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Development of Local Wisdom-Based Learning Videos for Elementary School Students

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Abstract: This study aims to produce relevant and effective Indonesian local wisdom-based learning videos for elementary school students. The learning videos were designed based on observations, interviews with teachers, and needs analysis from a fourth-grade student questionnaire. This study used the 4D model (Define, Design, Develop, Disseminate). In the define stage, students' need for interactive and contextual media was identified. In the design stage, learning videos were designed using the Canva application to present engaging and relevant material. The develop stage involved validation by media experts, material experts, and linguists, followed by revisions to refine the product. In addition, the video's practicality was assessed by the class teacher to ensure its suitability for learning. The results showed that this learning video had a very high level of feasibility, with an average score from media experts of 93.3%, material experts 88.3%, and linguists 80%. The practicality test by the fourth-grade teacher showed a score of 99%. The overall average from the validator and practicality test was 90.15%, which is categorized as "Very Feasible".

Keywords: Learning media, learning videos, local wisdom, elementary school students.

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INTRODUCTION

Based on Law of the Republic of Indonesia No. 20 of 2023, Article 5 Paragraph 1 concerning the National Education System (Sisdiknas), every citizen has the same right to obtain quality education. This is also in line with Article 31 Paragraph 1, which states that every citizen has the right to receive education without any discrimination in obtaining it, regardless of differences in religion, ethnicity, race, or culture (Widya Ayu Ratnaningrum, 2022: 22–28). To ensure that the education process runs properly, the government plays an important role in regulating the education system in Indonesia. Moreover, the government is responsible for providing professional training for educators so that the goals of national education can be achieved.

Various efforts have been made by the government to achieve the goals of national education through curriculum development. The latest curriculum implemented in Indonesia is the Merdeka Curriculum. According to the National Education Standards Agency (BSNP), the Merdeka Belajar Curriculum is a learning curriculum that emphasizes students' talents and interests, allowing them to choose subjects according to their preferences and strengths. The Merdeka Belajar program was introduced in 2013 by the

Minister of Education, Culture, Research, and Technology, Nadiem Makarim, as an improvement to the 2013 Curriculum (Kurikulum 2013) (Amiruddin et al., 2023: 5488).

In the learning process, various challenges can be encountered. For example, students may struggle to understand abstract concepts, describe past events, gain direct experience, or comprehend certain subject matter (Millati, 2021: 6). These challenges are not only faced by students but also by teachers, who may experience difficulties in facilitating learning. It is widely known that some instructional media or teaching aids are quite expensive, so teachers' creativity is highly required. One way teachers can address this is by utilizing technology to design learning media.

However, on the other hand, teachers must also possess adequate technological skills. Educational technology is a scientific field that plays a vital role in facilitating learning processes. By utilizing technology, education can be conducted more efficiently and effectively (Millati, 2021: 2). In the 21st century, known as the digital era, technological and informational developments occur rapidly. These developments are expected to make it easier for teachers and students to access various forms of information. Nevertheless, this rapid advancement must be accompanied by sufficient technological literacy (Yasmin Putri Maharani & Prima Mutia Sari, 2023: 3).

Technology can also be used by teachers to monitor student performance, provide faster and more accurate feedback, and ensure that the Merdeka Curriculum employs a learning approach emphasizing practical competencies so that students can complete everyday tasks effectively. In addition, technology prepares students to collaborate, find information, solve problems, and use technology in learning processes that meet their individual needs. It also has the potential to make examination processes more efficient and consistent (Ahmad Zainuri, 2023: 188).

The Merdeka Curriculum also integrates local wisdom as a foundation for learning availability. By incorporating local wisdom, students can better understand the values, communities, and cultures of their regions. This is expected to positively influence education and help students grasp learning materials more easily (Ahmad Zainuri, 2023: 149).

In an interview with fourth-grade students of MIS Gampong Hulu Pisang, South Aceh, only 3 out of 10 students recognized the local wisdom of their area, specifically the traditional cuisine of South Aceh. The researcher also asked about their views on the IPAS subject (Integrated Natural and Social Sciences); the students stated that learning generally relied on printed textbooks and rarely used learning media, making the learning process feel monotonous (Interview with Fourth-Grade Students of MIS Gampong Hulu Pisang, South Aceh, September 18, 2023).

