Horizon of Primary Education
Volume 1, Number 1, May 2025

E-ISSN: 3089-9230

Developing Instructional Videos on Indonesia's Cultural Diversity Based on Merauke Wisdom

Remma Ranggitia[1], Fredy Fredy[2*], Karlina Wog Lieung[3]
[1, 2, 3] Elementary School Teacher Education Program, Universitas Musamus, Merauke. Indonesia
DOI: https://doi.org/10.61142/hope.v1i1.187

Article Info

Article history:

Received December 29, 2024
Revised February 28, 2025
Accepted April 24, 2025
Available online April 24, 2025

Keywords:

Development
learning videos
local Merauke wisdom
Indonesian cultural diversity

Abstract

The use of creative and innovative teaching materials in elementary schools is limited, especially in integrating local wisdom from Merauke. This research aims to develop a learning video based on Merauke's local wisdom that is suitable for use in schools. Using a Research and Development (R&D) approach with the ADDIE model, adapted into three stages: analysis, design, and development, the study involved lecturers' assessments and teacher and student questionnaires. Conducted at SD Yapis II, Merauke, the results show the video received 82.5% for the media aspect and 95% for the material aspect, both categorized as very feasible. Teacher and student responses were 90% and 91.89%, respectively, both rated as very interesting. The product is deemed highly suitable for use.

Corresponding Author:

Fredy Fredy,

Elementary School Teacher Education Program, Universitas Musamus, Merauke. Indonesia

Email: fredy_pgsd@unmus.ac.id

INTRODUCTION

Indonesia is a nation known for its remarkable diversity, with a rich blend of ethnic groups, races, religions, and cultures spread across the archipelago. This diversity is a unique strength that stimulates a sense of national pride and fosters patriotism among the younger generation through cultural literacy and citizenship education (Putri Utami & Muzakku, 2020). Cultural literacy refers to the capacity of individuals or groups to engage with their social environment, embodying the values of local culture and national identity. It is closely related to understanding one's rights and obligations as citizens, encompassing duties toward oneself, others, and society, as well as the broader nation. As such, cultural and citizenship literacy can be an effective solution to the challenges facing Indonesia today (Yukaristia, 2019).

The importance of fostering cultural literacy cannot be overstated. In a country as diverse as Indonesia, cultivating an appreciation for local cultures is essential for preserving and transmitting national and regional identities. Local wisdom, which is rooted in the daily practices

and traditions of different communities, plays a vital role in sustaining these identities (Triyono, 2019). Local wisdom encompasses knowledge passed down through generations, often shaping practices such as traditional attire, crafts, music, and community-based activities. It serves as a foundation for the values that define each region, making it essential to preserve these traditions, especially in the face of rapid modernization.

In the case of Merauke, located in South Papua, the region is rich with cultural heritage and local wisdom. The diverse cultural expressions in Merauke, including art, ceremonies, traditional crafts, foods, and clothing, form the essence of its identity. The preservation of Merauke's local wisdom is crucial to maintain the unique character of its people and ensure that future generations continue to embrace and pass down these traditions.

Introducing local wisdom into the classroom is one way to support the preservation and appreciation of these traditions. The subject of PPKn (Pendidikan Pancasila dan Kewarganegaraan) offers an opportunity to connect students with their national and regional cultural diversity. However, many current teaching practices fail to integrate local wisdom into the curriculum (Mu'aziyah & Isnawati, 2024). As a result, students often lack awareness of the rich cultural heritage that surrounds them, which can hinder their sense of identity and cultural pride.

To address this gap, innovative teaching methods are needed. One effective solution is the integration of technology in the classroom. Educational technology, particularly through video-based learning, offers a dynamic way to engage students while making learning more interactive and accessible. Videos can help convey complex cultural concepts in a way that is both engaging and easy to understand, helping students connect with their local traditions. This aligns with the broader goals of education, as outlined by Purwanto (in Bukhori, 2019), where technology is seen as a tool to enhance teaching efficiency and effectiveness.

Video learning media has the potential to improve the delivery of content, making it more appealing and easier to absorb. This is particularly relevant when introducing local wisdom, as videos can visually showcase the customs, traditions, and everyday life in Merauke. By using videos, teachers can create more interactive and immersive learning experiences, which foster a deeper understanding of local culture. Additionally, videos can serve as an effective way to bridge the gap between traditional knowledge and modern educational methods, making learning both relevant and engaging.

