Developing An Animated Video Integrated With Sidoarjo Local Wisdom For Teaching Descriptive Text In Seventh Grade Using Addie Model

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Abstract. *Learning media has an important role in this era due to advancements in technology that have transformed the way we learn and access information. The aims of this research are: 1) To describe the process of developing animated video integrated with Sidoarjo local wisdom for teaching descriptive text. 2) To describe the product development of animated video integrated with Sidoarjo local wisdom for teaching descriptive text. 3) To determine the implementation of the development of animated video integrated with Sidoarjo local wisdom for teaching descriptive text. 4) To determine students' responses to the development of animated video integrated with Sidoarjo local wisdom for teaching descriptive text. The research design used in this study is development research, and the ADDIE model was employed for the research procedure. Questionnaires and documentation were used for data collection. The result of the research is an animated video media integrated with Sidoarjo local wisdom received high percentage from media experts gave it a 93% rating, while the teaching material experts rated it at 100%, both classified as excellent. Furthermore, the student response to the animated video was positive, with students expressing their interest in using this learning media for descriptive text. In conclusion, the animated video can effectively be used to teach descriptive text in seventh-grade and can help students understand the local wisdom of Sidoarjo.*

Keywords : *Animated Video; Local Wisdom; Descriptive Text; ADDIE Model*

Abstrak. *Media pembelajaran memiliki peran penting di era sekarang ini karena kemajuan teknologi yang telah mengubah cara belajar dan mengakses informasi. Tujuan dari penelitian ini adalah: 1) Mendeskripsikan proses pengembangan video animasi yang terintegrasi dengan kearifan lokal Sidoarjo untuk pembelajaran descriptive text. 2) Untuk mendeskripsikan produk pengembangan video animasi yang terintegrasi dengan kearifan lokal Sidoarjo untuk pengajaran descriptive text. 3) Untuk mengetahui implementasi pengembangan video animasi terintegrasi kearifan lokal Sidoarjo untuk pengajaran teks deskriptif. 4) Untuk mengetahui respon siswa terhadap pengembangan video animasi yang terintegrasi dengan kearifan lokal Sidoarjo untuk pengajaran teks deskriptif. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian pengembangan, dan model ADDIE digunakan untuk prosedur penelitian. Kuesioner dan dokumentasi digunakan untuk pengumpulan data. Hasil dari penelitian ini adalah media video animasi yang terintegrasi dengan kearifan lokal Sidoarjo mendapatkan persentase yang tinggi dari ahli media dengan nilai 93%, sedangkan ahli materi memberikan nilai 100%, keduanya diklasifikasikan sebagai sangat baik. Selain itu, respon siswa terhadap video animasi tersebut positif, dimana siswa menyatakan ketertarikannya untuk menggunakan media pembelajaran teks deskriptif ini. Kesimpulannya, video animasi ini dapat digunakan secara efektif untuk mengajarkan teks deskriptif di kelas tujuh dan dapat membantu siswa memahami kearifan lokal di Sidoarjo.*

Keywords : *Video Animasi; Kearifan Lokal; Teks Deskriptif; Model ADDIE*

PRELIMINARY

In the present era of English language pedagogy, the incorporation of learning media assumes a fundamental role. Learning media functions as a pivotal tool for imparting information to recipients, serving as a conduit for effective communication within the educational context. According to Puspitarini & Hanif (2019: 55) learning media can be construed as a technological apparatus, encompassing both hardware and software, employed by educators to disseminate educational content to learners throughout the instructional endeavor. Within the realm of education, media is anticipated to facilitate a more effective and efficient learning process aligned with educational objectives. Etymologically rooted in the Latin term "historical," denoting middle, intermediary, or introductory, the term "media" conveys its role as a conduit for transmitting information from its source to the recipient. Media utilized for language instruction assumes significance in fostering students' acquisition of novel knowledge, skills, and linguistic proficiencies. Educators resort to technology-infused media to provide learners with alternative modalities of instruction, thereby sustaining their engagement and motivation in language acquisition endeavors. According to Bennett, et al. quote by Ahmadi (2018: 118) utilizing computer technology in educational settings enriches both instructional methodologies employed by teachers and the learning outcomes achieved by students. In essence, the integration of computer technology facilitates educators in effectively addressing the diverse educational requirements of students. Nonetheless, the utilization of learning media, particularly technology-driven mediums, remains infrequent among educators owing to various impediments. Multiple factors and obstacles hinder teachers from incorporating technology into the teaching and learning processes, including lack of ICT knowledge, lack of time, teacher ICT knowledge, limited infrastructure, lack of training and others (Lawrence & Tar, 2018: 13).

