IMPROVING STUDENT LEARNING OUTCOMES THROUGH THE DEVELOPMENT OF VIDEOSCRIBE SPARKOL-BASED LEARNING MEDIA

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Abstract:

The objectives of this research and development are; 1) To determine the feasibility of Sparkol Videoscribe-based video learning media, 2) To explain the attractiveness of Sparkol Videoscribe-based video learning media, 3) to test the effectiveness of using Sparkol Videoscribe-based video learning media. This type of development research is Research and Development (R&D), which refers to the Borg & Gall model. The subjects in this study were fourth-grade students at MI Miftahul Ulum Pandan Wangi. Data collection techniques in this study used interviews, achievement tests, and questionnaires. The data analysis technique used is qualitative and quantitative analysis techniques. The research was conducted at MI Mifatahul Ulum Pandanwangi with test subjects of 25 students in class IV A and 25 students in class IV B. The research results on developing video learning media based on Sparkol Videoscribe met the valid criteria, with material experts reaching a validity level of 97.5%, design experts at 97.5%, and learning practitioners at 95%. In the post-test analysis for the experimental class, the result was 85.04, while for the control class, it was 70.28. In the t-test obtained at t-count 3.55 and t-table 2.06. From these data, it can be concluded that the t table is larger than the t count, so the results are significant, with Ha being accepted and Ho rejecting.

So that Sparkol Videoscribe learning media effectively improves student learning outcomes in the life cycle material of living things in class IV students.

Keywords: Development, Videoscribe, Learning Outcomes

Abstrak:

Tujuan dari penelitian dan pengembangan ini adalah: (1) Untuk mengetahui kelayakan media pembelajaran video berbasis Sparkol Videoscribe, (2) Menjelaskan kemenarikan media pembelajaran video berbasis Sparkol Videoscribe, (3) untuk menguji keefektifan penggunaan media pembelajaran video berbasis Sparkol Videoscribe. Jenis penelitian pengembangan ini adalah Research and Development (R&D) yang mengacu pada model Borg & Gall. Subjek dalam penelitian ini adalah siswa kelas IV di MI Miftahul Ulum Pandan wangi. Teknik pengumpulan data pada penelitian ini menggunakan wawancara, tes pencapaian hasil belajar dan angket. Teknik analisis data yang digunakan adalah Teknik analisis kualitatif dan kuantitatif. Penelitian dilakukan di MI Mifatahul Ulum Pandanwangi dengan subjek uji coba 25 siswa kelas IV A dan 25 Siswa kelas IV B. Hasil penelitian pengembangan media pembelajaran video berbasis Sparkol Videoscribe ini memenuhi kriteria valid dengan ahli materi mencapai tingkat kevalidan 97,5%, ahli desain dengan jumlah 97,5 % dan praktisi pembelajaran dengan jumlah 95%. Pada analisis Post-test kelas eksperimen diperoleh hasil 85,04 sementara, untuk kelas kontrol 70,28. Pada uji-t diperoleh pada t-hitung 3,55 dan t tabel 2,06. Dari data tersebut dapat disimpulkan bahwa t tabel lebih besar dengan t hitung, maka hasilnya signifikan.
dengan Ha diterima dan Ho ditolak. Sehingga media pembelajaran Sparkol Videoscribe efektif dalam meningkatkan hasil belajar siswa dalam materi siklus hidup makhluk hidup pada siswa kelas IV.

**Kata Kunci:** Pengembangan, Videoscribe, Hasil Belajar

**INTRODUCTION**

Education has a vital role in improving the quality of a nation. Through education, humans can improve competence and form character in their personality (Fauzi & BR, 2018). As stated in Law Number 20 of 2003 concerning the national education system, education is a conscious and systematic effort to realize learning activities so that students can actively develop their competencies (Rida Fironika K., 2015). Efforts to optimize these goals are through learning activities at school (Frisa, Anindya, Suneki, & Purnamasari, 2019).

Natural science is a branch of science that originates from natural phenomena (Putri N.S, 2021). IPA is also termed scientific knowledge. This is because science is based on direct observation of natural phenomena that can be proven and explained. Science has a vital role as the main subject in elementary schools. This is because science directs students to learn in an inquiry manner and further develops students' logical power due to phenomena originating from nature. In learning in elementary schools, the range of subject matter contained in it is less complex than the levels after it (Rozi et al., 2020; Dakir et al., 2021).

