DEVELOPMENT OF SHORT FILM BASED ON LOCAL CULTURE FOR P5 IN THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM

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Abstract. This research aims to develop a short film based on local culture for the Strengthening Pancasila Student Profile Project (P5). Development was carried out using the research and development (R&D) method according to Lee and Aka (2019). This model includes five main steps, namely: 1) needs assessment and analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. To obtain validity and response, an evaluation model developed by Vaughan, (2006) was carried out using the format of ongoing evaluation, alpha test and beta test. The results of product validity testing carried out by learning technology experts, learning media experts and material experts concluded that the short documentary film based on local culture and history for P5 was declared valid with very good and appropriate criteria with an average validity level of 89.27%. The results of trials on 36 students in class Film media facilitates students' positive attitudes such as increasing learning motivation, helping understanding cultural and historical literacy with an acceptance rate of 83.31%. In conclusion, the short film developed is valid, practical and easy to use.

INTRODUCTION

Student School Upper Secondary (SMA) incl in phase teenager with range ages 14 to with 18 years. On the range age This child teenager assumed still very vulnerable affected by inappropriate behavior good. The behaviors in question are one of them is bullying or character bad. Behavior bullying Lots occurred in the high school environment. In lots results research, behavior bullying caused by the misuse of *gadgetd* media. Apart from being tool study use *gadget* tend direct to use for matter others. As for impact use *gadget* can nature positive and negative. Natural impact positive that is exists convenience obtained student in access source learn. Whereas impact negative from use *gadget* is often use it tool the for do bullying to friends and people who he know and make student often forget time (Harfiyanto, et al., 2015). Beside the, aspect health physique student disturbed Because duration use of the media too long. At the moment simultaneously, there is no supervision tend loose from teachers and parents influence health psychological student Because all information spread very quickly without a quality filter (Adib, 2021).

Central Statistics Agency (BPS) in report titled *Indicators for Indonesia's Sustainable Development Goals 2022*, released that majority students who experience bullying is man. Percentage case *bullying* in category student class 11 SMA/SMK for students man as much as 19.68%, followed women 11.26%, and national 15.54%.

Behavior or character bad for students like bullying already often unsettling lots party, okay from school, family nor society. Research results Ayuni, (2021) revealed that character or behavior bad like bullying categorized as become three type, ie bullying physical, verbal, and relational. As for the causes bullying because influence negative from environment home, students powerful, and feared in class. Student feel envy with other students and lack thereof empathy to student others. Incident bullying can reduced its intensity through activity reflective learning values or profile Pancasila students who are shown by the people around them. With embed values profile Pancasila based students to tradition social, cultural and historical local is assumed way can reduce behavior bullying someone child. The party in question in matter This Can just teachers, employees, guards, heads schools, parents, students, and the ecosystem learning others.

In the world of education There is many media available used as means for convey information: such as film media, posters, videos, comics and so on. Still media seldom used namely a typical short film packed in a way interesting so that can make student become enthusiastic in understand material learning, especially for high school students. Through use of short film media assumed can grow students motivation. Message in short films is also assumed easy students understand in reduce behavior bullying. Another reason for using film as media learning as expressed Nushur and Astutie (2021), learning based project (*project-based learning*) assisted by documentary films help increase ability think critical students. Documentary film media in learning can facilitate development Skills think critical student through analysis in-depth, synthesis information, and indepth evaluation to material presented. Use of documentary films can support development profile Pancasila students with give local content that is relevant and possible student for ponder reflected Pancasila values in the film. For example about history and culture in the Complex Enshrinement Muaro Jambi.

