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The Development of Vikrama Media based on Local Wisdom in Citizenship Subjects to Improve the Character of Elementary School Students

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Abstract: Local wisdom is part of social culture and is inseparable from the language of the community itself. Local wisdom is the knowledge that a particular local community discovers by trying to combine experiences with an understanding of a place's cultural and natural conditions. Indonesia possesses many kinds of local wisdom and plays a strategic role in building social civilization. Local wisdom needs to be instilled in students as early as possible so that they have roles corresponding to the different concepts of Indonesian citizenship through learning media. This study aims to develop an interactive audiovisual medium for citizens based on local wisdom and to test the effectiveness of the medium for fourth graders as if it were the foundation. This research method is related to research and development (R&D). This study used a quasi-experimental design with pre-and post-tests. Data collection used is a questionnaire, interviews, and tests. Validation to the expert obtained valid results with a total score of 91.00 in very good category. The effectiveness test was obtained by calculating the T-test. The results of the T test showed that the pretest had no significant difference in average. Then after that treatment was given and some improvements were made in the process of learning activities, so that the posttest results were less than 0.05, namely the sig value reached 0.000. The conclusion obtained is that there is an average difference between the posttest scores of the experimental group and the control group, but there is no difference in the average pre-test scores for the experimental and control groups. So that the media developed is declared effective on student learning outcomes. The research develops an audiovisual interactive media that can foster character inculcation values in students. After the audiovisual interactive media was developed, it was able to grow the values of character instilling in students through the level of motivation of students getting an average percentage of 96% with a very good category.

Keywords: Vikrama, local wisdom, citizenship, character building

1. Introduction

Education is a planned effort to develop human potential. So that it can be useful for others. Education is also a generational legacy of life skills that need to be developed and preserved to answer the challenges of children in social life (Purwanto et al., 2014). Education Development is currently implementing the 2013 curriculum, which is expected to improve the quality of national education. One of them is Civics learning content. The purpose of the content of citizenship is so that students can fulfill their rights and obligations, and develop competence and character in accordance with the values of national and state life (Susanto, 2013).

In this regard, character planting is very important in learning activities. One of them is connecting local wisdom with learning (Oktavianti & Ratnasari, 2018). Character development itself is an effort to develop the physical and mental selves of students who show good behavior (Balaya, 2020). Students with good personalities start the learning process by applying character habits in learning activities. Develop character by instilling life values into society and by applying local wisdom (Sumarwiyah, Zamroni, & Masturi, 2021). Local wisdom is a culture based on shared experiences and combined with beliefs, norms, and culture in the form of environmental traditions (characteristics) (Bria, 2018).

Local wisdom is the foundation of character education (Haryanto, 2014), and local wisdom has been proven to last for a long time. The application of local wisdom must be adapted to the student's place of residence. The form can be in oral or written form (Kadek, 2016). Examples include songs, folk tales, songs, orders, and ancient books that are inherent

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in everyday human life. The form of local wisdom owned by an area will reflect the values that will be applied in social life. In addition, character building with local wisdom can be packaged attractively through learning media (Dewinta et al., 2021). One of the interesting media is audiovisual interactive media (Nuswantoro & Wicaksono, 2019). Media is a combination of image and sound. Audiovisual media is a combination of sound and images, containing text, scripts, and storyboards that have been designed, compiled, and researched (Lestari, 2015). It was also emphasized that audiovisual media produces elements of sound and images that can be seen (Lestariningsih, 2017). While interactive media are media composed of sentences, pictures, and simulations that build deeper student understanding (Suyitno, 2016). It can be seen that interactive audiovisual media are sound and image media that can motivate students to actively participate in learning activities (Dita et al., 2021). Preliminary observations show that teachers still use the lecture method in learning, resulting in students feeling bored in the learning process. Second, is the lack of stimulation for students to learn so students lack the motivation to learn. Third, is the lack of innovation in the use of learning media. Teachers often only rely on worksheets and textbooks. Based on these problems, researchers developed Vikrama learning media to improve the character culture of elementary school students.

