Development of *Sparkol VideoScribe* Interactive Video Learning Media Integrated with *Case Method* on Pancasila Material

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ABSTRACT
This study aims to develop an interactive Sparkol VideoScribe learning video integrated with the case method in the Pancasila course, which will enablestudents to understand the Pancasila material better. The problem is the lack of interactive learning media that students can access, especially when learning Pancasila. This research uses the type of research development (Research and Development) with the 4-D development model with the stages of defining, designing, developing and dissemination. Thedevelopment stages are integrated in the activities of 1) Integration of Pancasila material, namely the History of Pancasila Formulation, Pancasila as an Ethical System and Pancasila as the Basis for Science and Technology Development; 2) Integrating the material that has been developed into the Sparkol VideoScribe application; 3) Development of Sparkol VideoScribe Interactive Video integrated with Case Method; 4) Preparation of validation instruments and validation of Sparkol VideoScribe Interactive Video Integratedwith Case Method by material experts and media experts; 5) Implementing videos that have been developed to students while reflecting and evaluating; 6) Disseminating research products to students. The results of this study arebased on the results of material expert validation obtained a result of 85% with the category "Very Valid". In addition, based on the assessment of media experts, the result is 75% with the category "Valid".Based on the assessment results from material and media expert validators, the interactive video learning media Sparkol VideoScribe is suitable for use in the Pancasila learning process.

Keywords: Case Method; Interactive Learning Media; Sparkol VideoScribe

INTRODUCTION

Education in this era is very important for human life. Education is a bridge to improve the quality, especially for the successor of the nation, namely the younger generation. Education as a support to form an innovative generation with an advanced mindset in all aspects of personality, including being ready to welcome the existing revolution. Starting with improving the quality of learning or education. Along with the development of increasingly sophisticated times, humans are now required to interact and utilize information and communication technology.Similarly, in education, learning must have adopted a modern scientific framework to pursue equality with

humans in other parts of the world. Teachers usually consider that the only source of knowledge should be changed by using many sources that can increase student knowledge.

Information and communication technology advances in the 21st century have changed how people work. These changes have led to the formation of new concepts of competencies and skills required. To overcome the challenges of education in the 21st century, schools and teachers must be transformed to facilitate students to have international, multicultural, and interconnected competencies (Noor & Wangid, 2019; Shidiq & Yamtinah, 2019; Triyono, 2017). The advancement of science and technology will make humans constantly innovate to make changes, including using learning media and developing interactive videos. With the innovation in creative and innovative videos, it is hoped that student learning outcomes can improve to produce an intellectual generation output.

Interactive video is a learning media that combines elements of sound, motion, images, text or graphics that are interactive to connect the learning media with its use. The interactive video is equipped with a clear and easy-to-understand Indonesian language voice guide to support the deepening of material for students. One of the important components that must be present in this interactive video is the computer and LCD/projector, which are integrated into learning. In this case, both assist the teacher in showing videos and explaining learning materials (Dewi, 2018). The use of learning media in the form of interactive videos can stimulate the development of students' cognitive, affective, and psychomotor domains.

New teaching methods and media must be developed to add to the traditional teaching paradigm. Learning media is a communication tool used to channel messages and can stimulate students' thoughts, feelings, and abilities to encourage an effective and efficient learning process (Risnawati, Amir, & Sari, 2018). Various types of media with various designs arecombined to help achieve learning objectives, this is called Multimedia. Multimedia is used in a learning environment to help teachers improve students' understanding, knowledge, and confidence, and it encourages them to use multimedia in teaching-learning situations. The interactive features of multimedia also help students learn and remember better. Investigations show that people learn faster and develop more effectively in multimedia (Hamidi, Kharamideh, & Ghorbandordinejad, 2011).

Technology-based interactive learning media can provide students with up-to-date educational information, provide engaging instruction with electronic media, and promote their technological proficiency, all contributing to their professional development (Huang, 2003).

Technology can combine all media elements, such as text, video, animation, images, graphics,and sound, into one presentation, combining all elements with students' learning modalities. This combination can accommodate students' visual, auditory and kinesthetic learningstyles (Risnawati et al., 2018).

Pancasila Education is one of the General Compulsory Courses students in Higher Education must take. This Pancasila course contains material that can be integrated at the praxis level and is relevant to the problem-solving method (*Case Method*). The PancasilaEducation course requires students to understand the values of Pancasila and its implementation in social life. In addition, the Pancasila Education course requires students to solve cases that do not reflect the practice of Pancasila values, and lecturers direct students to be able to make observations of problems that occur in society.

