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DEVELOPMENT OF HISTORICAL ANIMATION VIDEO ASSISTED BY SPARKOL VIDEOSCRIBE APPS AT MA ASWAJA NGUNUT

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Abstract

The current issue in history education often lies in the underutilization of educational media that could serve as a tool for teachers to deliver materials to students. As a result, history classes become less engaging and tedious. A potential solution is to employ tailored educational media that align with the potential and learning characteristics of students in the school. The offered learning media comes in the form of history-based videos assisted by Sparkol Videoscribe. The research and development aim to determine the effectiveness of history video-based learning media aided by Sparkol Videoscribe in enhancing students' interest and learning outcomes. This research model adapts the ADDIE development model developed by Robert Maribe Branch. The research's goal is to produce educational media that covers prehistoric site materials in Tulungagung and evaluate its effectiveness on students' interest and learning outcomes. Based on the research findings, the test results from subject matter experts and media experts obtained percentages of 96.88% and 92.30%, respectively, indicating validity. Small-group practicality testing resulted in an 87% practicality score, while large-group testing obtained a 90% practicality score. The effectiveness score reached 100%, indicating high effectiveness. The student interest score was 80%, indicating significant interest, while the learning outcome score was 100%, indicating satisfactory outcomes. In conclusion, the Sparkol Videoscribe-assisted history video learning media obtained valid, effective, practical, and engaging results, capable of enhancing students' interest and learning outcomes. Students' interest in audiovisual-based media stands as a primary reason for their heightened interest in this media.

Key words: Instructional media, Sparkol Videoscribe, Learning Interest, Learning Outcomes.

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INTRODUCTION

History is one of the vital subjects in the world of education. It serves as the foundation for the development of nationalism, historical awareness, and academic competence among learners. History education not only imparts historical knowledge (cognitive) but also introduces the noble values of a nation (affective) (Amelia, 2014). The history subject teaches students to cultivate wise attitudes and actions by discerning the right and wrong that occurred in the past. Through learning history, learners are expected to extract the positive aspects from the past. Recognizing the significance of history education, it is taught from the earliest educational levels, starting from elementary school, junior high, high school, all the way to higher education institutions.

The ideal history education in schools aims to enable learners to use historical events and heritage as a basis for critical thinking and decision-making that influences their daily lives. However, in its development, the history subject is often underestimated and considered unimportant for study. This perception indirectly has a significant impact on students' attitudes towards history education in school. A classic problem in history education arises because of the strong image among students that history is a subject requiring rote memorization, and it is often perceived as uninteresting and boring (Sayono, 2013). This issue is also observed in the history education of Grade X IPS at MA Aswaja Ngunut, which consists of two classes. Based on the initial observations conducted on November 30, 2021, and December 3, 2021, it was found that during the history lessons, the majority of students lacked interest. This was evident when the history lessons were in progress, as many students sitting in the back rows were playful and not focused on the history lessons.

The explanation above aligns with the presentation by the history teacher at MA Aswaja Ngunut, Mr. Faiq Hananthomi Azhar, S.Pd, who mentioned that many students lack interest in the history subject. He expressed that the students' lack of interest in history is primarily due to the insufficient use of history teaching media. The media typically used is only PowerPoint, which is designed with a few images and hyperlinks. According to the teacher's account, the challenges in creating other media are related to the difficulties in producing history teaching materials that can engage students in learning history due to time constraints and a lack of proficiency in utilizing the latest technology. The limited allocation of time, inversely proportional to the teaching workload, results in history teachers not being able to innovate much. Therefore, due to time and skill constraints experienced by teachers, it becomes difficult to create innovative media, leading them to opt for using available media.

