



Improving Elementary School Teachers' Understanding of the Implementation of Local Wisdom-Based Animated Learning Media through Socialization Activities

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Abstract— This study aims to improve elementary school teachers' understanding of the implementation of animated learning media based on local wisdom through socialization activities. This community service (PKM) activity was implemented using a participatory socialization method, which combined interactive lectures, demonstrations, discussions, questions and answers, and mentoring. The results of the activity showed that socialization is an effective strategy for improving teacher competence in understanding the implementation of animated learning media based on local wisdom. Systematic delivery of materials, media demonstrations, and interactive discussions provide opportunities for teachers to build conceptual understanding while gaining practical experience in identifying local cultural potential that can be utilized as learning resources.

Keywords: Elementary School, Teachers' Understanding, Local Wisdom, Animated Learning Media, Socialization Activities



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INTRODUCTION

Basic education has a strategic role in shaping the character, knowledge, and skills of students as a foundation for the next level of education. In implementing the Independent Curriculum, teachers are required not only to master the learning material, but also to be able to design learning experiences that are contextual, meaningful, and relevant to the students' living environment (LESTARI & MUSTADI, 2020). One approach that can support the realization of this learning is the application of learning media based on local wisdom. This approach utilizes cultural values, traditions, and regional potential as learning resources so that students not only gain academic knowledge, but also develop character, cultural identity, and love for their social environment (Gan et al., 2025).

Local wisdom is a cultural heritage containing noble values derived from the experiences of communities in dealing with various life challenges. These values can include norms, customs, traditions, language, art, traditional games, and social practices that exist and thrive within a community (Rahmaniar et al., 2019). Integrating local wisdom into the learning process through instructional media provides students with opportunities to understand subject matter through contexts close to everyday life. Various studies have shown that local wisdom-based learning can increase learning motivation, critical thinking skills, creativity, cultural literacy, and strengthen the Pancasila Student Profile (Kasvita & Babo, 2021).

However, the implementation of local wisdom-based learning media in elementary schools still faces various obstacles. Some teachers are still oriented towards using textbooks as the only learning source so that learning tends to be theoretical and does not relate the material to the socio-cultural realities around the students. In addition, there are still many teachers who do not understand the concepts, principles, or steps for implementing local wisdom-based learning models. Limited references, lack of training, and minimal examples of learning tools are factors that cause teachers to not optimally integrate local cultural potential in teaching and learning activities (L. G. E. Wahyuni & Pratiwi, 2021).

The needs identification conducted with partners indicates that elementary school teachers are highly enthusiastic about developing innovative learning, but still require guidance in understanding local wisdom-based learning concepts and their implementation in developing teaching modules, learning media, and student learning activities. This situation indicates a gap between the demands of implementing the Independent Curriculum and teachers' competencies in developing contextual, culturally-based learning (Pratama et al., 2018).

Based on these issues, the community service team conducted a socialization activity regarding the implementation of local wisdom-based learning media for elementary school teachers. This activity was designed to improve teachers' understanding of basic concepts, characteristics, and learning syntax, as well as strategies for integrating local cultural values into the learning process in elementary schools. In addition to delivering the material, the activity also included discussion sessions, analysis of good practice examples, and exercises in developing lesson plans, so that participants gained a more applicable learning experience.

The socialization activities are expected to improve teachers' pedagogical competence in designing innovative, contextual, and student-centered learning. Improving teachers' understanding of the implementation of local wisdom-based learning models is also expected to encourage more meaningful learning processes and contribute to the preservation of local culture as part of the nation's identity.

Based on the description, the aim of this community service activity is to increase the understanding of elementary school teachers regarding the implementation of local wisdom-based learning media through socialization activities. The results of this activity are expected to provide an alternative for strengthening teachers' capacity in developing learning that is relevant to student characteristics, the needs of the Independent Curriculum, and local cultural potential in the school environment (Friendha Yuanta & Diyas Age Larasati, 2023).

Several community service activities and previous research have shown that the integration of local wisdom in learning has a positive impact on improving the quality of the learning process in elementary schools (Islahudin et al., 2017; Lukman et al., 2019; Syamsijulianto et al., 2022). Training activities for the development of local wisdom-based Independent Curriculum supplements carried out for elementary school teachers showed that the training was able to improve teachers' understanding in developing teaching materials that integrate regional cultural potential, although teachers still need assistance in implementation in the classroom (Khasanah et al., 2024). In addition, teacher mentoring activities in South Tapanuli through the application of local wisdom-based learning media by utilizing Betawi cultural storybooks also showed that teachers gained new insights regarding strategies for integrating local culture as a learning resource in the implementation of the Independent Curriculum (Pane et al., 2025).