Movies aren't they just media, however is source digital learning that can used by teachers in the learning process. Sofyan et al., (2020), reveals development source Digital learning includes purposeful videos or films for facilitate teachers in increase quality learning. Through source digital learning, teachers have chance for access material more learning vary, interact with community, and updating knowledge in accordance with development latest in education. In effort teach values Pancasila profile for students in implementation Independent Curriculum in High School, short film media based culture and history local assumed effective and capable grow motivation student about importance Pancasila values. Campaign values profile Pancasila students through film media can prevent behavior bad like bullying. As it is known that short film media is a long film short namely under 60 minutes and supported by a short story (Hananta, 2013). Therefore that 's important done study development of short film media based culture local in Project Strengthening Profile Pancasila students (P5) in Implementation Independent Curriculum for high school students in Jambi City.

Development of film media for learning works also for prevent behavior *bullying* among students. Film media for learning aim for embed character well that reflects Pancasila values as stated in Independent Curriculum. Film media for learning load message educational

campaign generation (high school students) for own character integrating Pancasila values values culture local. Sukiyasa & Sukoco (2013) said that use of short films and effects especially very good and effective for interesting attention student in situation learning good beginning nor end suite lesson. Film as a learning medium has lots excess relevant used in convey Pancasila values. Profile Pancasila students as there is in The Independent Curriculum has six formulated competencies as dimensions key. All six each other related and strengthening so that effort realize Profile a complete Pancasila student need development sixth dimensions the in a way simultaneously, no partial. Sixth dimensions the are: 1) Have faith, be devout to God Almighty, and have morals noble; 2) Global diversity; 3) Working together; 4) Independent; 5) Reason critical; and 6) Creative.

Necessity Project Strengthening Profile Pancasila students, Susilawati et al. (2021) children bring it closer his life to people's lives, so that they no only own knowledge only about life the people, will but also can experience it yourself, and then no life apart with its people Project Strengthening Profile Pancasila students provide chance to participant educate to "experience knowledge" as a process of reinforcement character at a time chance for study from environment surroundings. In activities project here, participants educate own chance for learn themes or issue important like change climate, anti-radicalism, mental health, culture, entrepreneurship, technology and life democratic so that participant educate can do action real in answer issues the in accordance with stages learning and its needs. Project strengthening this can also be done inspiring participant educate for give contribution and impact for environment surroundings.

Profile Pancasila students do not only covers aspect intellectual, but also aspects emotional and social. Therefore that, approach holistic in education required for ensure student grow become balanced individual morally, ethically and academically. Use technology through films can be become tool effective in teach Pancasila values. View This relevant with opinion of Mayer (2001), Clark (1994), and Jonassen (1992), that: First, technology This possible delivery message about values humanity through attractive and engaging visual media, improve Power pull learning. Second, with utilise technology, students own access to various source digital power that can support understanding them. Third, film as a medium can be used describe situations and cases concrete clarification application values life everyday. Fourth, film based media technology makes it possible student for interact with content in a way active, like discuss about moral messages conveyed in the film. Fifth, use film based media technology makes it possible flexibility in the learning process, so student can study in accordance with rhythm and style study they yourself. Sixth, technology this can increase motivation student because of the attractive visual media can make learning more interesting.

Seventh, films can also be done create room for student for think critical about the situation and values displayed in the film. Eighth, use film based media technology makes it possible repetition material with easy, so student can understand and internalize values in a way more good. Ninth, with exists technology, teachers can choose suitable films with level understanding and age students, so message can be delivered with right. Tenth, use film based media technology can create experience deep and memorable learning, helpful student understand and apply values in life them. During the implementation process, evaluation is ongoing must done for measure extent of profile Pancasila students have succeed integrated in learning. It's involving use instrument relevant assessment for measure development student in matter understanding and application Pancasila values. Next, effective communication between all holder interests, incl schools, teachers, parents, and society, are

very important for ensure success implementation profile Pancasila students. All party must own same understanding about purpose and benefits.