Based on the researchers interview with seventh-grade English teachers and students, the application of learning media in the form of learning videos in the classroom has been carried out. However, the video provided is a learning video downloaded from YouTube and has never included elements of local wisdom of Sidoarjo. Another problem is that some of the seventh grade students still do not know the local wisdom of Sidoarjo. Video is a moving image accompanied by sound (Putri, 2021: 3072). In addition, according to Munir quoted by Andari (2019: 263) states that video technology is the ability to electronically show scenes in motion while capturing, storing, processing, transferring, and reconstructing a series of still images. Furthermore, Rizqina & Sutejo (2023: 110) video is defined as a compilation of static images that are sequentially presented over time at a specified pace. It encompasses any medium that enables the synchronization of audio signals with moving images in a sequential arrangement. (Daryanto, 2016: 106). Drawing upon expert insights, it is deduced that video constitutes a form of audio-visual media, representing an amalgamation of moving images accompanied by corresponding sound or appropriate auditory elements.

According to Setiyadi, quoted by Laili (2017: 78) Quaritch Wales introduced local wisdom for the first time in 1948–1949. Local wisdom can be conceptualized as the collective endeavor of individuals to apply their cognitive faculties towards comprehending and responding to specific objects or events occurring within a particular locale. Additionally, wisdom is construed as an individual's capacity to utilize their intellect to engage in actions prompted by their discernment of various objects, phenomena, or occurrences. The definition of local wisdom by Darmadi (2018: 136) that local wisdom constitutes an integral component of a community's culture, inseparable from the very language inherent to that community. It is transmitted from one generation to the next predominantly through oral tradition, thereby perpetuating its essence and significance within the community fabric. There is another definition stated by Mungmachon (2012: 145) local wisdom is also commonly interpreted as a tradition contained in a particular community or culture. Both concrete and abstract forms of local wisdom are possible, but what matters most is that it is derived from life's lessons or experiences. In conclusion, local wisdom embodies a tradition within a specific geographical area, encapsulating life lessons and accumulated experiences that are passed down from one generation to another. It has emerged as a prominent subject of discourse within the realm

of education, reflecting its significance and relevance in shaping cultural identities and fostering communal values. According to Irwan et al. (2020: 145) By incorporating local wisdom into their English language education, students have an established knowledge of their country identity and can assist develop highly integrity aspects of character. Moreover, the significance of local wisdom extends to its pivotal role in character education, profoundly influencing the development of students' identities (Laili, 2017: 77).

In this study, the researchers has the aim of developing learning media that integrate with Sidoarjo local wisdom, especially in teaching descriptive text. One kind of text that aims to provide information is the descriptive text. According to Gerot & Wignell difine that descriptive text is the text's description of an item, animal, person, or people serves as its context (Irawan, 2023: 63). According to Tomskin, quote by Asrial (2014: 3) state that the definition of descriptive text is the use of words to create a picture. This means the student has described the observed object in detail. It is crucial that the reader comprehends the details contained in the object or image. Meanwhile, according to Yulanda (2022: 1) When an author endeavors to vividly portray the subject of their narrative, it culminates in descriptive text. From this, it can be inferred that descriptive text offers a comprehensive depiction of a particular object, enabling readers to visualize the subject matter vividly. The conventional structure of descriptive texts generally comprises two primary components: identification and description. Identification serves the purpose of pinpointing the phenomenon or subject matter being discussed, whereas description delves into elaborating on its diverse elements, attributes, characteristics, and so forth. (Sari, 2018: 2). Apart from its generic structure, descriptive texts exhibit specific linguistic features that are crucial and commonly employed. Notably, adjectives play a significant role in delineating the attributes and characteristics of the subject, while verbs typically appear in the present tense, thereby contributing to the immediacy and vividness of the description (Sari, 2016: 32).