Students' perceptions of the lack of innovation in history teaching can have a negative impact on history education. Ultimately, this issue can affect students' interest in the history subject. As Putri & Isnani, (2015) have expressed, students with a high level of interest in learning will consistently give full attention in their efforts to achieve learning objectives, and the reverse is also true. Furthermore, the low interest of students in the history subject is attributed to the presentation of non-innovative learning media. This statement is supported by the results of a questionnaire filled out by 10th-grade social studies students on December 3, 2021, where 79.8% of respondents stated that teachers rarely use teaching media in the history subject. Another supporting data point is that 82.4% of respondents expressed their lack of interest in the subject due to the excessive amount of reading materials and textbooks.

According to Slameto, (2010), he explains that interest is a lasting tendency to pay attention to and remember certain activities. Furthermore, Slameto states that an interest can be expressed through a statement that indicates a preference for one thing over another, or it can be manifested through participation in a particular activity. Students who have an interest in a specific subject tend to pay more attention to that subject. Sudirman (2003) suggests that an individual's interest in an object becomes more apparent when the object aligns with their goals and is related to their desires and needs. In other words, a person's interest is more pronounced when the object of interest is relevant and connected to their personal aspirations and requirements.

The results of the observations, with various findings indicating low student interest in the history subject, have a significant impact on the students' understanding of historical content, and this, in turn, affects the quality of their learning outcomes. According to the data provided by Mr. Faiq, S.Pd, in the 10th-grade social studies class at IPS, out of 22 students, 10 students have not yet reached the minimum

passing grade (KKM) established by MA Aswaja Ngunut. Many students are still unable to attain the school's set KKM score, which is 70, in their daily assessments. As mentioned by Merson, as cited in (Tu'u, 2004:78), there are several factors that can influence students' learning outcomes, including intelligence, talent, interest, attention, motivation, health, learning styles, family environment, social interactions, the school environment, and the availability of learning resources. One of the factors affecting students' learning outcomes is their interest. If students lack interest or have low interest in learning, it can potentially reduce the quality of their learning outcomes. Therefore, when students have a strong interest in history, it can lead to an improvement in their learning outcomes.

In addition to the interview results that explain the difficulties students face in learning the history subject, there are also students who express their desire to use a specific learning media. Muhammad Rio Ardana, for example, mentioned that he prefers learning history through learning media in the form of animated videos with accompanying audio, as this can enhance students' interest. In line with what this student said, Mr. Faiq, S.Pd, stated that he had once used animated video media sourced from YouTube and received a positive response from the students, as it piqued their interest. Furthermore, Mr. Faiq, S.Pd, mentioned that 16 out of the 22 students in the tenth grade social studies class have predominantly audiovisual learning preferences. This indicates that providing audiovisual media can offer a more engaging learning experience that aligns with the characteristics of the 10th-grade IPS class students.

Based on this data, the researcher concludes that the tent grade students at MA Aswaja Ngunut require innovative history learning media in an audiovisual format. The potential of Sparkol VideoScribe lies in its ability to present products in a very engaging manner. As described by Musyadat, (2015:29) Sparkol VideoScribe "has a communication media presentation created through symbols found in whiteboard animation. With symbols such as words, sentences, images, and audiovisual elements, it can greatly facilitate students' understanding. This media is software with many functions, and it can be used for various purposes." Furthermore, the selection of material related to Prehistoric Sites from the Paleolithic Era to the Neolithic Era in Tulungagung holds great potential for enhancing students' understanding, love for their homeland, and nationalism towards their nation and country.

In the context of history education, Sparkol VideoScribe learning media has characteristics that make it suitable for implementation in the classroom. The subject matter in history presented through VideoScribe is organized chronologically, aligning with the characteristic of historical learning, which is based on the chronological order of historical events (Agung & Wahyuni, 2013:62). One way teachers can utilize VideoScribe as a learning tool is by presenting historical content in a sequential and engaging manner. However, it is observed that VideoScribe is still not widely used by teachers to deliver history lessons. In addition, there is a lack of variety in learning media, with teachers often instructing students to read electronic books and search for information on the internet. This situation is in line with the statement by (Widja, 1989:60), emphasizing the crucial need for learning media in history education. Additionally, video-based media, such as Sparkol VideoScribe, can captivate students' attention and help them focus on the subject matter, making it a valuable resource for history education.

