



Development of Animated Video Learning Media Based on Sparkol VideoScribe to Increase Elementary School Students' interest in Learning

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Abstract:

Conventional learning activities using only a blackboard, the lecture method are now starting to cause problems in several elementary schools, the learning media used does not increase students' interest in learning, resulting in difficulty understanding the material and easily getting bored in the learning process. The aim this research is to determine the process of developing animated video learning media based on Sparkol VideoScribe, to determine the feasibility of animated videos learning media based on Sparkol Videoscribe and to determine the learning interest of elementary school students. The quantitative research design is an experimental type of research with a pre-experimental research model design. The data collection method test. The effectiveness level analysis technique uses t-test. The research results show that experimental class has higher results than the control class with a t-test value for the control class of 70.00 and the experimental class of 80.22 and for the variable student interest in learning based on a simple regression test the results state that $0.05 > 0.054$ so H_0 is rejected H_a is accepted, which means there is an influence on the learning outcomes of elementary school students.

Keywords: Learning Media, Animation Video, Sparkol Videoscribe, Interest in Learning, Elementary School.

Introduction

Learning media in education are tools or technology used to convey information, concepts and knowledge to students. The uses of learning media can increase the effectiveness of learning by making the learning process more interesting, visual and interactive. Using appropriate learning media can increase student interaction and understanding, thereby helping to create a more dynamic and effective learning environment. It is important to choose media that suits the learning objectives and characteristics of students so that the results are maximum. Video is an audiovisual media that has elements of movement, a combination of sound and images which will give the impression of attar-

-acting students' attention in carrying out learning activities (Kulkarni, 2021). Videos certainly have advantages, namely that various variations of learning video displays can create a learning atmosphere that is fun and not boring, and learning videos are easy to access and can be shown repeatedly (Handaya, 2021). One of the animated video learning media is videoscribe-based media. Videoscribe is a learning media with a white board animation design, containing symbols such as words, sentences accompanied by images and audiovisuals. The features available are very diverse, so they can be adapted to the learning media in the desired subject (Sholeh, 2019). Making and using videoscribe does not depend on internet services, this will certainly make it easier for teachers and students to create and use videoscribe learning media (Sukadana, 2021.) Students' interest in learning which is still relatively low can be seen from the results of students' daily tests which are still low, namely that 65% of students do not achieve the KKM score, the previous learning model is the cause of student learning outcomes not being optimal, therefore there must be the development of effective learning models, learning that often used is still conventional. Teachers in learning have not implemented.

Sparkol Videoscribe based Animation Media learning media These problems are the identification of this research. Student learning outcomes also increased, from 65 to 84 with classical completeness from 0% to 86%. Apart from that, the development of animate videos media based on Sparkol Videoscribe for social studies learning in elementary schools was declared successful and suitable for use based on the results of the asesment by experts (Sukmawarti, 2022).

The quantitative research design is an experimental type of research with a pre-experimental research model design. The data collection method uses tests. Development research using the Hannafin and Peck development model (Safitri, 2017). Meanwhile, in this research the researcher used a type of comparative quantitative research where the research compared the control class and the experimental class using conventional learning methods in the control class and using Sparkol Videoscribe based animation media in the experimental class, with a quasi-experimental approach.

Literature Review

Video media is an audio-visual media, it can provide images and audio at the same time. Video media has features in the form of audio, visuals and films. Videos are suitable for showing movement or something that is not still. According to Munadi (2019), the characteristics of video media can be a solution to the limitations of distance and time, videos can be repeated if needed, the messages contained are quick and easy to capture so they can create development in students' thoughts and opinions. Therefore, researchers aim to develop and produce learning media in the form of animated videos based on Sparkol VideoScribe.

Several studies related to videoscribe-based learning media state that Sparkol Videoscribe learning media is suitable for use in the field (Arwin, 2021). Apart from that, other research states that the animated video learning media based on Sparkol Videoscribe about preparations for Indonesian independence for Class V elementary schools is suitable for use as media in the learning process to help students understand the material and attract students' attention (Rachmadyanti, 2018). Macromedia flash learning media oriented towards connected type integrated science learning was declared successful as seen from the increased student learning outcomes on the topic of energy and business (Makhrus, 2012). The video media for social science learning for elementary school students was declared successful based on the students' average score after learning using video media (Yuanta, 2020). Apart from that, the development of animated video media based on Sparkol Videoscribe for social studies learning in elementary schools was declared successful and suitable for use based on the results of assessments by experts (Siregar, 2022). Meanwhile, according to Anggraeni (2020), there is no significant effect of using videoscribe media on students' interest in learning.