Based on observations and discussions with teachers at Yapis II Elementary School on October 3-5, 2023, it was found that there is a lack of creativity in the teaching materials used, especially in the PPKn subject. The existing printed textbooks fail to incorporate local wisdom, resulting in students' limited understanding of their cultural heritage. This highlights the need for more creative and innovative teaching materials that can better connect students with their local culture. The use of educational videos can be a key solution to this challenge, as it offers a more dynamic and engaging way to present learning materials.

Therefore, this research aims to develop an instructional video based on Merauke's local wisdom, focusing on Indonesia's cultural diversity in the context of the PPKn curriculum. This video will serve as a tool to enhance cultural literacy and citizenship education for fourth-grade students at Yapis II Elementary School, while also contributing to the preservation and promotion of Merauke's cultural heritage. Through this development, it is expected that students will gain a

better understanding and appreciation of the local traditions, which they can then pass on to future generations.

METHOD

This research is a development study using the Research & Development (R&D) research method to develop a specific product, followed by testing the effectiveness of the product (Hamzah, 2019). The purpose of this research is to develop an instructional video based on the local wisdom of Merauke for fourth-grade elementary school students. This study adopts the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation, adapted into three stages: Analysis, Design, and Development (see Figure 1).

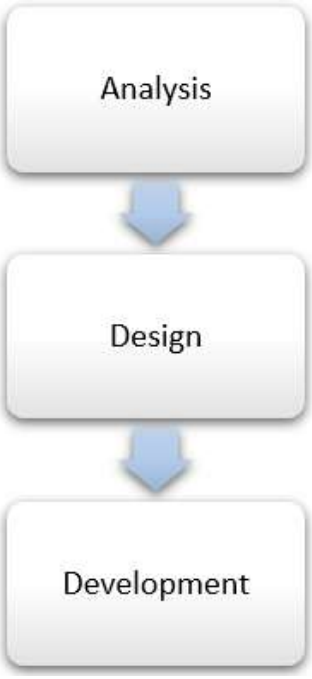


Figure 1. Adaptation of the ADDIE Model Development into Three Stages

In the analysis phase, several steps are undertaken to understand the needs required for developing instructional media that align with the needs at Yapis II Elementary School. This begins with a needs analysis conducted through observation, complemented by interviews with the class teacher to identify challenges and learning requirements. Additionally, an analysis of the students' characteristics is carried out, as the fourth-grade students at the elementary school are at the concrete operational stage, a phase where learning should present real-life and tangible concepts. Furthermore, an analysis of the alignment of the content with the basic competencies and achievement indicators is conducted to ensure that the developed instructional video aligns with the established educational objectives.

In the design phase, the analysis phase's findings are translated into a design for the instructional video to be developed. This process begins by identifying the content to be included in the video for students. The instructional material to be incorporated into the video is then carefully structured to meet the needs and characteristics of the students. Finally, the design of

supporting animations is undertaken to enhance the students' engagement and understanding of the content presented.

During the development phase, the design is translated into a physical product, specifically an instructional video. The first step in this phase involves integrating the instructional material with engaging animations and documentation of the local wisdom found in Merauke, which is innovatively transformed into a creative, student-friendly video. Subsequently, a product trial is conducted, where the instructional video is evaluated through assessments by faculty members on the media and content aspects, as well as feedback from both teachers and students regarding the video's effectiveness.

This study obtained the results of data analysis from media and content experts, designed using a 4-point Likert scale, which was then calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:
P = Percentage of survey data
F = Total score obtained
N = Maximum score

The percentage results from the data analysis of media and content evaluations will be categorized within the media feasibility criteria, using quantitative data with 4 evaluation criteria, as shown in Table 1.

Table 1. Evaluation Criteria for Instructional Video.

No	Score	Criteria
4	4	Very good
3	3	Good
2	2	Fairly good
1	1	Poor

The average score obtained is then converted into a value with criteria to determine the feasibility of the developed instructional video. This score is calculated and then transformed into qualitative data using the feasibility index formula, as shown in Table 2.

Table 2. Feasibility Criteria.