Based on the problems stated before, utilizing Canva-based animated videos can be a solution to make learning fun in the classroom. The definition of animation by Bétrancourt and Tversky is any application that creates a sequence of frames, where each frame looks like a modification of the previous frame, and the order is determined by the user or designer (Berney & Bétrancourt, 2016: 150). Animation is defined as a created visual show that modifies its composition or other characteristics over time to create the impression of a constant state of change. contrasted with video, which is created by simply collecting images of the outside world, animation is created through intentional creation procedures like drawing (Lowe & Schnotz, 2014: 516). In addition, animation is a type of interactive multimedia that is typically presented in two or three dimensions and offers audio-visual imagery with colorful characters (Open & Yulia, 2022: 33). Thus it can be concluded that animation is a moving image in 2 or 3-dimensional form consisting of a number of objects arranged and moving according to a predetermined pattern. While the definition of an animated video according to Sharon et all. quoted by (Gusparia, 2018: 81) animated videos is a collection of pictures, sketches, or computer graphics with small object or image displacements compose. Besides that, according to Harrison and Hummell, an animated video is a quick a sequence of still images presented in a way that gives an illusion of motion (quoted by Khalidiyah, 2015: 65). Furthermore, Pitaloka et al. (2021: 44) define an animated video is a digital representation featuring moving images, objects, and accompanying sounds, which are displayed on a screen and rapidly presented through a series of sequential images. This presentation creates an illusion of movement, thereby bringing the depicted scenes to life. In an animated video, each object is displayed for a single frame and it moves very short distance. Drawing on the definitions provided by the experts, animated videos are defined as a type of visual content that uses images that move, usually produced through animation techniques and presented for a single frame with a sound. According to Höffler & Leutner in Barut Tugtekin & Dursun (2022: 3249), state that animations have an advantage over still images because they can express concepts, dynamics, and processes visually. They are not only more realistic than still images, but they are also more effective at teaching useful knowledge. Moreover, teachers can use animated video clips as a culturally relevant pedagogical option to help

students understand the material, practice being creative and participate in the learning process (Gurvitch & Lund, 2014: 8). Using animated videos can also attract students' attention and enthusiasm. According to Open & Yulia (2022: 39) Research findings suggest that animated videos contribute to fostering a positive learning environment and enthusiasm among students. This is attributed to their dual function of educating and entertaining simultaneously, thereby enhancing student engagement and interest in the learning process.

Animated videos are educational visual presentations created using the online application called Canva. Canva is a web-based design platform that provides a wide array of features, including but not limited to presentations, resumes, flyers, posters, logos, designs, infographics, banners, bookmarks, notifications, and various other design elements. (Melinia & Nugroho, 2022: 120). Therefore, the aim of this study is to develop animated video learning resources integrating the local wisdom of Sidoarjo to teach descriptive text to seventh-grade B students, utilizing the ADDIE model. The ADDIE model comprises five distinct stages: analysis, design, development, implementation, and evaluation, which serve as a structured framework for the systematic creation and assessment of educational resources. (van den Berg & de Villiers, 2021: 7). One of the advantages this model's ability to provide feedback based on ongoing evaluation while producing media (Gusmida & Islami, 2017: 2).

The findings of previous researchs show that the role of animated videos as an online learning media for early-age learners effectively motivates students to learn (Pujiani et al., 2022: 244). Other research also shows that teaching descriptive text using animated videos is more helpful, proving that writing descriptive text using animated videos is more successful (Laverda et al., 2022: 733). According to research by Munawaroh (2023: 24), teaching students to write descriptive text using animated videos can increase their motivation in writing and improve their mastery of vocabulary and grammar. However, based on the findings of previous research on animated videos as learning media in the teaching and learning process, there is a research that develops animated video as a learning media that integrates Sidoarjo local wisdom, but the research uses Indonesian language. Based on several of these research findings, this research has a similar discussion, namely the development of a learning media by utilizing current technology, namely animated videos to teach descriptive text. While the difference is that the development of animated videos in this research is integrated with the local wisdom of Sidoarjo. In addition, the researchers include one of the cultural elements in Sidoarjo in form of visual and audio forms that are attractively designed and use English language, it is also a gap from this research.

The aims of this research include: 1) To describe the process of developing animated video integrated with Sidoarjo local wisdom for teaching descriptive text. 2) To describe the product development of animated video integrated with Sidoarjo local wisdom for teaching descriptive text. 3) To determine the implementation of the development of animated video integrated with Sidoarjo local wisdom for teaching descriptive text. 4) To determine students' responses to the development of animated video integrated with Sidoarjo local wisdom for teaching descriptive text.

RESEARCH METHODS

In this research, the researchers uses a research design adapted from the Borg and Gall (1983) method, namely developmental research. According to Richey & Seels, quoted by Elgazzar (2014: 30), Developmental research entails the methodical examination of designing, creating, and assessing instructional programs, procedures, and products with the aim of ensuring consistency and efficacy. The research methodology employed in this research involves utilizing the ADDIE model to develop a learning tool in the form of an animated video. This model comprises five distinct stages: Analysis, Design, Development, Implementation, and Evaluation. The researchers undertake the creation of the learning media in the form of an animated video by adhering to the structured approach delineated by the ADDIE model, as described below.

