups whether using tools or not using tools that aim to train physical, psychological, and psychological activities (Semiawan, 2008:20). Playing activity must be evaluated by the teacher as expressed by Jamaris (2010:323) At the time of learning, the teacher must carry out an assessment process that involves the object to be assessed. Local wisdom is a set of arrangements, plans, and designs regarding the content, objectives and learning materials compiled by the unit of an educational institution in accordance with the diversity, characteristics, advantages, needs of certain regions and their respective environments as well as cultural procedures that are used as reference guidelines in the implementation of learning activities (Rappana, 2016).

The approach by using local culture is not merely in the form of culture such as games but the form can be dances, local products such as fruits, food, all of which can be linked to the learning process into themes and sub-themes. Such as the theme of my environment, Jambi traditional house, the way of life of the Jambi Malay local culture, the theme for my needs is Jambi special food, Jambi typical drink, Jambi Malay clothes, while the theme for Jambi typical animals such as cempakul fish, geese, while plants are plants that There are many nearby in the Jambi area such as palm oil, durian, duku, rubber, while the theme for vehicle recreation is for example Pompong, Sebeng. And the theme for work related to the environment for example pempek sellers, boatmen, rubber tappers, oil palm farmers. For the theme of my homeland, for example, life in cities and villages in the city of Jambi or in villages in the city of Jambi.

The examples of the above themes can not be separated from the themes that have been outlined in PP PAUD 137 and 146. Learning using local content is very compatible with learning using themes because the theme really describes the environment around the child. Local wisdom is developed in learning in schools through themes that are carried out at school (Sagala, 2008: 242). These themes will be adapted to the culture that surrounds children. As stated by Martini (2010: 72) local content is all activities covered in the curriculum then applied in learning activities to develop all the potential of children adapted to local cultural wisdom such as: in the game of children, regional dances, special foods, drinks, fruits, work, clothing, and recreation.

There are three learning models applied in the teaching and learning process of early childhood education in Indonesia. The first model is a learning center model and it consists of center of preparation (preparing children to write, read and count), a natural materials center (a teaching and learning process activity for developmental aspects that exist in early childhood including: Physical, Motoric, Language, Social, Cognitive, play, sexual, interest, emotion, personality, creativity, morals), beam center (to prepare children to understand about building space), faith and taqwa center (to teach children about religion such as in Islam how to pray, take ablution, fast) , etc.), a role playing center, an Art Center, a Music Center, and a Cooking Center.

Characteristics in learning using centers, children are focused on center activities which vary from one center to another in the classroom or outside the classroom. This peculiarity can be seen from the division of the center for each class, which differs in the setting of the class environment. In

the implementation of learning centers, children learn one day, one center with different sub-themes every day which can be linked and developed learning materials based on local culture. Developing center activities, can be carried out by expanding the curriculum content through: activities centered on language and literacy, literature, mathematics, science, studying social life, art, sensory centers (five senses), music, drama and puppet games (Jackman, 2010). 2012:80). The implementation of activities focuses on developing children's interests and children's potential. Playing with children is seen as a work activity for the children themselves so that on this occasion the opportunity is given to start exploration and carry out activities to develop themselves and their ideas so that children can produce their work/performance starting from the beginning until the end of the activity. (Anonymous, 2011:36).

The second model is a learning area consisting of the Religion Area (a place to introduce children to religion, and practice worship procedures), the Beams Area (an area equipped with toys of various shapes of blocks, children can arrange blocks to form a building), Area Counting or Mathematics (mathematical area as a place for games that can help children match, count, and group), Science Area (Area for children to observe and know about the nature of events and objects they find in the environment), Music Area (can be used to unite activities of singing, moving, clapping, dancing, and playing musical instruments), Language Area (A place for children to view books such as story books and picture books or listen to stories from teachers and parents), Reading Area and Writing (as a means for children to learn to read and write), Drama Area (a place to give children the opportunity to Patan plays a play), Sand/water Area (playground for children in order to improve their developmental aspects), Art Area (can increase children's imagination and creativity) and Motorics (a place for children to play while moving in order to train the balance of all their body movements) . Learning activities that use the Area model have the opportunity for children to explore activities according to the potential of the children themselves. Learning activities are arranged according to the curriculum and then arranged in the form of a program then described in RPPM and RPPH to develop: Physical, Motoric, Language, Cognitive, Playing, and Creativity.