Thinking integrate culture and history local in the development of film media is based on reason clear, good natured, and loaded things positive (Sachari, 2007). Culture local can translated as work sense mind, feeling depth, character, form structuring, and recommendations for glory human. According to Wagiran (2013) wisdom local is intelligence possessed people belonging to a group ethnicity particular obtained through experience society. Culture and history local is an integral part of identity nation and reflects values noble that can be support understanding Pancasila values (Harmawati & Abdulkarim, 2016). Temporary that, Nurdian et al. (2021). emphasize learning about culture and history local can strengthen the feeling of love homeland and pride to inheritance Indonesian culture and history.

With Thus, learning about culture and history local in context development profile Pancasila students are not only relevant, but also essential for form generation young people who understand, appreciate and apply Pancasila values in life daily them. On the basis that, then research this done for answer question how development of short film media based culture local in learning profile Pancasila students based on the Independent Curriculum is validated, practical and effective used by high school students in Jambi City. With thereby expected goal is obtaining film media for learning profile Pancasila students based on The Independent Curriculum is validated, practical and effective used high school students and teachers in Jambi City.

METHOD

Study This use design research and development. Reason for selection design study this because R&D studies can describe the data collected start from stage study initial, development process, and evaluation process deep. The development model used is the Lee and Owen Model (2004). Lee and Owen Model Selection with reason, that this model oriented specialized products for multimedia development. Product development packed in the form of a documentary short film in it contain content study Pancasila values.

Procedure Lee and Owen's (2004) research and development model follows five steps main points, namely: (1) assessment analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The Lee and Owen series of models can as depicted following this.
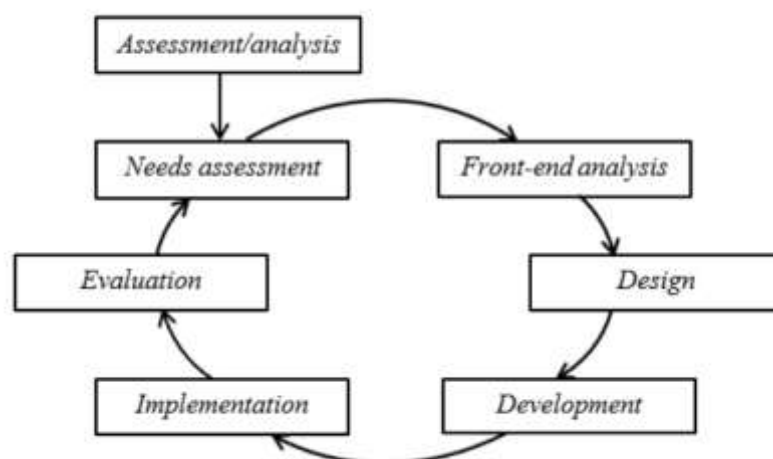

Figure 1. Lee & Owen Model (2004)

For obtain product validated development, short film development this step its development using evaluation techniques ongoing evaluation, Alpha Test and Beta Test developed by Tay Vaughan. Ongoing evaluation is carried out for ensure every step is done with correct and controlled procedures with good. Alpha Test is carried out for ensure that product development validated by experts in accordance the field. Whereas *Beta Test* carried out for ensure that product development can accepted by the subject trial. Overview of ongoing evaluation, Alpha Test and Beta Test depicted as following.
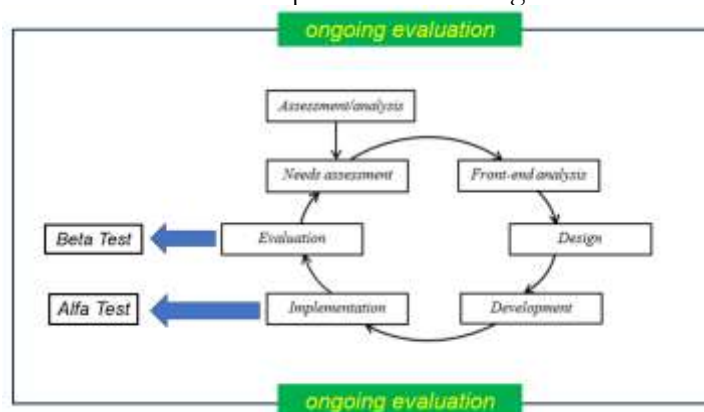

