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Development of Islamic and ethnic educational videos using Android-based inspiring suite software

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Abstract

Modifications of education and learning must be made because of the industrial revolution that continues to advance and develop so a teacher needs to prepare himself with science and teaching skills in the 21st century without losing the principles and character of traditional Islamic education. Likewise, with the use of media in learning, teachers are required to be able to innovate by utilizing existing technology so that students can get knowledge, expertise, or behavior from the results of the learning carried out. This research was conducted to develop educational videos using iSpring suite software that can be used in the face-to-face learning process, online learning, or independent learning, as well as to see its validity and practicality. The type of research used is research and development by applying 4D models (define, design, develop, and disseminate). The results showed that the educational videos that have been developed are needed by teachers and students and are declared very valid and very practical so that learning is more varied, interesting, and efficient and can be used independently or in groups anytime and anywhere without using the internet because it is in the form of an APK. For face-to-face learning, the learning media that has been designed is published in HTML while for self-study it into video form so that it can be opened on each student's Android.

Keywords: Android; Educational Videos; iSpring Suite Software.

INTRODUCTION

The rapid changes in industry and the occurrence of a pandemic have greatly affected many aspects of life including the world of education. Students and teachers are still asked to carry out the learning process even from their homes. They cannot meet face-to-face and interact directly with fellow students which causes the learning goals less achieved due to certain obstacles, such as difficult internet access, and running out of internet quota in the learning process, so some students miss and get less information if the learning is still carried out virtually. This situation also makes students feel bored while having online learning (Rahayu & Kusworo, 2021). This

fact illustrates that students need something that can overcome the obstacles above in order to achieve learning objectives without having an internet quota every time they use it.

To achieve the goals, teachers are required to always be ready in terms of attitudes, mentality, and optimal willingness to accept every change and be able to innovate in education and teaching so that Islamic education can answer the needs of the times without neglecting the superior, practical and dynamic of Islam throughout the ages. It is done to prepare the next generation to face various new events on an ongoing basis as a result of the explosion of digital technology and the era of globalization that cannot be prevented (Talhah et al., 2019).

The first step that must be done before preparing students is to increase our competence in carrying out our obligations as educators and teachers. One way that teachers can do in carrying out their obligations and improving their competence according to researchers is by becoming an adapter teacher. Tsuroyya (2020) explained that adapter teachers are teachers who can present technology in the learning process, read the needs of students, and describe the demands of conditions in the teaching process. Furthermore, the result of technical guidance *"The implementation of learning based on curriculum (KMA 183 and 184) and implementation of E-Learning at the Madrasah Aliyah level (learning SKI Madrasah Aliyah Sumatera zone and DKI Jakarta) on September 10-9 2020".*

The use of technology in the learning process can allow students and teachers still able to interact directly even though they are separated by distance and space. In addition, teachers can also develop a learning media that can be used by students independently even though do not meet in face-to-face learning using certain devices such as iSpring suite software and turn the results into an educational video in the form of an application that can be opened on Android anytime and anywhere without having to use internet quota every time you open it.

Media is a variety of components in the student environment that can motivate them to learn. Meanwhile, according to Brigs, it is something that can channel information to encourage students to study (Muliati, 2018). Jannah (2015) also explained that learning media is all that can be used to distribute learning materials to increase the attention, interest, thoughts, and feelings of students in learning activities to achieve certain goals (Nuraini, 2020).

The understanding of learning media according to the experts above strengthens and complements each other, so researchers summarize that learning media is an additional device that can be used by the teachers in learning activities to transfer the knowledge to Students. Objects that are used as learning media must be able to convey messages and be able to motivate students and foster learning activities in students.

One of the media that can be used in the learning process is educational videos. Video is a combination of motion and sound images (audio visual) that form a unity containing learning messages, arranged into a flow to achieve learning objectives and stored by the storage process on tape or disk media. Videos can be used as learning aids because they are very helpful for teachers in the learning process, for example, objects that are too small or too large, too

dangerous, or even that cannot be visited can be held through learning video media (Akbar & Komarudin, 2018).

