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Development of Sparcol Videoscribe-Based Video Media in Thematic Learning

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Abstract: This research is motivated by the integrated thematic learning media used in elementary schools that are not yet technology-based and designed as attractive as possible. This study aims to develop a learning media based on Sparkol Videoscribe in integrated thematic learning in class V SD that is valid, practical and effective. This research is development research (R&D) with the Plomp development model. The Plomp development model consists of three phases: the preliminary research phase, the development or prototyping phase, and the assessment phase. The results of this study indicate that the learning media developed have a level of validity, namely: design experts 95.8%, linguists 89.2% and (3) material experts 90.6%. Practicality level, from students 94.2% and teacher practicality 91.6%. The results of the effectiveness of learning media show effective results on student learning outcomes. It is known from the comparison of the average posttest results of students and the hypothesis testing of the posttest results which are higher than the pretest results. Posttest results show an average of 85%, while pretest results show an average of 67% (quite effective). Meanwhile, the hypothesis test showed Pvalue ≤ α (0.002≤0.05).

Keywords: Integrated Thematic Learning; Learning Media; Sparkol Videoscribe

Introduction

The 2013 curriculum is the curriculum currently used in Indonesia and is predicted to be able to answer the challenges of the times. The 2013 curriculum is a simplification of the previous curriculum in which learning is presented in an integrative thematic form, using a scientific approach, and using a model that is in sync with the 2013 curriculum (Pohan & Dafit, 2021). The thematically integrative application of learning in the 2013 curriculum is carried out by combining several subjects that are associated with themes that are close to the student's environment so that it is expected to be able to convey meaningful experiences for students (Hidayani, 2016). For this reason, the implementation of learning in the form of themes is a challenge for teachers because they are required to integrate several subjects that must be packaged as well as possible (Beckman et al., 2021; Triastuti et al., 2017).

Learning media is anything that is used to convey messages and can foster enthusiasm and creativity, stimulate the thoughts, feelings, attention, and interests of students when learning (Ajizah & Putra, 2022; Berk, 2009), so that the results can encourage a learning process that is liked and controlled (Nofrida & Reinita, 2021; Puspitarini & Hanif, 2019). Learning media has several types including visual, audio, and audio-visual media. Audio-visual media has two components, namely audio and visual, this can produce better and more interesting media (Yusup et al., 2016; Sulihin et al., 2020). Learning media that contains audio and visual elements that have the advantage of learning videos (Rahmatika et al., 2021; Andriyani & Suniasih, 2021). Through learning videos, the material presented is in the form of a complete story. As technology and communication develop, many learning media are based on technology currently developing, one of which is the Sparkol Videoscribe software which was

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developed in 2012 by Sparkol (a company in England) (Maulina & Pahamzah, 2019; Aurelli et al., 2023).

Sparkol Videoscribe is a software with a white background that contains narration (Wijayatiningsih, 2019; Rosdiana et al., 2021) and is generally used to design an animation program which is then developed into one of the learning media that can be used to make it more attractive to students and its use is very fast and simple (Al Munawarah, 2019). Sparkol videoscribe is an animated video learning media consisting of a series of images sequenced as a complete video (Pamungkas et al., 2018; Wijayanti et al., 2022).

Learning using video media makes it interesting and fosters the enthusiasm and enthusiasm of students when learning in class. so, it is necessary to develop technology-based learning media teachers can develop Sparkol videoscribe media to integrate integrated thematic learning.

Method

The method used in this research is development research. The research subjects were students in class V of State Elementary School 02 and Indarung State Elementary School 07 and teachers of class V who were enrolled in the 2022-2023 school year. This development research uses the Plomp model (Nieveen et al., 2007; Thalhah et al., 2022; Rahmadani et al., 2022). The research model used is the Plomp model which is divided into 3 phases, namely the preliminary research phase, the development or prototyping phase, and the assessment phase as shown in Figure 1.