The implementation of activities in the area, it has revealed and developed local culture, in which it is contained in the form of themes and then developed into various sub-themes when designing learning activities. Involving teachers, parents, students, in the implementation of learning. Teachers actively design activities and carry out activities at school, children actively carry out activities with teachers at school and parents actively help children carry out activities at home according to the agreement that has been designed by the teacher. (Sofyan, 2014:85). Dealing with (Drake, 2003:55-62) play activities for children can be carried out with activities in various choices of areas. Each area is set with nuance according to the area name, such as the language area: in this area describes activities for reading and writing. The tools in this area include: tables, chairs, stationery, blackboards, pictures of letters and pictures of numbers. The science area prepares children to know the world of natural sciences such as water, earth, air, fire, rocks, plants, animals, and fruits.

The third model is group learning, activities in the setting area of children's groups carry out activities based on group division in one class. Group division can be divided into three to four groups. Each group can be named by fruit name, animal name, mountain name.

Activities in the setting of the children’s group area carry out activities based on group division in one class. The group division can be divided into three to four groups. Each group can be named by fruit name, animal name, mountain name. The activities of each group of one group are different from other groups. But each child must enter and complete the activity in the whole group when the child has finished in one group and move to the next group until it is finished so that the child can complete for all four groups.

This is in accordance with the opinion of Mulyasa (2014: 149), who said that group activities need to provide a place for safety activities in the classroom. The pattern of learning in the classroom, when children’s activities are formed in several groups in each group must be seen and different activities designed between groups. Each child who has finished carrying out his learning tasks or who is faster than his friends can then continue activities in other groups. If there is no place, then the child is placed in a safety corner that has been provided with stationery. This learning provides opportunities

for children to better mingle learning together with changing friends and provide opportunities to learn together for children to learn in each class and can learn different topics according to local wisdom that is around children's daily environment (Directorate of Education of PAUD 2014:8).

Responding to the explanation of early childhood education learning models above, all learning models aim to improve all aspects of early childhood development such as physical, motor, language, social, emotional, cognitive, play, sexual, interests, personality, and creativity, as well as morals. Basically, the implementation of learning is good, but in the implementation of lectures or in schools the learning and teaching methods are still monotonous and there is a need for innovative learning methods to improve the understanding of students and early childhood education teachers.

With the development and changing times at this time, there have been many developments in information and communication technology that can be used as innovations for learning media that will be used in lectures for students, or for early childhood education teachers. As educators, they should be able to use and utilize technology in their classroom learning so that learning methods are more innovative and interesting. To teach in PAUD using the Center, Area, and group learning model, you must prepare learning tools, which in the video must be equipped with learning tools.

Researcher wants to develop a learning innovation in early childhood education learning models in Indonesia which will be packaged in the form of learning videos. Learning videos will be designed according to the needs of educators and students (lecturers, students, teachers) by following the trends and developments of learning media at this time. Thus, the researcher hopes that this video can increase the interest, motivation, and desire of students to learn more about learning models in early childhood education.

Based on the explanations and circumstances above, the researcher is interested in creating and conducting a research or study with the title of "Development of Local Wisdom-Based Learning Videos in Center Area and Group Learning in Kindergarten".

B. RESEARCH METHOD

The type of this research is development research using Research and Development (R&D) research methods. Research using the R&D method is research that aims to develop a certain product that is needed by the community or environment that is the target of the research objective. In Research and Development (R&D) research, the steps in the research that will be carried out are following the ADDIE development model. This model, as the name implies, consists of five main phases or stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation (Mulyatiningsih, 2013: 201-202).

Table 1. ADDIE development model

Development Stage	Activity
Analysis Stage (Analysis)	At this stage is the pre-planning stage: designing everything related to the learning video product that will be developed. Identifying video products in Area learning, Group learning and Classical learning that are appropriate for student competencies and learning objectives, analyzing and identifying learning materials, analyzing the learning environment and learning methods.
Design Stage (Design)	At the design stage, learning video products have started to be created according to the purpose. This video is adapted for Center, Area and group learning. This video is equipped with a narration so that the message and information to be conveyed becomes clearer and more meaningful
Develop Stage (Development)	Videos that have been designed in the previous stage, were developed by requesting expert validation. Comments and responses from validators become input for revisions in the development of this learning video product. Validation is done in the form of material validation and media

	validation.
Implementation Stage (Implementation)	Video products that have been developed are then implemented in early childhood learning in schools. From this stage, the teacher's response was obtained in connection with this learning video.
Evaluation Stage (Evaluation)	At this evaluation stage, the effect of using this video in PAUD learning will be observed. The impact of the video is seen in each group, area, center. The learning objectives have been achieved or not and all information regarding the use of this video in learning.

