PIONIR Jurnal Pendidikan
P-ISSN 2339-2495
E-ISSN 2549-6611

PIONIR: JURNAL PENDIDIKAN
VOLUME 14 No 2 2025
P-ISSN 2339-2495/E-ISSN 2549-6611

ANIMATION VIDEO DEVELOPMENT USING THE ANIMAKER APPLICATION BASED ON NAGAN RAYA LOCAL WISDOM IN CLASS IV MIN

Putri Rahmi*

*Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

putri.rahmi@ar-raniry.ac.id

Misbahul Jannah

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

misbahulj@ar-raniry.ac.id

Syawana

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

Received 01 June 2025, Accepted 24 July 2025, Published 26 July 2025

Abstract

The issue of limited learning media and students' difficulties in understanding the material prompted the author to conduct this research. Based on an analysis of the textbooks used, the material presented is general in nature and not connected to local wisdom relevant to students' surroundings. This study aims to: (1) design an **Animaker-based instructional video** integrating local wisdom; (2) assess its feasibility; and (3) evaluate its practicality. The research method used is **Research and Development (R&D)** with the **Alessi and Trollip model**.The results indicate that the developed instructional video is highly feasible and practical for use. Validation results showed the following scores: material expert 93.8%, media expert 91.5%, and language expert 98.4%—all rated as “Highly Feasible.” Practicality tests by classroom teachers yielded scores of 100% (Grade IV-A) and 94% (Grade IV-B), both categorized as “Highly Practical.” The student practicality test yielded a score of 88.8%, also rated as “Highly Practical.” Therefore, the Animaker-based instructional video integrating local wisdom is suitable for use in learning, particularly in introducing the local wisdom of Nagan Raya at MIN 1 Nagan Raya.

Keywords: Animated Videos, Animaker Apps, Local Wisdom.

Abstrak

Permasalahan keterbatasan media serta hambatan siswa dalam memahami materi mendorong penulis melakukan penelitian ini. Berdasarkan analisis terhadap buku cetak yang digunakan, materi yang disajikan bersifat umum dan tidak dihubungkan dengan kearifan lokal di lingkungan peserta didik. Penelitian ini bertujuan untuk: (1) mendesain video pembelajaran berbasis Animaker yang mengintegrasikan kearifan lokal; (2) menguji kelayakan; dan (3) menguji kepraktisannya. Metode yang digunakan adalah Research and Development (R&D) dengan model Alessi dan Trollip.Hasil penelitian menunjukkan bahwa produk video pembelajaran yang dikembangkan sangat layak dan praktis digunakan. Hasil validasi menunjukkan skor: ahli materi 93,8%, ahli media 91,5%, dan ahli bahasa 98,4%, seluruhnya termasuk kategori "Sangat Layak." Uji kepraktisan oleh guru kelas IV-A mendapatkan skor 100% dan guru IV-B sebesar 94%, keduanya masuk kategori "Sangat Praktis." Sedangkan uji kepraktisan oleh peserta didik memperoleh skor 88,8% dengan kriteria yang sama.Dengan demikian, video pembelajaran berbasis Animaker yang dikembangkan layak digunakan dalam pembelajaran, khususnya untuk mengenalkan kearifan lokal di MIN 1 Nagan Raya.

Kata kunci: Video Animasi, Aplikasi Animaker, Kearifan Lokal.

INTRODUCTION

The development of technology in the world of education is increasingly sophisticated and modern has produced many new innovations to help active learning activities. The development of technology greatly supports the achievement of learning goals effectively and efficiently, because it serves to clarify the material as a learning resource that contains teaching materials to be learned using various media. Current learning is required not only to deliver material verbally and through simple visuals, but also to build meaningful, contextual learning experiences that align with the times through the use of interactive digital media relevant to students' environments.

Based on the analysis of needs at MIN 1 Jeuram, information was obtained that at the first meeting the researcher made initial observations, several records were obtained about the process of teaching and learning activities. Based on the initial conditions, it appears that the learning that takes place is centered on the teacher with the help of textbooks, boards and markers. The method used by teachers is lectures and questions and answers without using learning media, teachers explain orally and in writing so that students only pay attention to the teacher, there are even some students who are busy playing alone so that it has a bad impact on students' learning outcomes. At the next meeting, a direct interview was conducted with grade IV teachers who stated that teachers found it difficult to develop media due to limited time, cost and ability while the teaching materials used were still limited to printed books with limited pictures and information. Meanwhile, MIN 1 Jeuram Nagan Raya has several facilities such as computers/laptops, wifi, infocus and others whose use is not optimal because there is no suitable media that can be used using a computer or others. The use of learning media is still limited, especially in terms of the application of digital technology and audio-visual media based on animated videos. Serial images are a medium that is often used by teachers, serial images are a series of images consisting of two or more images that are interconnected and form a storyline.

This condition reflects a gap between the potential of technology utilization and the reality of learning that remains traditional.

Serial image media is good enough to be used in learning activities, but the media is too monotonous and tends to be boring for students, because the explanation is not extensive and the images displayed are ordinary. Therefore, students and teachers need new media as a tool to clarify the message conveyed by teachers and provide a new experience to students with video media, because in it there is text, animation, sound and direct images of the visualizations displayed, so that it can maximize the achievement of competencies according to the set learning objectives. Students in elementary school generally still rely on concrete things, which can be seen and felt directly, especially the visualizations presented. Due to the nature of children who love colorful videos and interesting animations, teachers can develop other learning media that are more interesting, by incorporating animated videos to increase students' interest in learning. The current status shows that although digital facilities are already available in schools, there has not yet been any media developed that is contextual, digital, and locally based to meet students' learning needs in the field.