No	Feasibility Index	Feasibility Criteria
1.	$80\% < \times \leq 100\%$	Very feasible
2.	$60\% < \times \leq 80\%$	Feasible
3.	$40\% < \times \leq 60\%$	Fairy feasible
4.	$20\% < \times \leq 40\%$	Slightly feasible
5.	$0\% < \times \leq 20\%$	Not feasible

RESULTS AND DISCUSSION

Results

This research was conducted at Yapis II Elementary School, specifically in the fourth grade. The aim of this research is to gain a deeper understanding of the learning process, including teaching methods, teaching approaches, as well as student responses. The research also aims to

observe the interaction between the teacher and students in the fourth grade at Yapis II Elementary School. The study aims to produce a beneficial product in the context of learning through the Research and Development (R&D) method, using the ADDIE model adapted into three stages as a framework.

Based on the observations and interviews with the class teacher, Mr. Efril Sohendra, S.Pd, several issues were identified in the teaching of the PPKn subject on Indonesian Cultural Diversity. The teacher did not link the lesson to local wisdom, which led to students not being familiar with the local wisdom of their own region. The teaching was delivered using printed materials, and there was no innovative learning media based on local wisdom. Therefore, the development of this instructional video is expected to support teaching and learning activities in the classroom and introduce local wisdom to the students.

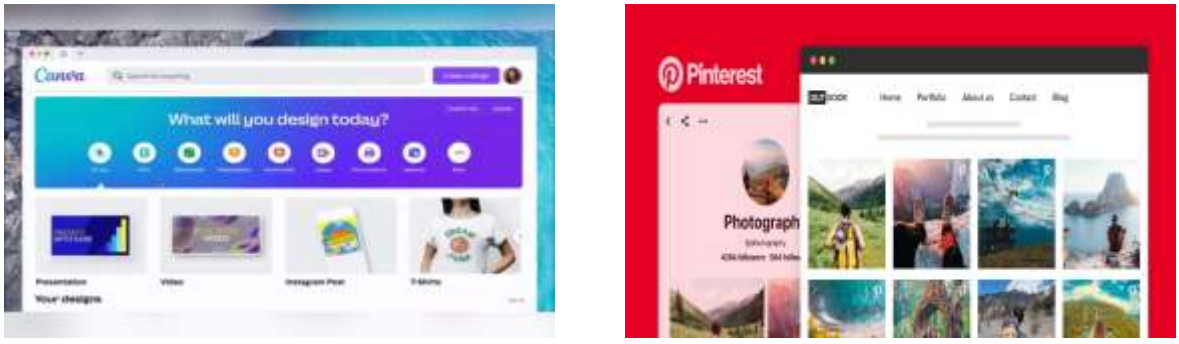
Next, an analysis was conducted on the characteristics of the fourth-grade students who are the target users and research participants. The class consists of 39 students, with 22 male and 15 female students. The characteristics of these students place them in the concrete operational stage, where learning must present tangible and understandable examples. In the PPKn subject on Indonesian Cultural Diversity, introducing local wisdom from their region, which is part of Indonesian culture, through instructional videos provides a real-world example that aligns with the concrete operational stage. Therefore, the local wisdom-based instructional video can be considered an appropriate concrete example for this stage.

In the material analysis phase, a review was conducted on various curriculum components, such as Basic Competencies, Achievement Indicators, Learning Objectives, and the content in the fourth-grade PPKn textbook, specifically on the topic of Indonesian Cultural Diversity.

Discussion

The design stage follows the completion of the analysis phase. The media to be developed is an instructional video based on Merauke's local wisdom, designed in alignment with the learning outcomes outlined in the Lesson Plan (RPP). The design of the video is structured around core competencies, basic competencies, achievement indicators, and learning objectives, ensuring that the instructional video is organized and systematic in achieving the intended goals for its creation.

During the reference collection phase, the researcher searched for and gathered various animation features and engaging images related to Indonesia's cultural diversity and Merauke's local wisdom. These references were sourced from websites such as Canva and other platforms like Pinterest (Figure 2), and were used as supplementary material in the development of the instructional video, which serves as a guide for the content.



(a) (b)

Figure 2. a) Canva, b) Pinterest

The sequence of material is designed according to the learning needs, drawn from the teacher's and student's books, and carefully organized for each topic in accordance with the curriculum. This sequence of material is used to develop the instructional video based on Merauke's local wisdom.