A. Analysis Stage

1. Analysis of students' need

At this stage, the researchers analyzed students' need by giving a closed questionnaire to students in seventh grade B at an Islamic junior high school in Sidoarjo. The total number of students in this class is 27 students. The researchers gives a questionnaire with thirteen statements with "yes" or "no" answers. The questionnaire was given in the form of a closed questionnaire. The students' need questionnaire that was given is based on an adaptation of Nurhidayati's (2019: 143) students' need analysis questionnaire, which has been reprocessed by the researchers. The researchers detailed the thirteen statements given in several aspects. The first to eight statements show aspects of descriptive text. The second aspect is learning media, which is included in the ninth to thirteen statements. All of these statements aim to determine students' need for the learning media provided.

2. Material analysis

Drawing from the outcomes of the English teacher interview conducted during the preliminary investigation, the researchers proceeded to analyze descriptive text material pertaining to various objects. This material was sourced from the learning outcomes outlined in the independent curriculum. Based on the Educational Standards, Curriculum And Assessment Board Of The Ministry Of Education, Culture, Research And Technology Of The Republic Of Indonesia (2022: 20), in phase D of the curriculum, descriptive text is designated as one of the focal topics for study. During this phase, students utilize English as a means to engage in dialogue and share thoughts, experiences, interests, opinions, and perspectives with their teachers, peers, and others across various familiar formal and informal contexts. Through repetition and positive reinforcement, students grasp the central ideas and pertinent details of discussions or presentations encompassing a wide array of general-interest subjects. Moreover, students actively participate in discussions, such as expressing opinions, making comparisons, and articulating preferences. They demonstrate their understanding by elucidating and clarifying their responses using fundamental sentence structures and verb tenses. This learning outcome falls within the realm of the listening-speaking component. The learning objective entails that subsequent to viewing the animated video presented by the teacher, students are proficient in composing descriptive text accurately and effectively.

B. Design stage

After collecting data, the researchers designs a learning media including; 1) Determining the learning outcomes of the independent curriculum, 2) Setting learning objectives, 3) Designing the descriptive text materials, 4) Designing descriptive text script integrated with Sidoarjo local wisdom (The Boat for Nyadran Tradition and *Lontong Kupang*), 5) Designing student exercises, namely arrange sentences and multiple choices, 6) Creating animated video media designs integrated with Sidoarjo's local wisdom that are appropriate and interesting.
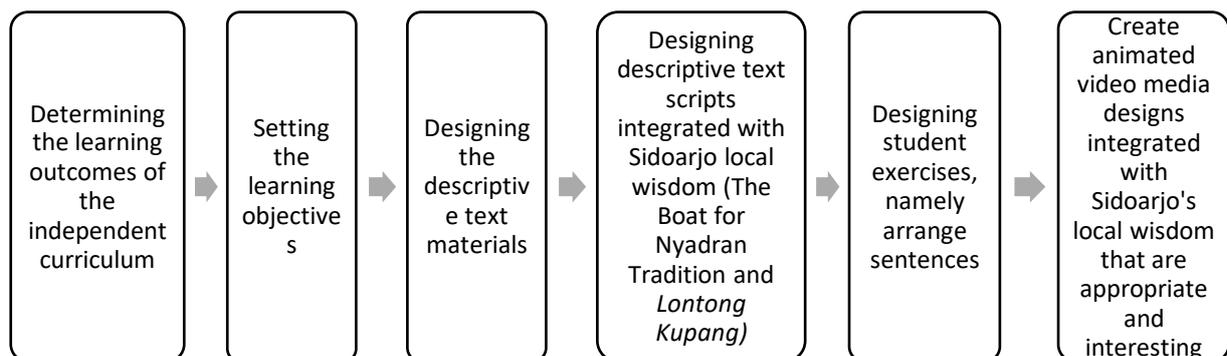
Flow Chart 1. The Flow Chart of Designing an Animated Video

During the design stage, the researchers undertake several key steps. Firstly, they identify the learning outcomes stipulated in the independent curriculum. Subsequently, they establish specific learning objectives aligned with these outcomes. Thirdly, the researchers design the instructional materials, encompassing the definition, social function, generic structure, and linguistic features pertinent to descriptive text. The reading sources were obtained from the English book English For Nusantara Teacher's Guide Book for seventh grade by Ika Lestari Damayanti et al. The fourth step is designing the descriptive text. The researchers created a descriptive text integrated with Sidoarjo's local wisdom, namely The Boat for Nyadran Tradition and *Lontong Kupang*.

