

**Development of Indonesian History-Based Learning Media
Videoscribe Material on the Islamic Kingdom in Java for Class X at SMA Negeri 3
Salatiga**

Ainun Munawar¹, Andy Suryadi²

Abstract

The purpose of this research is (1) To analyze the media needs of Indonesian history, (2) to know the development of Indonesian history learning media-based videoscribe Demak kingdom material, (3) to know the media feasibility of Indonesian history study-based Videoscribe material of Islamic kingdom in Java sub material of Demak Kingdom given validation results conducted by material expert and media expert as well as teacher and student assessment. The method used in this research is research and development with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The results of this research show (1) That the learning media used by the history teacher of SMA Negeri 3 Salatiga Only used PowerPoint, picture video taken from the Internet, and a monotonous learning model resulted in subjects.

Indonesia's history has become dull and less attractive, requiring more interesting learning media. (2) The development of Indonesian history Learning media Demak Kingdom material is made using the Sparkol Videoscribe software, which is based on media scripts and narratives (3) Based on the feasibility rate of material expert validation, media experts and learning experts respectively with a percentage yield of 88.55%, 94.65%, and 93.75%. And student assessment results of 86.5%. Thus, this media should be used to study Islamic kingdom material in Java, the Demak Kingdom's sub-material.

Keywords: *learning media, video scribe, Islamic kingdom in Java*

Introduction

Education is an essential component in efforts to increase quality human resources. Education plays a vital role in human development and the development of human personality, including knowledge, values, attitudes, and skills helpful in achieving a better personality. According to Trianto (2010, pp. 1-2), education is a form of manifestation of a dynamic culture entire of development. Therefore, changes or developments in education should occur in line with changes in the culture of life. In Indonesian education, changes to the curriculum, one of the components of learning, will provide opportunities for schools to create an innovative and creative learning atmosphere. To create an innovative and creative learning climate, there is another component, namely, the teacher as an educational component who directly interacts

¹ History Teacher, SMA Negeri 3 Salatiga , Ainun26@students.unnes.ac.id

² Assistant Professor, Semarang State University, Andypapasikembar@mail.unnes.ac.id

with students. Create student's interactive and innovative required teachers who are more creative and innovative in preparing materials, assessments, and delivery methods are fun by paying attention to students' psychological readiness before learning (Utomo, 2015, p. 137). According to Basyirudin (2002, p. 1), The success of teachers in delivering material is very dependent on the smooth communication interaction between teachers and students; lack of smooth communication between teachers and students will result in the message conveyed by the teacher not being adequately absorbed. The Minister of Education and Culture Regulation No. 22 of 2016 states that the learning process in educational units is carried out in an interactive, inspiring, fun, and challenging manner, motivates students to participate actively and provides sufficient space for initiative, creativity, and independence by the participants' talents, interests, and physical and psychological development. Educate. Therefore, learning must be carried out using principles, one of which is the use of information and communication technology to increase the efficiency and effectiveness of learning. Therefore, learning must be carried out using principles, one of which is the use of information and communication technology to increase the efficiency and effectiveness of learning.

Discussion of Indonesian history subjects regarding Islamization and cross-culture, especially the Islamic Kingdom in Java, must be presented with a complete historical plot or story starting from the background of its founding, peak of glory, and decline. Apart from that, in the Demak Kingdom material, there is still a lack of visualization used by teachers. Based on the results of observations on September 27, 2018, at SMA Negeri 3 Salatiga, history subjects were boring subjects and did not attract students' interest in learning. This can be seen from the symptoms students show in ongoing history learning activities; some students show disinterest in the historical material being explained. The symptoms shown by students include: (1) Students chatting and joking with other friends; (2) Students scribble in books and do other subject assignments; (3) Students are allowed to leave class to avoid feeling bored by going to the bathroom; (4) Students are silent and do not respond when the teacher asks questions. In efforts to align the realization of active learning and creative thinking, innovation is needed, one of which is using learning media. Gerlach and Ely (in Arsyad, 2009, p. 3) say that media if understood broadly, are people, materials, or events that create conditions that enable students to acquire knowledge, skills, or attitudes. Meanwhile, according to Suryadi (2016, p. 9), learning media is an intermediary tool or introduction to knowledge; the media can be in the form of humans as messengers, can be in the form of textbooks that can be read by the readers themselves, and can also be in the form of audio-visual media that is used to introduction to the message of knowledge.