Education, according to Kusniyati (2016), is a teaching and learning activity in order to grow the self-potential of students in the form of personality development, intelligence, noble character, skills able to control themselves, and carry out better learning activities. Education is also referred to as education which means the effort or activity carried out by adult humans in directing, guiding, and educating immature humans to reach the level of maturity including maturity in thinking, behaving, or in self-control problems. Education is also defined by efforts made to help students do and complete their life tasks so that they can become humans who live independently, puberty, and are responsible (Kusniyati, 2016).

So it can be concluded that educational video is a media in the form of a video that is used as a learning media that is interactive and educational, in which there is learning material, integrated with audio and motion so that it looks better, the aim is to influence the interest in learning students to be even higher.

One of the tools that can be used to develop educational videos is the iSpring suite software which is software that can exchange presentation slides from ordinary form into flash form, which is a form of media that uses e-learning LMS (Learning Management System) so that presentation files become more interesting to display and interactive and can be opened on almost every computer (Sandy, 2014).

The development of learning media using iSpring suite software has been carried out by Munawwaroh (2014)with a research study on the Development of Multimedia-Based Science Learning Media Using ISpring Suite 6.2 Software for elementary school students and it is known that this learning media is suitable for use in learning, and gets a positive response from students with a perfect score of 100% with an overall average score 20.7 (Munawwaroh, 2014).

Resa Melia had a research study PowerPoint Media Development Using ISpring Suite Software in Learning Islamic Religious Education and Ethics for junior high school students grade VII is known that the products developed are very valid and very practical to use. The research conducted by Himmah & Martini (2017) whose research study on Interactive Multimedia Development Using ISpring Suite 8 for Class VIII Junior High School students obtained the results that interactive multimedia based on iSpring suite 8 is feasible to use based on the assessment of media experts and material experts and can also improve student learning outcomes with moderate criteria.

The use of multimedia iSpring suite has advantages including: a) PowerPoint points become more interesting so that teaching materials can be remembered and visual messages are easily understood by students; b) Images, animations, and learning videos can support students in analyzing the material concerned, able to provide learning experiences and can attract students to focus on learning; c) Different learning characteristics of learners can be overcome by using computer-based media devices that are multimedia in nature that combine audio-visual aspects. There are numerous benefits that students derive from the use of audio-visual aids, but quick understanding weighed more"; d) Using iSpring suite software can overcome the shortcomings of power points and make learning media

more interactive (Pritakinanthi, 2017); e) Equipped with quizzes and ice breaking with the aim that students do not feel bored while learning; f) Products using iSpring software are practically carried anywhere because they can be stored by CDs, floppy disks or flash drives.

While the weakness of this multimedia is that it requires additional applications to convert it into Android files, it is not equipped with the ability to control and detect anyone who has accessed the media used, is not equipped with the ability to create two- or three-dimensional animations directly according to the desired concept (Muliati 2018). Slides that contain audio of different lengths on each slide cannot be published in their entirety because it can cause audio that is quite long to be interrupted or truncated. One presentation slide to be used as a video's maximum duration is 3 minutes 23 seconds.

From the research above, learning media using iSpring suite software gets a positive response from students and is good to use in the learning process based on the results of expert and student assessments. Learning media using iSpring suite software can attract the attention of students to want to learn and make students enthusiastic about the material provided.

The difference in the development of media or educational videos that researchers make lies in the version of PowerPoint and the software used, researchers use PowerPoint and the latest version of iSpring suite software (software iSpring suite 10 while the previous researchers used the old version (iSpring suite software 6.2 and 8). The level of education studied was also different, researchers examined high school level students while previous researchers examined students for elementary and junior high school levels. In addition, researchers also turn this educational video into an android application to answer the needs of students, so that it can be used anytime and anywhere so that learning goals can be achieved even though learning is carried out virtually or face-to-face learning.

Android is a Linux-based operating system specifically made on touchscreen mobile devices or touchscreen mobile devices such as smartphones and tablet computers. Android is always undergoing changes and development according to the needs of the community. In a relatively short time, Android has successfully launched versions 1.1 to version 6.0 and Android SDK specifically for Android Mobile (Kusniyati, 2016).