Science learning in elementary schools is essential and needs to be divided into several branches of knowledge found at the later levels of education. However, it is this essential characteristic that students feel is important as natural knowledge and as a basis for students for the next level of education (Nur Farida, 2016). Therefore, it is necessary to have good learning media so that learning activities can run effectively and optimally.

The goal of learning science at the basic education level is for students to understand the concept of science. Then the understanding of the concept can be implemented in everyday life. It is also hoped that students will be able to train themselves in scientific investigation, problem-solving and scientific decision-making processes. Students can also develop critical thinking processes based on scientific observations and knowledge. So that students can understand and have a sense of gratitude for the natural beauty that God has created (Desstya, 2014).

One learning media that can be the answer to overcoming learning problems is Videoscribe. According to Lindsay, Videoscribe is software that can create designs with white backgrounds that are attractive and easy to use (Lindsay, 2015). The software that will be developed has the advantage of having an attractive appearance by displaying hand animations following the patterns made. This attractive appearance can motivate students to be more active in learning activities and improve student learning outcomes (Badariah, 2021).

This is to a research study conducted by Chen and Cowie in 2006, which explained that out of 23 observations made by teachers, there were 21 successful learning activities using video. This research study was also reinforced by Hamdani's theory, which stated that video-based learning is more accessible than text (Chen & Cowie, 2014).

Departing from the explanation above, this article aims to develop spark
video scribe-based video learning media. The purpose of developing this learning media is to determine if there is an increase in the learning outcomes of class IV students at MI Miftahul Ulum Lumajang. The learning videos that will be developed use Sparkol Videoscribe software as the leading software with a dissertation of several supporting software. The supporting software for developing this learning media are Adobe Photoshop, Adobe Premiere Pro, and Canva. Besides being able to be used during the learning process, the learning media that will be developed can be used as a pocketbook for students to study independently at home. So, the researcher is interested in raising the title "Development of Sparkol Videoscribe-based Video Learning Media to Improve Learning Outcomes of Class IV Students at MI Miftahul Ulum Lumajang."

RESEARCH METHOD
Development style

The development model is the initial foundation for producing the product. The development model in this study adopts the development model according to Borg & Gall. The development research stages formulated by Borg & Gall consist of ten development research steps. The reason for researchers adopting the borg and gall model is because this model supports the development of video media. In addition, the Borg & Gall development model is quite commonly used as a development model. Thus, being able to provide convenience for researchers in finding references related to the development model. The research and development model from Borg & Gall can be seen in the chart below.

Based on the explanation of the steps from the procedure chart presented above, the researcher chose to cut by only taking seven steps based on. This is because researchers only want to know the feasibility of media and increasing learning outcomes, not for mass production and limited time and costs. This is reinforced by the explanation conveyed by Hasyim that the development procedure can be trimmed and modified to just 7 or 8 steps; this is adjusted to the words of Borg and Gall themselves, who understand the time and financial limitations of researchers who become students in writing theses, theses, and dissertations (Sugiyono, 2012).

Development Procedure

Potential Problems

At this stage, the researcher collects field data and analyzes it. The researcher chose to develop video learning media based on Sparkol Videoscribe material comparing the life cycles of living things and relating them to conservation efforts to improve student learning outcomes at MI Miftahul Ulum Pandanwangi.

Initial Data Collection

Researchers at this stage make a concept design that will be used as a reference for product development. Researchers prepared a concept for making learning
media based on Sparkol Videoscribe material comparing creatures' life cycle and relating it to conservation efforts. Researchers began looking for information related to material, background, images, and dubbing sound so they could optimize the media to be made.

Product Design

At this stage, the researcher makes a product previously designed through a concept form in the Initial Data Collection process. At this stage, the researcher determines and creates the title and carries out the product-making process.

Product Validation

After the product has been successfully developed, the next step is to carry out product validation which aims to determine whether the product is valid or not to be used as learning media. The validity test was conducted on two expert lecturers, learning media experts and material experts, and teachers as learning practitioners.

Product Revision

At this stage, the researcher revised the product testing that was produced previously with design experts and material experts. Revisions made by researchers should be in the form of a summary of data from the advantages and disadvantages of the product. The summary of the data from these two matters is then used as a reference for the analysis and implementation of this revision, referring to direct comments and the results of questionnaires submitted to design and materials experts.

Product trials

Product trials were carried out after the researchers made revisions related to material validation and media design in previous activities. Product trials were carried out to determine the level of feasibility and attractiveness and the effect of the product being developed on the learning outcomes obtained by students.