After that, the researchers designed an exercise for seventh-grade B students. The form of the exercise to be given is five arranged sentences. After the researchers designs the learning outcomes, learning objectives, materials, descriptive text scripts, and exercises are completed. Next, the researchers designed the media in the form of animated videos. Animated video products are made using a digital platform, namely Canva. The researchers first designed the background display, compiled animations using elements of Sidoarjo local wisdom, and audio from the previously created script. The next step is that the researchers inserts all media components into the Google Drive link to make it easier to access the media. The final stage of media making is checking the operation of the media that has been created and repairing links that cannot be operated.

C. Development stage

The animated video learning media in this development stage is still in the form of a prototype that includes design results. The researchers used the Canva digital platform to develop the animated video learning media model by integrating aspects of Sidoarjo's local wisdom. The following are the techniques used by the researchers in developing animated video learning media: 1) Creating animated video learning media by incorporating elements of Sidoarjo local wisdom. Media creation can be observed through design, material, and language. 2) Collect validity tests from media and material experts to validate the animated video material. The material expert is an English teacher at an Islamic junior high school in Sidoarjo, while the digital learning media expert is a DKV UNUSIDA lecturer. 3) Improve the product by evaluating and revising according to the suggestions of the validators.

D. Implementation stage

Following the validation stage, the research proceeds to the field trial phase aimed at evaluating the utility and efficacy of the developed media. The implementation of the trial is conducted within a single session, with a duration of 80 minutes allocated for the activity (2 JP). The lesson plan was prepared by the researchers before teaching in class as a reference for implementing learning activities with the media to be more directed, effective, and efficient. This stage was carried out at an Islamic junior high school in Sidoarjo with 27 seventh-grade B students.

E. Evaluation stage

The researchers evaluated the last stage by giving questionnaires to students in seventh grade B of an Islamic junior high school in Sidoarjo. The questionnaire sheet is made based on the animated video media used, and some parts of it contain how the media is displayed, the material used, and its usability. The questionnaire given is a closed questionnaire showing three aspects of assessment, namely media display, material, and media usability, with the answers "yes" or "no". The students' response questionnaire given is based on an adaptation of the Kusumawardhani et al. (2022: 14), which has been reprocessed by the researcher. In the media display assessment, there are six statements. In the material assessment, there are three statements. In the media usage assessment, there are two statements.

This research endeavors to develop an animated video as a learning media for instructing seventh-grade B students at an Islamic junior high school in Sidoarjo on the subject of descriptive

text. The targeted class comprises 27 students. The focus of this research is on the animated video as the primary object of research. The learning media integrates Sidoarjo's local wisdom, specifically showcasing descriptive text elucidating "The Boat for Nyadran Tradition". Data collection methods employed in this research include questionnaires and documentation. Questionnaires are utilized to gather information regarding students' needs and preferences concerning learning media. Furthermore, they are administered to elicit feedback on students' satisfaction with and perceived effectiveness of the provided learning media. Additionally, documentation techniques are employed to procure data such as curriculum designs, lesson plans, teaching materials, and descriptive texts.

Based on the student's needs questionnaire given to students of seventh grade B, the researchers analyzed the answers from the students' need questionnaire based on the dominant answers. To determine the validity of the product results, the researchers used the Likert Scale Assessment in Table 2.1. Moreover, it is categorized in Table 2.2. The validation results were given by material experts, namely English teachers at an Islamic junior high school in Sidoarjo, and media experts, namely DKV UNUSIDA lecturer.

Table 2.1 Likert Scale Assessment

No.	Classification	Score
1.	Excellent	4
2.	Good	3
3.	Enough	2
4.	Not Good	1

(Source: Sugiyono, 2015)

Calculate data percentages using formulas:

$$P = \frac{\sum x}{\sum n} \times 100\%$$

Description:
- P : Score Percentage
- $\sum x$: Number of answer validators
- $\sum n$: Maximum score

The percentage is divided into four categories after the data is calculated using the given formula. Based on the validation results, the researchers determined that the feasibility indicator was 80% or above. The validation categories are displayed as follows:

Table 2.2 Validation Category

No.	Achievement Level	Category	Description
1.	81 - 100%	Excellent	Very decent, no need to be revised
2.	61 – 80%	Good	Worthy, no need to be revised
3.	41 – 60%	Enough	Not feasible; needs to be revised
4.	< 40%	Not Good	It is not worth it; it needs to be revised

(Source: Sugiyono, 2015)

After the researchers gets the results from the validator, the researchers implements the animated video media in seventh grade B at an Islamic junior high school in Sidoarjo. After that, the

researchers gives a students' response questionnaire sheet to determine the effectiveness of the animated video media. Then, the results of the students' response questionnaire were analyzed based on the dominant answers and displayed using a bar chart.