To make learning media more interesting and fun, the researcher raised the theme of local wisdom from the area where students live and suggested the use of interesting learning videos. Teachers are expected to design learning videos that include local wisdom, showcase the characteristics of students' regions, and match materials and events relevant to their environment. Thus, learning objectives can be achieved according to expectations. The learning video developed by the researcher is an animated video based on local wisdom in Nagan Raya, which contains subject matter with pictures and explanations that integrate the uniqueness of the student environment according to the material. Therefore, the researcher found a solution to the above problem, that teachers must choose media that meets the needs of students by developing and using digital literacy in accordance with the times. Teachers must also relate the material to the living environment of students in order to foster a sense of love for the area where they live by using local wisdom in the learning process using animated video learning media. Animated video learning media can make it easier for students to understand the material because of its attractive display and can be played at any time. The animation video learning media developed by the researcher is based on the Animaker application. Animaker-based learning animation videos are one of the video learning media with an animation platform with a variety of funny and unique animated characters so that the delivery is easy to understand. This animaker has a product called Animaker Whitebord. The animaker app also provides both free and paid services. In this app, the necessary backgrounds and characters are already there. Animaker can also be used many times in learning, because the videos made can be saved and shared to social media accounts such as Youtube, Facebook, Instragram and others.

Based on several previous studies on Animaker-based learning videos, there are several differences with previous research, including research conducted by showing that the research results obtained by this learning video media are valid and suitable for use in learning and meet the standard of 94%. The difference between this research and the researcher is that this research was developed with an animation feature based on the ADDIE research model using thematic learning in the lower grades. The research developed by the researcher uses the research model from Alessi and Trollip because the stages are appropriate and more suitable for use in multimedia development in social studies materials in class IV MIN 1 Jeuram Nagan Raya. Multimedia is a medium that combines two or more elements, a medium consisting of text,

graphics, images, photographs, audio, video and animation in whole or together. According to Robin and Linda, multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio and video in a single product. (Izzaturahma , et al . 2021) (UMA, 2016)

Furthermore, research conducted by Desni Yuniarni, et al, shows that learning videos are feasible and can be applied to help students in learning activities (Yuniarni, 2020). This research developed a video using the typical culture of East Kalimantan at the PIAUD level which supports the activeness and increases the attractiveness of students in doing gymnastic movements, while the research developed uses local wisdom of Nagan Raya at the elementary/MI level which explains social studies material about the economic activities of the Nagan Raya community in meeting the source of daily needs. Furthermore, research conducted by Gita Permata Puspita Hapsari, concluded that the animation video media based on the Canva application showed that the results of the analysis of the needs of teachers and students stated that it needed to be developed because it could make it easier for students to understand the learning material and could increase motivation, learning achievement and meet standards by 90% (Hapsari, 2020).

The difference between this research and the researcher is that this research was developed using the Canva Application in science subjects, while the research that the researcher developed using the Animaker Application using free features that can be designed by teachers and how to access it is easy to understand. This Animaker video is designed for social studies subjects. The researcher developed a new animated video using the Animaker application with Nagan Raya wisdom on social studies materials used in the learning video and explained various kinds of jobs in the Nagan Raya area and the habits of a workforce in Nagan Raya and explained to students in order to facilitate students' direct interaction with their environment.

Based on these problems, the author argues that it is necessary to conduct research to develop the right solution, namely Animaker-based animation video media in class IV MIN 1 Jeuram Nagan Raya. This study aims to describe the design of Animaker-Based Animation Videos at the elementary/middle school level. and to determine the feasibility and practicality of Animaker-Based Animation Videos at the elementary/middle school level.

METHODS

This research uses research and development methods (Research and Develoment) aimed at developing a new product or improving an existing product (P Rahmi, Reka Dersa , and Jamaliah Hasballah , 2022) . The development model used in this study is based on the model developed by Alessi and Trollip, which consists of three main stages: (1) Planning, (2) Design, and (3) Development. This model was chosen because it was considered more suitable for multimedia development, and consists of three simple stages but is equipped with clearly defined sub-components to guide the development process to produce an effective product. The attributes in the Alessi and Trollip models also support rapid product development, but still meet management and quality standards (Trollip & Alessi, 2023).

The development model used in this study includes three stages that need to be passed in a structured manner to produce a viable product and support the learning process. These stages include: Planning, Design, and Development. The subject of research is the subject that the researcher uses to be researched and becomes the center of attention and the object of the research (Putri Rahmi and Hayati, 2023) . The research subjects in the development of animated learning

media in thematic learning are expert validators, namely material experts, media experts and linguists who are each carried out by lecturers and teachers at MIN 1 Jeuram Nagan Raya to determine the feasibility of the developed learning videos. In addition, there are class teachers/homeroom teachers of grade IV at Madrasah Ibtidaiyah Negeri 1 Jeuram Nagan Raya to find out the practicality of teachers and the practicality of students towards the learning media developed.

The data collection techniques used in this study are expert validation sheets and practicality questionnaires. Data Collection Instruments. The instruments used in this study are: Media expert validation sheet, material expert validation sheet, linguist validation sheet and practicality questionnaire. This study uses quantitative and qualitative descriptive data analysis techniques. Quantitative data was obtained through validation sheets from material experts and media experts. The stages in quantitative data analysis include the Feasibility Test, which is then followed by the Practicality Test.

RESULTS AND DISCUSSION

A. Research Results

This research and development resulted in a product in the form of a learning video as one of the learning resources using *the Animaker* application. This animated video has been validated by 9 validators including 3 material experts, 3 media experts, and 3 linguists in the next practical test stage carried out by 2 teachers and grade IV students at MIN 1 Jeuram Nagan Raya.

The development of learning videos in this study uses the Animaker application with the development model of Alessi and Trollip, which consists of three main stages: Planning, Design, and Development.

1. Planning Stage

The initial stage is to identify needs. In MIN 1 Nagan Raya, one of the schools in Nagan Raya Regency with adequate facilities, it was found that teachers often only use printed books as a medium and data learning resources were found during initial research in the field. Given the increasingly advanced development of technology, teachers should be able to design more varied learning media to convey material, not only relying on printed books whose information presentation is dense but sometimes far from students' daily lives. The subjects analyzed were Social Sciences (IPS) Theme 4 Various Jobs Subtheme 1 Types of Learning Work 5 in the KD of economic activities in the surrounding environment to the province.