From the information above, it can be concluded that in the context of history learning at MA Aswaja Ngunut, there is a need to utilize instructional media to facilitate the learning process. History video learning media based on Sparkol VideoScribe is a highly potential option to be developed in the school, especially considering that the majority of students have a preference for audiovisual learning that aligns with the characteristics of this media. Additionally, the availability of infrastructure in the school, such as Wi-Fi, LCD projectors, and permission for students to use mobile devices during the learning process, supports the use of this media. The development of history video learning media based on Sparkol VideoScribe is carried out with reference to basic competency 3.4 in the curriculum, and the material related to prehistoric sites in Tulungagung. This media is designed with the aim of making it easier for tenth grade students at MA Aswaja Ngunut to understand and recognize the prehistoric sites

in Tulungagung located around them, while also enhancing students' interest and learning outcomes related to this subject matter.

METHODOLOGY

This research procedure adapts the ADDIE development model developed by Robert Maribe Branch (Branch, 2009:3), which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model is used by the researcher because it has common characteristics and is suitable for use in the development of this media. Observation, interviews, material validation, teaching material validation, questionnaires, and tests are data collection techniques used by the researcher. This research was conducted at Madrasah Aliyah Aswaja Ngunut with tenth grade students as the research subjects. The aim of this development research is to enhance students' interest and learning outcomes.

The researcher will employ questionnaires to assess the level of suitability/validity, practicality, and effectiveness of the product being developed. The questionnaire consists of several assessment questions provided to the respondents. The product validity questionnaire will be given to subject matter and media experts to evaluate the validity of the media. Evaluation questionnaires and observation sheets will be used to test the product's effectiveness. The product practicality questionnaire will be administered to students.

Measuring students' interest in this research and development will involve using a questionnaire given to participants both before and after using the Sparkol Videoscribe video learning media. The measurement of achievement or learning outcomes will utilize a cognitive test for assessment purposes.

In this research, the data analysis techniques to be employed encompass both qualitative and quantitative methods. Qualitative data consists of critiques, suggestions, and feedback obtained from subject matter experts and media experts during the validation process, as well as outcomes from interviews conducted by the researcher with history teachers and several students. On the other hand, quantitative data involves percentages derived from the validation questionnaire filled out by subject

matter experts, media experts, and students during the research period. Quantitative analysis also encompasses percentages obtained from the practicality questionnaire, evaluation sheets, and observation sheets. This quantitative data provides information in percentage form, aiding in the assessment of the validity, practicality, and effectiveness levels of the developed product in this study.

RESULT AND DISCUSSION

The historical event is an event that has occurred in the past, involving human actions, and has happened only once. Only a small part of these events can be observed and recorded in human memory. Meanwhile, other parts can be reached through a high level of imagination (Soewarso, 2000:102). On the other hand, this situation requires us to utilize various teaching aids that allow us to visualize historical events in such a way that makes it easier for students to understand and appreciate the depiction of these historical events. Based on this reality, it is clear that the role of instructional media is essential in history education (Widja, 1989:60).

Media serves as a channel through which messages are conveyed in a communication event. In education, media plays a role as a tool expected to make learning more effective (Surodisastro, 1992:72). Media is highly needed from elementary to upper secondary/vocational students, and even at the university level. The availability of media in schools may vary, ranging from sufficient to minimal and limited. However, the teaching and learning process must continue. Simple media can be created by teachers themselves with the help of students, such as clippings, diagrams, collecting historical images, making maps, and so on.