1.1 Conceptual Framework

Based on competency standards on the background of the problem that citizenship subject is able to shape the character planting of students but in fact teachers only teach what they are good at without preparing for mature learning, a media development is needed that can encourage improving the quality of learning while the learning process is ongoing.

Media development is carried out by assembling interesting, innovative, and fun media. Interesting, innovative, and fun learning media used during the learning process will make students able to learn while playing, students have the enthusiasm to learn and are not easily bored during the learning process. Therefore, learning can be achieved by giving a touch of Vikrama learning media which will have a positive impact on teachers, students, teachers, and the surrounding environment.

1.2 Research Objectives

This research was conducted for Develop Vikrama media based on local wisdom of Kudus in the subject of Civics, to improve the character cultivation of Fourth Grade Students in Elementary Schools, Developing Vikrama Media Design based on Local Wisdom of Kudus for Civics Education subjects to improve the Character Planting of Class IV Students in Elementary Schools describes the feasibility of Vikrama Media based on Local Wisdom of Kudus for Civics subjects to improve the character development of fourth grade students in elementary schools, Describes the effectiveness of Vikrama Media based on Local Wisdom of Kudus for Civics Education subjects in increasing the Character Planting of Class IV Students in Elementary Schools.

2. Methodology

This research uses research and development. Research development is the process of producing a product that is developed and testing the effectiveness of a product with validation criteria. There are 10 stages of this research (Sugiyono, 2016). which is then concluded into 7 stages as follows 1) research and information gathering, 2) planning, 3) initial product draft development, 4) initial field trials, 5) product revisions, 6) extensive field trials, 7) productivity after revision

The first activity is collecting data by distributing questionnaires and interviews to find out the problems and needs. Second, planning the media to be developed. Third, prepare an initial draft of interactive audiovisual media. Fourth, initial field trials in the form of interviews with teachers and students related to media. Fifth, product revision by improving the media based on the results of expert validation and limited-scale trials. Sixth, large-scale field trials with trials of media testing after revision, Lastly, media production for use in learning activities in schools .

Expert validation activities are carried out with material experts and media experts. The research population is all students of Kudus district. Then the sample is one of the elementary schools in Kudus district that is experiencing the problems mentioned earlier. The school then applied audiovisual interactive media. After that, students filled out questionnaires in terms of character planting during learning using the media (Ridluwan et al., 2021). Data analysis using descriptive statistical analysis.

The initial trial of the product was carried out in 2 elementary schools in Bae sub-district, Mejobo sub-district, namely Public Elementary School Number 3 Payaman and Public Elementary School Number 2 Dersalam. Furthermore, for field trials, the need for Vikrama media based on local wisdom of Kudus in citizenship subjects to improve the character cultivation of fourth grade students in elementary schools. Data were taken from grade IV from 2 schools, namely Public Elementary School Number 3 Payaman and Public Elementary School Number 2 Dersalam in Kudus district.

The research instrument used is a questionnaire, one's achievement, experience, and knowledge will be obtained. Data collection regarding the needs of Vikrama media is carried out for teachers and students. Then, in collecting assessment data regarding the design of Vikrama media based on local wisdom of Kudus, the Civics Education subject to increase the characterization of elementary school students will be used as a reference for making fields for testing

competent experts on the field, then interviews with techniques that go directly to the field to find data to be obtained relating to the purpose of the study to be carried out with prepared questions, and test instruments. The available tests aim to obtain data. The effectiveness of testing the media using pretest and posttest questions based on the lesson plan.

3. Findings and Discussion

3.1 Description of Data

The results of this study include the results of the validation of material and media experts, and large-scale trials with media development can grow student character and student learning outcomes. Validation of material and media experts using a questionnaire. Likewise, in data collection for character planting using a questionnaire. While student learning outcomes using tests. The results of material expert validation by Mr. Wawan Shokib Rondli, M.Pd. who is currently pursuing doctoral studies at UPI. The validation results obtained a very good category and can be used. Meanwhile, the validation of media experts by Mrs. Ika Oktavianti, M.Pd. who is also pursuing doctoral studies. The results of media validation obtained a very good category and can be used without revision.