1. The Procedure of Development

The development based on the ADDIE model in this study consisted of 5 (five) steps as follows:

a. Analysis stage

Analysis, Conducting needs analysis through preliminary surveys through various ways such as making observations, studying various kinds of literature to analyze the needs of learning video products that contain Area learning implementation plans, Center learning implementation plans and Group learning implementation plans developed by identifying curriculum, identify programs, identify themes, identify aspects of child development, identify RKM/RPPM and RKH/RPPH and video products that are in accordance with student goals, learning objectives, identify learning content/materials, identify learning environments and delivery strategies in learning.

b. Design stage

Design, is planning to develop video products (Mulyatiningsih, 2013:201). Creating curriculum designs, Creating program designs, Creating the provisions of RKH/RPPH based on KI, KD, competency achievement indicators contained in Syllabus. The design of the reference book development at this stage is carried out in several stages, namely: Scheduling, specification of book design, and implementation of development in accordance with the Area learning implementation plan, Center learning implementation plan and Group learning implementation plan.

c. The Devolepment Stage

Development, developing learning video product devices in area learning, center learning and group learning, and classical learning. To teach in PAUD using the Center, Area, and group learning model, learning tools, which in the video must be prepared and equipped with learning tools. Develop a set of themes, develop RKH/RPPH and RKM/RPPM. Furthermore, this product is validated by learning device experts. This validation was carried out before the learning video product was tested, this validation was carried out several times if something was not valid, then a revision was carried out until the video product was declared valid.

d. Implementation stage

Implementation, the stage for testing the learning video product that contains the design of learning areas, learning centers and group learning that are being developed. The reference book product design that has been validated by the validator, it was tested on the test subject of the group as users of the product that has been developed. Group trials and carried out at PG-PAUD Jambi University and Kindergarten in Jambi City which consisted of 8 Districts.

e. Evaluation stage

The evaluation stage in this study was to evaluate the four models of learning video products in kindergarten (in early childhood education).

2. Experimental Subjects and Research Techniques

The test subjects in this study included Jambi University lecturers, PAUD students of Jambi University, and kindergarten teachers in Jambi City. The subjects of this research were then divided into 2 groups, namely a small group consisting of 20 people, and a large group consisting of 50 people. For a clearer picture of how the subject of research trials can be seen in the following Table 2.

Table 2. Research trial subjects

Try Out	Try Out Subject	Number of Subjects
Small Group	Lecturer of Jambi University	20
	Student of PAUD study program Jambi University	
	Teacher of kindegarten in Jambi City	
Big Group	Lecturer of Jambi University	50
	Student of PAUD study program of Jambi University	
	Kindegarten teachers in Jambi City	

3. Instruments and Data Collection Techniques

This development research used a data collection instrument in the form of a questionnaire. The following is a grid of validation assessment instruments by experts regarding learning videos.

Table 3. Learning video assessment questionnaire grid by experts

Variable	Indicators	Item Number
Vidio pembelajaran berbasis kearifan lokal	Clarify and ease the learning delivery	1
	Selection of background, text, picture, and animation	2
	The picture size	3
	The material picture is seen clearly	4
	The picture lighting	5
	The speed of picture movement	6
	The voice rythm presented	7
	The narrator's voice is heard clearly and informatively	8
	The music sound does not disturb the concentration	9
	Text type	10
	Duration is precise already	11
	Suitability with syllabus	12
	Material suitability	13
	Material benefits	14
	Suitability with the students' ability	15
	Learning purpose	16
	Giving motivation	17
	Information clarity	18
	Effective sentence	19
	Language usage	20

Table 3 is a grid table for the assessment of the learning video by experts. Table 3 consists of 20 indicators and items used to assess the quality of the video that will be used for research.