FINDINGS AND DISCUSSION

The Process of Developing Sparkol Videoscribe-Based Video Learning Media Material on the Life Cycle of Living Things and Efforts to Preserve It

This research was conducted at MI Miftahul Ulum Pandanwangi, Lumajang Regency. The general objective of this research and development activity is Sparkol Videoscribe-based learning media on material comparing the life cycles of living things and relating them to conservation efforts at the MI/SD level. Meanwhile, this research and development aim to determine the feasibility of learning media and see an increase in student learning outcomes after using the media.

This research and development use development procedures from Borg & Gall, which are modified according to research needs. The data from each stage
of the research and development procedure are as follows:

**Research and Data Collection**

The data collection that researchers did in research and development was by using interview techniques in pre-research activities at MI Miftahul Ulum Pandanwangi. Based on the interview activities that the researchers conducted in the pre-research activities, it was obtained regarding the problems and constraints during the learning activities.

The problem that the researchers found in the pre-research activities was that the teacher had never used video learning media based on Sparkol Videoscribe and only used the learning media found in thematic books in material comparing the life cycles of living things and relating them to conservation efforts.

Interviews were conducted with class IV tutors, namely Mrs. Fithratun Ni’mah, S. Pd.I. In the interview activity, he said that the obstacles experienced by students in learning activities, especially in thematic subjects on the material life cycle of living things and efforts to preserve it, was the lack of understanding of students in differentiating each cycle experienced by living things. Meanwhile, the lack of use of instructional media is also the cause of less-than-optimal student learning outcomes.

Referring to the results of the interview activity. The material developed in Sparkol videoscribe-based video learning media will be adapted to Core Competencies, Basic Competencies, and indicators in thematic lessons. This is because the material in the developed product can be easily understood, systematic, and effectively applied in learning activities. Thus, the developed product can significantly impact the goals to be achieved.

**Initial Data Collection**

In pre-research activities, researchers conducted observation activities related to learning activities in class 4 of Madrasah Ibtidaiyah Miftahul Ulum Pandanwangi. In the observation activity, the researcher found the following results:

1. In the observations made in class 4, MI Miftahul Ulum, it was found that thematic learning, especially on the life cycle of living things and their conservation efforts, was still centered on the teacher. Student involvement in the learning process still needs to be improved.
2. Obtained from the observation data that thematic learning in grade 4 students on the life cycle of living things only use the lecture method. So, in the learning process, they still need adequate learning media to support student learning activities, especially in the life cycle material of living things and their conservation efforts. Thus, students are more likely to feel bored and less interested in participating in learning activities.
3. Observation activities that researchers carried out at MI Miftahul Ulum Pandanwangi through interviews with fourth-grade students found that students preferred video-related things. This is known when students
provide information about their interest in watching videos, especially videos on the YouTube channel.

4. Determine core competencies, essential competencies, and indicators as materials in developing learning media.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Basic competencies</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Understanding factual knowledge by observing (hearing, seeing, reading, and asking) based on curiosity about himself, God's creatures, and their activities that are found at home and school</td>
<td>3.2. Comparing the life cycles of several living things and relating them to conservation efforts.</td>
<td>3.2.1. Identify the life cycle of living things in animals and plants</td>
</tr>
<tr>
<td>4. Present factual knowledge in a clear, systematic, and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect children are playing and having noble characters.</td>
<td>4.2. Make a life cycle scheme for several living things in the surrounding environment and a slogan for efforts to preserve them.</td>
<td>4.2.1. Analyze animals that undergo complete and imperfect metamorphosis.</td>
</tr>
</tbody>
</table>

**Product Design**

After the data collection stage of Preliminary Data Collection, the next stage is regarding Product Design. The learning media development stage is in the form of video learning media based on Sparkol Videoscribe. Several things are done in Product Design at Sparkol Videoscribe. As for the design of Sparkol Videoscribe-based video learning media, they include; (1) Product Identity, (2) Opening Page, and (3) Content page of the learning video.

**Product Validation**

Product Validation is the initial stage of testing the feasibility of the product so that it is said to be feasible to become a learning medium for students.
Product Validation was given to two lecturers from UIN Maulana Malik Ibrahim Malang, as material experts, learning media design experts, and learning practitioners. The data obtained from Product Validation is in the form of quantitative data and qualitative data. Quantitative data was obtained from a questionnaire using a Likert scale. At the same time, qualitative data were obtained from input and suggestions from material validators and instructional media designs.