The development of learning media in the form of android-based educational videos aims to help and motivate students to understand the learning material so that it can increase interest, attention, motivation, and student learning outcomes. This statement is in accordance with the results of research conducted by Ibrahim on the use of Android-based mobile applications which illustrate that the use of Android-based learning media can provide improvements to student learning outcomes (Ibrahim & Ishartiwi, 2017). The use of learning media that suits the needs of students is very influential on the success of student learning (Windawati & Koeswanti, 2021). The vagueness and complexity of the teaching materials delivered can be helped and simplified, besides that, it is also expected to help students learn independently if the learning process is carried out online or offline.

METHODS

This research uses research and development methods. Research and development is a research method used by researchers to produce a certain product (Wicaksana & Rachman, 2018) and conduct trials to see the effectiveness of the product. The development model used in this study is the 4-D development model proposed by Thiagarajan which consists of four stages of development, namely define, design, develop, and disseminate (Sugiyono, 2017).

The define stage aims to determine the basic problems needed in developing educational videos so that they can be alternative learning media. The design stage is carried out to prepare a prototype or initial model of multimedia learning. The third stage is the development stage which is carried out to produce a revised learning media, consisting of the validity stage obtained from validation activities to find out whether the designed learning media is valid or not.

The data source of this study was obtained from students of SMAN 1 Mungka in X grade Social Studies totaling 38 people, before being tested on students, the product will first be tested for validity by 4 learning media experts, 2 people are from IAIN Batusangkar media lecturers, 1 person is from Hatta University Padang lecturer and PAI SMAN 1 Mungka teacher.

The data collection techniques in this study consist of two types, namely to determine the validity and practicality of the educational videos developed. Data collection techniques to determine the validity of educational videos are through validation activities and discussions with validators, in this case, the instrument used is a validation sheet. Product validation is a process of activities carried out to see whether the product design will be more effective than the old one or not and to find out the weaknesses and strengths of the products that have been made (Sugiyono, 2017). Another definition states that validity can also be interpreted as a condition that states that the truth of the results of research that has been carried out can be trusted (Prasetyo, 2014).

The data collection technique to determine the practicality of educational videos is to provide response questionnaires to teachers and students, the instrument used is student response questionnaires.

PAI learning media validation sheets through PowerPoint media using ISpring Suite software contain certain aspects that are developed into several statements answered or selected by the research subject. Filling out validation sheets and student response questionnaires are analyzed using the Likert scale, which is a scale used to measure the attitudes, opinions, and perceptions of a person or group about an event or social symptom with a range of 1 to 5. The results of student validation and responses are sought for percentage numbers using the formula (1):

$$\text{Percentage} = \frac{\text{Number of answer scores for each item}}{\text{The item's ideal score number}} \times 100 \quad (1)$$

RESULT AND DISCUSSION

1. *Define Stage*

The results of the study explained that obstacles were found in face-to-face learning which illustrates that not all students are focused and serious in

learning because there are some students who do not use their mobile phones wisely so students do not pay attention to the teacher in delivering lesson material, some are less active in the learning process and lack of cooperation between several learners who can be seen in the discussion process.

Obstacles found during online learning for some students include the difficulty of internet access in their residential areas and running out of internet quota when the online teaching and learning process is in progress. Of course, this makes them unable to follow learning and lack maximum learning information and learning goals become less achieved.

Each student also has different abilities and learning styles, so we can conclude that students need a learning media that can combine audio-visual, kinesthetic, and auditory or media that supports the learning style and learning speed of students, this media can be used in the learning process both face-to-face and online from their respective homes and students can also use their mobile phones wisely during the teaching and learning process.

To overcome these obstacles, innovation must be carried out from various aspects. As a teacher, we can innovate through the components of the learning system as a solution to the problems we find in the teaching and learning process (Jannah, 2015). One of the innovations that we can do is developing educational videos or android-based learning videos so that children can access them even though they are not in the process of online virtual meetings, one option that can make learning more interesting and students can play an active role by making a learning media, especially computer-based media that can be accessed by Android or smartphones without leaving the substance of the learning to be delivered. Android is easy to use by anyone and it is not difficult to get so that both parents, teenagers, and children can use it every day including for the learning process (Ma'arif et al., 2018).

Learning media can create creativity and innovative work, this happens because the media can trigger critical thinking of students by utilizing their imagination, abilities, and attitudes. Learning media can also increase the usability of the learning process because utilizing these media can reach students in different places, unlimited locations, and times and can also solve educational problems both in a small and broad scope (Milawati et al., 2021).