In addition to student interviews, the researcher also conducted observations and interviews with the classroom teacher to obtain more accurate data. The results showed that the teacher rarely used learning media and relied solely on printed textbooks as learning sources. The books only contained general material explanations, and the teacher did not relate the learning materials to the local wisdom of the surrounding community (Interview with Fourth-Grade Teacher of MIS Gampong Hulu Pisang, South Aceh, September 18–22, 2023).

One of the IPAS topics that can be linked to local wisdom is the lesson on Indonesia's cultural diversity, which includes the nation's various ethnic groups, traditional houses, and traditional foods. This topic is closely related to the use of media that can make the content more concrete, thereby helping students to understand it more easily.

In the Merdeka Curriculum, Social Studies (IPS) learning in Islamic elementary schools (MI) and public elementary schools (SD) is integrated with Natural Sciences (IPA) into one subject called IPAS. This integration aims to make learning more holistic so that students can understand both environmental and social issues comprehensively. However, in practice, IPAS learning has not yet been fully integrated, as teachers often continue to teach IPA and IPS separately (Wijayanti & Ekantini, 2023: 2017).

Based on these issues, the solution proposed by the researcher is to develop an instructional video that integrates local wisdom. Learning videos are a form of media that can be used in the teaching and learning process. By using instructional videos, students' learning interest can increase because they can both listen to and visually engage with attractive content. Videos depicting social interactions in the community can significantly influence students' attitudes and emotions (Marliani, 2021: 125–133).

Asfiana's research on the development of local wisdom–based instructional videos at MIN 29 Aceh Besar produced highly valid results, with a media validation rate of 90.8% and material validation of 87.5% (Asfiana, 2023: 97). However, there are several differences in research location and subject matter. The previous study was conducted in Aceh Besar, integrating Civics Education (PPKn) material with local wisdom, while this study was carried out in South Aceh, integrating IPAS subject matter with the local wisdom of the South Aceh community. Each region has its own unique characteristics. One distinguishing factor of local wisdom in South Aceh is the existence of three major ethnic groups: Acehnese, Aneuk Jamee, and Kluet. Apart from location and subject differences, the applications used also differ. The previous study used CapCut, whereas this study employs Canva.

Learning media are tools that convey messages and learning information. The messages delivered through the media represent the content of the curriculum presented by teachers in verbal or visual forms to communicate learning material and stimulate students' learning (Manshur & Ramdlani, 2019: 104). According to Gerlach and Ely, as cited in a book by Syaiful Anam and colleagues, media can be broadly understood as people, materials, or events that create conditions enabling students to acquire knowledge, skills, or attitudes. Specifically, media in the teaching and learning process are often defined as graphic, photographic, or electronic tools used to capture, process, and reconstruct visual or verbal information (Anam et al., 2023: 2).

According to Falahudin, as cited in a journal written by Nurul Hasanah, learning media are everything that can transmit information from the source to the recipient. The teaching and learning process is essentially a communication process, and therefore the media used in learning are called learning media (Hasanah, 2020: 36). In addition to serving as a means of conveying information, media can also attract students' attention, allowing them to enjoy the flow of learning. This is in line with the opinion of Ibrahim and Syaodih, as cited by Danu Aji Nugraha, who stated that learning media include anything that can be used to deliver instructional messages or content, stimulate students' thoughts, feelings, attention, and abilities, thereby supporting the teaching and learning process (Nugraha, 2020: 84–90).

Based on these explanations, learning media can be defined as anything used to convey messages from the sender to the receiver in such a way that it stimulates students' thoughts, feelings, attention, and interests to facilitate the learning process. Furthermore, the use of media enables learning to occur without limitations of distance and time (Rora Rizky Wandini et al., 2022: 14). The benefits of learning media are consistent with the Technology Acceptance Model (TAM) proposed by Davis. This theory consists of six constructs: external variables, perceived ease of use, perceived usefulness, attitude toward using, behavioral intention to use, and actual usage. These constructs are related to teachers' readiness to use learning media (Sobandi et al., 2021: 32–40).