Aspects of material expert validation include the suitability of audiovisual interactive media content, and the use of audiovisual interactive media. For validation, media experts include covers for audiovisual interactive media, interactive audiovisual media pages, and audiovisual interactive media contents. Expert validation results as shown in the following table.

Table 1 - Materials and media validation results.

No	Type	Total Score	categories	Description
1	Material Expert	3.37	Very Good	Can be used without revision
2	Material Expert	3.84	Very Good	Can be used without revision
Average		**3.6**	**Very Good**	**Can be used without revision**

The validation results show that the learning media is in the very good category and can be used in learning. With an average score of 3.6. This means that in terms of the suitability of the material and media it is very good. So that audiovisual media is suitable for use in large-scale test research. the quality of a learning material is measured by the suitability of the material with basic competencies and indicator competencies (Depdiknas, 2009).

The results of research on student learning outcomes after applying audiovisual interactive media in order to obtain the effectiveness of audiovisual interactive media. Here are the results regarding the validity of the data which include data validity, data reliability, level of difficulty of the questions, and the distinguishing power of each question. As the following table.

Table 2- Data validity.

No.	Test	Category	Question Number
1	Validity	Valid	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, 17,18,19,20,21,22,23,25,26,30
		Not Valid	24,27,28,29
2	Reliability	Reliable	
3	Difficulty level	Hard	10, 12
		Current	1, 2, 4, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25
		Easy	3, 5, 13, 26
4	Distinguishing Power	Poor	-
		Enough	2, 5, 9, 12, 13
		Good	1, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26
		Very well	-

Of the 30 questions, 25 questions were used in the pretest and posttest. The questions that were declared invalid were 4 questions that were not used and were discarded. As for taking question 25 because the question has met the question indicators. Furthermore, the reliability of the questions reached 0.790. Reliability is accepted if 0.7 and good reliability if above 0.8. So that these 40 questions are classified as good and acceptable reliability.

The results of the pretest and posttest were carried out in the control class and the experiment was carried out with 25 questions. Pretest data was obtained by conducting a test with multiple-choice questions before being applied to interactive audiovisual media based on sacred local wisdom. The following are the results of descriptive statistics regarding the pretest data.

Table 3 - Descriptive statistics of pretest score.

No	Type	Total Score	Average	Std. Deviation
1	Experiment	Public Primary School No. 2 Dersalam	27	7.155
2	Control	Public Primary School No. 3 Payaman	35	6.763

Based on these results, it can be seen that the average control class is higher than the experimental class for the pretest value. However, both achieved a low average and did not reach the minimum completeness criteria. Furthermore, posttest data was obtained by using a test after the application of the media. The questions used are also 25 questions. The following are the results of descriptive statistics regarding the posttest data

Table 4 - Descriptive statistics of pretest score.

No	Type	Total Score	Average	Std. Deviation
1	Experiment	Public Primary School No. 2 Dersalam	90	5.064
2	Control	Public Primary School No. 3 Payaman	80	7.483

Based on the results of the table above, it is known that the average post-test result of the experimental class is higher than the control class. Namely, the experimental class reached 90 with the highest score reaching 96. Both had reached the minimum completeness criteria. To determine the effectiveness of interactive audiovisual media on learning outcomes, the t-test was used. Before carrying out the t-test, as a prerequisite, normality and homogeneity tests were carried out. The calculation of the normality test was carried out by SPSS 25, as shown in the following table.

Table 5 - Normality test.