In the process of teaching History in the classroom, there is a need for innovation through the use of instructional media to assist teachers in delivering content more effectively, while also helping students grasp the information related to the material being taught. Furthermore, the use of instructional media can increase students' interest in learning history because it makes the delivery of content more engaging and digitized. When students' interest in learning history increases, it can positively impact their learning outcomes. (WIlda et al., 2017) pointed out, if a student lacks significant interest and attention in the subject they are studying, it's challenging

to expect them to be diligent and achieve good results in their learning. Conversely, when students learn with a high level of interest and attention in the subject, they tend to achieve better results. Therefore, the researcher offers a solution by utilizing history video learning media based on Sparkol VideoScribe in History education for tenth grade students at MA Aswaja Ngunut.

In the learning process, if students have a high level of interest, it will positively impact the process and outcomes of learning, and vice versa. In this regard, teachers indeed play an active role in relation to students' learning interests. If some students have less interest in learning, teachers must work to increase their interest in order to create a conducive learning process. According to Djamarah (2011:167), there are several ways that teachers can employ to stimulate students' interest in learning, namely; Connecting to the students' needs, so that they willingly learn without coercion. Relating the subject matter given to the experiences the students have, making it easier for students to accept the material. Providing students with opportunities to achieve good learning outcomes by creating a creative and conducive learning environment. Using various forms and teaching techniques in the context of individual differences among students.

Sudjiono, (2012:32) states that learning outcomes represent an evaluative action that can reveal aspects of thinking processes (cognitive domain) as well as other psychological aspects, such as values or attitudes (affective domain), and skills (psychomotor domain) inherent in each individual learner. Students' learning outcomes can be obtained from the assessment conducted after the learning process. Evaluation in the field of education means assessment or measurement. Evaluation is used to determine the extent of students' abilities (Putra, 2013:5). According to Listiani (2017), Sparkol VideoScribe is a software used to add various images, text, and animated designs to a white background screen, making it easier to explain a concept in the context of learning. Meanwhile, as described by Najjar (in Widodo & Jasmadi, 2008:33), multimedia is the delivery of information using a combination of text, graphics, sound, video, and animations. In this case, the use of Sparkol VideoScribe in history education is a form of multimedia instructional media. As per explanation Widja (1989), in line with technological advancements, history instructional media have also evolved by utilizing modern tools that make information delivery easier in the teaching and learning process in the classroom. History video learning media based on Sparkol VideoScribe falls into the category of audiovisual media because it includes moving images accompanied by music, and it allows for the addition of supplementary videos to enhance variety. The selection of history video learning media based on Sparkol VideoScribe is in line with the characteristics of 10th-grade students, who predominantly have an audiovisual learning style that aligns with this form of media. The content included in the history video learning media based on Sparkol VideoScribe is related to prehistoric sites in Tulungagung. Students need to be aware of the historical remnants around them, as these remnants are also relevant to their lives. In line with one of the research and development objectives set by the researcher, which is to create history learning media based on Sparkol VideoScribe to increase the interest of tenth grade students at MA Aswaja Ngunut in learning, data on the level of interest in learning was obtained through a large-group trial. After using the history video learning media based on Sparkol VideoScribe, students were given a questionnaire to fill out, selecting from various questions related to their interest in learning. The results of this questionnaire will provide insights into the extent of students' interest in learning history with the presence of history learning media based on Sparkol VideoScribe.

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1. EXPERT VALIDATION RESULTS

The initial phase of this research involves validation by experts, including content validation and media validation. The first step is content validation with the content expert. The purpose of content validation is to assess the material to be included in the history video learning media based on Sparkol VideoScribe to ensure that it is valid for testing with students. The content validation process is carried out by providing the material draft along with a content validation questionnaire. The content validator, who is an expert in the field, is Dr. Deny Yudo Wahyudi, S.Pd, M.Hum, a postgraduate history education lecturer at Universitas Negeri Malang. Based on the results of content validation, it received a percentage score of 96.88%, indicating a very valid category. In addition to providing a score, the content validator also offered criticism and suggestions, such as the need for additional references for each fact and the inclusion of photos in each illustration.

