LAPORAN
PENGABDIAN KEPADA MASYARAKAT
FKIP UNIVERSITAS MULAWARMAN

AN ONLINE TRAINING ON CREATING LOCAL WISDOM-BASED EDUCATIONAL VIDEOS FOR SECONDARY SCHOOL TEACHERS IN EAST KUTAI DISTRICT

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Mengetahui,   Samarinda, 15 November 2021
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SUMMARY

The development of technology has brought about impacts on many sectors, including on educational sector. It cannot be denied that in the condition of covid-19 pandemic the application of technology is a necessity in all educational levels. One of the technological applications commonly used in education is digital video which is called educational videos. However, not all videos contain local contexts,

In order to provide teachers with knowledge and skills in making educational videos which contain local wisdom values, a workshop and training on creating educational videos was conducted. This workshop was conducted both online and offline and lasted for 7 online meetings and one offline meeting from May 1 to July 12, 2021. The output of the workshop includes educational videos created by the participants and they can be used in teaching. After the workshop the participants filled in the questionnaire and the result of the questionnaire showed that the participants found the workshop useful and interesting; the instructors were communicative; the participants were satisfied with the workshop. However, they found that it was difficult to find a local wisdom context so that some of the participants still did not submit their videos.

ACKNOWLEDGMENTS

Finally, we acknowledge that this report may contain some limitation in terms of content, language and format. We wish to perform better in the future.

Community Service Team

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CHAPTER 1
INTRODUCTION

1.1. Analysis of Situation

The Covid-19 pandemic has entered the second year today and the teaching and learning process continues online using different platforms. This situation requires teachers to use different types of instructional media both online and offline. The application of technology-based instructional media has been a necessity in all educational levels. One of the technological applications commonly used in education is digital video. Karppinen (2005), stated that digital videos can make learning active, constructive, individual as well as contextual and guided. However, not all of the video contents might be suitable and appropriate for certain teaching contexts. Therefore, it is necessary to be selective in adopting existing videos to be used in teaching.

In order to achieve optimal learning outcome, the use of videos in the classroom should consider the contexts in which the teaching and learning process take place. What is meant by the context here is a condition or situation with which the students engage when they are learning or applying new knowledge. The context is usually defined as "a real-world application" that can have a variety of ways and the students are directed to work or to look at the teaching contents from a perceptive other than academic one (Teach & Kids Learn, 2017). Local wisdom is a local context which is very close to the students' learning environment. Local wisdom as a part of local context is hypothesized to be very important to support the students' learning. It implies that students can learn best when they are engage with the context where they live because they are familiar with everything existing in their surroundings, including the values of the local wisdom.

In addition to the role of local wisdom to support the students' learning, local wisdom is also able to promote students' awareness of their own culture. Albantani and Madkur (2018) said that by incorporating local wisdom values in instruction, it is expected that students will understand their own local wisdoms, promoting a sense of belonging to their own culture. Therefore, making local wisdom an ingredient in learning is absolutely necessary (Meliono, 2011). It can help students understand their life-world relationships with what they learn in school (Aikenhead and Jegede, 1999).

The question is how to incorporate the local wisdom values in instruction. There are some techniques of incorporating local wisdom values in instruction. The techniques range from analogue, such as the use of pictures and films, to digital ones such as digital videos and pictures that can be accessed from general digital sources such as YouTube and National Geography. However, not all of materials available in those media are context-friendly. Most of them are more universal that they may not fit with the context of the learners. Therefore, it is a good idea that teachers create their own materials in which they can integrate local wisdom values in their teaching. Using local wisdom will enable the students to have the deeper understanding of what they learn because they can relate between what they are learning and the context they are familiar with. Manurung, Kawatu and Wahyudin (2009) found that by integrating local content into the instructional materials make the students easy to introduce and promote the values of their local as well as their national values in English.

It is obvious that the integration of local wisdom into the teaching is favorable. However, there are some constraints that might prevent teachers from using such materials. The first problem is related to the ability of the teachers in selecting contents which are contextually available. Local wisdoms are considerably available in their regions but selecting which of the local contents to be integrated into the teaching

materials might not be an easy job. It needs skills, knowledge, and some other selection considerations such as the suitability with the objectives of the lesson, levels of the students, and students' familiarity.