RESULTS AND DISCUSSION
A. RESULT
1. The Result of The Development Process

This research was conducted in the seventh grade of an Islamic junior high school located in Sidoarjo. One class was selected as the focal subject for the study, as it adheres to the developmental research approach following the methodology outlined by Borg and Gall (1983). The researchers used the ADDIE model as a research procedure, which will be explained below:

a. Analysis Stage

(1) Students' Need Analysis

Students' need analysis is done by providing a students' need questionnaire. The questionnaire contains aspects of descriptive text and learning media. Based on the results of the student needs questionnaire in the aspect of descriptive text that has been given, there are still some students who need help understanding descriptive text material about general structure and language features. In addition, students also still need help when asked to arrange a descriptive text.

In addition, based on the students' need questionnaire in the aspect of learning media, students agree that learning media in animated videos can help understand descriptive text material. Furthermore, students highlighted that having complete English subtitles accompanying animated video content aids their comprehension of the material. This underscores the necessity for learning media to facilitate students' understanding of descriptive text material. Consequently, the researchers endeavored to develop learning media, specifically an animated video integrated with Sidoarjo local wisdom, to support students in comprehending descriptive text content.

(2) Material Analysis

Based on interviews conducted by the researchers with the seventh-grade English teacher at an Islamic junior high school in Sidoarjo during the preliminary study, data revealed that students encountered challenges with descriptive text material. Specifically, students faced difficulties due to their limited vocabulary, which hindered their comprehension of descriptive text. Additionally, students exhibited a deficiency in listening skills, indicating a lack of mastery in this area.

b. Design Stage

At this stage, the researchers design animated video media using a digital platform, namely Canva. Before the researchers design the animated video media, based on the independent curriculum in Educational Standards, Curriculum And Assessment Board Of The Ministry Of Education, Culture, Research And Technology Of The Republic Of Indonesia (2022: 20) is used by the researchers to determine the content and learning objectives. Specifically, in phase D of the curriculum requires learning descriptive text material. Students utilize English as a means to convey thoughts, experiences, interests, opinions, and viewpoints to teachers, peers, and others across an expanding array of familiar formal and informal settings. With repeated exposure and reinforcement, students grasp the central concepts and pertinent details of discussions or presentations on a diverse range of general interest topics. Students contribute to class discussions by sharing their opinions, drawing comparisons, and expressing their preferences. The students elaborate and explain their answers by utilizing basic sentence building and verb tenses.

After that, the researchers setting the learning objective which is that after observing the animated video played by the teacher, students can arrange descriptive text properly and correctly. Next, the researchers designed descriptive text materials, including definitions, social functions,

generic structures, and language features based on the seventh-grade English book "English For Nusantara." Furthermore, the researchers designed descriptive text scripts entitled "The Boats For Nyadran Tradition" and *"Lontong Kupang".* Furthermore, researchers made practice questions for seventh-grade B students, namely arranging sentences. This exercise is based on the descriptive text that the researchers made titled *"Lontong Kupang."*

Finally, the researchers designed the animated video media. The animated video added the appropriate background based on the descriptive text entitled "The Boats For Nyadran Tradition". The researchers also added animations that show a Nyadran activity, symbols of Sidoarjo, and a narrator. In addition, the researchers also added audio in the animated video according to the descriptive text that the researchers had made. After all the animated video media items were collected, such as animated videos, instructions, exercises, and descriptive text scripts. The researchers collected all the items on Google Drive.

c. *Development Stage*

The third stage is the development stage; the researchers makes animated video media according to the previous plan. In the validation implementation, the researchers gives a questionnaire consisting of several aspects to experts, including material and media experts. The researchers obtained quantitative data during the validation procedure, which was very useful for developing and improving animated video products. The development step resulted in animated video learning media made with Canva digital platform. The researchers has set an indicator of media feasibility at 80% or above. The following is a table of the final results of the media expert validation that the researchers shared on February 19, 2024.

Table 3.1 The Final Results of Media Expert Validation

Aspect	Score
Usability	14
Language	8
Display	19
Total	41
Precentage	93%
Classification	Excellent

Based on the results of the media expert validation table, it got a score of 14 from four statement indicators in the aspect of using animated video media. As for the language aspect, the animated video media scored eight from two statement indicators. In addition, the display of animated video media gets a score of 19 from five statement indicators. Therefore, the percentage generated from all aspects is 93%, which is an excellent classification. In this research, the researchers also gives a validation questionnaire to the material expert. The following are the final results of the material expert validation distributed on February 20, 2024.