Learning media is very necessary for the learning process; apart from students readily accepting and understanding the knowledge and subject matter presented by the teacher, students are also actively involved in the learning process and can overcome student boredom during the learning process (Dellyardianzah, 2017, p. 1). According to Tanjung (2015, p. 262), of the various factors that influence the learning process, several factors can be conditioned.

The school environment, especially learning media, is the external factor that influences it. As a learning component, media is a sub-system whose existence cannot be separated from the learning process. Thus, the position of the media is critical in efforts to convey information in learning. By using media, the achievement of learning objectives in various domains can be optimized. Using media in learning will help teachers convey the learning material being studied, and students will be more easily stimulated in their thinking because learning media can provide a clearer picture for students to understand the material being taught. Seeing such problems, appropriate learning media is needed as an essential element of the teaching and learning process. If you look at the function of the media, it is a tool that makes it easier for teachers to attract students' interest in learning. According to Atno (2011, p. 221), using learning media influences student learning outcomes. If students easily accept lessons and master them, then their learning will become more active and advanced.

Education expert Mark Prensky (2001) stated that there are two generations: digital *natives* and *digital immigrants*. *Digital Natives* are a generation born in the digital era. In contrast, *digital immigrants* are a generation born before the digital era but have become interested in and have adopted new things from technology. Today's children are classified as a generation of *digital natives* familiar with technology since childhood. Therefore, the suitable learning media for today's children is digital-based, including *Videoscribe* (Pamungkas, et al, 2018; Afifah, N., & Hidayat, 2019)

Videoscribe is a computer software that can be used as learning media in animation. It comprises a series of images, writing, and sound packaged into a complete video (Pradnyana, 2014). With its characteristics, *Videoscribe* can present audiovisual learning media by combining images, sound, and graphic design that can be adapted to learning needs. Making *Videoscribe* is also done *offline* or without the Internet, so the teacher who makes it does not depend on Internet services. This will make it easier for teachers to create digital-based learning media today. Conditions supporting this statement are the facilities at SMA Negeri 3 Salatiga, which do not yet have an LCD (*Liquid et al.*). Used optimally, apart from that, there are *speakers* or loudspeakers in each classroom that can be connected to a laptop and used as loudspeakers in videos. This situation is the background for developing audiovisual-based

learning media so that teachers can interact with students and make learning more varied and creative in delivering teaching material to foster interest in learning History subjects even better, especially in material about the Islamic Kingdom in Java. In this way, learning using *Videoscribe* can channel messages to stimulate students' thoughts, feelings, and attention to make learning more effective and creative.

Method

This research is R&D (*Research and Development*) research. According to Sugiyono, research and development methods (2016, p. 407) are used to produce specific products and test the effectiveness of these products. Meanwhile, according to Setyosari (2010, p. 194), development research focuses on design or design, whether in the form of design models and design of teaching materials, products such as media, and processes. To produce specific products, research is used in the nature of needs analysis, and research is needed to test the product's effectiveness so that it can function adequately. According to Gay LR (2012, pp. 17-18), the aim of research and development in education is not to formulate or test theories but to develop effective products for school use. This R&D research adapts the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). The ADDIE model is commonly used in learning design, a guide to producing effective designs (Aldoobie, 2015, p. 68). This research is divided into three stages, namely the preliminary stage, development stage, and evaluation stage. Each stage is divided into data sources, data collection techniques, data objectivity tests, data analysis techniques, and results.

The preliminary stage involves needs analysis (potential and problems) and product design. The development stage consists of product creation and validation, carried out in 2 stages: product revision until obtaining appropriate criteria from experts. The product validation stage consists of material experts, media experts, and learning experts (history teachers). In validation, a product is said to be feasible if it has reached a percentage of $\geq 63\%$ with excellent or feasible criteria. The final stage of development research is the evaluation stage, which evaluates the product after limited external testing to determine the product's validity. A product is said to be feasible and reasonable if it reaches a percentage of more than 63% of student assessments. The sampling technique used by the researcher is *purposive sampling because the researcher already knows and understands the conditions in which the research location is* where the researcher becomes a practicing teacher (Munawar et al., 2019).