Secondly, let us say that teachers have already possessed experiences and skills in making content selection, but to put the contents into digital videos is another problematic issue. In this case, teaching technology plays an important role. Those who are not digitally literate will find it difficult to create such media because it needs special technological competence that the teachers might not possess. Although most of the classrooms nowadays apply technology in the forms of online teaching, mostly because of the impact of pandemic, the teachers' technological skills are still insufficient. The teaching and learning process still show traditional methods in some parts.

The last problem is related to the devices used to create digital video. Not all of the teachers have gadgets which are equipped with specific features which enables them to work digitally. Creating a digital video not only needs specific digital literacy and skills, but also needs tools, hardware, and software which help the creators design, edit, compile, adjust, combine, erase and publish the videos on the internet. This needs an expert in Information and Communication Technology (ICT) to help create the video.

Based on the problems above it is considered that the teachers need to be provided with knowledge and skills to overcome those problems.

1.2. Identification and Formulation of the Problem

As it has been stated previously that teaching technology plays important roles in this era. The pandemic condition requires teachers to teach in technological-based

classrooms, both synchronously and asynchronously. Teachers are demanded to integrate technology into their teaching and at the same time they are also encouraged to incorporate local context into their teaching to maximize students' learning. However, if those two aspects – technology and local context – are incorporated into instruction, even in the form of a simple technological media such as digital video, the three problems stated above might arise. This is a dilemma in the educational field. In one hand teachers are required to be digitally-literate, but in another hand they have insufficient skills to create and to use the digital media, especially the media which contain a context in which the students are familiar with. Therefore, teachers should be empowered with skills to create and to design learning materials and media which are relevant to local content in order to support the successful implementation of learning, both offline and online learning.

1.3. Objectives

The objectives of this community service are stated as follows:

1) To provide participants with theoretical and practical knowledge of how to integrate local wisdom into learning content

   a. To introduce the concepts of Local Wisdom as a local content and context in instruction;

   b. To introduce the concepts of how to integrate local content and digital media into teaching materials;

   c. To build teachers' technological skills in creating local wisdom-based educational materials and media;

   d. To provide experience in creating local wisdom-based materials which are integrated into a form of educational videos;

e. To assist the teachers in creating their own materials and educational videos:

f. To assist the teachers in uploading the teacher-made materials and media on the digital sources such as YouTube and online classrooms such as Google Classroom and Google Site;

g. To provide opportunities for the implementation of teaching using the teacher-made materials and media.

1.4. Significances of the Community Service

This community service activity is expected to be significant for:

1) The teachers

   a. to increase their knowledge and skills related to the integration of local wisdom values in teaching through educational video.

   b. to make use of different educational media for their teaching and learning process

   c. to have supplementary materials for their teaching

2) For students:

   a. To enrich their awareness of their own culture through the use of local wisdom-based educational videos by their teachers in the classroom.

   b. to be facilitated with learning media created by their own teachers.

1.5. Targeted Community

The targeted community of this activity was the Secondary School English teachers in East Kutai District, including SMP, SMA and SMK teachers. SAMPAI SINI The number of the participants at the time of registration was 26 teachers. While the workshop was in progress, some other teachers joined offline and online.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Local Wisdom

There are a number of definitions related to local wisdom. In general, Local wisdom is defined as a view of life and knowledge as well as various life strategies in the form of activities carried out by local communities in responding to various problems in meeting their needs (Tumanggor, 2007). Another definition was given by Damayanti, et al. (2013) who stated that Local Wisdom is typical ethics and cultural values in local communities that are passed on from generation to generation. In addition, local wisdom is as a system in the structure of social, political, cultural, economic, and environmental life existing in the midst of local communities (Thamrin, 2013). According to Fatimah, et al. (2017) local wisdom is a type of wisdom existing in specific areas and has been used for generations to help establish social stability. As a result, the value of local wisdom becomes a part of the rules that certain groups of society follow in order to achieve social welfare and justice.

From all of the definition above, it can be concluded that Local Wisdom refers to the knowledge, views of life, and strategies of life which are manifested in the form of activities typical to local communities. It covers social, political, cultural, economic, and environmental aspects of life existing in the local communities.

Local wisdom covers a lot of aspects of local community life. According to Humaida, et al. (2018) the aspects of the local wisdom may cover such things as "the mother language, proverbs, handicrafts in clothing, houses, and Aji stone, culinary, and their socio-economic activities". They also classified the aspects of local wisdom into 5 categories which include agricultural systems, irrigation system, river society, traditional house, and philosophical values. These aspects were found in Banjar

community. In East Kalimantan, Misriani, et al. (2013) identified the aspects of local wisdom in the forms of governance, customary values, farming procedures, and selection and place and place. From the explanation above it can be seen that there are a lot of aspects of that can be identified related to local wisdom. These aspects may enrich the knowledge and insights of the students when they are integrated into learning.

