Development of Sparkol Video Scribe-based Islamic Education Learning Media at SMAN 1 Bandar Lampung

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Abstract. Most learning media used by schools so far are print media in the form of printed books obtained from the government, audio-visual media in the form of learning videos, and other supporting books. The learning videos that are used as learning materials are not self-made, but instead, take a video link from the Youtube platform, and then the link is given to students. The formulation of this research is "Is Sparkol Video Scribe-Based Islamic Religion Education learning media feasible to use"? This research was carried out at SMAN 1 Bandar Lampung from 2021 to 2022. This was Research and Development, which was a series of processes or steps to develop research for a new product or perfect an existing product. The results of research and development of learning media based on Sparkol Video Scribe in the subject of Islamic Religion Education specifying Honesty material were packaged and developed using the Research and Development Method or R & D with the Borg and Gall Research Model which was modified by Sugiono. The validation of Material and Media Experts obtained results with a percentage of 90% for material experts, and 92% for media experts were declared "Very Eligible" or proper to use. The Attractiveness Response Test based on the large and small group trials suggested results with a percentage of 85% for the small group, and 86% for the large group and was included in the "Very Good" category. Meanwhile, based on the assessment of educational practitioners, this learning media was said to be in the "Very Good" criteria, with an average percentage value of 85%.

Keywords: Sparkol Video Scribe; Islamic Religion Education Learning

INTRODUCTION

Learning that is in accordance with today's developments has to be integrated with information and communication technology. Educators should have the ability to

develop technology-based media. This is intended to create innovation in the classroom learning so that the role of ICT becomes prominent in the learning process (Pamungkas et al., 2018).

Learning media in general is a tool in the teaching and learning process. Everything can be used to stimulate the thoughts, feelings, attention, and abilities or skills of students to encourage the learning process (Anshori, 2018; Thoifah, 2021).

In this modern era, it is very appropriate to provide learning media that are by the progress of Science and Technology since basically the current generation is a generation that cannot be separated from technological developments. Marc Prensky, an education expert, divides humans into two generations, namely digital immigrants and digital natives. Digital immigrants are the generation that knows the world of the internet after they grow up. Digital natives are groups that are familiar with the internet when they start learning to write. The digital natives are characterized as fast learners and comfortable using digital equipment. Today's children belong to the digital native generation. Therefore, the right learning media for today's children is digital-based.

Based on the preliminary study conducted by researchers at SMAN 1 Bandar Lampung on February 3 2021 regarding the application of learning media, especially Sparkol Video Scribe-based learning media in Islamic Religion Education Subject, the researcher interviewed Mrs. Dra. Mutmainah, M.Ag. She revealed that in the use of Learning Media, what has been used so far is media in the form of printed books obtained from the government, audio-visual media in the form of learning videos, and other supporting books. In addition, she explained that the learning videos used as learning materials are not self-made, but instead, it is a video link taken from the Youtube platform and then the link is given to students. This is due to the limited time that educators have in making learning media. The use of this learning video has only been implemented when learning is carried out online around July 2020. Meanwhile, an educator should be able to create effective and interesting learning media for students to foster students learning interests.

Sparkol Video Scribe is an animated video learning media consisting of a series of animated images and text arranged into a complete video. With its unique characteristics, Sparkol Video Scribe can present learning content by combining images, text, sound (audio), and attractive designs, with the hope that students will be able to enjoy the learning process. Its features are diverse, making this software a learning medium that can be adjusted to the desired subject (Wulandari, n.d.).

Research Problems

Based on the background of the study above, the formulation of the problems in this study is as follows:

1. Is Sparkol Video Scribe-Based Islamic Religion Education Learning Media appropriate to use?
2. What are the teacher's and student's responses to Islamic Religion Education learning media based on Sparkol Video Scribe at class X of SMAN 1 Bandar Lampung?


METHOD

This research was conducted at SMAN 1 Bandar Lampung. This research was conducted from 2021 until 2022. On May 16, the researcher asked permission from the school principal to conduct research. On May 19, the researcher conducted a small group

trial phase for students. Next, the researcher conducted a larger trial phase with several students. Then the researcher gave an online questionnaire to students via Google form.

This study was a Research and Development, which was a series of processes or steps to develop research on a new product or perfect an existing product (Sugiono, 2012).