Besides, the grid for the assessment of learning videos by experts, there are also grids for product trial questionnaires by respondents. Table x below is a grid about the product trial questionnaire that will be used.

Table 4. Product trial questionnaire

Variable	Indicator	Item Number
Local wisdom based video	Video display	1
	Writing clarity	2
	Ease in the usage	3
	The attractiveness of figure, animation, and video	4
	The material suitability with the learning purpose	5

Table 4 is a table of product trial questionnaires by respondents. The table consists of 5 indicators and questions that are used to assess the quality of the product that will be used in this study. The 5 indicators consisted of video display, clarity of writing, ease of use, attractiveness of images, animations, and videos, and the suitability of the material with learning objectives.

4. Data Analysis Techniques

The source of data in this product development research was validation by design experts and material experts, product trials for large and small groups of videos can be seen in the formula below (Arikunto, 2010:236):

$$RS = \frac{Total\ score\ of\ each\ variable}{Total\ maximum\ score}$$

RS = Percentage of student responses with certain criteria

C. RESULTS ACHIEVED

1. Data Validation

a. Analysis of the Validation Results of Learning Center and Group Learning Development Materials

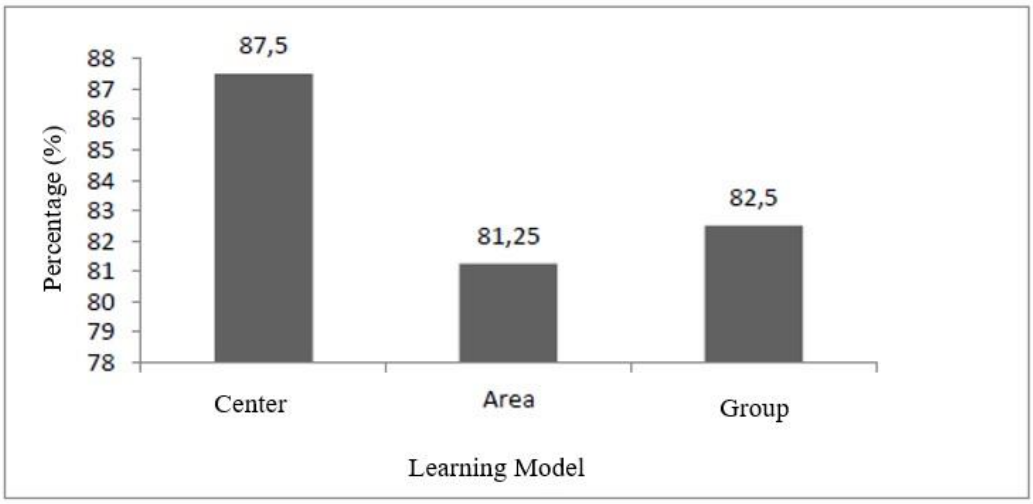

Figure 1. Percentage diagram of validation by material experts about videos at Learning Centers, Areas, and Groups

Figure 1 is the result of expert validation about video learning centers, areas, and groups. Validation by material experts was carried out once for each learning model. From the table of material expert validation results on the development of the video center model, the percentage of 87.5% is obtained in the "very good" criteria. In the area learning model, the percentage of 81.25% is in the "very good" criteria. In the group learning model, the percentage of 82.5% is in the "very good" criteria.

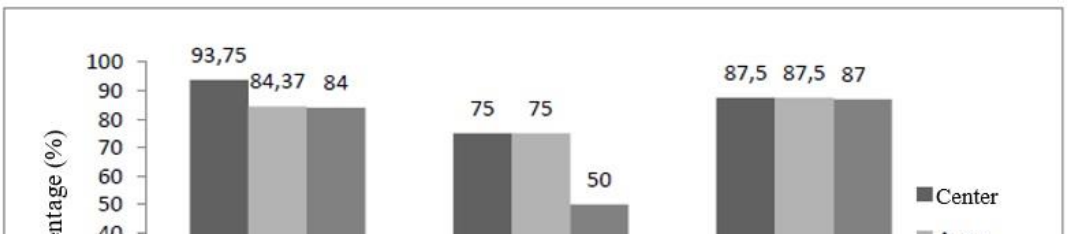

Figure 2. Diagram of the percentage of material expert validation for each indicator of video in Center, Area, and Group learning