Based on the identification of student needs, a questionnaire was given to 22 grade IV students. One of the weaknesses in the learning process is the lack of use of media as a learning resource, especially media in the form of videos that present images, text, and sound. The use of this media is expected to make the learning process run more effectively and efficiently. Students need a new atmosphere in the learning process by utilizing interactive learning resource videos.

a. Create Planning Documentation

At this stage, the researcher prepares a learning document by reviewing the Learning Implementation Plan (RPP) to be used.

b. Determining Sources

At this stage, the researcher searches for and determines sources that can be used as references to support the creation of learning resource videos, namely class IV social studies books as a handle for students and the internet as a source of information for teachers.

c. *Brainstorming*

At this stage, a discussion was held between researchers and teachers of Social Studies. The results of the discussion show that the learning resource video product to be developed will include a display consisting of several objects.

2. Design Stage

a. Idea Development Stage

At this stage, the developer uses the information that has been collected to select the objects to be developed in the learning resource video. These objects include images, text, audio, video, and stickers. All of these elements will be arranged in an interconnected order, forming a basic look for the learning video.

b. Task and Concept Analysis

The task analysis conducted by the researcher focuses on procedural skills in interactive learning multimedia, while the concept analysis emphasizes more on how to organize information so that it can be easily seen and understood.

c. Storyboard Creation

A storyboard is a clear visual representation of the parts of the video to be developed. The storyboard for the learning resource video is arranged in the form of a table, which contains an explanation of the design of the learning resource video with a description for each view. This information will be used as a guide in the development of learning resources videos regarding economic activity materials in the surrounding environment to the provincial level.

3. Development Stage

1) Create a Learning Resource Video Program

At this stage, the developer follows the guidance from the pre-prepared learning resource video storyboard. The process of designing learning resource videos is carried out using the Animaker application, by utilizing the features in the application.

2) Alpha test and product revision.

The finished product will undergo a validation stage by experts, including media experts and learning subject matter experts.

a) Subject Matter Expert Validation

The assessment aspect was reviewed from 3 indicators that obtained the highest score, namely the aspect of material suitability with KD obtained a score of 56 with a percentage of 96.6%, followed by the aspect of material conformity obtained a score of 58 percent 93.3%, and the last aspect that obtained a lower score, namely the support of learning materials, obtained a score of 41 percent 91.1% from the three indicators, the validator did not provide suggestions, meaning that the validator had agreed with the developed media. The average number obtained was 51.6 from three material validators and 11 questions. Meanwhile, the maximum score was obtained from the highest scale, which was 55. The overall results of the validation of the three subject matter experts on the material in this media show a certain percentage of 93.8% of the "Very Feasible" category.

Based on the results obtained, the criteria achieved are "Very Feasible." Comments and suggestions from validators include the addition of *"a moving animation at the beginning of the video in the Basic Competency (KD) section and learning objectives, as well as encouragement for students to be more active in the evaluation question section". "In addition, there are other comments that state that the material presented is very supportive of social studies learning and*

related to local wisdom, so that it can expand students' horizons through the available images." Given the validation of three subject matter experts who provided constructive input on the shortcomings, the researcher sought to improve the material that had been prepared beforehand.

b) Media Expert Validation

This research involves validation by a team of experts to evaluate the media that has been developed, namely about economic activities related to local wisdom in Nagan Raya Regency. The validation from the media expert consists of 12 questions about the developed media, in which the validator assigns a checkmark on one of the five rating scales for each question (. Lukman, et al., 2019

The assessment aspect was reviewed from the 3 indicators that obtained the highest score, namely the audio aspect obtained a score of 57 with a percentage of 95%, then the media display obtained a score of 55 percent 91.6%, and the last aspect that obtained a lower score, namely visual, obtained a score of 50, 83.3% of the three indicators the validator did not provide suggestions, meaning that the validator had agreed with the developed media. The average number obtained was 54 from three material validators and 12 questions. Meanwhile, the maximum score is obtained from the highest scale. Therefore, a maximum score of 59 was obtained. The results of the overall validation obtained from the three media experts on the media covered by this product with a percentage of 91.5% of the "Very Feasible" category.

Based on the results obtained, the criteria achieved are "Very Feasible". The comments and suggestions from each validator are the addition at the beginning of the *video, the cover of the editor's name and the addition of the final part of the thank you to the supporting application and to the relevant parties".*

Based on the table presented, it can be concluded that media experts provide qualitative input and suggestions that indicate that the tested learning media has met high feasibility standards and is suitable for use in the learning process.

c) Linguist Validation

This research involves validation by a team of experts to assess the use of language in products that contain material on economic activities based on local wisdom in Nagan Raya Regency. The language validation process includes 4 aspects of assessment with 10 language-related indicators developed, where the validator will tick one of the five assessment scales for each question.

The assessment aspect was reviewed from 4 indicators that obtained the highest score, namely the communicative aspect obtained a score of 44 with a percentage of 97.7%, then conformity with the rules of language obtained a score of 19 percent 96.6%, then the aspect of conformity to development obtained a score of 22 percentage 91.6% and the last aspect that obtained a lower score was straightforward, obtained a score of 38 90.4% from the four indicators the validator did not provide suggestions, meaning that the validator had agree with the developed media. The average obtained was 44.3 from 3 language validators and from 10 questions. Meanwhile, the maximum score is achieved from the highest score on the scoring scale. Therefore, a maximum score of 45 was obtained. The results of the overall validation obtained from the three linguists on the media covered by this product with a percentage of 98.5% of the category "Very Feasible".

Based on the results obtained, it shows that the criteria achieved are "Very Feasible". The teacher conveyed a response related to the learning video media, namely "*The video developed is very good and interesting and the use of good and correct language so that it is easy for students to understand*."