Mukminan introduced the principles of developing learning media summarized in the acronym VISUALS, which stands for visible, interesting, simple, useful, accurate, legitimate, and structured (Wijayanti et al., 2022: 205–207). In addition to adhering to these principles, teachers must also carefully select appropriate learning media to make the learning process effective and efficient. Choosing the wrong media may result in confusion among students and difficulty understanding the material, which in turn may hinder the achievement of learning objectives.

According to Setyosairi, as cited in a journal by Feriska Achlikul Zahwa and Imam Syafi'i, the criteria for selecting learning media include the relevance between the media

and the material being taught, the level of difficulty that matches students' abilities, cost efficiency in accordance with available resources, and good technical quality so that the media can be used repeatedly and effectively (Zahwa & Syafi'i, 2022: 70). Cheppy Riyainai and Sri Astutik define video-based learning media as any form of audio or visual media used to deliver learning materials that contain theoretical, conceptual, procedural, or instructional messages aimed at achieving learning objectives (Pagarra et al., 2022: 94). Meanwhile, video itself is understood as learning material containing messages that can be seen and heard (audiovisual) (Zahwa & Syafi'i, 2022: 70).

According to Agnew and Kellerman, as cited in Yeni Agustina, a video is a digital medium that displays a sequence of images and provides the illusion, imagination, and fantasy of moving pictures (Astutik, 2020: 82). Based on the above explanations, learning videos can be concluded as media that deliver messages or information through non-printed objects such as text, images, graphics, and sound to attract students' attention and facilitate the achievement of learning goals (Agustina, 2020: 202).

In line with Alfi Lailatul Husnia, learning media in general function to clarify the presentation of messages so that they are not overly verbalistic, relying solely on written or spoken words (Husnia, 2022: 17). Learning media also function to overcome limitations of space, time, and sensory capacity. For example, objects that are too large can be replaced with pictures, films, or models; objects that are too small can be viewed using microscopes, projectors, or images; movements that are too fast or too slow can be aided with time-lapse techniques; past events can be presented through video recordings, photographs, or films; complex concepts such as human creation can be visualized through animation or computer simulation; and broad concepts such as natural disasters can be depicted through films. The proper and varied use of learning media can also overcome students' passivity and increase their enthusiasm for learning, while providing shared learning experiences and enabling direct interaction with teachers, communities, and the environment (Husnia, 2022: 18).

According to Levie and Lentz, there are four main functions of learning media, particularly visual media, namely attention, which draws students' focus to the material displayed through pictures or videos; affective, which evokes emotions and feelings during learning; cognitive, which helps students understand and remember the information presented by the teacher; and compensatory, which assists students in comprehending texts through visual support, making abstract material easier to understand (Husnia, 2022: 16). Sainjaya, as cited in Alfi Lailatul Husnia's thesis, states that the functions of learning videos include communicative functions to facilitate message delivery, motivational functions to enhance learning motivation, meaningfulness functions to improve students' cognitive, affective, and psychomotor skills, perception equalization functions to unify students' diverse understandings, and individuality functions to accommodate students' different learning interests and styles (Husnia, 2022: 18).

The use of video media activates students' auditory and visual senses simultaneously to understand learning materials. A well-designed and engaging video presentation created with the right application will help students grasp the material more effectively, especially when the content is related to local wisdom that connects directly with their everyday lives (Asfiana, 2023). According to Isminiati, as cited in a journal by Denissa Alfiany Luhulima, I Nyoman Sudana Degeng, and Saida Ulfa, the characteristics of video-based learning media include clear, operational, and measurable learning objectives; learning materials organized into specific units or activities; supporting examples and illustrations; and narration using simple, easily understood language (Luhulima et al., 2017: 112).

Local wisdom can be understood as local ideas that are wise, prudent, and morally valuable, embedded and practiced by members of the community (Affandy, 2017: 201–225). The term "local wisdom" is often synonymous with "local genius," first introduced by Quaritch Wales. Scholars have extensively discussed this concept. Haryati Soebadio described local genius as cultural identity or the personality of a nation that enables it to

absorb and adapt foreign cultures in accordance with its own character and abilities (Rapanna, 2016: 4). According to Raihyono, as cited in Sulpi Affandy, local wisdom refers to human intelligence possessed by certain ethnic groups, derived from collective experiences (Affandy, 2017: 196). It represents the accumulated experiences of specific communities, which may not necessarily be shared by others.