In this study, researchers implemented the Research and Development (R&D) method from the Borg and Gall research model modified by Sugiono. The learning media for Islamic Religion Education based on Sparkol Video Scribe was chosen in this study.

The followings are the study procedure:
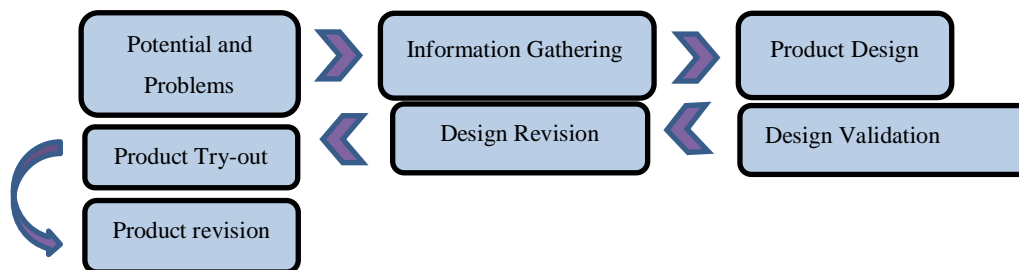
Picture
Research procedure

‖ RESULT & DISCUSSION

The main result of this development research is Sparkol Video Scribe-based Islamic Religion Education Learning Media. The learning media developed in this study used the research model from Borg and Gall which was modified by Sugiono from stages 1 to 7.

The general objective of this development research was the learning media for Islamic Religion Education based on Sparkol Video Scribe at SMAN 1 Bandar Lampung. The specific purpose of this study was to test the feasibility and attractiveness of Sparkol Video Scribe-based Islamic Religion Education learning media. The following is the data from the research and development:

1. Potential and Problems

The potential in this study was the use of Islamic Religion Education Learning Media based on Sparkol Video Scribe on the subject matter of 'maintaining honesty as a reflection of life'. The problem in this study was that there was no use of Sparkol Video Scribe-based learning media at SMAN 1 Bandar Lampung. The learning media implemented were still in the form of printed books, simple learning videos from social media platforms, and so on. However, the learning videos used were not the result of the educator's own making. An educator should be able to make interesting learning media so that students are interested in participating in learning.

2. Information Gathering

At this stage, the researcher collected data or information about learning media. From this activity, data were obtained from research conducted at SMAN 1 Bandar Lampung by interviewing teachers regarding Sparkol Video Scribe-based learning media. The data obtained were then processed and used to develop learning media based on Sparkol Video Scribe on the material "Maintaining honesty as a reflection of life".

3. Product Design

After identifying potential problems and collecting data, the next step was product design. Several things had to be done in the product design stage. The product design for

the development of Sparkol Video Scribe consisted of opening lessons, the main title, learning materials, sample questions related to the material presented, and finally closing. To attract students' interest in learning, this learning media was equipped with background sound which was recorded following the ongoing video writing. It explained the material directly in the video.

4. Design Validation

Design validation was carried out by requesting several experts or experienced experts to assess the design. After the research and development product has been designed, then the product was validated by 2 media expert validators from UIN Raden Intan Lampung lecturer, namely Dr. Achi Rinaldi, M.SI and Dr. Heru Juabdin Sada, M.Pd.I. and the Material Expert Validator by Mr. Drs. H. Alinis Ilyas, M.Ag and Dr. Oki Dermawan, M.Pd. Validation was also performed by an Islamic Religion Education teacher, Dra. Mutmainah, M.Ag.

a. Description of Learning Media Validation Results by Material Experts

Validation of material experts was implemented to test the quality of content, language, and presentation of material in learning media. The validators of materials in the research were Mr. Drs. H. Alinis Ilyas, M. Ag, and Dr. Oki Dermawan, M.Pd.

1) Material Expert Validation 1

The first Material Expert Validation was carried out by Dr. Oki Dermawan, M.Pd. There were 18 assessment items given to the validator, each of which had a minimum score of 18 and a maximum score of 72. The result was a total score of 55 and an analysis of the validation score given by the first material Expert Validator was 76% which was included in the "Proper to Use" criterion. The advice given by the first material expert was to add material about the courage to warn a dishonest friend.

The results of the assessment and suggestions from the first material validator were used as a reference by researchers to correct deficiencies in the products produced by Sparkol Video Scribe-Based Learning Media. So that in the second Validation a score of 61 was obtained, and the value of the analysis result was 85%, which was included in the "Proper to Use" category.