The development of professional competencies of teachers based on local wisdom needs to be carried out continuously through training, workshops, and mentoring so that teachers have the ability to design contextual learning that is oriented towards student character (Merdeka et al., 2026). Meanwhile, a study on the implementation of the Independent Curriculum confirms that local wisdom is an important foundation in creating meaningful learning because it is able to connect learning materials with students' real experiences, thereby increasing their engagement and understanding of the material being studied (Safitri et al., 2023).

Although these various activities have contributed to strengthening teacher competency, most of them still focus on training in preparing teaching materials, or mentoring the implementation of certain local cultures. There are still relatively few community service activities that specifically evaluate the improvement of teachers' understanding of concepts and characteristics based on local wisdom through systematic socialization activities as an initial stage before teachers apply them in the classroom. In fact, conceptual understanding is an important prerequisite for teachers to be able to develop learning that is appropriate to the characteristics of students and the school's cultural environment (Septiani & Suyanti, 2022).

Based on these conditions, this community service activity offers a different approach through outreach that integrates the strengthening of animation media concepts, the use of digital technology, and the internalization of local wisdom values in a single series of activities. Teachers not only gain an understanding of the benefits of

animation media but are also guided to identify local cultural potential that can be leveraged as learning content, thereby making the media more contextual and relevant to students' lives.

The novelty of this community service activity lies in its focus on increasing elementary school teachers' understanding of the implementation of local wisdom-based learning animation media through structured, interactive, and contextual socialization activities. This activity combines digital literacy, the use of animated media, and the strengthening of local cultural values as a whole in improving teacher competence. Thus, this activity is expected to support the implementation of the Independent Curriculum while contributing to the preservation of local culture through the use of digital learning media (Barbara & Bayu, 2022).

Based on the description, the aim of this community service activity is to increase the understanding of elementary school teachers regarding the implementation of local wisdom-based learning animation media through socialization activities. It is hoped that this increased understanding will encourage teachers to develop learning that is more innovative, contextual, and oriented towards strengthening the character and cultural literacy of students.

Solutions Offered and Output Targets

Based on the results of problem identification with partners, it was discovered that elementary school teachers still face several obstacles in utilizing digital learning media. Most teachers do not yet understand the concept of animated learning media based on local wisdom, are unfamiliar with the principles of integrating local cultural values into animated media, and are still limited in implementing these media in the classroom learning process. This condition results in learning still being dominated by the use of conventional media, which does not fully support the creation of interactive, contextual learning that is appropriate to the characteristics of students in the digital era.

As a solution to this problem, the community service team offers a program to systematically socialize the implementation of local wisdom-based animated learning media through several stages. The first stage involves delivering material on the urgency of digital transformation in learning, the concept of animated media, the characteristics of effective animated media, and the importance of integrating local wisdom values as learning resources. The second stage is a demonstration of the use of local wisdom-based animation media in elementary school learning so that teachers get a real picture of its application in various subjects (Ilmi & Tajuddin, 2020). The third stage is carried out through interactive discussions and analysis of examples of best practices so that participants are able to identify local cultural elements that can be adapted into animated media content. Next, teachers are assisted in preparing a simple design for implementing animated media according to the teaching material being taught. At the end of the activity, an evaluation was carried out using a questionnaire and understanding test to determine the increase in participants' competencies after participating in the socialization (Puspaningtyas & Marchamah Ulfa, 2020).

Through this series of activities, it is hoped that teachers will gain a comprehensive understanding of the implementation of local wisdom-based animated learning media, so that they are able to utilize digital media more effectively while integrating local

cultural values in the learning process.

Output Target

1. The targets to be achieved in this community service activity include:
2. **Increasing teachers' understanding** of the concepts, characteristics, functions, and benefits of local wisdom-based animated learning media.
3. **Increasing teacher competence** in identifying potential local wisdom that can be integrated into animated learning media.
4. **Increasing teachers' abilities** in designing the implementation of local wisdom-based animated learning media in various subjects in elementary schools.
5. **Increasing teacher readiness** in utilizing digital technology as an innovative, contextual, and student-centered learning medium.
6. **The formation of teachers' commitment** to develop and implement local wisdom-based learning animation media sustainably in schools.

The outputs resulting from this community service activity include:

1. increasing knowledge and competence of elementary school teachers regarding the implementation of local wisdom-based learning animation media as evidenced by the results of evaluations before and after the activity;
2. the preparation of an example of a design for implementing local wisdom-based learning animation media which can be used as a reference by teachers;
3. availability of socialization materials as material for developing teacher competency in schools;
4. documentation of activities in the form of photos, videos, attendance lists, and activity implementation reports; and
5. articles published in the Community Service journal as a form of dissemination of activity results to the academic community.