Gill states that case studies are built with discussion methods by presenting real-world example cases coupled with designing questions that can condition students to think critically (HOTS) (Gill, 2012). Based on the results of the study shows that the *case method is* very effective in various materials, which can affect learning outcomes both cognitively (concept understanding), affective and provide broad benefits to learning that can improve better thinking and communication skills (Thomas, O'Connor, Albert, Boutain, & Brandt, 2001); (Asfar, Asfar, Aspikal, & Nurwijaya, 2019); (Purnawirawan, 2019); (Syarafina, Dewi, & Amiyani, 2017).

The case method's hallmark is that team members conduct and resolve the problem-solving process. Its characteristics require including a number of new variables,especially human factors. Therefore, the complexity of the case method comes not only from the scaleof the problem but also from the complex cognitive, psychological, social, and behavioural interactionsbetween group members during the problem-solving process (Lightner, Bober, & Willi, 2010). (Seidel & Godfrey, 2005) agree that there are four main case method characteristics: cognitive, psychomotor, motivational, and affective (interpersonal and attitudinal). Theperformance of the case method is determined by the composition of all team members' four types of dispositions, which becomes complex. Case studies focus on the issues involved in a concrete situation or example, the actions to be taken, lessons to be learnt, and ways to handleor avoid such situations in challenging times.

There is still no learning media for Pancasila Education in the form of *Sparkol VideoScribe* , which is integrated with the *case method*. Therefore, innovation in the learning process is needed at this time. In addition, various types of learning using videos have been done,but interactive learning media is still rare. Therefore, this research aims to develop interactive *Sparkol*

VideoScribe video learning media integrated with the *case method*, especiallyon the material of the History of Pancasila Formulation, Pancasila as a System of Ethics and Pancasila as the Basis for the Development of Science and Technology. This research is expectedto be a reference for researchers and teachers who want to innovate in learning media. It can be used as a reference for Pancasila Education learning media. In addition, the products of this research and development can be utilized by students as learning media for Pancasila.

MATERIALS AND METHODS

The method used in this research is the type of development research (*Research and Development*) with the 4-D development model (*Define, Design, Develop, Dissemination*). The stages of this development consist of material development, concept creation and *Sparkol VideoScribe* business, validation of subject matter experts and media experts, implementation, reflection and evaluation, and product improvement. This research was conducted for 6 (six) months, namely June-November 2023, with the results of the research, namely 1) Integration of Pancasila material, namely the History of Pancasila Formulation, Pancasila as an Ethical System and Pancasila as the Basis for Science and Technology Development; 2) Integrating the material that has been developed into the *Sparkol VideoScribe* application; 3) Development of *Sparkol VideoScribe* Interactive Video integrated with *Case Method;* 4) Preparation of validation instruments and validation of *Sparkol VideoScribe Interactive Video* Integrated with *Case Method* by material experts and media experts; 5) Implementing videos that have been developed to students while reflecting and evaluating; 6) Disseminating development products to students.

This goal can be achieved by taking several steps, namely:

1. Developed Pancasila materials, namely the History of Pancasila Formulation, Pancasila as an EthicalSystem, and Pancasila as the Basis for Science and Technology Development.
2. Integrate the developed materials into the *Sparkol VideoScribe* application
3. Developing *Sparkol VideoScribe* Interactive Video integrated with *Case Method*
4. Preparation of validation instruments and validation of *Sparkol VideoScribe* Interactive Video Integrated with *Case Method* by material and media experts.
5. Implement the developed video to students while conducting reflection and evaluation.
6. Disseminate the products developed in the form of interactive *Sparkol VideoScribe* Learning *Videos* to students.

RESULTS & DISCUSSION

The following results are obtained Based on the research and development carried out related to the development of *Sparkol VideoScribe* Interactive Video Integrated Case Method.

1. Material Expert Validation Results

Based on the Material Expert assessment of the *Sparkol VideoScribe* Interactive Video

learning media that has been developed, a material expert validator responsefrom two validators is obtained. The data from the product validation test results are as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Table 1. Data on Material Expert Validation Results

No.	Name	Position	Total Value	Category
1.	Expert Judgement 1	Professor of UniversitasPendidikan Indonesia	85%	Very Valid
2.	Expert Judgement 2	Lecturer at Universitas Negeri Jakarta	65%	Valid
	Average		**75%**	**Valid**

The result of calculating the average feasibility of *Sparkol VideoScribe* Interactive Video products from the material aspect is 75% with the product qualification "Valid". Suggestions and input from material expert validators on the *Sparkol VideoScribe* Interactive Video, namely:

1. The material narrative emphasizes the ability of C4 (*Hots*) by displaying several critical questions and valid material sources. Teachers related to the development of *Augmented Reality-Based* Panjiasia Books, namely that books can be printed more and disseminated to other PAUD institutions because it is very useful as a teacher's teaching material to introduce Pancasila to early childhood; 2). The material should be more varied; 3) It should be contextualized in everyday life; 4) Before describing the subject matter, at the beginning of each video, it would be better to present an overview of the subchapter or sub-section to be described.
2. Media Expert Validation Results

   Based on the results of the Media Expert assessment of the *Sparkol VideoScribe* Interactive Video learning media that has been developed, a media expert validator response from two validators is obtained. The following table contains Data on the material expert validation results.

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Table 2. Data on Material Expert ValidationResults

No.	Name	Position	Total Value	Category
1.	Expert Judgement 1	Professor of Universitas Pendidikan Indonensia	95%	Very Valid
2.	Expert Judgement 2	Lecturer at Universitas Negeri Jakarta	73%	Valid
	Average		**85%**	**Very Valid**

The average calculation of the feasibility of the *Sparkol VideoScribe* Interactive Video product is 85% with the "Very Valid" product qualification. Suggestions and input from media expert validators on *Sparkol VideoScribe* Interactive Video, namely 1) There are some narrativesin the video that are not heard; 2) Video slide transitions are more concerned, mainlyso that the image does not change colour; 3) Video evaluation section so that it is not too fast tochange; 4) The colour is more considered so that it is not rigid.

Based on the results of product validation tests from material expert validators and media experts, the results were "Valid". For the further small-scale implementation of the *Sparkol VideoScribe* Interactive Video given to Semester 1 (One) Civics Study Program studentsof the Faculty of Teacher Training and Education, Palangka Raya University with a total of 45(forty-five) students. After product implementation, students were given a questionnaire with open questions. Based on the results of the questionnaire given to students, students generally responded well. *Sparkol VideoScribe* Interactive Video makes students interested in learning Pancasila material. The development of exciting material and problem-based evaluation also reinforces this.

Sparkol VideoScribe interactive video learning media integrated with *Case Method* aims to increase student interest in learning Pancasila. Pancasila courses are theoretical and must be bridged with innovative learning media. *Sparkol VideoScribe* interactive learning media integrated with the *case method, supported by attractive designs and colours,* makes students interested in using it in the Pancasila learning process. *Sparkol VideoScribe has a* good effect onthe teaching and learning process. Rofiqoh (2019) stated that *Sparkol Vodeoscribe* is feasibleand appropriate to use as a learning media because the benefits are enormous for students. By using VideoScribe, students' passion for learning can increase because VideoScribe is a mediumthat combines audio and visual.

One of the interactive learning media that uses visual media is learning videos. Interactive digital videos allow students to control computer visualization techniques and collect, analyze and

model two-dimensional motion data. Activities using this technique were developed for students to investigate the concept of a frame of reference in various real-life situations (Escalada & Zollman, 1997). By adopting *Sparkol VideoScribe* as a learning media, wecan create exciting video animations quickly and easily, thus directly or indirectly impactingour role as teachers, such as knowledge, technical, or design (Air, 2014). In addition, accordingto the view, *Sparkol VideoScribe* is a good tool for developing independent learning athome and school.

Sparkol VideoScribe learning media integrated with the *case method can* reduce thegap between theory and practice and can provide a complex and contextual learning experience so that in the case of method learning, case articles will be presented to help students relatethe phenomena that occur and will be discussed in discussion activities based on observations and student perspectives so that students not only memorize content but can also find out the connection between the material taught and the real world situation. Students are expected to be able to develop critical thinking skills, creativity in solving problems, increase student enthusiasm and motivation, the ability to communicate ideas, and the ability to cooperate withfellow group members to create a democratic atmosphere and respect each other's opinions(Anggraeni, 2012); (Wospakrik, Sundari, & Musharyanti, 2020).

CONCLUSION

The development of science and technology greatly impacts all elements of human life, including education. The advancement of science and technology makes humans constantly innovate to make changes, one of which is the use of learning media with the development of interactive videos, *Sparkol VideoScribe*. With the innovation in creative and innovative videos, it is hoped that student learning outcomes can increase to produce intellectual generation output. Based on the results of material expert validation, the results obtained were 85% with the category "Very Valid". In addition, based on the assessment of media experts, the result is 75% with the category "Valid". Based on the assessment results from material and media expert validators, the interactive video learning media *Sparkol VideoScribe* is suitable for use in the Pancasila learning process.

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