Figure 2. Adaptation of Lee & Owen's (2004),
Model and Tay Vaughan's (2001), Evaluation Model

Validating experts are experts technology learning, learning media experts, and experts material learning. Expert test This done ensure that the media created has fulfil condition suitability and usefulness then the media must tested moreover first. Test the product is part from Suite stage validation and evaluation. Product will consulted to colleague, expert or expert in his field during the process ongoing *evaluation*.

Temporary that, for see acceptability, practicality, usefulness, and attitude user, research This involve student as subject trials product. Trials product (*beta test*) is carried out after team expert state worthy. Subject trials carried out on students Class XI or Phase F at SMAN 3 Jambi City which has apply Independent Curriculum.

Deep data collection study this done through procedure study introduction, design, development, and evaluation (including: validation experts and trials field). Data is collected with use questionnaires, observation, interviews, discussions groups, and documents. Procedure analysis and validity of the data used in study this is technique triangulation (Denscombe, 2007; Guion, 2002). Information obtained from response colleagues, team experts, and results trials verified user. Triangulation technique includes existing data, research, theory, and methods. Triangulation method possible more data analysis trusted through techniques and sources different. Triangulation technique possible appearance various opinion in same context. Through technique triangulation of the data obtained through questionnaire checked cross with interview data, observation, documentation, and trial results. Experts and subjects trials given instrument form questionnaire for collect data consisting of two parts. First part using a 5 point Likert scale (5 = very good, 4 = good, 3 = moderate, 2 = poor and 1 = very poor). Second part aim for accept comment from experts.

RESULTS AND DISCUSSION
Short film development in learning profile Pancasila students begin with do analysis needs. Based on survey against 72 respondents about the need for film media development

character profile Pancasila students, 87.5% of respondents stated that they really needed it and 12.5% said require and 0% states no need. This result indicated its height interests and needs in using short film media as tool learning Pancasila character in environment education, as well potency big for integrate deep media technology development character Pancasila students in the future.

Interview with 3 teachers revealed that in implement development profile Pancasila students, required differentiation of media, methods and materials learning. One necessary variations in learning is with integrating short film media. The results of the interview also underscore this necessity diverse approaches in development profile Pancasila students. Interview with teachers and students reveal, that differentiation in media, methods and materials learning is key for accommodate difference in style learn and level understanding students. One their approach consider effective is integrating short film media to in the learning process.

With using short film media, teachers can utilize visuals and narrative for convey concepts Pancasila character with way more interesting and relevant for students. Short film containing content wisdom culture and history local own Power pull intrinsic that can alluring attention students, help they more involved in learning and making it easier understanding concepts abstract like Pancasila values.

Additionally, the short film contains content wisdom local culture and history also allows teachers to adapt material learning in accordance with context life real and issues relevant actual with Pancasila. With integration of differentiated media this can help student for more understand application Pancasila values in life daily them.

Initial survey findings also obtained data about Still limited learning media based on videos and films in schools. This thing the more strengthen, that development of learning media in the form of a short film containing content wisdom culture and history local important and urgent done.

Expert Validation Results

Validation design learning in short film media for development profile internal Pancasila students Implementation Independent Curriculum is implemented covers aspects: 1) suitability media structure with curriculum, 2) suitability fill the media with curriculum, 3) suitability procedure delivery material, and suitability of the media as source learn.

View expert to the film product developed is valid and feasible for a testing process is carried out to students. Experts recommend that the movie is worth it used in activity learning for students. According to expert, an indicator of a film's suitability for the period or age student reach 100% feasible. I ndicator approach learning contextual, learning oriented to liveliness and distinction style study student as well as power support the media towards teachers as facilitator reach 100% or very feasible. For indicator the potential of the film is used as source Study reaches 80%. That is, the film is developed can used as source learn. The attractiveness of the film is used in the learning process and abilities create a learning process more focus reaches 100%. Short film documentary d is value very worthy expert used Because own power pull for students.