Besides identifying the aspects of local wisdom, it is also necessary to identify the characteristics of local wisdom. According to Cahya Dicky Pratama (2020) local wisdom is characterized by its ability to survive from the influence of foreign culture and to accommodate other culture. Other characteristics include its ability to incorporate or blend the elements of external culture into the original culture and to control and give direction to cultural development.

Based on the definitions, aspects, and characteristics of local wisdom, the opportunity to make use of local wisdom values to be integrated in teaching and learning materials are open for teachers. Integrating the local wisdom values into instructional materials can be made possible through educational videos.

2.2. Educational Videos

Educational videos are considered effective in providing leaners with different kinds of materials. Educational video is a motion or animated picture that includes audio to provide viewers with academic information and knowledge. Arsyad (2011) states that Video is a series of frames that are mechanically projected through a projector lens to create a lively image on the screen. This definition is also supported by Cheppy Riyana (2007) who stated that educational video media is a type of media that

uses audio and visuals to convey good learning messages that include concepts, principles, procedures, and knowledge application theories to aid in the comprehension of a learning material. Furthermore, video is also defined as a critical tool in the process of educational transformation that promotes collaboration, facilitates different styles of learning, increases student engagement, and improves learning performance (Greenberg & Zanetis, 2012). Based on the definitions above, educational videos are audio visual media that describe and present particular learning materials used to achieve learning objectives.

Most educators nowadays realize that video can be an effective means of communication that, when combined with other learning materials and teaching strategies, can play an important role in the teaching and learning process. The role of educational videos is also stated by Tomlinson (2012) that videos and other language materials such as course books, graded readers, flash cards, games, and websites are resources that can be used to help learners in learning. Some studies also have shown that video and other multimedia tools can improve the learning experience. Greenberg & Zanetis (2012) figure out that educational achievement in some aspects such as noticeable progress in grades and performance, positive effect through letter and number recognition at the preschool level, development in students' competence to work collaboratively with others and solve problems, and workforce preparation. They also mentioned that videos can give impacts on the increase of motivation in creating their own digital learning materials, fostering their cross-cultural awareness and understanding, enhancing their social and emotional competence, and developing their digital literacy. Therefore, by using educational videos, students are expected to acquire different skills such as problem solving skill, collaboration, skills in technology and presentations as well as information and communication technology.

Educational videos have different types, ranging from pre-recorded lectures to documentary. As listed in the web page of the Faculty of Arts Learning and Teaching, Macquarie University, each type of the educational videos is explained as follows. The first one is pre-recorded lectures. This type is the most popular educational video. It is the dissemination of knowledge in a primarily didactic way. Its primary purpose is to communicate discipline-specific knowledge and is sometimes used in conjunction with a flipped classroom model of education. It typically includes powerpoint slides and narration and it also can include a video of the speaker who is presenting a particular topic. The second is interview. The interview videos feature real people discussing a topic or answering questions about the discipline and content. Interview videos are an excellent way to involve other people's professional, expert, authoritative, and/or opposing points of view in the material delivered to students. Other types include demonstration or tutorial videos, animated series, role plays, and documentaries.

After discussing the definitions, roles and types of videos, it is also important to principles of educational videos. Some principles of educational videos according to Buchner (2018) include the combination of visualization and spoken text. The most important result for teaching and learning with video is that learning with a combination of text and picture is more effective than learning with just a text and that picture with spoken text is better than picture, written and spoken text as well as just picture and text. The second principle is using highlighting elements. This can be don, for example, by using arrows that point on a particular place on the screen or by using colors which highlight the parts that are going be explained. It can also be through intonation of voice or subtitles. The next principle is avoiding distraction, keeping the video short, and providing structure of the materials for the video.