Figure 2 is a diagram of the percentage of material validation for each indicator of video at learning centers, areas, and groups. Figure 2 indicates that in the aspect of content feasibility, center learning shows a validity percentage of 93.75%, while in area learning it is 84.37%, and group learning is 84%. In the linguistic aspect, the percentage of validity in learning centers and areas is 75%, while in group learning it is 50%. In the aspect of the learning center presentation, it shows the percentage.

b. Analysis of the Results of Media Validation for Area and Group Learning Development Centers

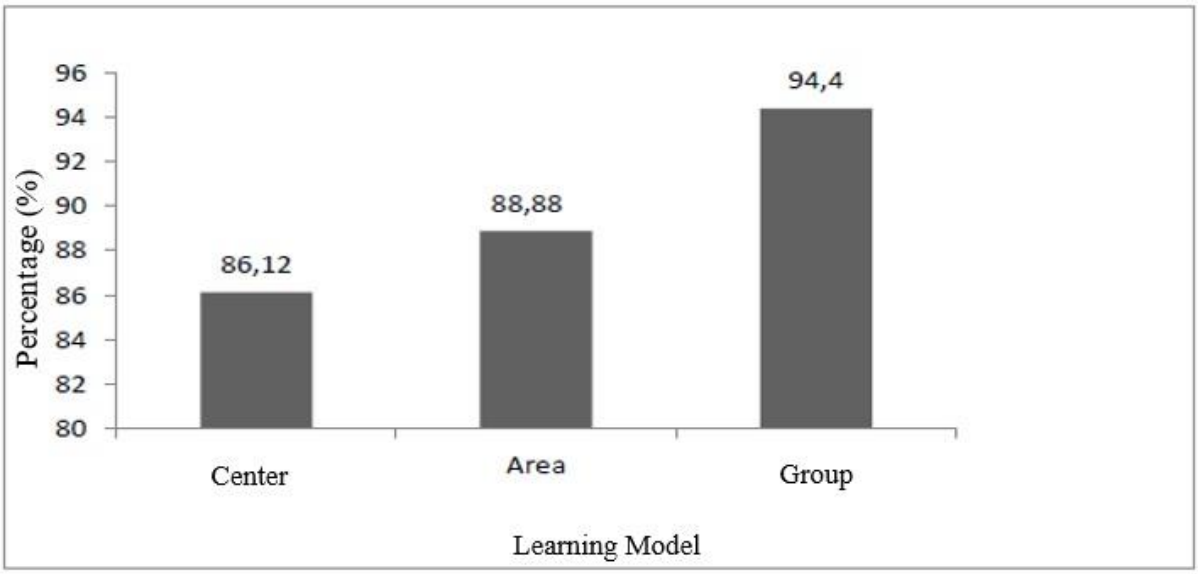

Figure 3. Diagram of the percentage of validation by media experts about videos at Learning Centers, Areas, and Groups

Figure 3 is a diagram of the percentage of validation results by media experts about video learning centers, areas, and groups. Validation by design experts was carried out once. From the table of media expert validation results on the development of the central learning model video, it was found that the percentage was 86.12% in the "very good" criteria. In the learning area model, the

percentage of 88.88% is in the "very good" criteria. In the group learning model, the total percentage of 94.4% is in the "very good" criteria.