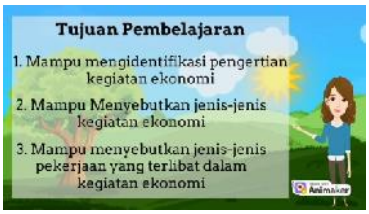
Based on the table presented, it can be concluded that linguists do not provide comments or suggestions, but convey constructive responses to researchers. This shows that the learning media tested has met high feasibility standards and is ready to be used in the learning process.

a. Video Revision

After obtaining validation results from material experts and media experts on the developed learning videos, the researcher proceeded to revise the product based on comments and suggestions from each validator. The scope of the revision includes:

1) Subject Matter Expert Revision

The improvement of the material is located in the KD section and the learning objectives are added to move animations and require students to be active in answering the evaluation questions that have been developed. Product improvements before and after that are developed can be seen in the explanation below.

	Before	After
1.		
	Previously the animation was motionless and no characters explained.	After being tested by material experts, there are changes in animation and characters that explain.
2.		
	Previously, the selection of colors did not match the text and there were no moving characters.	After being tested by the material expert, there are changes in the background, text color and animated characters that explain.

3.

Previously, animation only settled in one place.

After being tested by the material expert, there are changes in the background, text color and animated characters that explain.

Figure 1. Product Revision Based on Validator Suggestions

2) Media Expert Revision

The media improvement lies at the beginning of the video, showing the cover of the editor's name and the addition of the end of the thank you to the supporting application and to the relevant parties. Product improvements before and after that are developed can be seen in the explanation below.

a. Previously, the beginning of the video did not have an *opening cover* of the video such as the identity of the researcher. After being tested by media experts, we *can see the addition of an opening cover* that displays the identity of the researcher in the image below.

Figure 2. Addition *of Opening Cover*

b. Previously, the end of the video was no thanks. After testing by media experts, there is an addition of gratitude at the end of the learning video, we can see in the image below.

c.

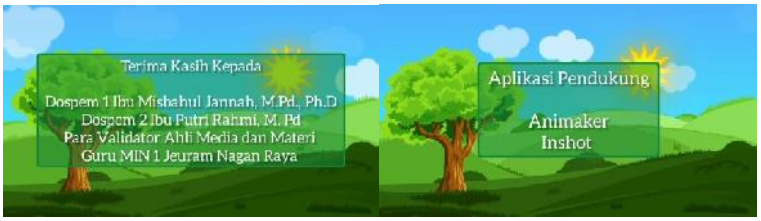


Figure 3. Addition of Thanksgiving

3) Linguist Revision

Furthermore, the revisions carried out by the validation of video linguists developed by the researcher did not improve, both in terms of writing and in terms of recorded audio. Videos are very feasible to be applied in learning activities. After going through the previous stage, the revised video was presented to two teachers and grade IV students at MIN 1 Jeuram Nagan Raya on January 11, 2024. In the practical test with the two teachers, the researcher began by introducing himself and explaining the purpose of the research. Next, the researcher showed a

learning video to the two classroom teachers. After watching the video, the researchers gave the two teachers a practicality questionnaire, which consisted of 20 questions with five assessment categories. After the assessment with the teacher, the researcher then gave a questionnaire to the students by explaining in advance the points that will be filled in by the students.

a. Results of Practical Test by Teachers

The following is a percentage table of teachers' responses related to the practicality of learning videos using Animaker with local wisdom in Nagan Raya Regency. This table includes the practical results of two teachers, namely teachers in grades IV-A and teachers in grades IV-B.

Table 1. Results of Teacher Practicality Questionnaire Class IV-A

Yes	Assessment Aspects	Score
Learning Materials		
1.	The order in which the material in the video is presented is appropriate.	5
2.	The completeness of the material presented is relevant to the daily life of students.	5
3.	The explanation of the material in the video is clear.	5
4.	The examples given are accurate and in accordance with the student's environment.	5
5.	The examples and images used in the material are appropriate.	5
	Score	**25**
Serving Standards		
6.	The level of attractiveness of the learning video display.	5
7.	The presentation of explanations remains focused on the material.	5
8.	The speed of explanation is appropriate.	5
9.	The effectiveness of the duration of the video presentation.	5
10.	The text or writing displayed is readable well.	5
11.	The background and color combinations used attract attention.	5
12.	Appropriateness of text layout on videos.	5
13.	Font style *and* font size *accuracy*.	5
14.	Suitability in determining sound *effects*.	5
15.	The voice used to explain the material is clear and easy to understand.	5
	Score	**50**

Language Standards		
16.	Good and correct pronunciation of Indonesian.	5
17.	The writing presented is in accordance with EYD.	5
18.	The pronunciation of the regional language is appropriate.	5
19.	Intonation of the language is appropriate.	5
20.	The language used is easy to understand.	5
	Score	**25**
Total Score		**100**
Total Score		**100**
Percentage		**100%**
Criterion		**Highly Worth It**

Source : Practical results by teachers of grade IV-A MIN 1 Nagan Raya

The assessment aspect was reviewed from 3 indicators that obtained the highest score, namely the assessment aspect of the presentation standard obtained a score of 50, the learning material obtained a score of 25 and the language standard obtained a score of 25 from the three indicators, the validator did not provide suggestions, meaning that the validator had agreed with the developed media. The results of the questionnaire for class IV-A teacher repon are very practical. The number of scores obtained is 100 out of 20 questions. Meanwhile, the maximum score is obtained from the largest scale score multiplied by the number of question items. Therefore, a maximum score of 5 x 20 = 100 is obtained. This means that the results of the overall suitability test by teachers on this media product obtained a percentage of 100% with the category of "Very Practical".

Based on the results obtained, the criteria achieved are "Very Practical". Although the media products produced are very practical to use, the teacher also gave a response about the learning video media, namely "*The video shown is very good complete with examples so that students are very interested in watching it to arouse children's curiosity and can see firsthand how the visualization displayed is formed."*

Based on the table presented, it can be concluded that it provides qualitative criticism and suggestions showing that the Animaker-based learning videos tested have reached a very practical standard that can be applied in class IV-A.

Table 2. Results of Teacher Practicality Questionnaire for Class IV-B

Yes	**Assessment Aspects**	**Score**
Learning Materials		
1.	The collapse of the presentation of the material in the video is appropriate.	5
2.	The completeness of the material presented is in accordance with the daily lives of students.	5
3.	The description of the material in the video is clear.	5
4.	The accuracy of the examples is in accordance with the environment of the students.	5
5.	Examples and pictures with the material are appropriate.	5
	Score	**25**

		Serving Standards
6.	Attractive learning video display.	4
7.	The presentation in explaining the focus is in accordance with the material.	5
8.	The speed of explanation is appropriate.	4
9.	The timing of the video presentation is effective.	5
10.	The text/text on the video is readable.	5
11.	*The background* and color composition used are interesting.	4
12.	The text layout on the video is appropriate.	5
13.	The *font type* and *font size* are suitable.	5
14.	The selection of sound effects is appropriate.	4
15.	The voice in explaining the material is clear.	4
	Score	**45**
Language Standards		
16.	Good and correct pronunciation of Indonesian.	4
17.	The writing presented is in accordance with EYD.	5
18.	The pronunciation of the regional language is appropriate.	5
19.	Intonation of the language is appropriate.	5
20.	The language used is easy to understand.	5
	Score	**24**
Total Score		**94**
Total Score		**94**
Percentage		**94%**
Criterion		**Highly Worth It**

Source : Practical results of teachers of class IV-B MIN 1 Nagan Raya

The assessment aspect was reviewed from 3 indicators that obtained the highest score, namely the assessment aspect of the presentation standard obtained a score of 45, the learning material obtained a score of 25 and the language standard obtained a score of 24 from the three indicators the validator did not provide suggestions, meaning that the validator had agreed with the developed media. The results of the questionnaire response to grade IV-B teachers are very practical. The total score obtained was 94 out of 20 questions. Meanwhile, the maximum score is obtained from the largest scale score multiplied by the number of question items. Therefore, a maximum score of 5 x 20 = 100 is obtained. This means that the results of the overall test of proficiency by teachers on this media product obtained a percentage of 94% with the categorical "Very Practical".

Based on the results obtained, it shows that the criteria achieved are "Very Practical". Although the media products produced are very suitable for use, the teacher also gave a response about the learning video media, namely "*The explanation in the video is very good suitable to be applied to students, the explanation is easy to understand, the intonation of the sound produced is clear and the material presented is associated with the local wisdom where the students live so that it is very interesting to be displayed to arouse strong curiosity in students".*

Based on the table presented, it can be concluded that providing qualitative criticisms and suggestions showing that the *tested Animaker-based* learning videos have reached a very practical standard that can be applied in class IV-B.

b. Practical Results by Students

The percentage table of the results of the students' responses is the following table of the percentage of practical results from 22 students in grade IV regarding the practicality of Animaker-based learning videos with local wisdom in Nagan Raya Regency.

Table 3. Results of Student Practicality Questionnaire

Learners	Assessment Aspects									
	Interest				Material			Language		
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
P-1	4	5	4	5	5	4	4	5	5	5
P-2	5	4	5	4	5	4	5	4	5	4
P-3	5	3	3	4	5	5	4	4	5	4
P-4	5	3	4	3	4	5	5	4	4	3
P-5	4	4	5	4	4	5	4	4	5	5
P-6	4	4	5	5	3	4	5	5	5	4
P-7	4	5	4	5	5	5	5	5	4	4
P-8	4	5	4	3	5	3	3	5	4	5
P-9	4	5	4	4	5	5	4	5	5	4
P-10	4	5	5	5	5	4	4	4	5	5
P-11	5	5	5	4	5	4	5	4	5	4
P-12	5	5	5	5	5	5	5	5	5	5
P-13	4	4	5	3	4	3	3	4	4	5
P-14	5	5	5	4	5	5	4	4	5	5
P-15	4	4	5	5	4	5	5	3	5	5
P-16	5	5	5	5	4	4	5	4	5	5
P-17	4	3	4	3	3	4	3	4	5	4
P-18	5	5	5	5	5	5	5	5	5	5
P-19	4	3	4	4	5	5	3	4	5	5
P-20	5	3	4	4	5	5	3	4	4	3
P-21	5	5	4	4	4	5	5	5	5	5
P-22	4	4	5	5	5	5	5	4	5	5
Score	**98**	**94**	**99**	**93**	**100**	**99**	**94**	**95**	**105**	**99**
∑ Per Aspect	**384**				**293**			**299**		
Average Per Aspect	**128**				**97,6**			**99,6**		
Average Score	**108,4**									
Percentages Per Aspect	**87,2%**				**88,7%**			**90,6%**		
Percentage of Practicality	**88,8%**									
Criterion	**Very Practical**									

Source : Practical results of students of class IV MIN 1 Nagan Raya

Based on the data from the practicality test by students contained in Table 4.10, overall the criterion of "Very Practical (88.8%)" was obtained, so that the Animaker-based animation video developed can be used as a learning medium in the classroom if reviewed from all aspects, the highest percentage of practicality is in the language aspect that receives the very practical

criterion (90.6%), followed by the material aspect that receives the very practical criterion practical (88.7%), and finally the aspect of interest that received the criteria was very practical (87.2%) with practicality lower than the language and material aspects.

As a result of the table presented, it can be concluded that students provide practicality results that show that the Animaker-based learning videos filled out by students have reached very practical standards that can be applied in classroom learning activities.

c. Data Interpretation

1) Data from the validation of Animaker-based learning videos with local wisdom in Nagan Raya Regency

Based on the results of validation in front of Animaker-based learning videos with local wisdom in Nagan Raya Regency. The percentage results of each validator were material experts with a percentage score of 93.8% and media expert validators of 91.5% with very feasible criteria. The percentage yield data of each validator can be seen in the following table and graph:

Table 4. Validator Percentage Result Data

No.	Validator	Percentage (%)	Criterion
1.	Material Expert Validator	93,8%	Highly Worth It
2.	Media Expert Validator	91,5%	Highly Worth It
3.	Linguist Validator	98,5%	Highly feasible
Average Total Percentage		**94,6%**	**Highly Worth It**

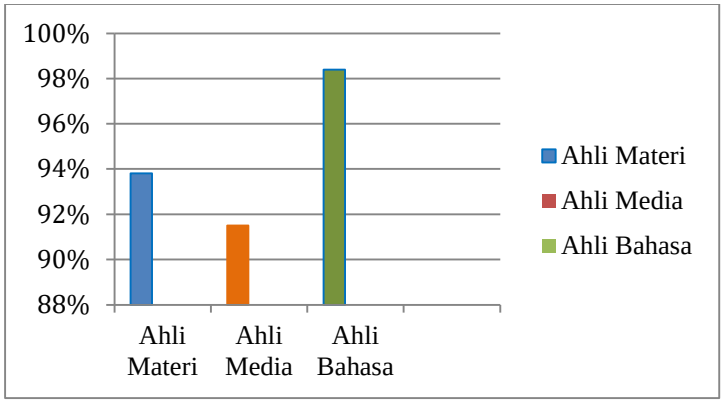


Figure 4. Learning Media Validator Graph

Based on the data from the validation results by the validator in figure 1, it is explained that animated videos using *Animaker* are very suitable for use in learning activities as one of the learning media. The percentage results of both of them overall have an average score of 94.6% with very feasible criteria. So it can be concluded that animation learning videos using *Animaker* at MIN 1 Nagan Raya are suitable for use in learning activities.

2) Teacher Practicality Results Data

Based on the results of the practicality of classroom teachers facing Animaker-based learning videos based on local wisdom in Nagan Raya Regency. The percentage results of each teacher's response, namely grade IV-A teachers with a percentage score of 100% and teachers in grades IV-B with very practical criteria. The percentage yield data of each validator can be seen in the following table and graph:

Table 5. Practicality Percentage Result Data

No.	Validator	Percentage (%)	Criterion
1.	Teacher Class IV-A	100%	Very Practical
2.	Grade IV-B Teacher	94%	Very Practical
Average Total Percentage		**97%**	**Very Practical**

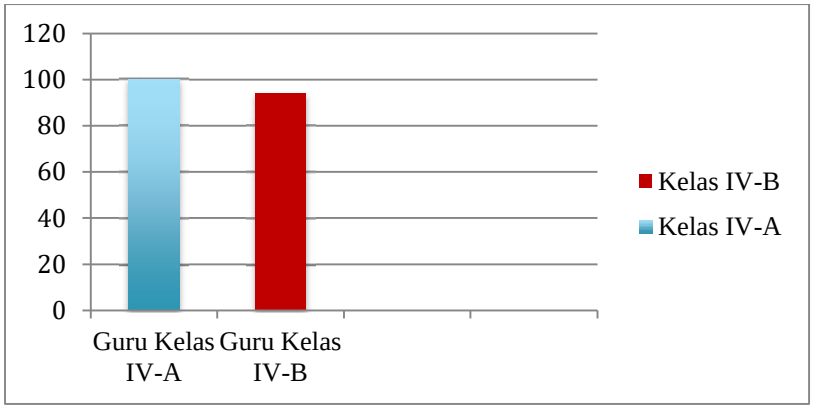


Figure 5. Teacher Practicality Graph

Based on the data from the teacher's practicality test in figure 2, it is explained that animated videos are very practical to be used in learning activities as one of the learning media. The percentage results of both of them overall have an average score of 97% with very practical criteria used. So it can be concluded that animated learning videos using the *Animaker* application at MIN 1 Nagan Raya are suitable for use in learning activities.

3) Data on Student Practicality Results

Based on the results of the practicality of grade IV students facing the learning video of *the Animaker* application based on local wisdom in Nagan Raya Regency. The overall result of the student response percentage was 88.8% with the criterion of "Very Practical". Percentage yield data can be seen in the following tables and graphs:

Table 6. Practicality Percentage Result Data

No.	Assessment Aspects	Percentage (%)	Criterion
1.	Interest	87,2%	Very Practical
2.	Material	88,7%	Very Practical
3.	Language	90,6%	Very Practical
Average Total Percentage		**88,8%**	**Very Practical**

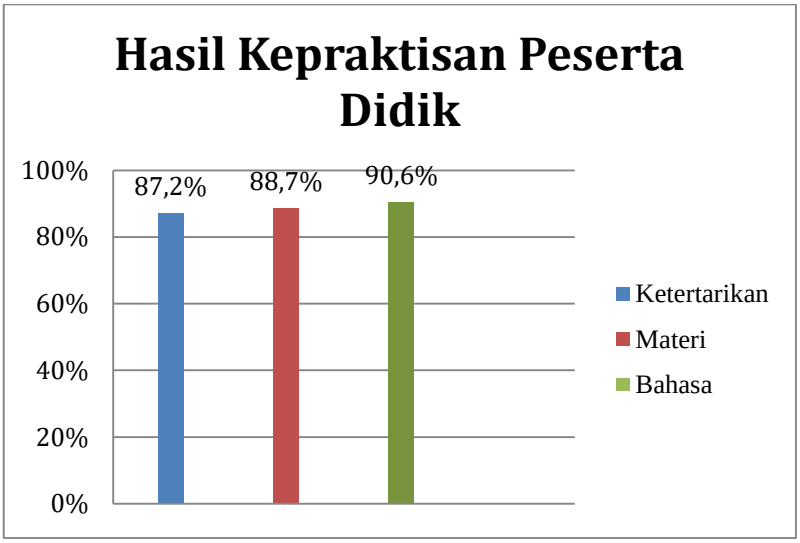


Figure 6. Student Practicality Graph

Based on the data from the students' practicality test in figure 3, it is explained that *the Animaker* animation video is very practical to use in learning activities as one of the learning media. The percentage results of the three aspects as a whole have an average score of 88.8% with very practical criteria used. So it can be concluded that the *Animaker* animation learning video at MIN 1 Nagan Raya is very practical to use in learning activities to help students understand the learning material.

B. Discussion

1. The Process of Developing Learning Videos Using *the Animaker* Application at MIN 1 Nagan Raya

Based on the results of data collection that has been carried out by the researcher, the product developed in this study is an animation video of *the Animaker* application based on Nagan Raya local wisdom at Madrasah Ibtidaiyah Negeri 1 Nagan Raya. R&D or research and development is the process of developing devices aimed at education that is carried out through a series of research using various methods and steps that are passed through certain stages in the field of education. (Afriansyah, t.t.)

This research uses the Alessi and Trollip model, namely the Planning, Design Stage (*Desaign).* and the *development* stage. At the definition stage, the researcher observed the school in MIN 1 Nagan Raya, interviewed the class teacher at the school and conducted a needs analysis by making a questionnaire on material needs. Based on the results of the interview with the teacher, it was found that the learning activities only used printed books that contained descriptions of the material and evaluation tasks that had to be done, the book did not contain aspects that exemplified the student's place of residence or local wisdom to get to know the local culture in their place of residence. The learning media developed is the *Animaker* application learning video by listing local wisdom in it so that students are more familiar with local wisdom in their place of residence.

The second stage is design, at this stage the researcher designs learning media in the form of an animated video of *the Animaker application* based on local wisdom in Nagan Raya Regency. At this design stage, it starts from the selection of KD and materials. After everything is selected and completed, the researcher proceeds to the process of shooting the video and continues to design the video with the *Animaker* Application by relying on *the features* in it so that the design stage is completed.

The last stage is development *(Deveploment)*, this stage is the evaluation or testing of learning videos that are carried out after the video design. After the video is designed and developed, the next step is to conduct an assessment of the product to determine its feasibility. The video assessment was carried out by 3 subject matter experts and 2 media experts, with the aim of identifying the shortcomings of the product that has been designed. Based on the validation results of 5 expert validators, the researcher received constructive suggestions and comments on the video that had been developed.

a. Material Expert

The results of the validation of the material expert obtained a percentage score of 93.8% with very feasible criteria and there were citations or suggestions on the improvement of additional moving animations at the beginning of the video in the KD section and learning objectives. Based on the experts' assessment of the feasibility of the video developed by the researcher, it is shown that it is suitable for use as a learning medium in teaching and learning activities.

In line with the previous findings made by . With the results of the feasibility assessment on the Software Blender-based 3D animation learning video (Cut Squirt Caesaria, 2020) on magnetic field materials with the percentage of media experts (89.6%) which is included in the very feasible category and the percentage of material experts (94.63%) with the very feasible category.

b. Media Member

The results of the validation of media experts obtained a percentage score of 91.5% with very feasible criteria and there are suggestions or suggestions for improvements at the beginning of the video, showing the cover of the editor's name and the addition of the final part of the thank you to the supporting application and to related parties.

In line with the previous findings conducted by Aprizal Lukman, the development of Local Wisdom-Based Animation Videos in Class V Science Learning in Elementary Schools has very valid results, with a validity level of 4.6 in the validation of the material and a validity level of 4.1 in the media validation. Thus, this learning video is valid and interesting to use in learning activities.

c. Linguist

The results of the linguist validation obtained a percentage score of 98.5% with very feasible criteria, the linguist's validation of the video developed by the researcher did not improve, both in terms of writing and in terms of recorded audio. Videos are very feasible to be applied in learning activities.

In line with the previous findings conducted by Putri Novia Rahmawati, et al. The results of the research conducted on the Development of *Macromedia* Flash-Based *Scrabble Game Media* for Simple Indonesian Essay Writing Materials for Class III SDN Betiting were obtained with a percentage of 75%. The results of the percentage obtained are interpreted using the validity table 3.5 of the obtained results are included in the valid category with small revision information and are suitable for use in learning activities.

2. Practicality Test by Teachers and Students on Animaker-Based Learning Videos at MIN 1 Nagan Raya

After revising the video, the researcher then conducted a video trial to 2 teachers of grade IV, namely class IV-A, and class IV-B at MIN 1 Nagan Raya by providing a practicality questionnaire by the teacher containing 20 statements related to the learning video that had been developed. This practicality questionnaire was given directly to the two teachers at the same time, to provide responses and answers to some of the questions provided. Based on the results of the questionnaire by the two teachers, it was found that the video that had been developed received a positive response and was considered practical. These results can be seen from the percentage scores given by two teachers who have given their answers, namely:

a. Teacher Class IV-A

The practicality test conducted by the teacher of grade IV-A obtained a score of 100% with the criterion of "Very Practical" and also received suggestions and input, namely "The video shown is very good, complete with examples so that students are very interested in watching it, arouse children's curiosity and can see firsthand how the form of the visualization displayed is".

b. Grade IV-B Teacher

The practicality test conducted by teachers in grades IV-B obtained a score of 94% with the criterion of "Very Practical" and also received suggestions and inputs, namely "The explanation in the video is very good and suitable to be applied to students, the explanation is easy to understand, the intonation of the sound produced is clear and the material presented is associated with the local wisdom where the students live so that it is very interesting to display to arouse strong curiosity in the participants educated".

In line with the previous findings made by Aprizal Lukman, the development of Local Wisdom-Based Animation Videos in Class V Science Learning in Elementary Schools with teacher responses with a practicality level of 4.6 and an attractiveness level of 4.65 which is categorized as feasible. So it can be concluded that *the Animaker* learning video in Nagan Raya Regency is suitable for use in learning activities.

c. Class IV Students

The practicality test conducted by grade IV students obtained an overall score of 88.8% with the criterion of "Very Practical". Animaker-Based Animation Videos are very helpful for students in understanding the teaching material by using animated visual video media so that students become more active and enthusiastic during the learning activity process.

In line with the research conducted by M Ikhwanuddin with the results of research on the feasibility of animation media in the learning process, a result of 87.5% was obtained, which means that this media is very practical to be used as a learning medium that can increase achievement and learning effectiveness which is conducive to students in understanding the learning concept well.

The overall results of the assessment of *the Animaker* learning video in Nagan Raya Regency developed by the researcher can be seen in the form of the following table:

Table 7. Data on the Percentage of Eligibility, Learning Videos

No.	Validator	Present (%)	Criterion
1.	Material Expert	93,8%	Highly Worth It
2.	Media Member	91,5%	Highly Worth It
3.	Linguist	98,5%	Highly Worth It
4.	Teacher Class IV-A	100%	Highly Worth It

5.	Grade IV-B Teacher	94%	Highly Worth It
6.	Class IV students	88,8%	Highly Worth It
Average Total Score		**94,4%**	**Highly Worth It**

Source : Percentage Results of Animaker-Based Learning Videos in Nagan Raya Regency

Based on the table above, it can be concluded that Animaker-based learning videos with local wisdom in Nagan Raya Regency are "Very Feasible" to be developed and can be used in learning activities. This *Animaker* learning video can attract the attention of students according to its purpose, which is to make it easier for students to understand and learn the subject matter.

CONCLUSION

The design of the learning video uses the Animaker application based on local wisdom in Nagan Raya Regency on Social Science materials using the Alessi and Trollip models which go through three stages, namely the planning stage, the design stage (Desaign), and the development stage (Development) which then produces a product in the form of a learning video.

The results of the feasibility test that has been carried out on the animation video of the Animaker application based on local wisdom obtained results from material experts, namely 93.8% with the category "Very Feasible", feasibility tests from media experts which are 91.5% with the category "Very Feasible", and feasibility tests from linguists which are 98.4% with the category "Very Feasible".

The assessment of the practical test conducted by two teachers at MIN 1 Nagan Raya showed the "Very Feasible" criteria for the learning videos developed by the researcher with scores obtained from the questionnaires that had been filled out, namely: teachers in grades IV-A obtained a score of 100% and teachers in grades IV-B obtained a score of 94% in the category of "Very Feasible". The results of the proficiency test by the students showed the "Very Practical" criterion for the videos developed with a percentage of 88.8%.

REFERENCES

Alessi, Trollip and. Multimedia For Learning: Methods and Development, 2001.

Atmawarni, "The Use of Interactive Multimedia to Create Innovative Learning in Schools", Journal of Social Sciences-Faculty of ISIPOL UM, Vol. 4 No. 1 (2011): 22.

Afriansyah, H. (t.t.). Development of a Virtual Learning Model (MPV) Based on Moodle E-Learning Videos. *Journal of Education Management*, *8*. Taken from http://ejournal.unp.ac.id/index.php/bahana

Cut, Ayuanda Caesaria, M. J. M. N. (2020). Development of 3D animation learning videos based on Blender software on magnetic field materials. *South Asian Journal Of Islamic Education*, 41–57.

Hade Afriansyah, "Development of Virtual Learning Model (MPV) Based on Moodle E-Learning Video". Journal of Educational Management Languages, Vol.8 No. 1, 2019.

Julio, Adisantoso. National Learning Transformation Proceedings 2021. East Java, 2021.

Izzaturahma, E., Mahadewi, L. P. P., and Simamora, A. H. (2021). Development of ADDIE-Based Animation Video Learning Media on Learning the 5 Weather Theme for Grade III Elementary School Students. *Journal of Edutech Undiksha*, *9*(2), 216. https://doi.org/10.23887/jeu.v9i2.38646

Lukman, A., Raden Mattaher No, J., Jambi City Market, K., Kurnia Hayati, D., and Hakim, N. (t.t.). *Development of Local Wisdom-Based Animation Videos in Class V Science Learning in Elementary Schools*.

M Ikhwanuddin, The Influence of Animation Media on Student Learning Outcomes on the Concept of Value-Integrated Acid-Base, Syarif Hidayatullah State Islamic University, Thesis. 2010

Permata, Hapsari Puspita Gita. "Analysis of the Needs of Canva Application-Based Animation Video Media Development in Science Learning." Pancasakti Science Education Journal 6, no. 1 (2021): 22–29.

Putri Novia Rahmawati, Sulaiman, Andika Adinanda Siswoyo, "Development of Macromedia Flash-Based Scrabble Game Media for Simple Indonesian Essay Writing Material Class III SDN Betiting", Journal of Education, Vol. 6 No. 1,2018.

Rahmi, P, Reka Dersa, and Jamaliah Hasballah. (2022). Development of APE Rolling Box Based on Guess the Picture Game on Children's Language Skills. *EUNOIA (Journal of Indonesian Language Education*, *2*(1), 1–9. Taken from http://jurnaltarbiyah.uinsu.ac.id/index.php/eunoia/index

Rahmi, Putri, and Hayati, Z. (2023). Development Of Multifunctional Cuboid Ape To Stimulate Motor Activities In Children Aged 4-5 Years In Early Childhood Istiqomatuddin Nurul Mu'arif Pidie. In *the Scientific Journal of Didactics* (Vol. 24). Taken from www.syekhnurjati.ac.id/jurnal/index.php/awlady.

Sidabutar, Reflina and Natalia Ayu Lestari. "Development of High School Mathematics Learning Media with Animaker Application on Vector Materials." Journal of Mathematics Education 6, no. 2 (2022): 1376.

UMA, A. (2016). The use of interactive multimedia to create innovative learning in schools. *Perspective*, *1*(1). https://doi.org/10.31289/perspektif.v1i1.78

Usep, Kustiawan. Introduction to Early Childhood Learning Media. Malang, 2016.

Yuniarni Desni, et al. "Development of Interactive Multimedia Animated Gymnastics Videos Based on Culture Typical of East Kalimantan." Journal of Early Childhood Education 4, no. 1 (2020): 293.