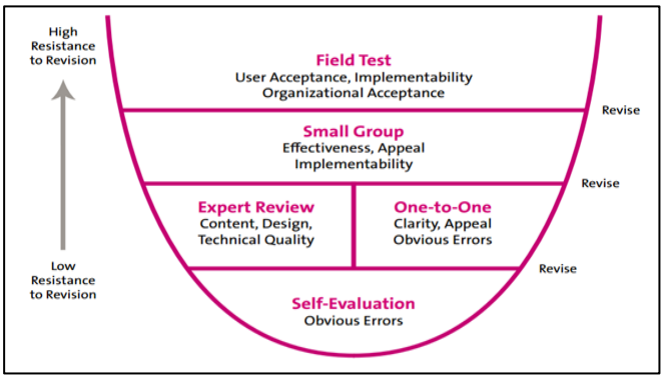

Figure 1. Plomp development stages

Result and Discussion

This development research produces a product in the form of learning video media based on Sparkol Videoscribe. The material contained in this media is material for class V theme 1 sub-theme 1 learning 3. This product is packaged in video form. The learning media in the form of videos based on Sparkol Videoscibe which has been designed is called prototype 1, then prototype 1 is validated using the self-evaluation stage. After the self-evaluation, the validity test is carried out by experts who are experts in their fields.

Table 1. Validity Recapitulation

Rated aspect	Value	Category
Material aspect	90.6	Very valid
Linguistic aspect	89.2	Very valid
Media aspect	95.8	Very valid
Average Value	91.9	Very valid

The Sparkol Videoscribe-based video media assessment of the integrated thematic learning implemented was stated to be very good. The results of the validation of material aspects have a percentage of 90.6% in the valid category. The language aspect validity test has a score percentage of 89.2% in the valid category. And the validation test on the media obtained a percentage of 95.9% which was also declared valid.

The results of improvements according to suggestions from experts or experts are called prototype II. In the next stage, the learning video media is tested to evaluate the learning video media for possible errors in the material, learning design, and learning implementation (Velayati & Djalal, 2022; Widiari & Astawan, 2021).

After the researchers got the results of one to one evaluation or called prototype III. After the small group trial was completed, it was continued with prototype IV which would later be continued at the assessment phase (Assessment Phase) by testing it in the field (Field Test).

At the assessment stage the researcher conducted field trials with large class groups. The field test phase was carried out with the aim of knowing whether the learning flow developed was practical and effective, a) The practicality of the teacher's response questionnaire is 91.6%, b) The practicality of the student response questionnaire percentage is 94.2%

The effectiveness of Sparkol Videoscribe-based learning video media in integrated thematic material theme 1 sub-theme 1 learning 3 can be seen from the comparison of students' pretest and posttest results (Rasyid et al., 2022). then the test results that have been obtained from the pretest and posttest in the analysis use the t test if the data is normally distributed and homogeneous, and use the Wilcoxon test if the data is not normally distributed and uneven. For this reason, before carrying out the t test or Wilcoxon test, a prerequisite test is first carried out, namely the normality test and homogeneity test.

Normality Test

Table 2. Results of the Normality Test

Learning Outcome	Kolmogorov-Smimov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	0.129	21	0.200*	0.961	21	0.539
Post-test	0.195	21	0.037	0.840	21	0.003

The results of the normality test show that one of the data is not normally distributed because the $P_{value} < \alpha$.

Homogeneity Test

Table 3. Homogeneity Test of Variances

Levene Statistic	Df1	Df2	Sig.
2.235	1	40	0.143

Homogeneity test was carried out using the Levene's Test with the SPSS application with α = 0.05. The results of the homogeneity test show that the variance of the data is homogeneous due to Pvalue > α (Lestari, 2017).

Wilcoxon test

Table 4. Wilcoxon Test Results

Test Statistics		Posttest-Pretest
Z		-3.057[a]
Asymp. Sig. (2-tailed)		0.002
Monte Carlo Sig. (2-tailed)	sig.	0.002
95% Confidence Interval	Lower Bound	0.001
	Upper Bound	0.003
Monte Carlo Sig. (1-tailed)	Lower Bound	0.000
	Upper Bound	0.001
	sig.	0.001

a. Based on negative rank.
b. Wilcoxon Signed Rank Test
c. Based on 10000 Sample Tables with Starting Sedd 2000000

Based on the Pvalue table, which is 0.002 with α, which is 0.05, the result is that Pvalue ≤ α so that H0 is rejected and H1 is accepted. In this case, if H1 is accepted, then student learning outcomes after using video scribe-based learning media are higher than before using video scribe-based learning media.

Conclusion

The resulting Sparkol Videoscribe-based learning video media has a very valid validity category. The resulting Sparkol Videoscribe-based learning video media has a very easy category. What will happen is that the Sparkol Videoscribe-based learning tool has very practical characteristics in terms of ease of use, student readability, and time availability. The resulting Sparkol Videoscribe-based learning video media has an effective category. the results show that video learning media based on Sparkol Videoscribe has effective characteristics for student learning to occur.

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