Apriyanto's perspective aligns with Raihyono's, stating that local wisdom is formed from values created, developed, and preserved by communities as life guidelines, whether written or unwritten. These values are adhered to by the community, making local wisdom a unique feature that distinguishes one region from another across Indonesia. Local wisdom consists of noble values passed down from generation to generation, deeply rooted within communities over time. These values often manifest as mottos or principles closely related to social practices and daily life. Therefore, local wisdom must be respected, preserved, and sustained. Customs continuously practiced over time eventually evolve into cultural traditions that embody specific values.

Local wisdom represents knowledge, beliefs, understandings, and ethics embedded in community life at a particular place and time. A consumerist lifestyle can erode local moral norms, so it is essential to revitalize traditional norms that promote environmental sustainability. The values of local wisdom serve as learning media for communities to cultivate mutual respect and care for others and their surroundings (Riga, 2022: 59). Local wisdom reflects the moral values and behavioral patterns of local people in interacting wisely with their environment. It varies across regions, times, and ethnicities due to differing environmental challenges and life necessities. These variations give rise to diverse systems of knowledge related to nature and society. Thus, local wisdom can be defined as local ideas and knowledge that are wise, prudent, virtuous, and noble, practiced and upheld by members of a community.

According to Government Regulation No. 19 of 2005, Article 17 Paragraph 1, the school-level curriculum for elementary to high schools or equivalent must be developed in accordance with local potential and cultural characteristics of the students (Wahyudi, 2023: 1). In education, local wisdom has great potential to improve learning quality. Teachers can use it to make learning materials more relevant to local issues, allowing students to practice problem-solving and explore topics more deeply. Moreover, Law No. 32 of 2009, Article 1 Paragraph 30, defines local wisdom as noble values that guide community life to protect and manage the environment sustainably (Wulandari, 2023: 3).

According to Paulo Freire, as cited in Sulpi Affandy, local wisdom–based education teaches students to stay connected to their real-life experiences. Freire, in his book Cultural Action for Freedom, explained that when students are confronted with real and concrete problems from their own contexts, they become more motivated to respond critically. Therefore, there must be integration between scientific knowledge and local wisdom (Affandy, 2017: 196). Husainah, Saintoso, and Furaidah, as cited in a journal by Yosua Damas Sadewo and Pebria Dheni Purnasari, state that culturally based learning videos are effective learning media for supporting classroom instruction, particularly in elementary schools. Such videos help teachers present lessons aligned with children's cognitive development (Sadewo & Purnasari, 2021: 590).

Based on Jean Piaget's theory of cognitive development, as cited in Nuryati & Darsinah, elementary school students are at the concrete operational stage, where they can understand concrete objects perceived through their senses—sight, touch, hearing, taste, and smell. These concrete objects can be presented through learning media. The local culture embedded in learning videos can reflect the values and traditions of the local community. Indonesia is known for its cultural diversity across regions, one of which is South Aceh Regency, which possesses distinctive cultural wisdom as a reflection of its people's identity.

METHODS

The type of research method used in this study is Research and Development (R&D). This method is employed to produce a product as well as to test the feasibility and effectiveness of the resulting product (Zakariah et al., 2020: 17). In line with Sujadi's opinion as cited in the journal by Iyus Jayusman, Gurdjita, and Oka Agus Kurniawan Shavab, R&D is a process or a series of steps aimed at developing a new product or refining an existing one to ensure its accountability (Jayusman et al., 2017: 39). This research and development process involves studying findings or problems related to the product to be developed, developing the product based on the identified issues, and conducting product testing up to the final evaluation stage. Subsequently, the product is tested according to needs until it is declared feasible for use and dissemination. Based on these perspectives, it can be concluded that the research and development model produces a product derived from existing or new ideas whose feasibility is tested to ensure that it can be used and justified.

This study employs the 4D model, which stands for Define, Design, Develop, and Disseminate (Azkiya et al., 2022: 415). The selection of this model is based on its simplicity compared to other development models, as well as its sequential structure that clearly outlines the stages of the development process. The research was conducted at MIS Gampong Hulu Pisang, Labuhan Haji Subdistrict, South Aceh Regency, during the even semester of the 2024/2025 academic year. The research subjects included experts (expert review) consisting of a media validator, four material validators (experts in science and social studies), a language expert, and a classroom teacher at MIS Gampong Hulu Pisang to obtain responses to the developed learning video.