Data collection techniques in this research used questionnaires and interviews. The data analysis technique in this research consists of qualitative descriptive analysis used on data

obtained from suggestions, input, and corrections by-product validators, namely material experts, media experts, and learning experts (history teachers) regarding the feasibility of video scribe-based *learning media*. The data is then analyzed using the formula:

score obtained

$$\text{Result} = \frac{\text{score obtained}}{\text{maximum score}} \times 100\%$$

maximum score

Table 1. Eligibility Level Qualifications

Based on Percentage

Percentage	Eligibility Criteria
82-100%	Very Worth It
63-81%	Worthy
44-62%	Decent Enough
25-43%	Not Worth It

Quantitative data obtained in this research used descriptive statistical analysis techniques to process data obtained from questionnaire scores. Meanwhile, the data objectivity test uses source triangulation and method triangulation.

Results and Discussion

Based on the data obtained in this research, these data were then analyzed to determine whether or not the learning media was appropriate to apply to learning Indonesian history, material on the Islamic Kingdom in Java, and sub-material on the Demak Kingdom. This research uses a *Research and Development (R&D) approach with the ADDIE (Analysis et al., and Evaluation)* development model.

Analysis

Analysis is the initial stage that must be carried out before preparing programs or media for learning. Based on the results of observations on September 27, 2018, in order to find out the learning media used before developing *Videoscribe --based learning media* for Demak Kingdom material, the following results were obtained: (1) Learning media used in history learning class X at SMA Negeri 3 Salatiga still uses PowerPoint; (2) Material about the Demak Kingdom is only in student books and modules without any additional media or other teaching

materials to support learning; (3) the use of illustrated videos has been used in history learning at SMAN 3 Salatiga as a learning medium, but, unfortunately, the videos used are still in the form of illustrated *slides* with unclear narratives and the material in them still contains pieces that should be in the video (Akbar, et al, 2020)

Based on the results of the analysis of learning media needs with the objects used to fill out the questionnaire of 62 respondents from class, it is not uncommon for teachers to occasionally ask students how much they understand the material presented. According to 68% of students based on the questionnaire, they answered that they understood using the lecture method. However, 32% of students stated that it was difficult to understand what the teacher said. Then, the media often used by teachers, with 86% of respondents' answers, is still PowerPoint, which is often used. Meanwhile, 46% of respondents answered that teachers did not use visual media because they lacked visual materials for each student, so they could not take turns with others. Moreover, regarding the use of audio-visual-based learning media, 71% of respondents answered that teachers rarely use audio-visual-based media in ongoing learning. This is very unfortunate because the supporting facilities for learning media are adequate; based on the results of the questionnaire, a percentage of 82% of respondents related to supporting facilities for learning media in the form of projectors, speakers, and so on. According to Atmaja (2019:134), visual-based media (images or parables) play a vital role in learning. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and provide a connection between the content of the lesson material and the real world.

Design (Design)

the design stage is the preparation stage for creating learning media by creating concept maps, competency maps, media dubbing materials, and media scripts. A concept map is a picture that shows the structure or description of the interconnectedness between concepts and subject matter. The concept map itself is aligned with the material in the student's book, with the addition of some other references.

A competency map is a chart or flow that explains several indicators that students must master in the Islamic Kingdom in Java, especially the Demak Kingdom, where the basic competency is to analyze the development of social life, government, and culture during the Islamic kingdoms in Indonesia and show examples of evidence. -evidence that still applies to the lives of Indonesian society today.

Media dubbing material is writing or text that is created based on several references and various sources that are in harmony with the material and will become a reference for voice acting in

learning media that will be developed so that it does not deviate from the essential competencies and learning objectives that students must achieve.

Then, at this final *design stage*, the media script is created. The media script is a guideline for creating video-based learning media. This media script consists of scene, visual, and audio descriptions. (background) and narration.

Development (Development)

This stage is the production stage of *video scribe-based learning media*, where at the media creation stage, it is adapted to the script that has been designed first. At this stage, the media that has been completed is checked and validated by media experts, material experts, and learning experts in order to identify deficiencies and additions for improvement so that it can be appropriately used in learning. The *video scribe-based learning media production process is divided into three stages: pre-production, production, and post-production.*

The pre-production stage begins with preparing all the equipment needed to create hardware and software learning media. The hardware comprises a mouse and computer with 8th Generation Intel®Core™ i7-8700K Processor specifications, 8GB RAM, 1TB HDD, NVIDIA Graphics, and Windows 10 Pro operating system. Meanwhile, the software is comprised of the leading media creation software, *Sparkol Videoscribe*. Additionally, supporting software is prepared so that the media created can be packaged according to needs and is more attractive.

