

The Implementation of Local Wisdom-Based Audio-Visual Media to Improve Cultural Literacy in Elementary Schools

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ABSTRACT

Education plays an important role in determining whether a country can be said to be developing or vice versa. Education is needed by every human being as a means for developing the values that exist within them, such as social, moral, religious and cultural values. Based on the results of observations made, it was found that cultural literacy in students of elementary schools was still low. This study aims to describe the effect of implementing local wisdom-based audio-visual media in increasing cultural literacy in elementary schools. The research method used is quantitative research with a quasi-experimental type of model in the form of Nonequivalent Control Group Design. Sampling in this study is all members of the population. Data analysis was performed using a comparative test with paired sample t-test assisted by SPSS 25.0 software. From the test results, it is known that there are differences in understanding cultural literacy before and after the use of audio-visual media based on local wisdom. Based on the research results, it can be concluded that the audio-visual media based on local wisdom is effective in increasing the cultural literacy of elementary school students.

Keywords: *Audio Visual Media, Local Wisdom, Cultural Literacy.*

1. INTRODUCTION

Education is an activity that is inseparable from community life. Education plays a major role in determining the progress of a country or vice versa. Education is very much needed by every human being as a means for developing the community values such as social, moral, religious and cultural values. The Law of Republic of Indonesia No. 20 of 2003 article 1 paragraph (1) on the National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble, as well as the skills needed by him, society, nation and state.

Education is a media can be used as a tool for measuring the mentality and morality of a nation's generation. However, one of the education problems in Indonesia is the low mentality and morality of the students. The decreasing mentality and morality of the nation's generation can be seen from the low of

understanding and implementation of cultural literacy. Cultural literacy is a person's ability to understand and behave towards the existing culture in Indonesia as a form of love for the country. Cultural literacy is the ability to know the culture of the nation [1]. Cultural literacy is the ability to understand culture as the identity of the nation and citizens as an element of society who is able to carry out rights and obligations so that they can improve the quality of their life and so on [2]. Cultural literacy in schools can be used as a basis for students to know, understand, and foster a love for national culture which must be applied in learning of elementary schools.

One of the efforts can be carried out to improve cultural literacy in elementary schools is through the learning media used by teachers in learning. According to Febrianto & Puspitaningsih, the ease of use of media and / or learning resources is one of the determining factors for the success of learning [3]. Learning media in this case is everything that the teacher uses as an intermediary tool to convey messages to students in

learning activities. The media itself is a tool that can be used to convey messages [4]. States that learning media is anything that can be used to stimulate thoughts, feelings, attention, and abilities or skills of learners so that they can encourage the learning process [5]. Thus it can be said that learning media can be used as an intermediary so that the learning process becomes more effective and efficient.

The suitability of media selection can support the effectiveness of learning. There are 3 principles in selecting media for learning media, namely effective and efficient, the principle of relevance, and the principle of productivity [6]. There are some factors must be considered in selecting learning media, they are student characteristics, student needs, media characteristics, student environment, teaching materials and learning objectives. Based on these principles, in this study, the development of audio-visual- based media on local wisdom was carried out as a medium for learning. Audio-visual-based media is media that has sound elements and visible image elements. Examples of audio visuals are video recordings, slides, sound, and so on [7]. Sounds and images produced by the audio visual media are additional points because they can attract students' attention to participate in learning.

Based on the results of observations, the problems found in relation to the learning media used by the teacher are: (1) the learning media used were only in the form of image media, (2) the content of the learning media was not in accordance with the local wisdom of Trenggalek regency, and (3) the learning media used were not in accordance with the characteristics of students and the process is considered less effective. Based on the problems found, it is concluded that a learning media based on local wisdom to increase cultural literacy for students is needed.

By using audio-visual-based media on local wisdom, it can improve student competence. This is in line which states that audio-visual-based media used optimally can produce a pleasant learning experience. This audio-visual-based media makes easier for teachers to interact with the students; the use of audio-visual-based media is effective and efficient, practical, and more quickly understood by students. The use of audio-visual media will be more effective if it includes elements of local wisdom. The meaning and value of local wisdom in the community aims to develop students' knowledge according to local wisdom of the local community and train them to behave in accordance with values of local

wisdom [8]. Thus, it can be concluded that the implementation of audio-visual media- based on local wisdom will help in increasing the cultural literacy of elementary school students.