2) Material Expert Validation 2

The second Material Expert Validation was submitted to Drs. H. Alinis Ilyas, M. Ag. There were 18 assessment items given to the validator, each of which had a minimum score of 18 and a maximum score of 72. The results of the analysis of the material validation score given by the second validator obtained a total score of 69 and the result of the analysis was 96%. This percentage was included in the category "Proper to Use" and no input or suggestions from the second validator was made.

b. Description of Learning Media Validation Results by Media Experts

Media expert validation was carried out to test the appearance of learning media, language, and presentation of learning media. The media expert validators in this study were Dr. Achi Rinaldi, M.S.i, and Dr. Heru Juabdin Sada.

1) Media Expert Validation 1

The first media expert validation was conducted by Dr. Achi Rinaldi, M.S.i. There were 18 assessment items given to the validator, each of which had a minimum score of 18 and a maximum score of 72. The total score was 56 and

the analysis of the validation score given by the first Media Expert Validator was 78%, included in the "Proper to Use" criterion.

The advice given by the first Media Expert was to add content or video duration. The suggestion from the first Media Expert was then used as a reference by the researcher to correct deficiencies in the product produced in the Sparkol Video Scribe-Based Learning Media, so that in the second Validation a score of 66 was obtained, and the result of the analysis was 92%, which was included in the "Proper to Use" category.

2) Media Expert Validation 2

The second media expert validation was done by Dr. Heru Juabdin Sada. There were 18 assessment items given to the validator, each of which had a minimum score of 18 and a maximum score of 72. The total score result was 54 and the analysis of the validation score given by the second Media Expert Validator was 77% which was included in the "Proper to Use" Criterion.

As for the advice given by the second Media Expert, namely audio or sound recordings included by the researcher, it was less straightforward. Suggestions from the second media expert were used as a reference by researchers to correct deficiencies in products produced in Sparkol Video Scribe-Based Learning Media. Therefore, in the second validation, a score of 67 was obtained, and the value of the analysis results was 91%, which was included in the "Proper to Use" category.

The following is a Recapitulation of Material and Media Expert Validation Results from Sparkol Video Scribe-Based Learning Media that are presented in the following table:

Table
Recapitulation of the Validation Results of Sparkol Video Scribe-Based Learning Media

No	Validator	Total received score	Maximum score	Percentage	Category
1	Material Expert 1	61	72	84%	Proper to Use
2	Material Expert 2	69	72	95%	Proper to Use
Average				**90%**	**Proper to Use**
1	Media Expert 1	66	72	91%	Proper to Use
2	Media Expert 2	67	72	93%	Proper to Use
Average				**92%**	**Proper to Use**

The recapitulation of the validation results of Material and Media Experts is also presented in the following graphic:
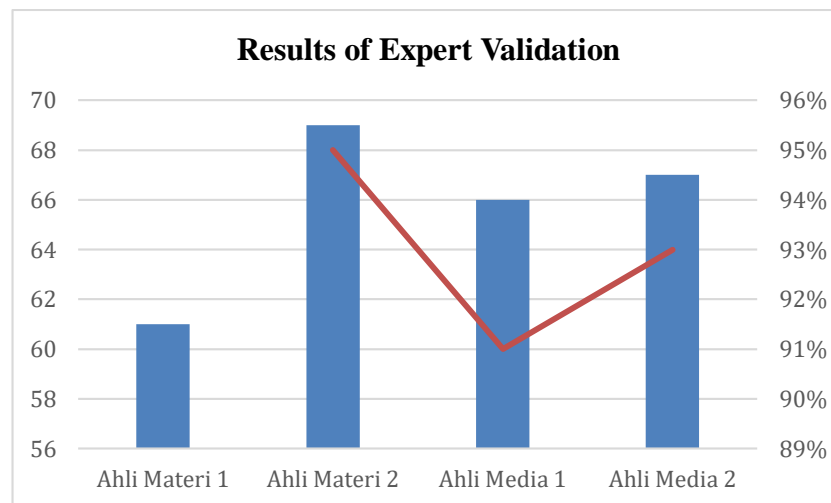
Figure 4.8
Expert Validation Results Graph

Based on the validation results obtained from the experts, it can be concluded that Sparkol Video Scribe-Based Learning Media in the Subject of Islamic Religion Education for honesty material is declared "proper to use" with an average percentage value of 90% for material expert validation and 92% for media expert validation.