The data collection techniques in this study consisted of interviews, observations, questionnaires, and documentation. Interviews were conducted with classroom teachers to obtain initial information regarding learning conditions, student needs, and the suitability of the media to be developed. Observations were carried out to directly observe classroom learning activities, including how teachers delivered the material and the level of student participation during the teaching and learning process. Questionnaires were distributed to obtain data on the assessment of experts (validators) regarding the feasibility of the developed local wisdom-based learning video, as well as the responses of teachers and students after the trial implementation. Documentation was used to collect supporting data such as photos of activities, validation results, and product trial outcomes.

The research instruments consisted of validation sheets, observation sheets, and response questionnaires. Validation sheets were used by experts to assess the feasibility of the media in terms of content, presentation, language, and learning aspects. Observation sheets were used to evaluate the implementation of learning using the developed video, while response questionnaires were used to identify teachers' and students' perceptions of the media.

The data analysis techniques combined quantitative and qualitative descriptive methods. Quantitative data were obtained from the results of the validation and response questionnaires filled out by experts, teachers, and students. The data were analyzed by calculating the average score for each assessment aspect to determine the feasibility level of the learning media. Qualitative data were gathered from comments, feedback, and suggestions provided by experts, teachers, and students, which served as a basis for revising and refining the local wisdom-based learning video product.

The development process began with the Define stage, which aimed to determine and describe the learning needs. This included a front-end analysis, student characteristic analysis, task analysis, concept analysis, and formulation of learning objectives. The results revealed that learning media used in classrooms were still limited and did not incorporate local cultural elements. In the Design stage, the initial design of the local wisdom-based learning video was created, including the preparation of the storyboard, video script, selection of learning materials, and determination of visual and audio elements relevant to the cultural context of South Aceh. The design was tailored to the

characteristics of elementary school students, emphasizing simplicity, attractiveness, and ease of understanding.

The Develop stage involved producing the learning video according to the established design. Once the initial product was completed, validation was conducted by experts in media, content, and language. The validation results were used to revise and refine the product until it met the required quality standards. The revised video was then tested on a limited scale with teachers and students at MIS Gampong Hulu Pisang to evaluate user responses. In the Disseminate stage, the final version of the local wisdom-based learning video, which had been declared feasible, was distributed to teachers at MIS Gampong Hulu Pisang and introduced to other schools in the surrounding area for broader implementation in the learning process.

The evaluation of the media used a Likert scale ranging from 1 to 5 across several aspects, including content, presentation, language, and learning quality. The media was considered feasible if it achieved an average score of 3.5 or higher, categorized as "Feasible" or "Highly Feasible." By employing the 4D R&D model, this study is expected to produce a local wisdom-based learning video that is not only feasible for use but also effective in enhancing students' motivation and comprehension of learning materials. Furthermore, integrating local cultural values into the learning process is expected to foster students' love for their region, strengthen their character, and help preserve the cultural heritage of the South Aceh community among the younger generation.

RESULTS

The product developed in this study is a local wisdom-based learning video for elementary and Islamic elementary school (SD/MI) students, using a Research and Development (R&D) approach. According to Sukmadinata, as cited in a study by Sarita, Jati, and Ayundasari (2021:1267), R&D research is a process of developing and validating educational products through a series of steps aimed at creating a new product or improving an existing one to enhance its quality and effectiveness.

The overall assessment results of the Indonesian local wisdom-based learning video for elementary school students are as follows: the media expert gave a feasibility percentage of 93.3% categorized as "Highly Feasible," the material expert gave 88.3% categorized as "Highly Feasible," the language expert gave 80% categorized as "Feasible," and the practicality test yielded a score of 99%, also categorized as "Highly Feasible." The average total score obtained from all assessments was 90.15%, which falls under the category of "Highly Feasible."