The production stage starts with selecting images that match the media script, which is then made into animated images in *line art* (striped images) using *CorelDRAW* by slightly adjusting the lines' thickness. After the image has been created, the image is saved using the *SVG (Scalable et al.) format* to obtain a two-dimensional image used in the *Videoscribe* software. After all the images are in *SVG format*, they are inserted into *Videoscribe* according to the narrative and media script that has been created. Then, the final step is to combine the video exported from *Videoscribe*, the dubbed sound, and the background sound created previously and entered into *Adobe Premier Pro*. After everything has been put together, it is exported as a complete animated video (Fadillah, A., & Bilda, W. 2019)

The final stage in this development is post-production, where the activities consist of reviewing and evaluating media created using *Videoscribe*. The main activity in this stage is product validation by experts in two stages. The following results were obtained based on the validation results of material experts, media experts, and learning experts (history teachers).

Table 2. Validation results by material and media experts.

Expert	Stage		Average
	Stage 1	Stage 2	
Material	79.2%	95.8%	87.5%
Media	91.6%	97.7%	94.65%
Amount			182.15%
Average			91%
Information			Very good

Source: Processed primary data

Table 3. Validation Results by Learning Experts

Expert	Results
Learning Expert	93.75%
Information	Very Good (very decent)

Source: Processed Primary Data

After validation and feasibility of *video scribe-based history learning media* from each expert are obtained, the overall results and feasibility of the product are as follows.

Table 4. Recapitulation of validation results and product feasibility

Expert/Expert	Results	Information
Material	87.5%	Very Worth It
Media	94.65%	Very Worth It
Learning	93.75%	Very Worth It
Amount	275.9%	
Average	91.96%	

Information	Very Worth It
-------------	--------------------------

Source: Processed Primary Data

Based on the recapitulation of validation results and the feasibility of the product model, the final percentage was obtained at 91.96%, so the history learning media based on *video writing* material on Islamic kingdoms in Java for class.

Implementation

The implementation stage is the stage where the media that has been produced is tested in learning. This *video scribe-based* history learning media is used in the Indonesian History subject in the Islamic Kingdom in Java material with the Demak Kingdom sub-material in class X IIS 4 and X Language at SMA Negeri 3 Salatiga. The learning media was tested twice in classes X IIS 4 and X Language for three days, 22, 23, and 24 May 2019.

The first meeting on the 22nd explained the use of media as a tool in learning material on the Islamic Kingdom in Java, sub-material on the Kingdom of Denmark, which had been included in the UKBM (Independent et al. Unit); this explanation was carried out in classes X IIS 4 and X Language according to class hours Indonesian History. This is so that students know an overview of the material that will be studied next (Al Munawarah, 2019). The second meeting was held on the 23rd in class X IIS 4, and the third meeting was held on the 24th *in class*.

Evaluation (Evaluation)

The final stage of this development is evaluating the learning media that has been implemented. This stage is carried out to improve learning media by suggestions from media users, namely teachers and students. Apart from making improvements, validity tests were also carried out on the quality of learning media by distributing media validation instruments to students. This is done to determine the validity of the learning media researchers develop through suggestions and improvements from the validator.

Researchers use the validation instrument as a guide to determine the validity of the learning media that is being developed in history learning. In the validation instrument for students, there are 16 indicators, with the objects used to fill out the questionnaire being 62 students from class X Language and X IIS 4 in SMA Negeri 3 Salatiga; from the instrument data, graphic data was obtained from the validation test results of *video scribe-based learning media* with material on Islamic kingdoms in Java, especially the Demak Kingdom, by students as follows.