2. METHODOLOGY

The research method used was quantitative research with a quasi-experimental type of model in the form of Nonequivalent Control Group Design. An experimental class and a control class which begins by giving pretest questions to each class was carried out as the research design. The experimental class was given treatment while the control class was not. Meanwhile, posttest questions was given to the two classes at the end of the research. The research design used in this study is shown in Figure 1 below.

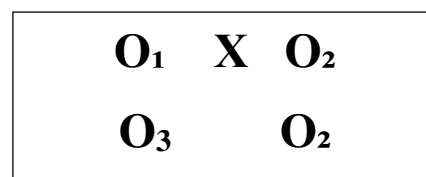


Figure 1. Research Design

The population of this study was all grade III students of SDN 1 Sumbergedong and grade III students of SDN 2 Karangrejo in the academic year 2019/2020 with a total of 70 students. The sampling technique of this research was saturated sampling since all members of the population were used as samples.

For collecting the data, the researchers use tests as instruments. The test questions were used to determine the results of the students' scores obtained in the pretest and posttest questions. For analysing the data, the study used comparative test with paired sample t-test supported by the assistance of the SPSS 25.0 program. Paired Sample T-test aimed to test the pretest and posttest scores in the same group.

3. RESULTS AND DISCUSSION

The trial of local wisdom-based audio-visual media aims to see the influence of the use of audio-visual media based on local wisdom on cultural literacy in students, namely by giving pretest and posttest questions. The results of the grade 3 students of SDN 1 Sumbergedong as in the experimental class was obtained a range of values as presented in Table 1 below.

Table 1 Score Range of the Pretest and Posttest Results in Experiment Class

No.	The Score Interval	The Frequency of Experimental Class		Percentage (%)	
		Pretest	Posttest	Pretest	Posttest
1.	91-100	0	18	0	51,4
2.	81-90	5	16	14,3	45,7

3.	71-80	18	1	51,4	2,9
4.	61-70	12	0	34,3	0
5.	00-60	0	0	0	0
Total		35	35	100	100

From the information presented in Table 1 it can be seen that the pretest score which has a range of 81-90 is achieved by 5 students or 14.3%, while the pretest score with a range of 71-80 can be obtained by 18 students or 51.4%. Then, the pretest score with the range 61-70 was obtained by 12 students or 34.3%. In the test given at the end of the study or called the posttest, there were 18 students or 51.4% of students who obtained scores ranging from 91-100, 16 students or 45.7% with a score

range of 81-90 and 1 student or 2.9% with score range of 71-80. Based on these results, it can be concluded that in the pretest in the experimental class, the dominant score obtained was in the range of 71-80, while in the posttest score of the experimental class the highest score was in the range of 91-100.

The following table shows the results of students' scores in the control class or grade III students of SDN 2 Karangrejo

Table 2. Score Range of the Pretest and Posttest Results in Control Class

No.	The Score Interval	The Frequency of Control Class		Percentage (%)	
		Pretest	Posttest	Pretest	Posttest
1.	91-100	0	0	0	0
2.	81-90	2	6	5,7	17,1
3.	71-80	15	23	42,9	65,8
4.	61-70	16	6	45,7	17,1
5.	00-60	2	0	5,7	0
Total		35	35	100	100

Based on Table 2, the results pretest and posttest in the control class was there were 2 students or 5.7% who obtained scores ranging from 81-90 and 15 students or 42.9% with pretest scores of 71-80. Furthermore, for the range of 61-70 pretest scores achieved by 16 students or 45.7% and as many as 2 students or 5.7% obtained scores in the range 00-60. Meanwhile, at the posttest score of 81-90, there were 6 students or 17.1% who succeeded in achieving it, followed by 23 students or 65.8% who achieved 71-80 scores. Only 6 students or 17.1% had score of 61-70. It was found that there was a difference in the average value between the pretest and posttest scores obtained by each student from the

experimental class and the control class based on the recapitulation of the results of the pretest and posttest. The average pretest and posttest scores in the experimental class were 72.5 and 91.4, respectively. These results indicate an increase when compared with the pretest and posttest scores in the control class, which are 69.4 and 75.5, respectively. The following table presents the difference in the average pretest and posttest scores of the experimental class and the control class:

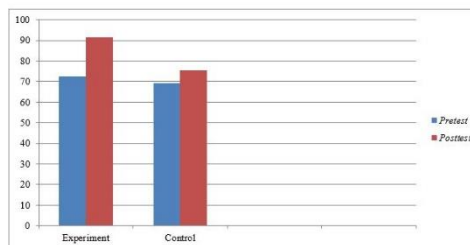


Figure 2 Diagram of the Difference in the Average Pretest and Posttest scores in Experiment Class and Control Class

Before testing the effect of implementing local wisdom-based audio-visual media, the normality and homogeneity tests must be carried out. Based on the results of the normality test from the pretest and posttest obtained from the experimental class and the control class, it was found that the Sig. > 0.005 which indicates

that the data group is normally distributed. Meanwhile, the results of the homogeneity test showed a significance value of 0.290 which indicated that Sig. > 0.05 or it can be written as 0.290 > 0.05. The data obtained from the pretest and posttest scores from the experimental class and the control class had

homogeneous variances. normal distributed and homegeneous data were obtained after conducting normality and homogeneity test. Thus, the researcher performed the analysis test using the independent sample t-test formula which aimed to determine the difference in the increase in cultural literacy in students

through the implementation of local wisdom-based audio-visual media where the results were obtained from scores between the students' pretest and posttest. The results of hypothesis testing are shown in Table 3 below

Table 3 Independent sample t-test results
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest and Posttest Score	Equal variances assumed	,380	,540	11,120	68	,000	-18,914	1,701	-22,309	-15,520
	Equal variances not assumed			11,120	64,297	,000	-18,914	1,701	-22,312	-15,516

Based on the data in Table 3, it can be seen that Sig. (2-tailed) = 0.000. Considering the value of the Sig. (2-tailed) is less than the significance level of 0.05, so it can be written as $0.000 < 0.05$. In accordance with the basis of decision making, it can be concluded that H_0 is rejected, it means that there are differences in the value of cultural literacy in elementary schools between before and after the implementation of local wisdom-based audio-visual media in the experimental class.

Based on the research conducted by the researchers, it is found that the local wisdom-based audio-visual media is effective to be implemented in learning in elementary schools. It can be seen from student scores that exceed the Passing Grade (KKM) and the finding of differences in the experimental class before and after the implementation of local wisdom-based audio-visual media. The results of research conducted by Wahyuni show that there are differences in learning outcome tests before and after the implementation of the local culture-based audio visual media of Sipakatau [8]. These findings reinforce that the local culture-based audio visual media of Sipakatau is effectively used in implementing subject matter with local cultural knowledge. The results of this study were supported by Ainina who found that there was a positive effect of audio-visual-based historical learning media on student learning outcomes and cultural literacy [9].

The local wisdom-based audio-visual media have been proven to be effective and able to improve the cultural literacy of elementary school students. Audio-visual media used in the teaching and learning process at various literacy centers have also motivated students to take part in learning. In using this media, students are made curious about the material presented by the

teacher at the next meeting. In addition, the local wisdom-based audio-visual media has the advantage of being able to improve student communication and save time in copying material notes conveyed by the teacher [10]. According to Sanjaya (in Andyani 2016) another advantage of audio-visual media is that it can provide learning experiences that are impossible to learn directly in real, allow learning to be more varied so that it can increase students' motivation and passion in learning [11]. Then, the local wisdom-based audio-visual media can be used as a learning resource independently . According to Puspita, the application of local wisdom-based media is able to present a realistic atmosphere because it connects the knowledge taught with real-world situations so that students can easily understand the material and apply it in daily life where they can also be more active during discussion and presentation learning [8].

4. CONCLUSION

Local wisdom-based audio-visual media is implemented based on an analysis of the needs, environment and student characteristics. In this audio-visual media, cultural activities, customs, and local cultural values are included and can be learned through it. The purpose of using audio-visual media is to increase the cultural literacy of elementary school students. Based on the research results obtained, it was concluded that the local wisdom-based audio-visual media used in learning had a significant effect on students' cultural literacy. This finding is proven by the differences of student cultural literacy's score before and after the implementation of local wisdom-based audio-visual media. Local wisdom-based audio-visual

media can improve the cultural literacy of elementary school students.

AUTHORS' CONTRIBUTIONS

The first writer designed the research design, implemented and analysed the research.

The second and third writers guided the writing of the article. The fourth, fifth, and sixth writers helped the implementation of the research

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