This study applies the 4D development model, which includes four stages: define, design, develop, and disseminate. In the define stage, the researcher conducted observations and interviews with classroom teachers at the research site. Based on the findings from these interviews and observations, it was revealed that the learning process primarily relied on printed textbooks as the only learning resource. These textbooks contained material descriptions and evaluation questions but offered limited illustrations or examples and did not include local wisdom content. Teachers tended to rely solely on verbal explanations, making it difficult for students to understand abstract material without the help of visual representations.

In addition to observations and interviews, the researcher also distributed questionnaires containing questions about the learning process in the classroom. The results indicated that teachers did not utilize learning media effectively during lessons. The teaching process was mostly conducted through the lecture method, and although some students were able to follow the explanations, many found it challenging to fully grasp the material. For instance, when learning about traditional clothing, students struggled to visualize what the attire looked like without being shown an actual image or video representation.

Apart from the lack of media use, the textbooks used by students also failed to connect the learning material with local wisdom. In fact, integrating local cultural elements into lessons could help students understand the material more easily. After analyzing these issues, the researcher proposed to develop a learning video based on local wisdom. This video would present learning materials related to Indonesia's cultural richness while specifically highlighting the cultural values and traditions found in South Aceh. This process marked the second stage of the research, known as the design stage.

During the design stage, the researcher began preparing all materials related to the topic. After finalizing and discussing the content with the academic supervisor, the researcher transformed the ideas into a learning video format. The video design process was carried out using the Canva platform, which provides a variety of features that facilitate the creation and completion of the product. Canva can be accessed via its website or downloaded on mobile devices and offers both free and paid versions. Once the initial video design was completed, it was shown to the academic supervisor for review and approval before being tested by the expert validators.

The next stage was the develop stage. In this phase, the designed video underwent a validation process conducted by media, material, and language experts to ensure its feasibility for classroom use. The validation phase involved several rounds of evaluation and revision based on expert feedback to improve the product's quality.

Table 1. *Research Result*

No.	Validator	Persentage	Criteria
1.	Media Expert	93,3%	Very Feasible
2.	Material Expert	88,3%	Very Feasible
3.	Language Expert	80%	Feasible
4.	Practicality	99%	Very Feasible
	Score Average	90,15 %	Very Feasible

Based on the validation results from eight experts, the researcher received several comments and suggestions that were used to revise and refine the product accordingly. The media expert validation produced a percentage score of 93.3%, categorized as "Highly Feasible." The validator suggested lowering the background music volume and replacing animated or cartoon-style images with real photographs. The material expert validation yielded a score of 88.33%, also categorized as "Highly Feasible." The validator recommended replacing the "Peusijuk" ceremony with the "Meucakar" ceremony, adding additional content about traditional foods and houses from South Aceh, increasing interaction using child-friendly language, and making the video more engaging through the addition of effects and animations. The language expert validation resulted in a score of 80%, categorized as "Feasible." The validator suggested changing the opening narration to Indonesian, revising sentence structures, correcting capitalization and punctuation, italicizing all non-Indonesian words, and adding captions or labels for every image and video displayed in the learning video.

After revisions were made based on expert feedback and the product was declared feasible, the next step was to test the video with classroom teachers. This stage was essential to assess the practicality of the developed product and determine its suitability for classroom implementation. Teachers were provided with questionnaires to evaluate the practicality of the local wisdom-based learning video, allowing the researcher to ensure that the developed media aligned with real classroom conditions and effectively supported the teaching and learning process.

DISCUSSION

The findings of this study demonstrate that the development of local wisdom-based learning videos for elementary school students is highly feasible and practical for use in classroom learning. The overall average feasibility score of 90.15% indicates that the developed media meets the criteria of validity, practicality, and effectiveness. These results confirm that digital learning media integrated with local culture can serve as an effective educational tool to enhance student engagement and understanding of learning materials.

The use of the 4D model (Define, Design, Develop, Disseminate) in this study proved to be a systematic and effective approach to producing a high-quality learning product. Each stage played a significant role in ensuring that the final product was relevant, valid, and pedagogically sound. During the Define stage, the needs analysis showed that the existing learning process relied heavily on printed textbooks with minimal visual support and no integration of local wisdom. This finding underscores the necessity of developing learning media that connects academic content with students' cultural context.