5. Design Revision

After the product design has been validated by material and media experts, the learning media was revised based on suggestions and input from media and material experts and then re-validated by the experts to know the feasibility of the product after revision. The suggestions and input for improvement were as follows:

a. Material experts

Based on the validation instrument sheet that was given by the researcher to expert 1, Mr. Dr. Oki Dermawan, M.Pd, he gave input to add material about the courage to warn friends who behave dishonestly, like the story of *Wasilah*. While expert 2, Drs. H. Alinis Ilyas, M. Ag. did not provide any input.

b. Media experts

Based on the validation instrument sheet that was given by the researcher to media expert 1, Mr. Dr. Achi Rinaldi, M.S.i, he gave input to add more content or video duration. Meanwhile, input from media expert 2, Mr. Dr. Heru Juabdin Sada, M.Pd.i, suggested that the tempo of the voice was too slow and not straightforward.

6. Product Try-out

Products that have been validated were then continued in trial learning activities. The trial was conducted to obtain information about the attractiveness of Sparkol video scribe-based learning media. This trial was carried out in three steps, namely expert trials, small group trials, and large group trials.

a. Expert trials

The trials of these experts were carried out on media experts, material experts, and teachers of IRE. Then each was asked to provide comments and input from the learning media that had been made.

b. Small group trial

After the product has been reviewed and revised based on suggestions and input from experts, it was then tested in a small group. This small group trial was conducted with

10 students in class X who were asked to see the products that had been produced, then students were asked to fill out a questionnaire via Google form.

c. Large group trial

After being tested on a small group, the product was tested on several respondents. This large group trial was conducted on some class X students. Students were asked to see the products that had been produced, then students were asked to fill out a questionnaire via Google form.

7. Product Revision

After testing the product on small and large groups, to find out the feasibility of Sparkol Video Scribe on honesty material, the product was said to be attractive and the feasibility was very high so no repeat trials were carried out. Furthermore, the Sparkol Video Scribe learning media can be used as a learning medium for students and teachers.

B. Description and Analysis of Test Results Data

The trials were carried out by researchers to education practitioners and class X students. This stage was administered to know the feasibility of the product being developed and to obtain input from the product that has been produced.

Assessment Analysis of Educational Practitioners

Assessment of education practitioners was done by giving assessment sheets to teachers teaching Islamic Religion Education. The aspects assessed by education practitioners were the aspects of content quality, media appearance, language, and presentation.

Assessment of Education Practitioners was carried out by Ms. Mutmainnah, S.Pd. There were 10 assessment items given to the Education Practitioner, each of which had a minimum score of 10 and a maximum score of 40. The total score was 34 and the analysis of the validation score given by the Education Practitioner was 85% which was categorized in the "Very Good" criterion.

Analysis of Student Usage Trials

Products that have been revised after being tried out in small groups were then tried out in large groups by giving questionnaires to class X students. This stage was implemented to find out the responses and attractiveness of the products being developed and to obtain suggestions and input to revise learning media products.

Student response data regarding the use of instructional media were obtained using a closed questionnaire via Google form with the criteria of "very good", "good", "good enough", and "not good". The percentage of student responses was the response level "very good". The test results are as follows:

a) Small Group Trial

A small group trial was done on 10 Class X students online using a Google Form which contained student response questionnaires to test the attractiveness of the product being developed. The acquisition of the analysis of small group trial calculations carried out by class X students was as follows:

Table 4.7
Small Group Trial Results

No	Respondent Names	Total Score	Maximum Score	Score in Percentage
1	AG	48	60	80%
2	HY	54	60	90%
3	IT	52	60	87%
4	JK	48	60	80%
5	MO	49	60	81.67%
6	VR	57	60	95%
7	MN	55	60	92%
8	DP	44	60	73.33%
9	RD	55	60	91.67%
10	SN	47	60	78.33%
Average				**85%**

From the results of the small group trials of 10 students, it was concluded that the learning media based on Sparkol Video Scribe in IRE, especially in Honesty Material was interesting to use with an average percentage value of 85% with the "Very Good" interpretation criterion.

b) Large Group Trial

The next step was to administer a large group trial. The large group try-out was carried out with 20 students as respondents who were given an online questionnaire via Google form to provide an assessment of the Sparkol Video Scribe-based learning media in the IRE subject on Honesty Material developed by researchers. The analysis of large-group test calculations carried out by students is as follows:

Table. 4.8
Large Group Trial Results

No	Respondent Names	Total Score	Maximum Score	Score in Percentage
1	AG	48	60	80%
2	HY	54	60	90%
3	IT	52	60	87%
4	JK	48	60	80%
5	MO	49	60	81.67%
6	VR	57	60	95%
7	MN	55	60	92%
8	DP	44	60	73.33%
9	RD	55	60	91.67%
10	SN	47	60	78.33%
Average				**85%**

The results of the large group trial of 20 students concluded that the learning media based on Sparkol Video Scribe in the IRE in Honesty Material was interesting to use with an average percentage value of 86% with the "Very Good" interpretation criterion.

C. Final Product Review

Research and Development of Sparkol Video Scribe-based Learning Media were administered using the Borg and Gall Model. The problems that form the basis of this study were, (1) Learning media which were limited to printed books were less attractive to students and their appearance or presentation was less attractive, convoluted sentences, difficult to understand students so that students were less motivated in the learning process. (2) There was no teacher creativity in exploring their skills in making interesting learning media for students. (3) There was a large curiosity among students about the renewal of the use of learning media, but the teacher had lack of knowledge about learning media. (4) It was still rare to find Sparkol Video Scribe-Based Learning Media because there was little literature that discussed Sparkol Video Scribe-based learning media.

After knowing the potential and problems, then collecting data or information about learning media was obtained from data from research conducted at SMAN 1 Bandar Lampung using interview techniques with teachers the data obtained was then processed and used to develop learning media based on Sparkol Video Scribe. After collecting data/information, the next step was product design. At this stage, the product was made in such a way in the form of a video.

The next stage was validation, and the validation results were obtained based on the results of the Material Expert's assessment; this learning media was included in the very good criteria, with a feasibility level of 90%. Based on the results of the Media Expert's assessment, this media was included in the very good criteria, with a feasibility level of 92%.

After the product design has been validated by material and media experts, the learning media was revised based on suggestions and input from media experts and material experts and then re-validated by the experts to know the feasibility of the product after it was revised.

Products that have been validated were then continued to be implemented in learning activities. The trial was conducted to obtain information about the attractiveness of Sparkol video scribe-based Islamic Religion Education learning media. Based on the results of trials on students, this learning media was categorized in the "very good" criteria with a percentage of 85% for small groups, and 86% for large groups with also a "very good" criteria. Assessment by education practitioners portrayed a percentage score of 85% with "Very Good" criteria.

Upon testing the product on small and large groups, to find out the feasibility of Sparkol Video Scribe on honesty material, the product was said to be attractive and the feasibility was very high so no repeat trials were carried out. Furthermore, the Sparkol Video Scribe learning media can be used as a learning medium for students and teachers.

CONCLUSION

Based on the results of research and development of learning media Sparkol Video Scribe in Islamic Religion Education Subject, it was completed by the results of research

and development and the following conclusions can be drawn: The results of research and development in the form of learning media based on Sparkol Video Scribe in the subject of Islamic Religion Education on the subject of Honesty was constructed and developed using the Research and Development Method or R & D with the Borg and Gall Model which was modified by Sugiono. The stages were finding out the potential and problems, information gathering, product design, design validation, design revision, product testing, and product revision. The development of Sparkol Video Scribe learning media was in the form of videos; The validation results of material and media experts obtained results with a percentage of 90% for material experts, and 92% for media experts and were declared included in the "Very Eligible" or "Proper to Use" category. And attractiveness response test based on the large and small group trials obtained results with a percentage of 85% for the small group, and 86% for the large group and included in the "Very Good" category. Meanwhile, based on the assessment of educational practitioners, this learning media was included in the "Very Good" criteria, with an average percentage value of 85%.

RECOMMENDATIONS

The recommendations regarding the development of Sparkol Video Scribe-based learning media for IRE subject at SMAN 1 Bandar Lampung are as follows:
1. The material presented in the Sparkol Video Scribe software for the IRE subject was only for Honesty material, of course, the researcher hopes and recommends that more extensive material be developed.
2. Learning media based on Sparkol Video Scribe is expected to be used as an innovative and varied example of developing learning media.
3. Future researchers can develop learning media based on Sparkol Video Scribe on Smartphone or Android versions.

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