2.3. The Integration of Local Wisdom Values into Educational Videos

One of the potential advantages of videos is their ability to represent places, conditions, people, and so on that would otherwise be difficult or impossible for students to visit and encounter. Many studies have been done to provide an analysis of pedagogical benefits of adopting video as part of teaching and learning. Karppinen (2005) stated that video can be make meaningful and active learning, constructive and individual. It is also collaborative and conversational, contextual and guided. It helps to create an emotional involvement and motivation. In relation to learning design for videos, Burden and Atkinson (2007)said that the activities that can be integrated into video may take the forms of narration (based on telling stories digitally), collaboration, that is, the interaction between peers when video clips are used to facilitate the acquisition of knowledge), problem-based learning and figurative

One of the studies has provided evidence on how video and other multimedia tools can improve learning. Report provided by The University of Queensland (2016) states that the students acquire research skills, problem solving, collaborative working, technology and presentational skills when they create their own videos. This showed that video media is classified as audio-visual media that can display image and sound elements simultaneously when communicating messages or information. By using video, students can easily understand the content of the material because it functions two senses at once, namely the ear and sight. In addition, the video is presented in an animated form that is in accordance with the child's world, so that in its presentation students seem to be watching an animated film but the message conveyed contains the objects being studied.

Local wisdom values, as the material that can be integrated in the educational video, have some advantages. Mulyani (2011) said that local wisdom can be a learning

medium for all people in order to be smart and wise. In addition, local wisdom has positive values to be transformed to students to form a positive personality. Sayuti (2009) claimed that Culture and local potential serve a strategic function in the formation of character and identity.

CHAPTER III
IMPLEMENTATION METHODS

3.1. Steps of the Activity

This training was primarily conducted online. There was only one offline meeting that was conducted in Sangatta, East Kutai. Meeting the participants directly was needed to show and to practice creating the video, especially putting the pictures together, adding narration and sound effect in the video. Online format gave more emphasis on theory or concepts. These two training formats were implemented to provide the participants with hand-on-experiences, and skills.

The steps of activities were as follows:

1. Socialization: Distributing poster to MGMP of the English teachers in East Kutai

2. Registration: the candidates registered by filling in the form of provided by the team.

3. The implementation of the workshop for 7 meeting, and one meeting was done offline

4. Taking videos which were related to local content

5. Uploading or submitting the videos the partipants had created for further evaluation

6. Reflection

7. Evaluation of the activity and certificate presentation to the participants

8. Writing the report

3.2. Materials of the Workshop

The materials of the workshop were organized as follows:

Online meeting:

a. Theories and concepts of Local Wisdoms and Digital Videos

b. Theories and concepts of material development and contextual earning materials

c. Reflections on the process of creating the digital videos and material development..

Face-to-face meeting

d. Introduction to technical skills for taking video, combining, adding sound and narration as well other text.

e. Practicing in creating digital video which contains information or narration about the value of local wisdom, It some applications need to be installed, the teachers will be should

f. Practicum in developing contextual e-learning materials based on technology

The materials of this training are delivered by three resource persons whose expertise is in English education and 1 resource person who was an expert in Information Technology. The resource persons were:

1. Dr. Aridah, M.A. having educational background in Applied Linguistics

2. Dr. Weningtyas Parama Iswari, M. Ed, having educational background in English Language Teaching.

3. Dr. Noor Rachmawaty, M.Ed., having expertise in English Language Teaching

4. Effendi Limbong. Ed.D, having an expertise in Information Technology.

3.3. Instruments for Program Evaluation

In order to evaluate the program of this community service, google form was distributed to the participants. The aspects which were evaluated included the evaluation and feedback from the participants covering the aspects of satisfaction, needs, usefulness, difficulties and suggestions for future activity.

CHAPTER IV

RESULTS AND GOAL ACHIEVEMENTS

4.1. The Overviews of Targeted Community

The targeted community of this community service was the English teachers of English in East Kutai. They taught English at Junior High School and Senior Hugh School as well as Vocational High School. There were 26 participants. 11 participants joined the workshop offline and online, while the remaining 15 participants joined the workshop online only. Only one participant had taken the same workshop before this workshop was implemented. The remaining 25 had never taken this kind of workshop.

4.2. The Potentials for Development

According to the feedback given by the participants, this workshop was very useful for them for their professional development. Most of them reported that the workshop gives benefits to their teaching. Because almost all of the participants had never taken the workshop on creating local wisdom-based educational videos, this activity is potential for development. The teachers participated in the workshop expected that the activity could be conducted again in the future and should involve more participants. They also felt that this workshop enabled them to be creative in making learning media. One of the participants stated:

> *"Sejauh ini sudah baik, namun kami para guru mengharapkan diadakannya pelatihan berkelanjutan sehingga dapat lebih brkreasi lagi dalam membuat media pembelajaran".*

Therefore, it can be said that this kind of workshop can be developed in the future.