Table 3.2 The Final Results of Material Expert Validation

Aspect	Score
Curriculum	8
Material	36
Total	44
Precentage	100%
Classification	Excellent

Based on the final assessment by the material expert, the animated video media obtained a score of eight out of two statement indicators for the curriculum aspect and 36 out of nine statement indicators for the material aspect. Consequently, the animated video media achieved a perfect score of 100% with outstanding qualifications, as per the validation conducted by the material expert. It can be inferred that this aninated video media, integrated with Sidoarjo local wisdom, is deemed suitable for use as a learning tool in teaching descriptive text material, based on the validation results from both media and material experts.

d. Implementation Stage

The subsequent phase is the implementation stage, which commences once the animated video media has been deemed feasible for classroom application by the validators. At this stage, the researchers implemented the animated video media integrated with Sidoarjo local wisdom at an Islamic junior high school in Sidoarjo, specifically in seventh grade B, which 27 students attended on February 27, 2024. The researchers applied the animated video in one meeting with an allocation of 80 minutes (2JP). Implementation is carried out following the lesson plan that has been made. After students observed and used the media, the researchers prepared to share students' response questionnaires to the animated video media that integrated with Sidoarjo's local wisdom.

e. Evaluation Stage

The evaluation stage marks the final phase of the media development process, relying on validation from both media and material experts. In addition, student response questionnaires are also part of this evaluation stage. The researchers shared students' response questionnaires with 27 seventh-grade B students at an Islamic junior high school in Sidoarjo as an evaluation of animated video media that integrated with Sidoarjo's local wisdom on descriptive text material. The student response questionnaire encompassed three aspects: display, material, and usability. The findings from the questionnaire yielded positive outcomes, with students concurring that the animated video media, integrated with Sidoarjo local wisdom, proved engaging and facilitated their comprehension of descriptive text material among seventh-grade students at an Islamic junior high school in Sidoarjo.

2. The Results of Animated Video Product

The researchers presents the animated video on Google Drive https://drive.google.com/drive/folders/1-3BnE-DdgEN8ZuJ9A_ZZjk0KRbCv5oyH (Figure 3.1). In addition to animated videos, researchers present several PDF files, including instructions for using the media, descriptive text scripts, and practice questions and answer keys. The following is the appearance of the animated video media integrated with Sidoarjo local wisdom in figures 3.2 to 3.11.
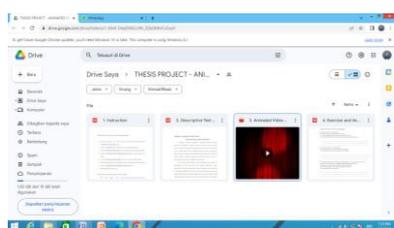

Figure 3.1 The Animated Video and Other File on Google Drive

Figure 3.2 First View of Animated Video

Figure 3.3 Illustration of Nyadran Tradition in Sidoarjo

Figure 3.4 Illustration of Dewi Sekardadu's Tomb

Figure 3.5 Illustration of The Boat Used for Nyadran Tradition

Figure 3.6 Illustration of Equipment in the Nyadran Tradition

Figure 3.7 Vocabulary Notes

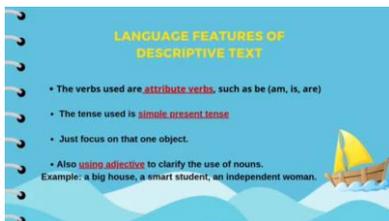Figure 3.8 Generic Structure on Descriptive Text Materials

Figure 3.9 Language Feature on Descriptive Text Materials

Figure 3.10 Example of Generic Structure in Descriptive Text

Figure 3.11 Example of Language Feature on Descriptive Text

3. The Result of Implementation

On February 27, 2024, the researchers initiated the implementation of the animated video media with 27 seventh-grade students from an Islamic junior high school in Sidoarjo. The tools required for this implementation included a laptop, an LCD projector, and a sound system. Implementation is based on the lesson plan that has been made before. The students were instructed to observe the animated video played by the teacher in front of the class.

Students seemed enthusiastic about the animated video media; this was based on students' enthusiasm for retelling the contents of the animated video that had been played. In addition, the conduciveness of the class during the playback of the animated video took place so that students could focus on observing the animated video.