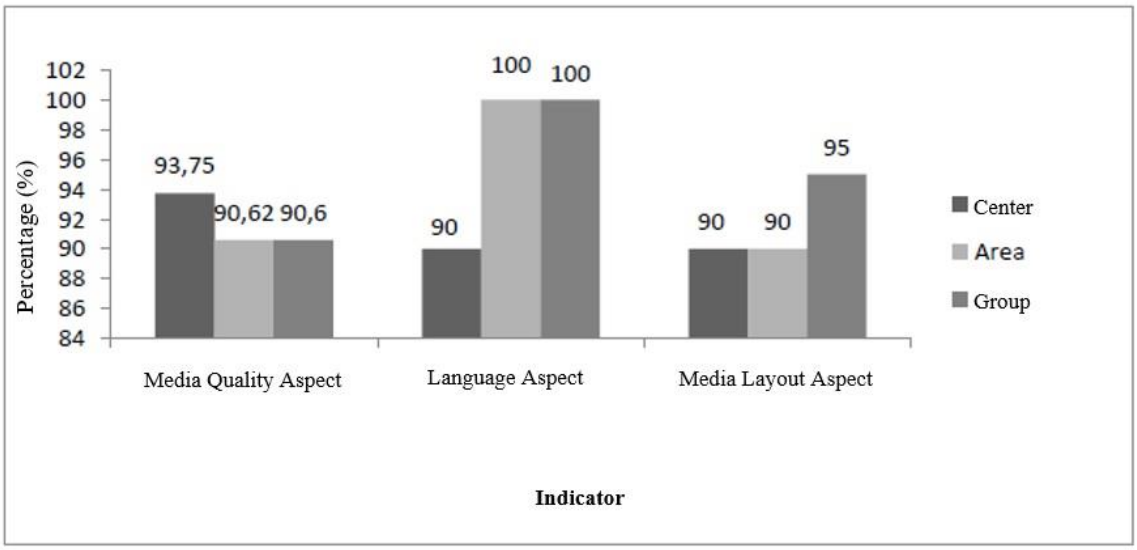

Figure 4. Diagram of the percentage of media expert validation for each indicator of video in Center, Area, and Group learning

Figure 4 shows the percentage of media expert validation results for each indicator on video, at learning centers, areas, and media. Figure 4 shows that the media quality aspect of the learning center has a media percentage of 93.75%, and the learning center is 90.62%, and 90.6%. In the linguistic aspect, the learning center has a percentage of 90%, while in the area and group learning it has a percentage of 100%. In the aspect of media layout, learning centers and areas have a percentage of 90%, whereas group learning has a percentage of 95%.

2. Data of Trial Product

a. Analysis of Student Responses to the Development of Center Area and Group Video Models

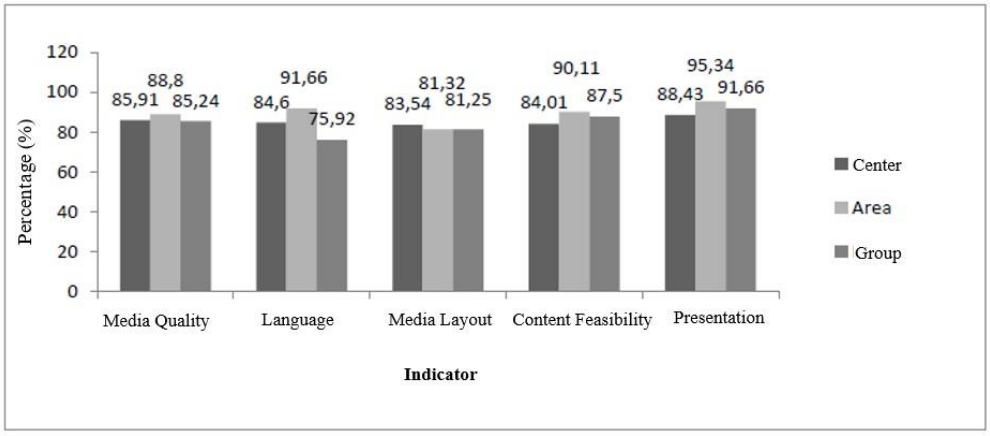

Figure 4. Diagram of the percentage of student responses for each indicator of video development in Center, Area, and Group learning.

Figure 4 is the percentage of the results of student response analysis for each indicator of the video at learning centers, areas, and groups. This product trial was given to 49 respondents, all of whom were Jambi University students.

Figure 4 shows that on the indicators of media quality, learning centers have a percentage of 85.91%, and in learning areas it has a percentage of 88.8%, and in group learning has a percentage of 85.24%. In the linguistic indicator, the learning center has a percentage of 84.6%, and in the area learning it has a percentage of 91.66%, while in group learning it has a percentage of 75.92%. In the media layout indicator, the learning center has a percentage of 83.54%, and in the learning area it has a percentage of 81.32%, while in group learning it has a percentage of 81.28%. In the content feasibility indicator, the learning center has a percentage of 84.01%, and in the area learning it has a percentage of 90.11%, while in group learning it has a percentage of 87.5%. In the presentation indicator, the learning center has a percentage of 88.43%, and in the learning area it has a percentage of 95.34%, while in group learning it has a percentage of 91.66%. Based on Figure 4, all indicators are in the very good category.

b. Analysis of Teacher's Response toward the Model of Video Development in the Center Area and Group.