2. Design Stage

At this stage, the educational video prototype using Android-based iSpring suite software adopts computer-based interactive media development with the following steps, namely: a. creation of a media program outline (GBPM); b. creation of flowcharts; c. storyboard creation; d. collection of required materials; e. programming; *f. finishing* (Rudy, 2017).

Educational videos using Android-based iSpring suite software are designed to use the latest version of iSpring suite software, namely iSpring suite 10 software and ISpring Quiz Maker which are useful for making quizzes that will be given to students, equipped with teacher-speaking animations using audio that is changed through audio converter and super sound applications, as well as files that have

been in the form of videos are converted again into APK files using Website 2 APK Android App Builder by referring to the following flowchart:

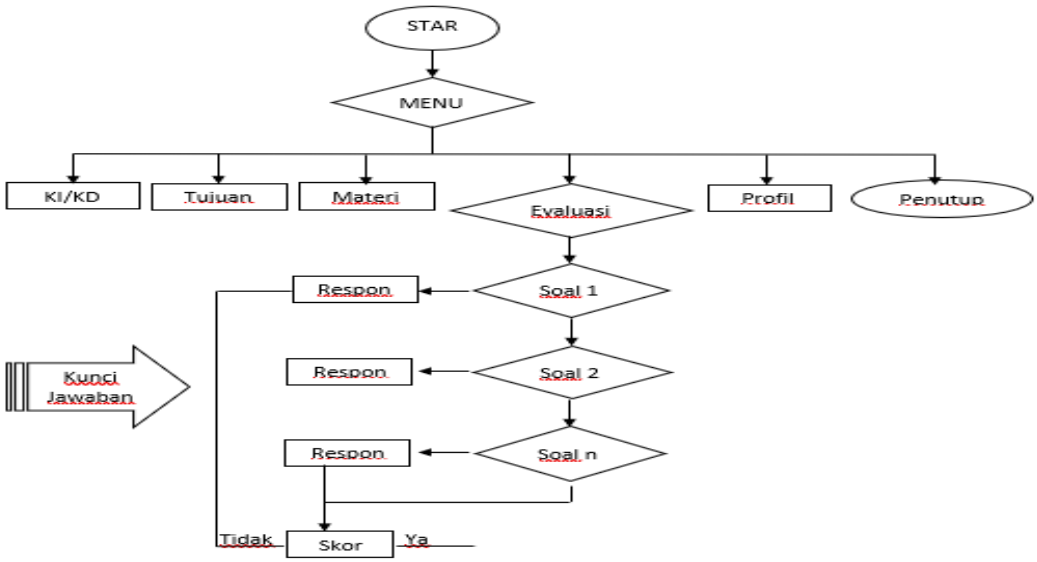

Figure 1. Flowchart of educational video development using iSpring suite software for dress code material according to Islamic law

3. Develop Stage

The development stage is carried out with validity analysis and practicality analysis.

a. Results of educational video validity analysis using Android-based iSpring suite software from validators:

Table 1. Data from Educational Video Validation Using Software ISpring Suite

No	Validated aspects	Validators				Qty	Max score	%	Ket
		1	2	3	4				
1	Eligibility of contents	36	39	39	37	151	160	94	Highly Valid
2	Eligibility of presentation	59	60	59	59	237	256	93	Highly Valid
3	Language feasibility	21	24	20	23	88	96	95	Highly Valid
	Sum	**116**	**123**	**118**	**119**	**476**	**512**	**93**	**Highly Valid**

The table above illustrates that the educational videos that have been developed get a score of 93% with a very valid category. From the aspects that have been assessed, the average score on the content feasibility aspect was 94%, the feasibility of presentation obtained a value of 93%, and the language feasibility aspect was around 95%. The results of educational video validation using Android-based iSpring suite software that has been assessed by validators show that the material that has been developed in the learning video is very valid. This means that educational videos use iSpring suite software that is very well developed and can be used as a tool for

delivering learning messages from teachers to students in the learning process.