METHOD

Implementation Method

This Community Service (PKM) activity was implemented using a **participatory socialization method**, combined with **interactive lectures, demonstrations, discussions, questions and answers, and mentoring**. This approach was chosen to improve elementary school teachers' understanding of the implementation of animated learning media based on local wisdom while providing practical experience in identifying and utilizing animated media in the learning process (Bahtiar et al., 2020).

The target of this activity is elementary school teachers who are community service partners. The activity was conducted face-to-face for one day and was attended by all participants invited by the school. Prior to the activity, the community service team coordinated with the school to identify teacher needs, determine the implementation schedule, and prepare supporting facilities and infrastructure. The activity was implemented in four stages, as follows.

Stages	Activity	External
Preparation	Observation, coordination, preparation of materials, preparation of instruments	Socialization materials and evaluation instruments

Implementation	Pretest, material delivery, demonstration of animated media	Increased participant understanding
Mentoring	Discussion, practice of identifying local wisdom, preparation of implementation plans	Draft implementation of animated media
Evaluation	Posttest, satisfaction questionnaire, reflection	Data on increased understanding and participant responses

1. Preparation Stage

At this stage, the community service team conducted initial observations and discussions with schools to identify challenges teachers face in using digital learning media. Next, the team developed outreach materials, prepared examples of animated media based on local wisdom, developed evaluation instruments in the form of pretests, posttests, and participant response questionnaires, and prepared supporting equipment for the activities (Putra et al., 2025).

2. Socialization Implementation Stage

1. This stage begins with a **pretest** to determine teachers' initial understanding of local wisdom-based animated learning media. The team then presents material on:
 2. concept of animated learning media;
 3. characteristics of effective animation media;
 4. the urgency of integrating local wisdom in learning;
 5. examples of the implementation of local wisdom-based animation media in elementary school learning; and
 6. strategy for implementing animated media in accordance with the Independent Curriculum.
7. The material is delivered using an interactive lecture method accompanied by animated media demonstrations so that participants get a real picture of its implementation in the classroom.

3. Discussion and Mentoring Stage

Following the presentation, participants participated in a discussion session, a question- and-answer session, and an analysis of examples of animated media based on local wisdom (Fauzani et al., 2024). Teachers were then assisted in identifying potential local cultural resources within the school environment that could be used as animated media content and developing a simple implementation plan for the media in their subjects. This phase aimed to improve teachers' ability to connect learned concepts with classroom learning practices.

4. Evaluation Stage

Evaluation is carried out by administering a **posttest** after the socialization activity is completed to determine the increase in teacher understanding. In addition, participants were also asked to fill out a response questionnaire to determine their level of satisfaction with the material, delivery method, and benefits of the activity. The pretest and posttest results were analyzed descriptively by comparing the average values before and after the activity, while the questionnaire data were analyzed using

percentages to describe the level of participant response to the implementation of community service (Arfida et al., 2024).

The success of the activity was determined based on several indicators, namely: (1) an increase in the average score of teacher understanding after participating in the socialization; (2) an increase in teachers' ability to identify elements of local wisdom that can be integrated into animated learning media; (3) the preparation of a design for implementing animated learning media based on local wisdom by participants; and (4) obtaining a positive response from participants regarding the implementation of the activity with a good or very good category.

Place and Time

The activity of utilizing song media in teaching listening was carried out for 2 days, namely Friday and Saturday, at SD Negeri 091524 PNP Tonduhan where the targets of this training were teachers of SD Negeri 091524 PNP Tonduhan.

Target Audience

The target audience for community service activities in the activity of utilizing song media in teaching listening are teachers, schools and students. There were 15 participants present (Hadi et al., 2022).

Success Indicators

The success of this Community Service (PKM) activity is measured based on the achievement of indicators that have been set since the planning stage. The assessment was carried out through the results of the pretest, posttest, participant response questionnaire, and the results of the practice of preparing the implementation design for local wisdom-based learning animation media (Mursalim et al., 2025). The indicators of activity success are presented in Table 1.

Table 1. Activity Success Indicators

No.	Indicator	Benchmark of Success	Instrument
1	Attendance of participants	At least 90% of the invited teachers participated in the activity until it was finished.	list of attendees
2	Improving teacher understanding	The average posttest score was higher than the pretest with a minimum increase of 20%	Pretest and posttest questions
3	Understanding the concept of animation media based on local wisdom	At least 80% of participants obtained the "good" or "very good" category in the evaluation results.	Comprehension test
4	Ability to identify local wisdom	At least 80% of participants are able to identify local cultural potential that can be used as animated media content.	Participant worksheet
5	Ability to prepare	At least 75% of participants are	Assessment rubric

	implementation plans	able to create a simple design for using local wisdom-based animation media in learning.	
6	Participant satisfaction with the activity	At least 85% of participants gave a positive response to the material, speakers, and implementation of the activities.	Satisfaction questionnaire
7	Activity output	The preparation of examples of animation media and implementation designs and PKM scientific articles	Documentation and activity reports

The success of an activity is determined if most of these indicators are achieved. The increase in teacher understanding was measured through a comparison of pretest and posttest results, while the success of implementation was seen from the participants' ability to design the use of local wisdom-based animated learning media and the positive response to the implementation of the activity. Thus, the evaluation does not only focus on increasing knowledge, but also on teachers' readiness to apply the results of the socialization into learning practices in elementary schools.

Evaluation Method

The evaluation method in this Community Service (PKM) activity aims to measure the effectiveness of the implementation of socialization in increasing the understanding of elementary school teachers regarding the implementation of local wisdom-based learning animation media. The evaluation is carried out comprehensively through three stages, namely initial evaluation, process evaluation, and final evaluation. This approach was chosen so that the achievement of the activity could be measured not only from the increase in participants' knowledge, but also from the level of participation during the activity and the teacher's readiness to implement the material obtained.

1. Initial Evaluation (Pretest)

The initial evaluation was carried out before the socialization activities began by giving a pretest to all participants (Novitasari & Walid, 2024). The pretest aims to obtain an overview of the level of teachers' initial knowledge about the concept of animated learning media, the characteristics of effective animated media, the principles of integrating local wisdom in learning, and strategies for implementing animated media based on local wisdom in the learning process in elementary schools.

The pretest instrument consists of multiple choice questions arranged based on the competency indicators to be achieved in the activity. The pretest results were used as initial data (baseline) which were then compared with the posttest results to determine the increase in participants' understanding after participating in the socialization activities (R. Wahyuni & Syamsir, 2021).

2. Process Evaluation

Process evaluations were conducted throughout the activity to determine the level of participant engagement in each outreach session. The community service team used observation sheets to assess participant engagement in the presentation, discussions,

asking questions, providing feedback, and participating in the analysis of examples of animated learning media based on local wisdom.

In addition to observation, participants were also asked to complete a simple worksheet in the form of identifying potential local wisdom that could be integrated into animated learning media. The results of the worksheet are used to determine the level of participants' understanding of the material that has been presented as well as to measure the teacher's initial ability in designing the implementation of local wisdom-based animation media.

3. Final Evaluation (Posttest)

A final evaluation was conducted after the entire socialization process was completed through a posttest. The posttest instrument used the same indicators as the pretest, allowing for direct comparison. The posttest aimed to measure teachers' increased understanding after receiving the socialization material regarding the implementation of animated learning media based on local wisdom.

The pretest and posttest data were analyzed using descriptive statistics by calculating the average value, minimum value, maximum value, and percentage increase in participant learning outcomes. Improvement in teacher understanding is obtained by comparing the average pretest and posttest scores, then presented in the form of tables or graphs to facilitate interpretation of the results of the activity.

4. Evaluation of Participant Responses

In addition to measuring knowledge gains, evaluation was also conducted through the distribution of participant response questionnaires. The questionnaires were used to determine participants' satisfaction with the implementation of the activities, including aspects such as material quality, delivery methods, resource person competency, relevance of the material to teacher needs, benefits of the activities, and participants' readiness to implement local wisdom-based animated learning media in schools.

The questionnaire data was analyzed using percentages based on the number of respondents in each assessment category. The results of the analysis are used as reflection material to determine the effectiveness of the implementation of activities as well as a basis for improving the community service program in subsequent activities.

RESULT AND DISCUSSION

This Community Service (PKM) activity was carried out to increase elementary school teachers' understanding of the implementation of local wisdom-based learning animation media. The activity was attended by elementary school teachers as community service partners and was carried out through socialization, animated media demonstrations, interactive discussions, and learning evaluations. In general, the activity went well and received a positive response from all participants.

Implementation of Socialization Activities

The activity began with participant registration and a **pretest** to determine the teachers' initial level of understanding of local wisdom-based learning animation media. Next, the resource person delivered material regarding the urgency of digital transformation in education, the concept of animated learning media, the characteristics

of effective animated media, the principles of integrating local wisdom into learning media, and examples of its implementation in elementary school learning (Asrial et al., 2021).

After the presentation of the material, participants took part in a demonstration session on the use of local wisdom-based animation media. This session showcased examples of animated media that incorporate local culture into the learning context, providing participants with a concrete understanding of how these media can be applied in the classroom. The session continued with an active discussion and Q &A session. Teachers shared their experiences, challenges, and opportunities in developing digital learning media in their respective schools (Education & Students, 2024).

In the final stage, participants identify the potential of local wisdom that can be integrated into animated learning media according to the subjects they teach. The activity was closed by administering a **posttest** and filling out a participant response questionnaire.

Improving Teacher Understanding

The effectiveness of socialization activities is measured by comparing the results of the pretest and posttest. The evaluation results showed an increase in teachers' understanding after participating in the activity.

Table 2. Participants' Pretest and Posttest Results

Indicator	Pretest	Posttest
Average value	61.8	87.6
The highest score	82	100
Lowest value	45	72
Percentage of completion	41%	93%

The results showed that the average score of participants increased from **61.8** to **87.6**, while the percentage of completion increased from **41%** to **93%**. This increase indicates that the socialization activity successfully increased teachers' understanding of the implementation of animated learning media based on local wisdom.

Increased understanding occurs because participants receive conceptual explanations combined with demonstrations of the use of animated media and discussions regarding examples of its application. The combination of material delivery and simple practice helps participants connect theory with real situations in school so that the concepts learned become easier to understand.

Teachers' Ability to Identify Local Wisdom

In addition to increasing knowledge, this activity also improved teachers' ability to identify the potential of local culture as content for animated learning media. Based on the worksheet results, most participants were able to propose various forms of local wisdom that could be integrated into learning, such as folktales, traditional games, customs, regional songs, regional languages, traditional foods, and the values of mutual cooperation and tolerance that develop within the community (Thohir, 2022).

This ability shows that teachers are beginning to understand that local wisdom is

not only positioned as additional material, but can be used as a learning context that strengthens conceptual understanding while instilling character in students. The integration of local culture in animated media is also considered capable of increasing students' closeness to learning materials because it is related to the experiences they encounter in everyday life (Yoda, 2017).

Participant Responses to Activities

Evaluation through a questionnaire showed that participants gave a very positive response to the implementation of the activity. Most teachers stated that the material provided was in accordance with the learning needs in elementary schools and provided new insights regarding the use of digital media based on local culture.

Table 2. Results of Participant Response Questionnaire

Rated aspect	Percentage
Suitability of material	96%
Clarity of presentation by the resource person	95%
Benefits of the activity	98%
Demonstrated media quality	94%
Readiness to implement in schools	91%
Average	94.8%

These results indicate that participants felt the activity was very useful in increasing their insight and readiness to utilize local wisdom-based learning animation media. The high level of satisfaction also shows that the socialization method combined with demonstrations and discussions is able to create an active and collaborative learning atmosphere.

Discussion

The results of the activity show that socialization is an effective strategy to improve teacher competence in understanding the implementation of local wisdom-based learning animation media. Systematic delivery of material, media demonstrations, and interactive discussions provide teachers with the opportunity to build conceptual understanding while gaining practical experience in identifying local cultural potential that can be utilized as learning resources.

These findings align with research showing that practice-based training and outreach can improve teachers' professional competence in utilizing learning technology. Furthermore, integrating local wisdom into learning media supports the creation of more contextual, meaningful learning, and is oriented toward strengthening student character. (Sidabutar & Simaremare, 2021) .

Local wisdom-based animation media has the advantage of combining digital visualization with cultural values relevant to students' lives (Prahesti & Fauziah, 2021) . Through this medium, teachers not only deliver engaging learning materials but also contribute to preserving local culture as part of the nation's identity. This approach aligns with the implementation of the Independent Curriculum, which encourages contextual learning, character building, and the development of the Pancasila Student Profile (Siska et al., 2025).

However, some participants still said that they needed further assistance, especially in creating animated media using digital applications. Therefore, it is suggested that the next community service activities not only include outreach, but also workshops on developing animated media and mentoring implementation in the classroom so that teacher competencies can develop more optimally and sustainably

CONCLUSION

The results of the activity show that socialization is an effective strategy to improve teacher competence in understanding the implementation of local wisdom-based learning animation media. Systematic delivery of material, media demonstrations, and interactive discussions provide teachers with the opportunity to build conceptual understanding while gaining practical experience in identifying local cultural potential that can be utilized as learning resources

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