After content validation, the researcher proceeded with media validation. Media validation is done to assess the developed media, the history video learning media based on Sparkol VideoScribe, to ensure its validity before testing it with students. Media validation was conducted by Dr. Nur Wahyu Rochmadi, M.Pd, M.Si, a postgraduate lecturer in the HKN department at Universitas Negeri Malang. The media validation process involved providing the media through a Google Drive link and a media validation questionnaire to the media validator. The history video learning media based on Sparkol VideoScribe received a percentage score of 92.30% in the media validation, indicating a very valid category. In addition to the evaluation, the media validator provided general feedback, indicating that the developed media is valid and can proceed to the next stage. The results of content and media validation can be seen in Table 1 and table 2.

Table 1. Material Expert Validation Results

No	Item	Score	Max Score	Presentage	Criteria
1	alignment with curriculum	16	16	100	Valid
2	Content	30	32	93,75	Valid
3	Language	16	16	100	Valid
Total				62	
Max Score				64	
Presentage				96,88%	Valid
Criteria				Valid	

Source: Research Results, 2023

Table 2. Media Expert Validation Results

No	Item	Score	Max Score	Presentage	Criteria
1	Display	23	24	95,83	Valid
2	Ease of acces	19	20	95	Valid
3	Interactive	6	8	75	Valid
Total				48	
Max Score				52	
Presentage				92,30%	Valid
Criteria				Valid	

Source: Research Results, 2023

2. SMALL AND LARGE GROUP TEST

The researcher proceeds to the next stage after validating the materials and media, which is the field testing phase consisting of small group testing and large group testing. The small group testing involves 5 randomly selected students, assisted by a teacher, with students of low, moderate, and high ability in terms of their grades. In the small group testing, a percentage score of 87% was achieved, falling within the category of highly practical. The following table shows the results of the small group testing in Table 3.

Table 3. Results of small group test

No	Item	Score	Max Score	Presentage	Criteria
1	Display	88	100	88	Eligible
2	Ease of acces	69	80	86	Eligible
3	Interactive	87	100	87	Eligible
Total				244	
Max Score				280	
Presentage				87%	
Criteria				Eligible	

Based on the calculation results from the data table for the small group test in the table above, it can be determined that the total score obtained from 5 students is 244 out of the expected score, which is 280. Therefore, the percentage of the small group trial results for the product is 87%. According to the established criteria, this result indicates that the history-based Sparkol Videoscribe learning media is practical for use in the learning process. However, there are some criticisms and suggestions from some students who participated in the small group trial, namely: (1)The duration of slide presentation in the video needs to be extended to make it readable and not too fast, (2)The font or text size needs to be increased to make it easier to read. These feedback and recommendations can help improve the effectiveness and usability of the learning media.

The large group trial phase is carried out after conducting the small group trial and

refining the learning media based on the feedback and suggestions received from students. The small group trial was conducted with 22 students from class X1. The data analysis for the large group trial in class X1 at MA Aswaja Ngunut can be seen in Table 4 below.

Table 4. Results of large group test

No	Item	Score	Max Score	Presentage	Criteria
1	Display	395	440	89	Eligible
2	Ease of acces	319	352	91	Eligible
3	Interactive	396	440	90	Eligible
Total				1110	
Max Score				1232	
Presentage				90%	
Criteria				Eligible	

The results of the large group trial conducted in class X1 indicate that the history-based Sparkol Videoscribe learning media is practical for use in the classroom learning process. The history-based Sparkol Videoscribe learning media used in teaching received a positive response from the respondents or students in class X1. They showed enthusiasm when learning history using this media to support the history learning process in the classroom. This is demonstrated by the achievement of student responses in class X1 through the assessment of their practicality towards the history-based Sparkol Videoscribe learning media, which reached a percentage of 90%. Therefore, it can be seen that the class has a positive response to the product developed by the researcher.