4.3. The Level of Goal Achievement.

This workshop focused on how the teachers produced one education video that can be used for teaching and learning process. At the end of the workshop, the evaluation form was distributed to the participants. The goal achievements were indicated by several components including the need, the usefulness, the satisfaction, difficulties faced during the workshop and the accomplishment of their video.

a. Needs

Based on the result of survey related to the needs of the participants, it was found that all of the participants need to get new information about learning media (50%) and to increase their ability and skill in creating learning media (50%). The following graph represents the percentage of participants who have different needs.
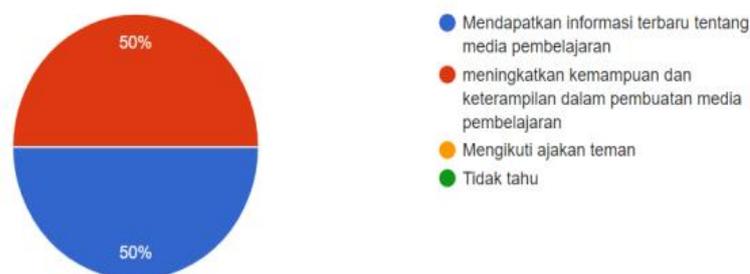

b. Usefulness

In terms of the usefulness of this workshop, most of the participants agreed that this activity was very useful and some of them said that it was useful, and no one said that this workshop was not useful. This proved that the workshop gave

advantages to the participants in creating educational videos. The following graph showed the percentage of participants who perceived that the workshop was very useful for them.

T

Legend:
- Sangat bermanfaat
- Bermanfaat
- Kurang bermanfaat
- Tidak bermanfaat

66.7%
33.3%
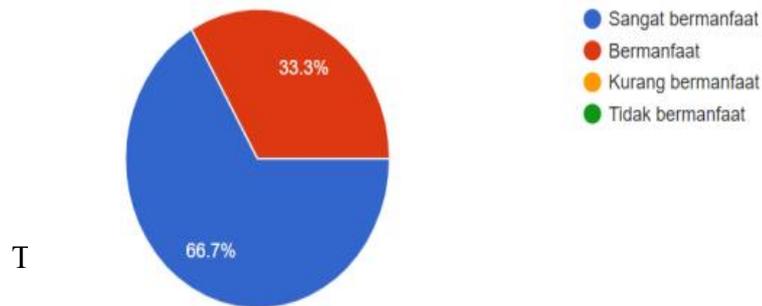
c. Satisfaction

We also asked about whether the participants felt satisfied with the implementation of the workshop. It was found that most of the participants felt satisfied with the implementation of the workshop. However, there were a few who were not very satisfied. This might be due to online format.

Legend:
- Sangat puas
- Puas
- Kurang Puas
- Tidak Puas

41.7%
8.3%
50%
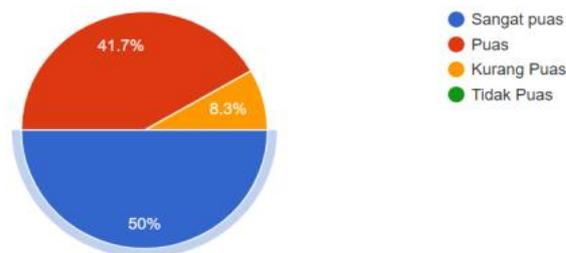
d. Difficulties

In terms of difficulties in creating educational videos, the most difficult aspect that the participants face included the difficulty in finding a context where local wisdom was covered. The next aspect of difficulty was combining the video clips into one video, and using the application for video production.
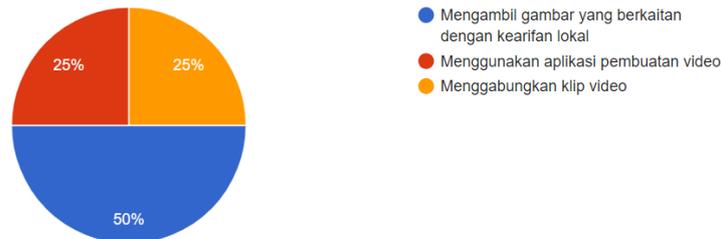

Another aspect included the survey is the source person. The participants said that all of the resource persons were communicative in delivering the materials.

e. Accomplishments

At the end of the workshop, the participants were required to publish their educational videos, either submitting to the instructor or YouTube. Only one group of participants was able to submit their video at the end of the meeting. The remaining groups will follow.