The instructional video based on Merauke's local wisdom undergoes an editing process using the CapCut application (Figure 3a). The process begins with creating an opening, material title, content discussion, and closing. These elements are presented in an engaging manner, combining background colors, animations, and images that are not monotonous. Text relevant to the learning material is also added to the video. Next, an explanatory voiceover is incorporated into the video, and musical instruments from the VidMate application (Figure 3b) are included to enhance the appeal and interest of students. This approach aims to keep students engaged and prevent boredom while observing the instructional video.

(a)

(b)

Figure 3. a) Capcut, b) Vidmate

After the development of the instructional video based on Merauke's local wisdom is completed, the next step is to conduct an assessment by faculty members specializing in two aspects: media and content. The media expert is selected based on their expertise in the field of instructional media, while the content expert is chosen due to their competence in evaluating the material used to develop the media.

Based on the results of the first media expert evaluation, a percentage of 81.25% was obtained, indicating that the learning video is deemed very suitable with revisions. Some suggestions provided by the media expert include improving the background music by incorporating traditional regional songs and adding text to explain the steps in the production of sago.

The second media expert evaluation resulted in a percentage of 82.5%, which falls into the very suitable category. This indicates that the learning video aligns with the media development principles as per the expert validation. For the first materi expert evaluation, a percentage of 81.25% was obtained, which also indicates that the video is very suitable with revisions. The materi expert suggested adjusting the video's duration to better align with the duration of the learning activities for optimal effectiveness.

The second materi expert evaluation received a very positive rating with a score of 95%. This result indicates that the learning video is very suitable for use and complies with the development principles for content as per the materi expert validation. Before analyzing the teacher responses, the researcher prepared a questionnaire with questions to be answered by the teachers according to the provided categories. The data from the teacher questionnaire was then analyzed quantitatively to assess the suitability of the developed learning video. The questionnaire used

four evaluation categories: score 4 “Very Good”, score 3 “Good”, score 2 “Fair”, and score 1 “Poor”. The calculation of the teacher questionnaire results was as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{54}{60} \times 100\% = 90\ \%$$

Explanation:
P = Questionnaire data percentage
F = Total score obtained
N = Maximum possible score

The percentage result of the teacher questionnaire analysis is used to categorize the appeal of the learning video based on quantitative data, using the four evaluation criteria (Tabel 1). Next, the total score from this percentage is grouped into evaluation criteria, and a conclusion can be drawn from the teachers' responses using the interpretation criteria as shown in Table 3.

Table 3. Interpretation Criteria for Appeal.

Evaluation	**Interpretation Criteria**
$80\% < x \leq 100\%$	Very interesting
$60\% < x \leq 80\%$	Interesting
$40\% < x \leq 60\%$	Fairly interesting
$20\% < x \leq 40\%$	Not interesting
$0\% < x \leq 20\%$	Very uninteresting

Based on the analysis of the teacher response questionnaire, which contained 15 statements, the resulting questionnaire data yielded a percentage of 90%, placing it in the 'Very Interesting' category.

The analysis of the questionnaire results from the students was conducted after the researcher designed a questionnaire containing detailed questions for the students, which were answered using categories specified by the researcher. The researcher then analyzed the data obtained from the student questionnaire responses using quantitative data and assessed the feasibility of the developed learning video product. The questionnaire consisted of 2 evaluation categories, as shown in Table 4.

Table 4. Scoring on the Questionnaire.

Answer Choices	**Score**
Yes	1
No	1

The data from the analysis of the questionnaire responses from 37 students, who answered 15 statement items based on the answer rating alternatives 'Yes' = 1 and 'No' = 1, yielded a total score of 510, with a maximum possible score of 555. The calculation of the student questionnaire results can be seen using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{510}{555} \times 100\% = 91{,}89\ \%$$

Explanation:
P = Percentage of the questionnaire data
F = Total score obtained
N = Maximum possible score

Subsequently, the grouping of the total score percentage into evaluation criteria can be made, leading to the conclusion that all student responses fall under the interpretation criteria in Table 3. The analysis of the student questionnaire responses shows a percentage score of 91.89%, which falls under the 'Very Interesting' category.