The Design stage contributed significantly to the aesthetic and pedagogical aspects of the learning video. By using the Canva platform, the researcher was able to incorporate visual, audio, and textual elements that supported multimodal learning. The visual representation of traditional clothing, local ceremonies, and regional foods not only provided a clearer understanding of the content but also promoted cultural appreciation among students. This aligns with the view of Mayer's Cognitive Theory of Multimedia Learning, which states that learners understand material more effectively when presented through multiple modes of information processing—visual and auditory.

In the Develop stage, the validation process by media, material, and language experts provided essential feedback for refining the product. The high feasibility ratings from these experts—93.3% for media, 88.3% for material, and 80% for language—reflect the overall quality of the video in terms of design, content relevance, and linguistic accuracy. The expert suggestions, such as using real photos instead of animations, improving linguistic clarity, and adding more cultural examples, helped ensure that the video met professional and educational standards.

The practicality test conducted with classroom teachers also produced outstanding results, with a score of 99%. This indicates that the developed video was not only suitable in theory but also effective and easy to use in practice. Teachers found the video helpful in clarifying abstract concepts and maintaining student interest during lessons. This aligns with previous studies showing that the integration of audio-visual media in learning can enhance students' motivation and concentration, particularly in elementary education where visual stimuli play an important role in cognitive development.

Another important aspect of this discussion concerns the integration of local wisdom into the learning process. Incorporating cultural values and local practices into educational content helps students connect learning materials to their daily lives. This contextual learning approach increases students' sense of belonging and cultural pride. In line with the findings of Mulyasa (2018), local wisdom-based education fosters not only cognitive understanding but also affective and moral development, helping students form a strong identity rooted in their cultural environment.

The development of a video that highlights the richness of Indonesian culture, particularly from Aceh Selatan, demonstrates that local traditions can be transformed into modern educational resources. This supports the principles of culturally responsive pedagogy, which advocates for teaching approaches that value students' cultural backgrounds as a foundation for learning. By showcasing traditional ceremonies such as Meucakar, local foods, and traditional houses, the learning video encourages students to appreciate their heritage while mastering academic content.

Moreover, this study contributes to the field of instructional technology by showing how accessible tools such as Canva can be utilized to create professional-quality learning

materials. The ability to design, edit, and publish videos with minimal technical expertise opens opportunities for teachers to become content creators themselves. This democratization of media production is essential in modern education, where teachers are expected to adapt to digital learning environments and design materials that cater to their students' needs.

The dissemination of the developed video through online platforms like YouTube further extends its educational impact. By sharing the video publicly, the product not only benefits the local school but also reaches a wider audience of educators and students across different regions. This supports the concept of open educational resources (OER), which emphasize the sharing of high-quality learning materials to promote equitable access to education.

The discussion reveals that the local wisdom-based learning video developed in this research effectively bridges cultural relevance with modern pedagogical approaches. The integration of local content into digital learning media fosters both academic understanding and cultural awareness among students. The high scores of validity and practicality indicate that such media can be feasibly implemented in classroom settings and potentially scaled for broader use. Thus, this study not only enriches the body of research on educational media development but also provides a model for integrating cultural identity into contemporary education.

CONCLUSION

This study employed the 4D model (Define, Design, Develop, Disseminate) to develop a learning video relevant to the context of local wisdom. In the define stage, it was found that students required more interactive and contextual learning media. The design stage utilized the Canva application to create the learning video, while in the develop stage, the video was validated by experts in their respective fields. This stage also involved a series of revisions to produce a feasible and distributable product. In addition to the validity test, the developed learning video was also evaluated for its practicality by classroom teachers to determine whether it effectively addressed learning challenges in the classroom. After the video was tested, it was uploaded to an online platform, YouTube, to reach a wider audience and create a broader educational impact. The results of the validation and feasibility assessments of the Indonesian local wisdom-based learning video showed that the media expert provided an average score of 93.3%, categorized as "Highly Feasible"; the material expert gave an average score of 88.3%, also categorized as "Highly Feasible"; the language expert assigned an average score of 80%, categorized as "Feasible"; and the practicality assessment by the fourth-grade teacher at MIS Gampong Hulu Pisang yielded an average score of 99%, categorized as "Highly Feasible." Based on these results, the overall average score from the validation and practicality assessments was 90.15%, which falls under the "Highly Feasible" category.

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