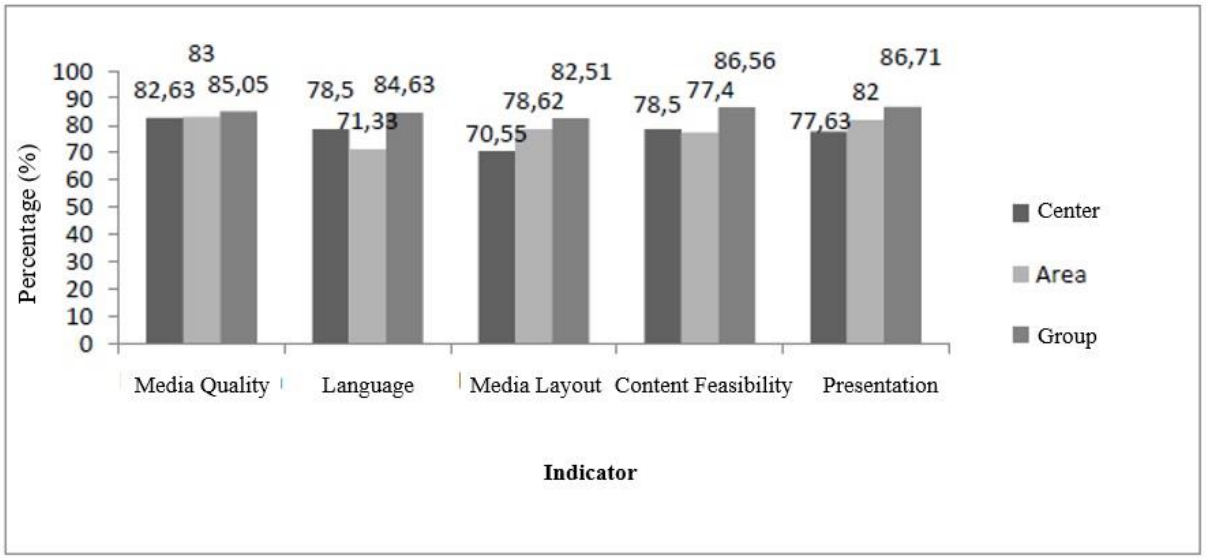

Figure 5 is the percentage of the results of the teacher's response analysis for each indicator of the video at learning centers, areas, and groups. This product trial was given to 19 respondents, all of whom were early childhood teachers in Jambi City.

Figure 4 reveals that in the media quality indicator, learning centers have a percentage of 82.63%, and in learning areas it has a percentage of 83%, and in group learning has a percentage of 85.05%. In the linguistic indicator, the learning center has a percentage of 78.5%, and in the learning area it has a percentage of 71.33%, while in group learning it has a percentage of 84.63%. In the media layout indicator, the learning center has a percentage of 70.55%, and in the learning area it has a percentage of 78.62%, while in group learning it has a percentage of 82.51%. In the content feasibility indicator, the learning center has a percentage of 78.5%, and in the area learning it has a percentage of 77.4%, while in group learning it has a percentage of 86.56%. In the presentation indicator, the learning center has a percentage of 77.63%, and in the area learning it has a percentage of 82%, while

in group learning it has a percentage of 86.71%. Dealing with Figure 4, all indicators are in the good and very categories.

D. CONCLUSION

Regarding to the results of the research that has been undertaken, it can be concluded that the development of learning video based on local wisdom of Learning Centers, Area Learning and Group Learning in Kindergarten was undertaken in several stages, namely Analysis, Design, Development, Implementation and Evaluation. The Material Expert pointed out that the results of this learning video were in the appropriate category, namely the center model obtained a percentage of 87.5%, Area received a percentage of 81.25%, and the group obtained a percentage of 82.5%. Meanwhile, media experts also argued that the results of this learning video were worthy, namely the learning model. The percentage of the center was 86.12%, the area was 88.88%, the group learning model was 94.4% all of which categorzied into "very good" criteria. The responses of PAUD teachers, PG PAUD students, and PG PAUD lecturers showed a positive response (very good) which was shown from the results of the questionnaires that had been filled out. Thus, it can indicate that the learning video based on local wisdom that developed was suitable for the use in learning centers, areas, and groups in Early Childhood Education (PAUD).

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