In the development process, it is essential to conduct evaluations and trials by experts to ensure that the media created meets high standards, is analytically tested, and contains minimal errors both in terms of media and content (Cahyadi, 2019). The questionnaire data from the media aspect evaluation received a score of 66 out of a maximum score of 80, resulting in a feasibility percentage of 82.5%, which falls into the 'very feasible' category. The questionnaire data from the material aspect evaluation received a score of 76 out of a maximum score of 80, resulting in a feasibility percentage of 95%, which also falls into the 'very feasible' category. Based on the questionnaire data from both the media and material aspect evaluations, it can be concluded that the learning video falls into the 'very feasible' category.

Following the evaluation process, the next step was to conduct research in the fourth-grade class of Yapis II Elementary School to gather questionnaire data from teacher and student responses. The teacher's response resulted in a score of 54 out of a maximum score of 60, with an attractiveness interpretation of 90%, placing it in the 'very interesting' category. The students' response resulted in a score of 510 out of a maximum score of 555, with an attractiveness interpretation of 91.89%, also placing it in the 'very interesting' category. After considering the opinions and suggestions from the media and material aspect evaluations, along with the teacher and student responses, it can be concluded that the locally-based Merauke cultural learning video is effective and appropriate based on educational needs, and is therefore deemed 'very feasible'.

This research is a development study (R&D) conducted to produce or refine an existing product. Development research focuses on the quality of producing or improving a specific product, which is then tested for effectiveness (Okpatrioka, 2023). In this development study of a locally-based Merauke cultural learning video, the development process followed the stages outlined in the ADDIE model, which includes analysis, design, development, implementation, and evaluation. However, due to time constraints in this study, the research was adapted to include only the first three stages: analysis, design, and development, after which the developed product will be tested.

The first stage, analysis, involved analyzing needs. It was found that the teacher did not relate classroom lessons to local cultural wisdom. The teacher presented the material using only printed teaching materials and had not introduced new innovative media based on local cultural wisdom. Students are likely to be more engaged when the learning material is derived from local culture, making the learning process more effective and efficient (Mahardika et al., 2021). The analysis stage also included examining the characteristics of the students. The characteristics of the fourth-grade students fall into the concrete operational stage, where learning must present real-world examples. Therefore, a concrete example in the form of a locally-based cultural learning video

was developed, showcasing the local culture in the surrounding environment. This Merauke-based cultural learning video, connected with relevant learning media, was considered an effective teaching tool aligned with the students' characteristics (Yusnia, 2019). The next step was to analyze the learning material, reviewing various curriculum components such as basic competencies, achievement indicators, and learning objectives.

After the analysis stage, the next step was the design phase. This phase was carried out to design the learning media according to the expected outcomes (Suryani, 2020: 134). The activities during this stage included creating a design for the Merauke-based cultural learning video, which focused on the diversity of Indonesian culture within the PPKN curriculum. The material was organized into a sequence, and references such as animations and attractive images were gathered from various sources to complement the content. Additionally, music was selected to engage students and prevent boredom.

The third stage, development, involved creating the final product, the Merauke-based cultural learning video, which had been previously analyzed and designed. This phase included recording audio in a quiet room, gathering relevant animations and images, and selecting appropriate music to enhance the learning experience. Finally, the video editing process was conducted once all the information and materials had been collected, transforming the product into a usable learning tool. As a result, the final output was expected to be both effective and satisfactory.

CONCLUSION

The development of the Merauke-based cultural wisdom learning video followed the adapted ADDIE model in three stages: analysis, design, and development. The analysis stage assessed needs, student characteristics, and material suitability. The design stage focused on structuring content with engaging animations and images, while the development stage integrated animations, images, and local wisdom documentation. The video was evaluated by media and material experts, receiving feasibility ratings of 82.5% and 95%, respectively. Classroom testing showed high approval, with teacher and student responses at 90% and 91.89%. These results confirm the video's suitability as an educational tool.