**Product Revision**

After the initial testing phase, the design and material validators carried out the data. Next is the Product Revision stage. This stage aims to improve revisions regarding design and learning materials so that it can be said that it is feasible to carry out field trials. The Product Revision Stage is in the form of suggestions and input related to learning media provided by the design validator and material validator, as well as from learning practitioners who will be considered in making revisions.

1. **Revision of Learning Materials**

Learning materials were revised to the material validator, Mrs. Dian Eka Aprilia Ningrum, M.Pd. Learning materials are revised through suggestions and input provided by material validators related to learning materials contained in the developed learning media. Furthermore, the suggestions and input from the validator are used to revise the product so that it can be said to be feasible to be tested in the field. Following are the suggestions and input given by the material validator from validator.

2. **Revision of Learning Media Design**

The revision of the learning design was carried out by the design validator, namely Mr. Galih Puji Mulyoto, M.Pd. This learning design validator was carried out to know the feasibility of the learning media developed before being deployed in field trial activities. Learning design revisions were obtained through suggestions and input provided by the design validator.

**Product Trials**

Product Trials are used to determine feasibility and to seek the influence of the products developed on student learning outcomes. Product Trial is carried out after validating and revising the material and media validators related to the developed product. Product Trial is used to answer the problem formulation in this research and development. The following is an explanation of Product Trials.

**Final Product**

The calculations from the t-test analysis above show that the number of t counts is more significant than the t table, which can be stated that Ha is accepted and Ho is rejected. So that there is a significant difference between classes using video learning media based on Sparkol Videoscribe and conventional classes. Furthermore, seen from the sum of the results of the control class posttest and the experimental class posttest shows that the results of the experimental class posttest (X2) are more significant than the control class (X1), where 2126 > 1757.
In addition, the average value of the control class posttest is 70, and the posttest experiment is 85, where the control posttest < experimental posttest. Thus, the use of video learning media based on Sparkol Videoscribe material on the life cycle of living things has proven to be effective in increasing student learning outcomes for class IV MI Miftahul Ulum Pandanwangi.

A. Product Development Results Data Analysis

This study uses the Research and Development (R&D) model of the Borg & Gall development. The Borg & Gall research model itself consists of 10 development steps. However, in this study, researchers only used seven steps adjusted to the needs of the researchers.

The development of video learning media based on Sparkol Videoscribe begins with the research and data collection stages and the analysis of student needs. The results of pre-research activities show that the teacher conveys material only by using the lecture method. This causes students to feel bored and less interested in participating in learning activities, especially in thematic learning of science subjects. Thus, the learning outcomes achieved by students are less than optimal.

Based on these problems, the researcher then discussed with the thematic teachers regarding selecting material and competencies to be taken as material in developing video learning media based on Sparkol Videoscribe. Based on the problems found, researchers have materials on the life cycle of living things and efforts to preserve them as materials related to the products being developed. Then after selecting the materials used as product development materials. Next, the researcher designed the video learning media product format based on Sparkol Videoscribe, which consists of an opening section containing greetings and learning objectives, content, and a closing. The resulting product is a learning video of about 15 minutes. Apart from being used as a learning medium, the product developed can also be used as a student pocketbook to be studied by students at home.

Feasibility Analysis of Sparkol Videoscribe-Based Video Learning Media

This research aims to develop a product in the form of a learning video based on Sparkol Videoscribe on the life cycle of living things and their conservation efforts. Before the product is tested on students, there needs to be validation related to the product's feasibility until it is said that it is feasible to be tested on students. The validation is related to the feasibility of the material and media design. The eligibility criteria for video learning media based on Sparkol Videoscribe can be identified through a questionnaire to assess the validators.

The feasibility of the product being developed includes statements, suggestions, and comments from the validator as material for enhancing the product being developed. The product developed must obtain the eligibility criteria obtained by the validator so that it can then be tested on students as a video learning medium based on Sparkol Videoscribe. Another opinion also explained that before the product was tested, it was necessary to make improvements in revision activities based on the suggestions and input provided by the validator as material for enhancing the product until the product being
developed was feasible to be tested on students.

**Analysis of Material Expert Validation Results**

Regarding the expert validation analysis of the material given to the science learning lecturer, namely Mrs. Dian Eka Aprilia Fitria Ningrum, M.Pd, on video learning media based on Sparkol Videoscribe material on the life cycle of living things and efforts to preserve it to improve student learning outcomes in class IV at MI Miftahul Ulum Pandanwangi. The validation from the material expert obtained a feasibility percentage of 97.5%. From the validation score related to the material, very valid criteria are obtained. However, in filling out the questionnaire, the material validator provides suggestions and input related to the developed product as material for improving the product to be developed.