Additionally, to measure the effectiveness of the history video media based on Sparkol Videoscribe, pre-tests and post-tests were used. Data on effectiveness were obtained from student learning outcomes during the large group trial, where students answered pre-test and post-test questions. The tests consisted of 15 questions, and the minimum passing criteria (KKM) set by MA Aswaja Ngunut was 76. Pre-tests and post-tests are commonly used in educational research to assess the impact of a specific teaching method or educational material on student learning. In this case, pre-tests were likely administered before students were exposed to the Sparkol Videoscribe-based history media, and post-tests were given after they had the opportunity to learn with it. The difference in scores between the pre-test and post-test can provide insight into the effectiveness of the learning material. If the students show significant improvement in their scores from the pre-test to the post-test, it may indicate that the Sparkol Videoscribe-based history media is effective in enhancing their understanding of the subject.

3. THE RESULTS OF STUDENTS LEARNING INTEREST AND LEARNING OUTCAMES

Based on the calculated data, it is evident that the total score for assessing the learning interest of students in class X1 is 1080, with a score percentage of 80%. According to the predetermined criteria, the results fall into the "interested" category. It can be stated that the use of history-based Sparkol Videoscribe learning media has a positive influence on the history learning process in the class, which can enhance the learning interest of students in class X1. Therefore, there is a need for the utilization of history learning media to support the history learning activities in the classroom. Additionally, the use of innovative learning media can have a positive impact, one of which is influencing students' learning interest in the subject of history.

After assessing students' learning interest, there are also the results of students' learning outcomes obtained from pre-tests and post-tests. In line with one of the research and development objectives set by the researcher, which is to produce history-based Sparkol Videoscribe learning media that can improve the learning outcomes of students in class X at MA Aswaja Ngunut. The data on students' learning outcomes are obtained from the process of conducting a large group trial with students from class X1 who take both pre-tests and post-tests. The data for students' learning outcomes can be observed from the score difference between the pre-test and post-test results. Both the pre-test and post-test consist of 15 questions, and the minimum passing criteria (KKM) set by MA Aswaja Ngunut is 76.

Analyzing the difference in scores between the pre-test and post-test can provide insight into whether the use of Sparkol Videoscribe-based history learning media has had a positive impact on students' learning outcomes. If there is a significant improvement in scores from the pre-test to the post-test, it suggests that the learning media has been effective in enhancing students' understanding of the subject matter.

Based on the results obtained, the pre-test scores for the 22 students in class X1 failed

to reach the minimum passing criteria (KKM) with an average score of 41, whereas the predetermined KKM by MA Aswaja Ngunut is 76. However, after the use of Sparkol Videoscribe-based history learning media in the classroom, there was a significant improvement to 85. All 22 students from class X1 who used Sparkol Videoscribe-based history learning media have achieved the minimum passing criteria (KKM) with a percentage of 100%.

This data suggests that the implementation of the Sparkol Videoscribe-based history learning media had a positive impact on students' learning outcomes, helping them to reach and even surpass the minimum passing criteria. It shows the effectiveness of the learning media in improving students' understanding and knowledge of the subject matter.

CONCLUSION

In summary, the development or creation of learning media can be tailored to the needs and challenges faced in the history learning process in the classroom. The development of media should be validated by experts and meet the criteria for being engaging and practical for students. The content presented in the learning media helps students better understand local materials in their surroundings that are not included in the student textbook.

Based on expert advice, Sparkol Videoscribe-based history video media is suitable for use in the history learning process in the classroom. With this media, it is possible to increase the interest and learning outcomes of students in class X at MA Aswaja Ngunut. The advantages of history video learning media based on Sparkol Videoscribe are its accessibility anywhere and anytime there is an internet connection on students' smartphones. Additionally, this media is interactive and encourages two-way communication with students. Its ease of creation makes it convenient for teachers to develop and use it in the classroom. Future researchers can create content on other themes, making this media applicable not only for class X but for other grade levels as well.

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