REFERENCES

Alba, A. P., Sa'dun, & Nurchasanah. (2019). Bahan ajar tema daerah tempat tinggalku berbasis kearifan lokal. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *4*(4), 421–426. https://doi.org/10.17977/jptpp.v4i4.12228

Buchori, A. (2019). Pengembangan multimedia interaktif dengan pendekatan kontekstual untuk meningkatkan pemecahan masalah kemampuan matematika. *Jurnal Inovasi Teknologi Pendidikan, 6*(1), 104–115. https://doi.org/10.21831/jitp.v6i1.20094

Cahyadi, R. A. H. (2019). Pengembangan bahan ajar berbasis ADDIE model. *Halaqa: Islamic Education Journal, 3*(1), 1–43. https://doi.org/10.21070/halaqa.v3i1.2124

Danish, J. A., Johnson, H., Nicholas, C., Cross Francis, D., Hmelo-Silver, C. E., Park Rogers, M., Askew, R., Gerber, A., & Enyedy, N. (2021). Situating video as context for teacher learning. *Learning, Culture and Social Interaction, 30*, 100542. https://doi.org/10.1016/j.lcsi.2021.100542

Daryono, dkk. (2020). *Panduan pembelajaran via simulasi digital (SimDig).* Kota Pasuruan: Lembaga Academic & Research Institute Perum Sekar Indah II.

Hamzah. (2019). *Metode penelitian dan pengembangan (research and development) uji coba produk kuantitatif dan kualitatif proses dan hasil dilengkapi contoh proposal pengembangan desain uji kuantitatif dan kualitatif.* Malang: Literasi Nusantara.

Hulu, Y., & Telambanua, Y. N. (2022). Analisis minat dan hasil belajar siswa. *Educativo: Jurnal Pendidikan, 1*(1), 283–290. https://doi.org/10.56248/educativo.v1i1.39

Khotimah, H., Astuti, E. Y., & Apriani, D. (2019). Pendidikan berbasis teknologi: Permasalahan dan tantangan. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 357–368.

Kustandi, C., & Darmawan, D. (2020). *Pengembangan media pembelajaran.* Jakarta: Kencana.

Mahardika, A. I., & Wiranda, N. (2021). Pembuatan media pembelajaran menarik menggunakan Canva untuk optimalisasi pembelajaran daring. *Jurnal Pendidikan Matematika.* https://doi.org/10.29303/jppm.v4i3.2817

Mu'aziyah, S. E. S., & Isnawati, I. (2023). Curriculum change vs changes in the field: How contextual is learning in the Merdeka Curriculum? *Equator Science Journal, 1*(2), 73–79. https://doi.org/10.61142/esj.v1i2.34

Okpatrioka. (2023). Research and development (R&D) penelitian yang inovatif dalam pendidikan. *DHARMA ACARIYA Nusantara: Jurnal Pendidikan, Bahasa dan Budaya, 1*(1), 86–100. https://doi.org/10.47861/jdan.v1i1.154

Putri Utami, I. W., & Muzakki, A. (2020). Analisis pendampingan literasi budaya dan kewarganegaraan di era New Normal. *Wahana, 72*(2), 126–130. https://doi.org/10.36456/wahana.v72i2.2851

Santoso, G., Supiati, A., Komalasari, L., & Hafidah, I. (2023). Digital citizenship in the industrial age 4.0: Challenges and opportunities for building an inclusive global society. *Jurnal Ilmu Sosial dan Humaniora, 0*(1), 19–22.

Sugiyono. (2019). *Metode penelitian dan pengembangan (research and development/R&D).* Bandung: Alfabeta.

Suryani. (2020). *Media pembelajaran inovatif dan pengembangan.* Bandung: PT. Remaja Rosdakarya.

Syahrul, & Djaha, S. S. M. (2020, Oktober 15). Pluralism consciousness for students at Muhammadiyah University of Kupang through multicultural education. *Atlantis Press, 166–173.* https://doi.org/10.2991/assehr.k.201015.026

Triyono. (2019). Pentingnya literasi budaya di Desa Seni Jurang Blimbing. *ANUVA (Jurnal Kajian Budaya, Perpustakaan dan Informasi, 3*(1), 77–85. https://doi.org/10.14710/anuva.3.1.77-85

Yusnia, Y. (2019). Penggunaan media video scribe dalam pembelajaran literasi sains untuk mahasiswa PGPAUD. *Pendidikan Anak Usia Dini, 10*(1), 71–75. https://doi.org/10.17509/cd.v10i1.17436

Yukaristia. (2019). *Literasi: Solusi terbaik untuk mengatasi problematika sosial di Indonesia.* Jawa Barat: CV Jejak.