The suggestions and input provided by the design validator include; does not take material from Wikipedia, adds learning objectives attached to the opening of the video, and the role of video does not involve students being active. From the suggestions and input provided by the validator, the material has been revised. However, in the last suggestion, the researcher explained that in practice, learning videos that are played can be paused by using a wireless mouse as material for reinforcement of the material.

Based on the description above, the material in the developed product meets very valid criteria to be used as a learning medium for students. This is also reinforced by Azhar Arsyad’s assumption that "the more effective the use of the five senses in the process of receiving and processing information, the higher the likelihood that a person will remember the information obtained and store it as memory in the brain. So based on the description of the validation from material experts and the opinions presented by Azhar Arsyad, it can be concluded that the development of video learning media based on Sparkol Videoscribe material on the life cycle of living things and efforts to preserve it to improve student learning outcomes in class IV at MI Miftahul Ulum Pandanwangi has met the criteria in terms of feasibility of the content of the material.

**Analysis of Learning Media Design Validation Results**

The validation analysis of video learning media design based on Sparkol Videoscribe was given to Mr. Galih Puji Mulyoto, M.Pd, as the learning media design validator. Based on an analysis of the validation of instructional media design, a feasibility percentage of 97.5% of the total 10 statement items is obtained. Each statement item given to the media design validator gets the maximum score, and only statement item 3 does not get the maximum score. Based on the feasibility criteria obtained in product development, it is a very valid criterion. Meanwhile, the researcher only made one revision regarding the notes and suggestions provided by the validator regarding the improvement of the product being developed.

The notes and suggestions given by the validator regarding the product provided are as follows; there is still much writing that is too sideways, the
characters or characters in the video are not suitable, some charts are not coherent, and the color of the letters is not attractive. After obtaining the notes and suggestions provided by the media design validator, the researchers immediately revised and made improvements according to the suggestions and input provided. So, after making revisions regarding the suggestions and input given. The researcher re-validated and immediately obtained approval regarding the instructional media design to be tested on students.

From the explanation described above, developing video learning media based on Sparkol Videoscribe related to media design has very valid criteria. So, the developed products can be tested on students as learning media. Mayer's statement also reinforces that a person will have the best learning experience when words and pictures are presented simultaneously.

Learning Practitioner Analysis

Analysis of learning practitioners is used to strengthen the product's feasibility. Analysis of learning practitioners was used in the form of giving questionnaires and filling out questionnaires given to class IV thematic teachers addressed to Mrs. Fihratutun Ni'mah, S.Pd.I. Based on filling out a questionnaire from learning practitioners related to the product being developed. The questionnaire given contains 10 statement items with four assessment standings. The questionnaire obtained an assessment percentage score with a feasibility percentage of 95%.

Meanwhile, the eligibility column in the qualification is very valid. Out of a total of 10 questionnaire items given to learning practitioners, 8 of them obtained a perfect assessment classification. While the other two get a score of 3 with a good description.

Based on the explanation regarding the validation of the questionnaire given to learning practitioners, it can be concluded that sparkol video scribe-based video learning media is suitable for students' learning medium. This is also reinforced by an explanation of the benefits of learning media. According to the explanation from Arief S. Sadiman et al., learning media that is used appropriately can overcome passive students in learning activities, as well as the existence of learning media that can provide stimulus to students to be active in participating in learning activities.

Analysis of the Interest Level of Sparkol Videoscribe-Based Video Learning Media

Analysis of the level of attractiveness of learning media was obtained by filling out and giving questionnaires to students regarding the products being developed. The level of attractiveness of learning media was analyzed for class IV students of MI Miftahul Ulum Pandanwangi, totaling 25 students. The questionnaire contains ten statements related to the attractiveness of learning media for students. The percentage values in each component item contained in the questionnaire are as follows:
1. The attractiveness of sparkle video scribe-based learning media, obtaining a 100% presentation,
2. Ease of understanding the material contained in sparkle video scribe-based learning media, obtaining a percentage of 80%,
3. Students are assisted in learning by using video learning media based on Sparkol Videoscribe, obtaining a percentage of 97.5%,
4. Students enjoy using Sparkol Videoscribe-based learning videos with a percentage of 92.5%,
5. Ease of learning when using sparkol video scribe-based learning media by obtaining a percentage of 95%,
6. Students can easily understand examples of animals that go through complete metamorphosis and imperfect metamorphosis by obtaining a percentage of 97.5%,
7. Students feel happier learning because the learning video looks interesting, getting a percentage of 100%,
8. Students understand the material more quickly because the language used is easy to understand by obtaining a percentage of 100%,
9. Students easily understand the material because the use of sound in the learning video is straightforward and easy to understand, obtaining a percentage of 97.5%,
10. Students feel happy learning by using sparkle video scribe-based learning media because the animation shown in the learning videos is fascinating, obtaining a percentage of 100%.