Research Methodology

The type of research used is comparative quantitative research with a quasi-experimental approach. Comparative quantitative research in this research is research that compares the control group class and the experimental group class using the inquiry learning method in the control class and using Sparkol Videoscribe media in the experimental class. The effectiveness level analysis technique uses the t-test. The t test uses the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \quad \text{or} \quad t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (1)$$

\bar{X}_1 = Average score of the experimental group

\bar{X}_2 = Average control group score

S_1^2 = Experimental group variance

S_2^2 = Control group variance

n_1 = Number of sample members of the experimental group

n_2 = Number of control group sample members

Test criteria, the level of significance used is $\alpha = 5\%$ and the degree of freedom is $(n-k)$. If $t \text{ count} > t \text{ table}$ then H_0 is accepted. If $t \text{ count} < t \text{ table}$ then H_0 is rejected

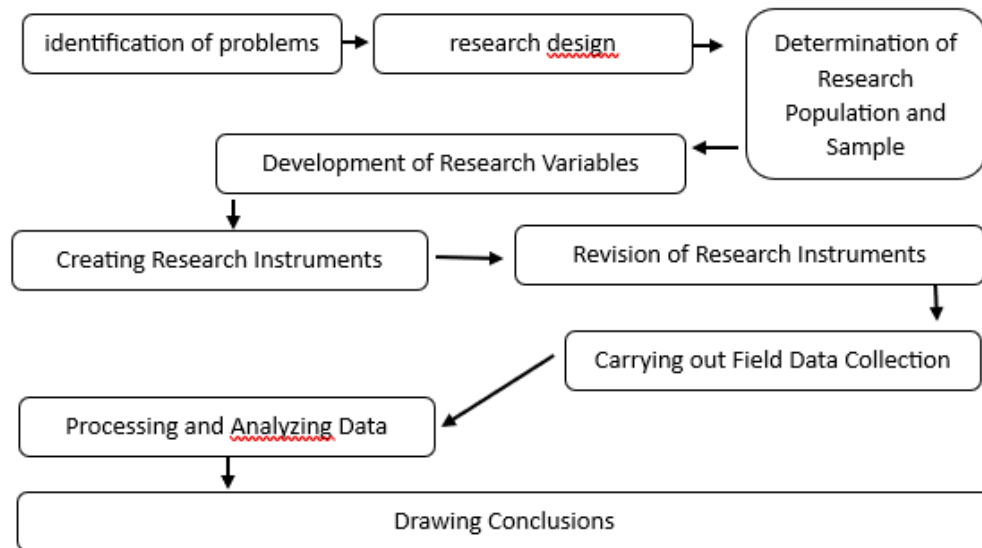


Figure 1. Research implementation procedures

Results and Discussions

Research in the Experiment class using Sparkol Videoscrabe-based animation media showed more significant results compared to the Control class which used conventional learning, then students had a high interest in learning so that their learning outcomes increased. High student interest in learning certainly influences learning outcomes because based on the results of a simple regression test, interest in learning-on-learning outcomes shows that there is an influence.

Table 1. Experimental Class Simple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	33.007	14.766		1.087	.054
Interest to learn	.513	.357	.294	2.667	.005

Based on table 1, a constant value of 33,007 is obtained. The test results in the table show that the coefficient for the student interest in learning variable is 0.513 with $t = 2.667$ with $P\text{-value} = 0.05 > 0.054$, which means H_0 is rejected and H_a is accepted so it can be concluded that there is an influence of interest in learning on student learning outcomes in elementary schools.

Table 2. Control Class Simple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	33.220	4.933		7.967	.042
Interest to learn	.092	.063	.219	1.397	.007

Based on table 2, a constant value of 33,220 is obtained. From the test results in the table, the coefficient obtained for the variable student interest in learning is 0.092 with a t count of 1.397 with a P-value of 0.05 > 0.042, which means that H_0 is rejected and H_a is accepted so it can be concluded that there is an influence of interest in learning on student learning outcomes.

This is in line with Kholidin's research, (2017). The results of his research concluded that the potential effects of using media can be seen from the learning results before and after using Scribeparkol Video learning media at the food trial stage with an average pretest result of 44.3 in the very low category and then the posttest average namely 89.6 in the good category. This shows that the learning media using the Scribeparkol Video program on the Palembang Grand Mosque material has been successfully implemented and has valid value and has an effective impact.

Conclusion

Based on research that produces animated video products based on Sparkol Videoscribe, it is concluded that: (1) Students' interest in learning has a significant influence on elementary school students' learning outcomes. (2) Economics learning using animated videos based on Sparkol Videoscribe improves student learning outcomes. This can be seen from the learning results of the experimental class being better than the control class. (3) Learning for elementary school students using animated videos based on Sparkol Videoscribe is categorized as effective in the experimental class.

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