Class		Sig. Value	Sig.	Conclusion
Control	*Pre-test*	0.675	0.05	Normal
	Post-test	1.000		Normal
Experiment	*Pre-test*	0.585		Normal
	Post-test	0.354		Normal

Based on the results above, it is known that the normality test of the data for the pretest control class reached 0.675 > 0.05 so it can be seen that the data were normally distributed. For the posttest control class obtained 1,000 > 0.05 also data is normally distributed. For the pretest experimental class obtained 0.585> 0.05 concluded that the data is normally distributed. Also, the post-test experimental class 0.354 > 0.05 also the data is normally distributed. These data results exceed 0.05 so that it can be concluded that the data is normally distributed.

The second prerequisite test, namely the homogeneity test, was carried out using SPSS 25. The homogeneity test of the data was carried out to ensure that the two groups of samples compared had homogeneous (same) variances. The following table presents the homogeneity test.

Table 6 - Homogeneity test.

Class		Sig. Value	Sig.	Conclusion
Control	*Pre-test*	0.086	0.05	Homogen
Experiment	*Post-test*	1.355		Homogen

The above results are known based on calculations with the homogeneity test with the conclusion that the data is homogeneous. This means that the data has the same variance. This calculation is known that the value of sig. exceeds 0.05 or 5%. So that the experimental and control group data are homogeneous. Furthermore, after the prerequisite test, continued with the t-test to test the average difference.

The average difference test can be carried out after the prerequisite tests have been met, namely those related to normality and homogeneity. The following hypothesis is proposed.

H0: There is no difference in the average pretest and posttest between the experimental group and the control group.
Ha: there is an average difference between pretest and posttest between the experimental group and the control group.

The following is a calculation using the Independent Sample t-test with SPSS 25.

Table 7 - Result t-test.

Class		Nilai sig.	Sig.	Description	Conclusion
Control	*Pre-test*	0.133	0.05	H_0 Accepted	No difference in mean
Experiment	*Post-test*	0.000		H*a* Accepted	No difference in mean

The results above show that there is no significant difference in the pre-test. Then given treatment and made some improvements in learning. So that the posttest results are less than 0.05, namely the value of sig. reach 0.000. It can be concluded that there is an average difference between the posttest scores of the experimental group and the control group, but there is no difference in the average pretest scores for the experimental and control groups. This is supported by research that audio-visual media has a positive effect on student learning outcomes (Abdullah & Maryati, 2020).

Furthermore, the results regarding character planting were carried out by taking a questionnaire after the application of interactive audiovisual media in learning. The following presents the results of a character planting questionnaire after the implementation of audiovisual interactive civics learning media based on local wisdom.

Table 8 - Character planting questionnaire results.

Indicator	Percentage	Category
Religious	100%	Very good
Tolerance	100%	Very good
Democracy	98%	Very good
Curiosity	76%	Good
spirit of nationality	100%	Very good
love country	100%	Very good
Communicative	99%	Very good
Percentage Average	**96%**	
Category	Very good	

Based on the results of the table, it is known that the character planting obtained an average of 96% in the very good category. This means that the interactive audiovisual civics learning media based on local wisdom is effective for instilling character in fourth-grade elementary school students. This is supported by research that learning using audiovisual media obtains a very good character category (Ardika et al., 2020).

4. Conclusions and Recommendations

Based on the results of the research above, it is known that the development of interactive audiovisual media is effective in learning. This is based on the calculation of the t-test, the post-test results are less than 0.05, namely the value of sig. reach 0.000. It can be concluded that there is an average difference between the posttest scores of the experimental group and the control group. In addition, it is effective for planting characters that get 96% percentage results in the very good category. However, in its implementation, it must pay attention to time efficiency so that the expected learning objectives can be achieved appropriately.

Based on the conclusions that have been presented, the suggestions that can be used are as educators, teachers are expected to be able to innovate and utilize learning media that can be used when the learning process is in progress so that students' knowledge is wider about local wisdom.

Then Vikrama media based on sacred local wisdom can be used as an alternative intermediary for learning materials so that students know the local wisdom found in each region and finally Vikrama media based on sacred local wisdom has a purpose that can be used as a driving force for character inculcation in students regarding religious diversity, especially based on local wisdom found in Kudus.

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Conflict of Interest

The authors declare no conflicts of interest.

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