Analysis of the attractiveness of sparkle video scribe-based video learning media obtained an attractiveness percentage of 95%. If it is classified based on attractiveness criteria with such a percentage, the attractiveness of sparkle video scribe-based video learning media has exciting criteria. This is also reinforced by Azhar Arsyad that the use of learning media aims to stimulate students to be more interested in learning.

Analysis of the Effectiveness of Sparkol Videoscribe-Based Video Learning Media

Analysis of the effectiveness of sparkle video scribe-based video learning media is said to be effective and successful if it can change student learning outcomes for the better. Besides that, determining the level of effectiveness of the product being developed can also be seen through its role when learning activities occur. When seen when carrying out product trials, students look excited because students gain new things and new experiences in learning activities. As usual, students only gain knowledge through the lecture method delivered by the teacher. With the video learning media based on the sparkle video scribe, it is as if there is a refreshment experienced by students in their learning activities, especially in the life cycle of living things and their conservation efforts.

Referring to the product trial activities, it is known that there is a change in student learning outcomes using sparkol video scribe-based video learning media with students who do not use sparkol video scribe-based video learning media. Product trials using pretest and posttest test techniques. The pretest test
was conducted to determine students' initial knowledge homogeneity and equality. Meanwhile, post-test scores measure changes in learning outcomes after experiencing treatment. The treatment of the experimental class was to use sparkle video scribe learning media. In contrast, the control class experienced conventional treatment or did not use sparkol video scribe-based video learning media.

The average student learning result obtained from the control class posttest was 70. Meanwhile, the average student learning result obtained from the experimental class posttest was 85. As for the t-test analysis, the value of count (3.55) ≥ table (2.06). The results of this t-test analysis show significant differences in the learning outcomes of students who use sparkol video scribe-based video learning media with students who do not use sparkol video scribe-based video learning media. Based on these data, it can be concluded that sparkol video scribe-based video learning media is effective for improving student learning outcomes on the life cycle of living things and efforts to preserve it for fourth-grade students at MI Miftahul Ulum Pandanwangi.

CONCLUSION

Based on the explanation described in the previous chapter regarding the development of video scribe-based video learning media on the life cycle of living things and efforts to preserve it to improve the learning outcomes of fourth-grade students at MI Miftahul Ulum Pandanwangi, the conclusions can be presented as follows:

1. The design of video scribe-based video learning media development is the development of learning media in the form of learning videos. Sparkol videoscribe is a handwriting animation video with a white slide animation background. In addition to handwriting animation, Sparkol Videoscribe can include audio in the form of back-sound or voice dubbing which is then synchronized with the video to produce exciting videos.

2. The eligibility criteria for learning media are obtained through validation from two validators related to media design experts and material and content validators, and learning practitioners. Test the validity of the product using a questionnaire in which the assessment results are obtained, namely, the assessment from material experts is 97.5%, from learning media design experts is 97.5%, and from learning practitioners giving an assessment of 95%. Of the three questionnaire assessments, when calculated, an average rating of 96% is obtained. So that, when translated into eligibility criteria, is very valid and feasible criteria. So, based on the validation results, the following learning media can be tested further for students.

3. The attractiveness of sparkle video scribe-based learning media was obtained through a student response questionnaire. A questionnaire regarding student responses was given to class IV MI Miftahul Ulum students, totaling 25 students. The attractiveness percentage obtained is 95% and is included in the beautiful category.

4. The effectiveness of sparkle video scribe-based video learning media was obtained through the results of pretest and posttest tests in the control class
and experimental class in fourth-grade students at MI Miftahul Ulum Pandanwangi. The average student learning outcome obtained from the control class post-test was 70. Meanwhile, the average student learning outcome obtained from the experimental class post-test was 85. As for the t-test analysis, the value of t-count (3.55) ≥ t-table (2.06). So it can be concluded that video learning media is effective in improving the learning outcomes of fourth-grade students on the life cycle of living things and efforts.
REFERENCES