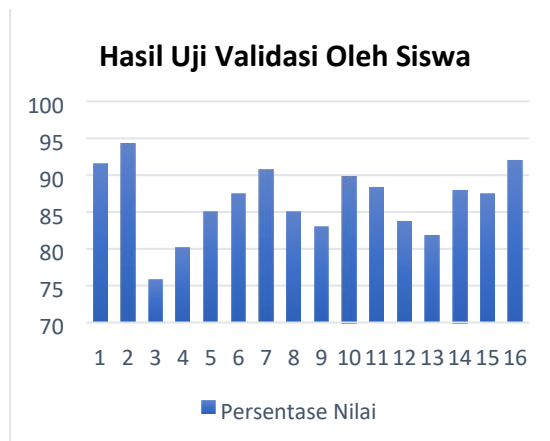


Figure 1. Graphic of media validation test by students (Source: processed primary data)

From the results of the graph above, a percentage value for each item was created to test the validity of video-based history-learning media. In item 1, 91.5% stated that the Videoscribe-based learning media tested was by the learning objectives. In item number 2, the media and material suitability is 94.3%. In item number 3, 75.8% of respondents think this learning media can make it easier to learn history. 80.2% of respondents thought this media could be seen clearly. Then, 85% of respondents considered that this media sounded clear and loud when used in the classroom.

In item number 6, 87.5% of respondents rated the content presented as good. The sequence of material delivery in the media received a percentage of 90.7% of respondents. 85% of respondents stated that it was easy to use the media being developed. In item number 9, a percentage of 83% of respondents found it easy to understand the material in the media. Then, respondents' level of interest in learning using this media received a percentage rating of 89.9%. Item number 11 states that 88.3% of the language used in this media is easy to understand. 83.8% of respondents stated that the level of clarity in conveying material using media was excellent. The level of memorability of the material conveyed through the media received an assessment of 81.8% from respondents. Item number 14 got 87.9% in the effectiveness of learning using media. 87.5% of respondents stated that learning using media was efficient. Then, learning is more fun using media, getting a percentage of 91.95 from respondents.

Overall, the student assessment stated that the *videography-based history learning media* of Demak Kingdom material was declared very feasible by showing a score of 86.5%. This makes the product model above the standard, namely $\geq 63\%$. Thus, it can be concluded that Indonesian history learning media based on *video writing* on Denak Kingdom material is considered very suitable as a learning media.

Conclusion

Based on the research and discussion results, it can be concluded that the initial conditions for learning media in the field were only *PowerPoint Points* and illustrated videos taken from the internet. The development of *video scribe-based* history learning media is based on the results of observations during Field Experience Practices (PPL) and using a learning media needs analysis questionnaire. Both methods resulted in the conclusion that history learning media needs to be developed, especially audio-visual-based learning media regarding the Islamic Kingdom in Java.

Development of history learning media based on *video writing of Demak Kingdom material, starting with creating media scripts, lineart illustrations, narration, and supporting background sound*. This development uses the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) model. During the *development stage*, validation is carried out by material experts, media, and learning experts (history teachers). The validation results by experts are used as a basis for improving, revising, and adding or reducing several components in the product, as well as validation to improve the quality of the learning media being developed.

Based on the validation results by experts or material experts, media, and learning experts (history teachers), the second validation resulted in 88.55%, 94.65%, and 93.75%. Each expert received an outstanding category and was very suitable for use as a learning medium. Overall, the validation results obtained a percentage of 92.31%, were in the outstanding category, and were very suitable for use as learning media. Validity tests were also conducted on students by implementing *video-based history learning media* with Demak kingdom material in the classroom. This validity test used a distributed questionnaire and obtained overall results with a percentage of 86.5% and included in the outstanding category.

Reference

- Afifah, N., & Hidayat, B. (2019). Pengembangan media pembelajaran berbasis videoscribe pada materi sejarah kerajaan islam di sumatra dan akulturasi nya kelas x sma muhammadiyah 1 metro. *SwarnaDwipa*, 2(3).
- Akbar, M. R., Hakim, A. R., & Haris, A. (2020). Pelatihan Pembuatan Media Pembelajaran Video Dengan Videoscribe Untuk Mengoptimisasi Pembelajaran Berbasis 4.0. *Darmabakti: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 1(2), 51-57.