Sinta Rosanti, Nizar Alamhandani, and Maskur (2020) in their research stated that the use of iSpring suite with an interesting presentation can improve student learning outcomes. Communicative media can present material information or concepts in the media as a source of messages to students to improve student learning outcomes. This illustrates that the use of educational technology in learning can enrich and improve the learning experience for both teachers and students because it can provide resources and open doors for more comprehensive learning and expand the learning process(Rosanti et al., 2020)

This finding is also in accordance with the results of research conducted by Alfiyansah (2016), Sastrakusumah, Suherman, Darmawan, & Jamila (2018), and the results of research by Hadi, Yahya, and Lufthansa (2019) which states that the use of iSpring-based media can improve learning outcomes, motivation, and critical thinking skills of students in learning

The results above indicate that the products developed can support the understanding of student concepts and can be used in the learning process because they are packaged in the form of videos that can be played and learned by students independently or in groups so that students can complete learning at their respective speeds according to their respective learning styles, videos are easy to understand because they have identities, Clarity of the subject matter with details has instructions that are easy for students to understand, videos also have an attractive appearance and contain learning materials according to indicators and educational videos are also equipped with certain quizzes.

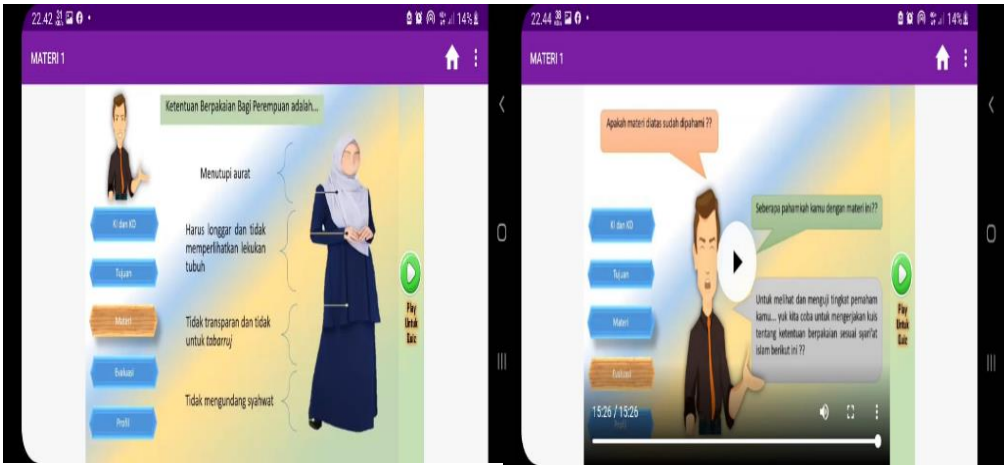

Figure 2. Display of learning materials in educational videos using Android-based iSpring suite software for material on dress provisions according to Islamic law

The results of this study are not much different from the results of research conducted by Firdha dan Zulyusri (2022) that interactive learning media developed using iSpring can be used in the learning process because the media is designed to be more interesting and can increase student motivation and improve student learning outcomes.

b. The results of the practical analysis of educational videos using Android-based iSpring suite software conducted in X. IPS 1 and X IPS 2 as

respondents were considered very practical with an average of 93% for X IPS 1 and 90% for class X IPS 2 and can be seen from the table below:

Table 2. The results of the questionnaire analysis of student responses to educational videos using iSpring suite software based on Android in X IPS 1

No	Assessed aspects	Score	Max Value	Percentage (%)	Ket:
1	Display aspect	434	456	95	**Very Practical**
2	Aspects of material presentation	625	684	91	**Very Practical**
3	Benefit aspects	347	380	91	**Very Practical**
	Sum	1406	1520	93	**Very Practical**

Table 3. The results of the questionnaire analysis of student responses to educational videos using iSpring suite software based on Android X IPS 2

No	Assessed aspects	Score	Max value	Percentage (%)	Ket:
1	Display aspect	406	456	89	**Very practical**
2	Aspects of material presentation	620	684	91	**Very practical**
3	Benefit aspects	344	380	91	**Very practical**
	Sum	1370	1520	90	**Very practical**

Table 4. The results of the questionnaire analysis of student responses to educational videos using *android-based isrping suite software* X grade of social studies at SMAN 1 Mungka

No	Class	Score	Max value	Percentage (%)	Ket:
1	X IPS 1	1406	1520	93	Very Practical
2	X IPS 2	1370	1520	90	Very practical
	Sum	**2776**	**3040**	**92**	**Very practical**

The results above conclude that the average percentage of using educational videos using iSpring suite software that has been assessed by 38 students is 92% with a very practical category and can motivate students to learn actively. This is illustrated when students answer quiz questions which answers can be seen immediately, so that when someone's answer is wrong, they are immediately motivated to ask where the error lies while explaining to the teacher what the students understand after seeing and studying the material in the learning video. The existence of quizzes on educational videos is an additional value to educational videos that have been made so that they can motivate students to ask, discuss, and look back at the material in the educational videos that have been given or this quiz makes this learning media interactive.