Figure 3.12 The Implementation of Animated Video Integrated with Sidoarjo Local Wisdom

4. The Result of Students' Response

The students' response questionnaire to the animated video was given after the implementation in class. The students' response questionnaire consists of aspects of media display with six statement indicators. In the material aspect, there are three statement indicators. In addition, there are two statement indicators in media usability. The bar chart of the results of the seventh-grade B student response questionnaire is as follows:
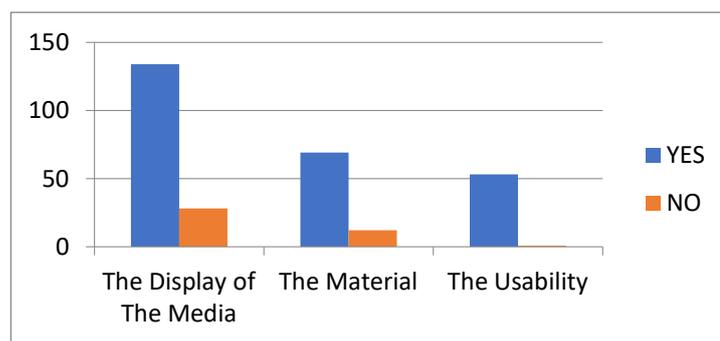
Bar Chart 3.1 The Results of Students' Response Questionnaire

Based on the bar chart, it can be described that students' responses on the media display aspect stated that students agreed that the animated video media display was interesting. Students can understand the content of the animated video. On the material aspect, students agreed that the descriptive text material delivered through the animated video was easy to understand and helped students know the local wisdom of Sidoarjo. Moreover, concerning media usability, students concurred that the animated video media was accessible and user-friendly for seventh-grade B.

B. DISCUSSION

This research uses the ADDIE method as follows:

1. Analysis:

The goal of the research's first analysis phase was to identify the requirements and goals for integrating Sidoarjo local wisdom into animated video learning materials used to teach descriptive text. Researchers found a significant need for educational resources that not only teach language skills but also include cultural components to boost engagement and relevance. These materials were identified through surveys and questionnaires with teachers and students. The local wisdom of Sidoarjo, with its rich cultural legacy and values, offers a great chance to accomplish this.

2. Design

The researchers carefully created the animated video's structure and content during the design phase to ensure that it specifically integrated Sidoarjo's local wisdom and matched the stated learning objectives. Every video segment is designed to share cultural stories, habits and typical values of the Sidoarjo people in addition to teaching descriptive text. Making use of culturally responsive pedagogy ideas, the researcher hopes to make the learning process relevant and relatable for the target audience.

3. Development

In the development stage, an animated video is made using the design specifications. Researchers ensure that visual representations and histories appropriately convey Sidoarjo local wisdom while teaching descriptive text topics in an efficient manner by collaborating with media and material experts. The main difficulties encountered in this stage are preserving cultural authenticity in animation while accommodating different learning preferences and styles.

4. Implementation

After it was finished, the animated video learning resource was used in an Islamic junior high school located in Sidoarjo, for the seventh grade. The researchers successfully included videos into lesson plans. Students gave very excellent feedback, with many expressing gratitude for the learning materials' incorporation of local culture. The interesting animated video serves as a tool for increasing student engagement and comprehension of writing descriptive texts .

5. Evaluation

The purpose of sharing student response questionnaires was to evaluate researchers as well as the effectiveness of animated video. Students' responses indicated that the addition of Sidoarjo local wisdom heightened their interest in and sense of connection to the course subject. Additionally, there is a high degree of participation from students throughout class activities due to their powerful enthusiasm.

This study demonstrates how integrating local wisdom into learning media can enhance students' learning outcomes and build a greater understanding of culture. Researchers can consistently develop and use animated video learning materials that highlight Sidoarjo's unique cultural legacy while teaching descriptive texts by following to the ADDIE method. Future studies might explore how scalable this methodology is in various academic disciplines and cultural contexts.

CONCLUSION

An Animated video is one of the audio-visual-based learning media. Animated video is a collection of moving images with audio added to them. Based on the media and material validation results provided, the animated video media garnered a score of 93% with excellent qualifications according to the validation by the media expert. Additionally, validation by the teaching materials expert resulted in a perfect score of 100% with excellent qualifications for the animated video media. Consequently, it can be inferred that the animated video media integrated with Sidoarjo local wisdom is deemed feasible for implementation in the classroom.

Moreover, the animated video media also received positive responses from the students. It is shown based on the implementation results and the results of students' response questionnaires given to seventh grade B at an Islamic junior high school in Sidoarjo. In conclusion, animated videos integrated with Sidoarjo local wisdom prove to be effective learning media for teaching descriptive text material in seventh grade. In addition, integrating Sidoarjo's local wisdom to the animated video can help students understand the local wisdom of Sidoarjo.

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