- Al Munawarah, R. (2019). Sparkol videoscribe sebagai media pembelajaran. *Inspiratif Pendidikan*, 8(2), 430-437.
- Aldoobie, N. (2015). ADDIE Model. Dalam *American International Journal of Contemporary Research*. Vol 5. No. 6. Hal. 68–72.
- Arsyad, A. (2009). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Atmaja, H. Tri. (2019). Pelatihan dan Pendampingan Pembuatan dan Pemanfaatan Media Audio-Visual Interaktif dalam Pembelajaran Sejarah yang Berbasis pada Konservasi Kearifan Lokal Bagi MGMP Sejarah Kabupaten Banjarnegara. Dalam *Jurnal Panjar*. Vol. 1. No.2. Hal. 131–140.
- Atno. (2011). Efektivitas Media CD Interaktif dan Media VCD Terhadap Hasil Belajar Sejarah Siswa SMA Negeri di Banjarnegara Ditinjau Dari Tingkat Motivasi Belajar. Dalam *Indonesian Journal of History Education*. Vol. 21. No. 2. Hal. 213–225.
- Dellyardianzah. (2017). Penggunaan Media Pembelajaran Berbasis Videoscribe untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Ekonomi. Dalam *Jurnal Universitas Tanjung Pura: Pendidikan dan Pembelajaran*. Vol. 6. No. 10. Hal. 1–10.
- Fadillah, A., & Bilda, W. (2019). Pengembangan video pembelajaran berbantuan aplikasi sparkoll videoscribe. *Jurnal Gantang*, 4(2), 177-182.
- L.R. Gay. (2012). *Educational Research Competencies for Analysis and Applications*. Tenth Edition. United States of America: Library of Congress Cataloging-in-Publication Data.
- Munawar, A., & Suryadi, A. (2019). Pengembangan Media Pembelajaran Sejarah Indonesia Berbasis Videoscribe Materi Kerajaan Islam Di Jawa Kelas X Tahun Ajaran 2018/2019 Di SMA Negeri 3 Salatiga. *Indonesian Journal of History Education*, 7(2), 174-184.
- Pamungkas, A. S., Ihsanudin, I., Novaliyosi, N., & Yandari, I. A. V. (2018). Video pembelajaran berbasis sparkol videoscribe: Inovasi pada perkuliahan sejarah matematika. *Prima: Jurnal Pendidikan Matematika*, 2(2), 127-135.
- Pradnyana, Bagus Mertha. (2014). *Apa itu Videoscribe*. <http://tirtamedia.co.id/2014/05/07/apa-itu-videoscribe>. diakses 1 Februari 2019.
- Prastyo, G. A. (2020). *Pengembangan media pembelajaran sejarah kebudayaan Islam (SKI) berbasis videoscribe pada kelas IV Madrasah Ibtidayah Al-Hikmah Kota Blitar* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Prensky, M. (2001). Digital Natives, Digital Immigrant. Dalam *On the Horizon MCB University Press*. Vol. 9 No.5. Hal. 1–6.
- Setyosari, H. (2010). *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana.

- Silmi, M. Q., & Rachmadyanti, P. (2018). *Pengembangan media pembelajaran video animasi berbasis sparkol videoscribe tentang persiapan kemerdekaan RI SD kelas V* (Doctoral dissertation, State University of Surabaya).
- Sugiyono. (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suryadi, Andy dan Andi Amirudin. (2016). Keragaman Media dan Metode Pembelajaran dalam Pembelajaran Sejarah Kurikulum 2013 pada Tiga SMA Negeri di Kabupaten Brebes Tahun Ajaran 2015/2016. Dalam *Indonesian Journal of History Education*. Vol. 4. No. 2. Hlm. 7-13.
- Tanjung, S. (2015). Pengaruh Media Pembelajaran dan Gaya Kognitif Terhadap Hasil Belajar Sejarah. Dalam *Paramita Historical Studies Journal*. Vol.25. No. 2. Hlm. 261–271.
- Trianto. (2010). *Model Pembelajaran Terpadu*. Jakarta: Bumi Aksara.
- Usman, Basyirudin A. (2002). *Media Pembelajaran*. Jakarta: Ciputat Press.
- Utomo, C. Budi. (2015). Model Pengembangan Perangkat Pembelajaran Sejarah Berorientasi Metakognitif Jenjang SMA. Dalam *Paramita Historical Studies Journal*. Vol. 25. No. 1. Hal. 135–144.

Peraturan Pemerintah

Permendikbud No. 22 tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah