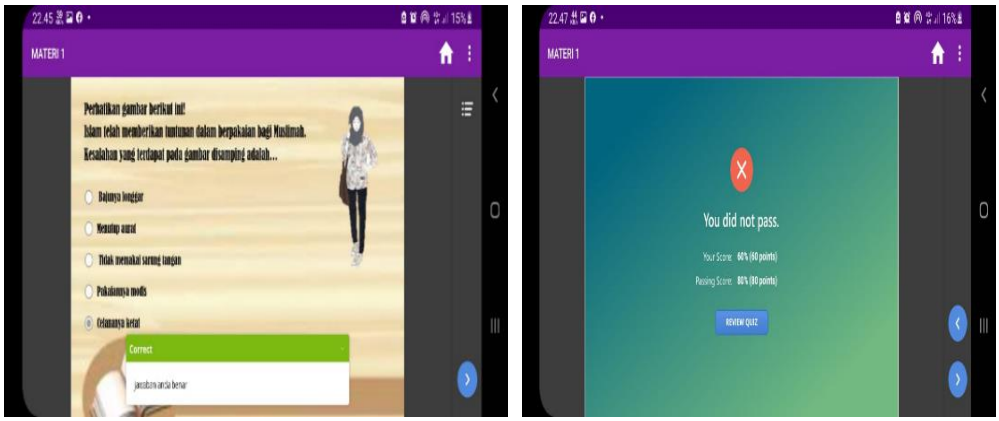

Figure 3. Quiz display in an educational video using Android-based iSpring Suite software for dress code material according to Islamic law

This is in line with what is explained Riskawati (2017) that giving quizzes can provide feedback from students. The attendance rate of students usually also increases if the teacher tells them that quizzes will be given in learning. The reciprocity of students after doing quizzes that have been included in educational videos or learning videos using Android-based iSpring suite software illustrates that learning activities have successfully influenced students to convey back the knowledge they have to teachers and their friends. Not much different from Imran's opinion which explains that learning activities are everything that is done and affect the learning process and involve the senses or sensors and tools owned by humans to do something (Indrawati & Hartati, 2021). The reciprocity from students illustrates that students give a positive response to the use of iSpring suite software in learning (Nuraini et al., 2020). The results of this study also reinforce the results of previous research on the latest version of the iSpring suite showing that the android-based iSpring suite 10 learning media not only meets the needs of students in online learning but also the curriculum and learning objectives to be achieved (Sulistyorini & Listiadi, 2022).

CONCLUSION

This study concluded that educational videos using Android-based iSpring suite software are declared very valid and very practical so that they can be recommended in the PAI learning process. This is because this educational video supports the understanding of student concepts that allow them to complete learning according to their respective learning styles and learning speeds and can be used in the teaching and learning process both face-to-face and online, whether learning is used independently or in groups, besides that educational videos using iSpring suite software can also be used anytime and anywhere even without using an internet data package because it is in the form of an APK.

The development of educational videos using Android-based iSpring suite software will have a good impact on teachers to change teaching methods from conventional ways to more varied interesting and efficient learning using this media. In accordance with the demands of the existing curriculum must be able to operate and use IT-based learning media in the teaching and learning process.

For face-to-face learning, researchers suggest that learning media that have been designed be published in html instead of video. However, to learn online or independently, publish it in the form of a video so that it can be accessed on each student's Android. Given the limitations of the material presented in this video, it is recommended that the next researcher design a learning video with new material in the same class. In addition, this learning media can still be developed again because the development of software applications has developed very rapidly. Likewise, this development model has just reached the development stage, then this research can be continued for the next stage, namely the dissemination stage.

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