Indicator of film creating ability independence Study for student considered very worthy, namely reaches 80%. Beside that's it, expert evaluate that available shows in the film as product development is part from technology learning, its quality reaches 100%. As part

from the learning model, product development has fulfil condition as a learning model which presents facts and systematics learning. According to expert, the film has serve visualization components material learning. With so, expert opinion that the film produced is very good. Developed film relevant with need moderate students. Study as desired Independent Curriculum. Movies have too apply principles approach contextual, so that the media provides Power support to student for do learning in a way independent. Principles approach contextual in planning learning is aspect positive that must be developed. According to Lebow (1993); Jonassen (1994) in Karagiorgi & Symeou (2005), that principle constructivist influence the design learning. Design learning made must implies three main phases, namely: *analysis*, development *and* evaluation. These three dimensions is necessary steps. There is in development design learning more continue.

One enhancement the role of the teacher in design and development is with optimize media as source learn. Visualization through film media can be made source inspiration by students for learn steps learning. Film making media learning more focused in facilitate learning so that can increase performance and quality results learn. Beside therefore, the development of film media according to expert has through stages activities should be done. Stages the as expressed by Sadiman (1993), are: 1) analyze needs and characteristics students; 2) formulate objective learning; 3) formulate details material; 4) compose instrument evaluation; 5) write media script; 6) do test/evaluation.

Learning Media Expert Validation Results
Validation results media expert, covering i components: focus material learning, convenience in delivery, accuracy settings material, originality, composition color, use costumes and mike-ups, usage text has reach quality 80%. That is, components the has fulfil condition appropriateness for support activity learning. In other words, from corner component the, short film documented product development is very good and feasible for used. The accuracy of the design and messages developed in the media have a positive impact on learning effectiveness students. This thing of course just refers to principles multimedia design as be delivered Heinich (2002), that people can Learn better when words are used appropriate and the picture presented has proximity or has known and people can learn it is better when appropriate words and pictures are presented simultaneously no in a way separate.

Component accuracy arrangement text (*caption*) on the screen, selection music illustration, and composition big small volume of sound (music and narrator) already own very good quality, ie reaches 100%. Combination between composition text, voice music, and sound Proportional and balanced narrative /dialogue will impact Good to students. Evaluation expert stated that quality composition components that's very good of course just in line with principles learning using the film presented Moore et al. (2019), that people can learn better when the narration in multimedia lessons is spoken by a human voice with friendly and familiar than the designed sound with machine (engineering technology) and people don't always learn better with multimedia if only only the speaker's image is displayed on the screen. Importance element illustration and graphics in videos or films expressive, that is show or state something meaning, idea, feeling, situation, or abstract concept become real in a way precise and hitting so that easy understood.

Referring to opinion above, according to media expert that impressions in a short film developed documentary has can explain actual objects and conditions. Illustrations are displayed through existing effects give strength for explain aims and objectives learning to student as user. With thus, the film can creating an effective and efficient learning process.

This thing aligned with opinion Witteveen and Lie (2012), that effective learning if learning the capable give or add information or knowledge just share students. By whole results validation secondly by media experts, from the 19 question items asked to media expert, obtained value 87.78%. That means quality product media development this recommended already good / interesting / appropriate. That means, short film developed documentary already worthy for next to the testing process field as user end.