The following graph shows how useful the workshop is
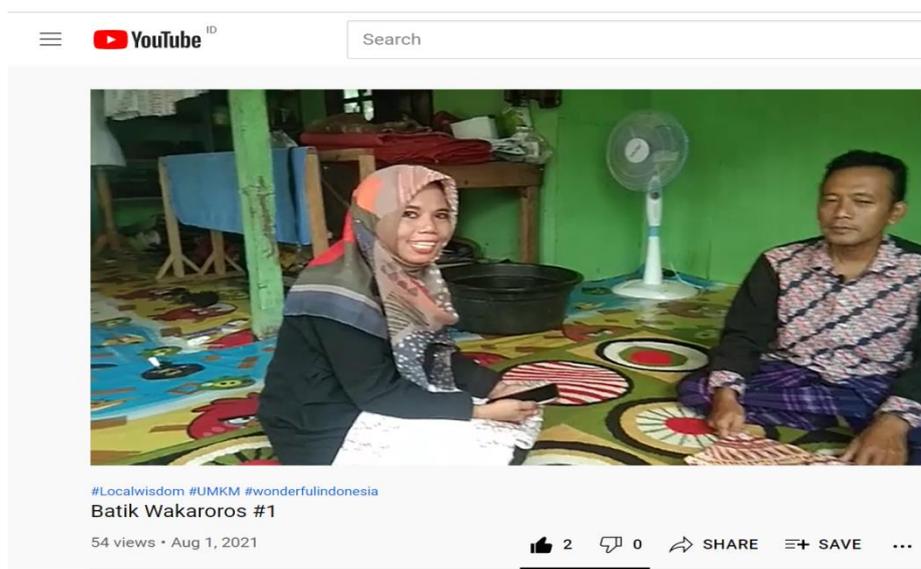
This is an example of the video that had been created by the students. This video has not been analyzed for its quality.

CHAPTER V
CLOSING

5.1. Conclusion

Based on the results of the workshop implemented as a part of community service of FKIP Universitas Mulawarman, it is concluded that the workshop has fulfilled the need of the teachers in East Kutai to have knowledge and skills in creating educational videos that can be used in the teaching and learning process. In addition, the participants of the workshop considered that the activity was very useful and they felt satisfied with the implementation of this community service. Some of them suggested that this kind of workshop can be continued in the future. However, they also found some difficulties in creating their own videos, especially in finding a context which were related to local wisdom contents.

5.2. Suggestions

Concerning with the difficulties faced by the participants in finding local wisdom content, it is suggested that the teachers be given more time to find a context where local wisdom can be included in the video. The next activity should be given offline in order for the participant follow the instruction easily.

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APPENDICES

Appendix 1

Budgeting

JENIS BIAYA		RINCIAN BIAYA (satuan x harga) (Rp.)		JUMLAH ANGGARAN (Rp.)
525112	**Belanja ATK dan habis pakai**			
	ATK dan Bahan Prokes	1 kegiatan		
	Fotocopy dan penjilidan	1 kegiatan		
	Cetak	1 kegiatan		
525119	**Belanja konsumsi dan lainnya**			
	Konsumsi	10 org x 1 keg	40 .000	400.000
	Snack	10 org x 2 keg	20.000	200.000
	Biaya pendaftaran ESIC	1 org x 1 keg.	400.000	400.000
	Sewa Alat	1 kegiatan	500.000	500.000
	Transportasi ke Sangata	2 orang x 1 keg	850.000	1.700.000
Jumlah				5.000.000

Appendix 2

TIMETABLE

Date	Activities
May 2021	
	Preparing a Module for the workshop
	Inviting target participants to join the workshop
June 2021	

	Online meeting: Theories and concepts on local wisdoms and Digital Video
	Online meeting: Methods to create e-learning videos
July 2021	
	Online meeting: Introduction to tools to create digital instructional videos
	Online meeting: Selecting contents for e-learning materials
August 2021	
	Online meeting: Introduction to video merger or combining (Segmenting)
	Online meeting: Practice in combining videos
	Online meeting: Practice in uploading video on online digital media
September 2021	
	Face-to-face meeting (Full day): Practice of putting all together
	Online meeting: Refining the teachers-made digital videos
October 2021	
	Teaching practicum: the participants use the media they have created to teach their students
	Online meeting:
	Reflections on the media creation and implementation that has been done
November 2021	
Writing-up a report and a journal on the process and result of the workshop	
	Writing-up a report as well as an article on the process and result of the training

Appendix 3

List of participants in the online workshop on Creating Local Wisdom Based Educational Videos for Secondary School Teachers

No.	Nama Calon Peserta	Alamat Email	Nama Sekolah
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