Material Expert Validation Results
Validation results expert material evaluate suitability learning material reaches 90%. Learning materials already in accordance with Independent Curriculum as guidelines learning. Component objective learning according to expert already very good, that is reach 100% quality. Learning objectives has want something abilities that will achieved students. As stated by Dick and Carey (1996), that objective special learning or *performance objective*, namely description about ability show off work what will achieved by students after follow topic or lesson certain. Special purpose will give direction fill field studies what will served at once How organize it. Component convenience understand material, power attraction, clarity material, and systematics presentation material served it's been very good with 80% quality is in the category good. Ease of film media in understand material reaches 100%. Expert judge that quality innovation reaches 80%. Film products show work innovation in frame maintenance learning, so worthy for used.

Appropriateness fill material in the developed film as results evaluation expert material, in line with method in classifying teaching media for delivery strategy requirements as expressed Degeng (1989), that at least there are 5 ways in classifying teaching media for delivery strategy requirements, namely: 1) level thoroughness representation; 2) level capable interactive caused; 3) level ability specifically what it has; 4) level capable motivation caused; and 5) level required costs. Use audio illustrations in related film media tightly with activity study for develop creativity. This thing in line with Harmin and Toth's (2006) opinion, that displays or playing calming or refreshing music for students as they enter the study or work space can be herding student for can study independently. Independence study for develop creativity need created. In activities learning, the teacher is in position as mentor. Teachers must create atmosphere more learning meaningful with create based stimuli conditions that exist in students (Sofyan et al., 2023).

From several opinion expert can concluded, that use of film media in learning is one form creation condition study with provide possible stimulus responded students. With ability existing cognitive and attitudes, students will get capability results study well with guidance or control from the teacfher. Use audio-video effects in media will provide a positive stimulus to student or develop creativity. By overall data obtained results validation expert material learning of the 10 question items asked in questionnaire, the score obtained was 84%. This figure can interpreted, under the product development different categories very good or very interesting or very suitable. With so, results validation material carried out expert has give recommendation, that material learning in the developed film already worthy for used .

An illustration of the quality of the expert team's validation test results for the video media developed is as follows.
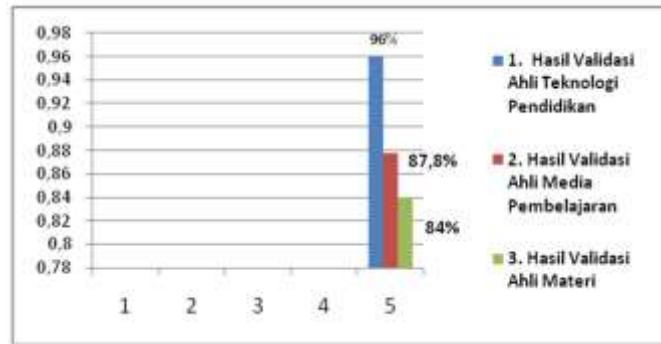
Figure 3. Expert Team Validation Results

Figure 3 illustrates, experts give assessment, that the fil is short documentary for development profile internal Pancasila students implementation The Independent Curriculum in high school meets quality and feasibility. This means, high school students as user end this film product can do trials learning with with the help of this film media. This thing based to the percentage of the assessment results of the assessing experts product development is in the very good/very feasible/very suitable category range.

Student Test Results
The implementation phase carried out several product tests to assess the level of validity and feasibility. Validating and testing products is an activity that determines the quality of research. Research methods that can be used to validate and test products include asking expert opinion. After do *alpha test* as explanation above, next done testing *beta test. Beta test* is carried out to student as user end product development, it is a documentary based short film medium culture and history local Jambi for development profile internal Pancasila students Implementation Independent Curriculum.

After through a series of validation tests expert and recommended for used, next process is a field test (*beta test*). Field test process done to group students who use film in development profile Pancasila students. Field test use of learning film media important meaning. *Beta test* results will reflect use of user developed films the real one. *Beta test* done For know level reception student to attractiveness, practicality, and change attitude in learning. Temporary For test effectiveness of the film being developed will through an evaluation process after implemented in learning in term time certain. Trials field done to 36 students Class XI or Phase F. The choice of this class is based on relevance curriculum and products intended development existing students. Study with use Independent Curriculum. Test it out done in space class. This thing with consideration, that the classroom will reflect the real room if this film media is used at times upcoming.

From testing field group big obtained score 83.31%. Quality percentage of 83.31% test results This If confirmed with table criteria appropriateness is in range between 81%-100%. That means quality test results are in the category *very good/very interesting / very suitable*. With Thus, percentage response existing samples and criteria can It is said that short film media documentary based culture and history local in Jambi application Independent Curriculum in high school is feasible used.

Practicality Use of Video Media
Of the 36 students give same comment, that story in a short film interesting and accessible made as source learning in strengthening character profile Pancasila students. According to

film media students help they in understand material real learning that reflects desired character from profile Pancasila students. Learning material displayed in documentaries are very good, creative, innovative, varied, and not monotonous. The presence of film media helps student for understand the concept and message learning. The message contained in the film can grow attitude positive and reflective character behavior Pancasilla for students. Message in the film is also believed student can grow spirit innovative and collaborative in learning. This thing in line with results research Sofyan and Pratama (2022), that based learning project important for increase ability innovation and learning collaborative. Development of new strategies for overcome challenge learning like collaborate, search source Study addition, and create solution creative for problems faced. Film is a new strategy that can used by teachers and students in a way together in facilitate differentiated learning.

Material Compatibility with Object Film Shows
According to student displayed object through film is real/actual and reflective objects circumstances the true culture and history of Jambi. Student capable understand and apply message existing learning in the film. Student like observing objects culture and history local Jambi broadcast in the film. This thing because of the authentic visuals in the film gives impression separate and appropriate with desired context. Student No feel strange thing to object, so more easy for understand concepts and applications principles character in profile Pancasila students who will done. Message culture, history, good character, order literacy, packaged in interesting film showing. Student argue, that the film does not impressed patronizing but more be a tutorial in understand concept and application real learning.

Convenience Using Film Media
According to students use of film in learning easy done. Things are similar often students do in nature life everyday. So that no There is constraint the same very in use of film as a learning medium. Ability student in operationalize this video media is power good support. That is, this video media can studied in a way independent or group. Beside that, from a number of research previous reveal, that use of film in learning can increase experience Study student in look for solution (*problem solving*) above problems faced (Herala et al. 2017).

Brame (2016) stated the importance of educational films for effective learning. Content presented in the film aims for increase learning students. Factors like exact duration, usage supporting images and graphics, as well interactivity in important videos or films in maximizing effectiveness learning. Similar thing expressed by Yousef et al. (2014) that, development latest in learning video based and film highlights potency its use in various context education. In the future learning video and film based, incl integration technology advanced like intelligence artificial intelligence (AI) and purposeful data analysis for increase experience learning. With thus, the use of film in learning is something method new in the digital era in efforts to improve experience study students, okay individually nor collaborative.

CONCLUSION
The results of testing the validity of development products in the form of short films carried out by learning technology experts, learning media experts and material experts concluded that documentary short films based culture and history local For development profile internal Pancasila students implementation The Independent Curriculum in SMA is valid with very good criteria and is suitable to be continued to the user testing process. The results of trials on 36 class XI or Phase E students who used The Independent Curriculum in developing

Pancasila student profiles concluded that the documentary short film based culture and history local practical , interesting and easy used, so can increase motivation learn, help understanding literacy culture and history.

Suggestions that can be given from this research: 1) For Students: Don't just so connoisseurs, don't hesitate to ask to the teacher about suitable short films with curriculum or material learning. So that own ability for producing films as a medium of learning and expression, 2) For Teachers: Choose a film with carefully in accordance need learning. Give support and guidance to student in the process of understanding through short films. Get involved student in projects involving creativity short film making they yourself. This can become chance for apply knowledge them and develop skills new, and, 3) For Schools: Facilitation training for internal teachers development of learning media. Encourage it collaboration between teachers, students and academics in learning.

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