The Development of Video Learning Based on Videoscrieb Application For Social Science in Primary School

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Abstract. This study aims at developing learning video based videoscribe applications on Social Science with the topic of natural phenomena at class VI. The research method used in this study is Research and Development method with stages: potential and problems, data collection, product design, design validation, design revision, and product testing (limited trial). To test the feasibility of this video learning then tested the validation of experts conducted by material experts, media experts, and pedagogical experts. After the validation test by the expert team, then the product test (limited trial) with the subjects of the research is the students class VI with the number of 43 students. The results of the material expert test show that this video learning obtained an average score of 82.85% with very feasible category. The results of the media expert test show that this video learning obtained an average score of 88.34% with very feasible category. The results of the pedagogical expert test show that this video learning obtained an average score of 85.83% with very feasible category. The product trial results (limited trial) obtained an average grade of 90.52% with very good category. Based on the results of this study, it can be concluded that learning video based on the application of videoscribe is very feasible to be used in Social Science on natural phenomenon in Indonesia.

1. Introduction
In the 21st century means that we have entered the globalization era that accompanied by the development of science and technology in fast way especially in the field of communication and information. The development of science knowledge and technology are making momentum for improving the quality of human resources, including Indonesia human resources. In our life in the future, the information technology and telecommunications sector is the most dominant sector. Thus, the one who masters technology, then he will be a leader in his world. Therefore, education must be followed by the development of science and technology, because education does not only function to develop knowledge and skills and to form the personality of students to live in the present time only, but for life in the future. The efforts to improve the quality of resources this human beings need to be supported by various aspects of life, one of which is in the aspect of education[1].

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Not only teachers who are needed in the learning process but also teaching media are needed. The use of media can support the teaching and learning process and also helps teachers in delivering lesson in the class. As stated by Association of Education and Communication Technology in America [1] the media are all forms and channels used as channel of messages or information. Teaching media are needed in the learning process because learning media can provide a varied learning process so as to make it easier for students to understand the subject matter delivered by the teacher. Every learning at schools must be packaged and well designed, as well as one of them in learning Social science lesson.

From a variety of learning media that can be applied in social science learning, videoscribe based learning media can be used as alternative for social science learning at elementary schools. Videoscribe itself is a learning media with whiteboard animation design, which can be added symbols such as words, sentences accompanied by images and audiovisual, so that it can help students to understand what is wanted to be informed by the teacher in the form of learning material [2].

Knowing the importance of the use of learning media and its benefits that can be obtained by using it in learning, researchers develop a video subscription-based video subscription application on social science subject matter of natural phenomena. Based on research results conducted [3] in learning videoscribe media, it can be seen from the aspects of material presentation, media illustrations, as well as media benefits are one of the criteria for developing video learning based videoscribe application that can provide stimulus and students involvement in the process of learning. Therefore, the teaching and learning media application videoscribe which researchers developed contain material for learning natural phenomena that make it easier for students to understand. The video contains the pictures, symbols or illustrations of natural phenomena, as well as the use of font varied types. Through these efforts, hopefully the attention of students will more focus and increase their activity in the learning process. Based on the problems described above, the teaching video-based was developed through application Videoscribe in teaching Social Sciences Subject.

2. Research Method
The research method employed in this study is Research and Development (R&D). This research method is used to produce certain products and test the effectiveness of the products [4]. This research produced a product in the form of video learning application videoscribe. The research design used refers to the research and development steps that have been developed [5] namely potential and problems, data collection, product design, design validation, design revision, and product trials (in limited trials).

3. Results and Discussion
The results of the current research are on the development of learning-based videos, that is videoscribe application refers to the steps that have been developed [4] namely:

The potential and problems; this stage is carried out to analyze of potentiation and problems with (a) Curriculum analysis: this stage results are obtained in the form of analysis curriculum that refers to Local-Based Curriculum (KTSP) for grade VI elementary school by identifying standards of competency and basic competencies are then broken down into indicators; (b) Material analysis: The material used is nature phenomena happened in Indonesia that contained in Curriculum. and (c) Needs analysis: needs analysis on the material (nature phenomena) that happened in Indonesia at class VI shows that the learning media that is often used by teachers is still in the form of images and using the powerpoint application so that the learning media in the form of videovideoscribe application based learning not found on learning of Social science.

In data collection; the researchers collected the information about learning tools and references used in learning media in the form of video learning application videoscribe. The researcher also collected data needed for the video learning based videoscribe application in the form of images, animations, and sounds used as material of the product developed. Having information and data selected, researchers adjust the material and images used as a video of learning. Product design; firstly...
in making this product into make storyboards. The Storyboard aims at making it easier in making learning videos by making concepts and design easily so that parts of the learning video made can be well structured. Storyboard making by including each section and a description of each section in the video learning. Next step is, the product design made covers opening part, the content part, and the closing part of the video learning. The opening part of the video contains images that support learning material, and writing that includes the title and subject and class information on the material in the video learning, in the opening part of the video is made as attractive as possible and in the section of the opening video also contains the translation of standard of competence (SK), basic competence (KD) indicators and learning objectives are made to provide material information on the video learning.

The content or material section of the learning video is suitable for Basic Competence 2.1 describes the natural phenomena that occurred in Indonesia. This section contains reading texts and supporting images or pictures that function to make the reading text from the material can be understood easily. The part of the content / material created interactively so that there is interaction with students.

In closing section there are closing statement and motivation in order to give encouragement to students and in this section also has the identity video maker to provide information that contains names and photo.

Design validation is the process of activities to assess whether the video learning applications that have been developed have fulfilled eligibility criteria or not. The product is in the form of this learning video validation tests were done by material expert, media expert, and pedagogical expert. The Results of Expert Validation

3.1. Material Expert Validation Test
This material expert test was conducted by two validators for providing advice as well as an assessment of the feasibility of video-based learning videoscribe application.

| Aspects                                      | Score Expert I | Score Expert II | Score Expert III |
|----------------------------------------------|----------------|-----------------|------------------|
| Learning objective                           | 13             | 12              | 12,5             |
| The conformity of basic competencies         | 9              | 8               | 8,5              |
| The suitability of learning objectives with basic competence | 10             | 8               | 9                |
| Clarity and material accuracy                | 13             | 11              | 12               |
| Ease of material to be understood           | 13             | 12              | 12,5             |
| Material compatibility with learning objectives | 14             | 12              | 13               |
| Strengthening learning motivation           | 8              | 6               | 7                |
| Regular use of language                     | 13             | 12              | 12,5             |
| **Mean (%)**                                | 88,57          | 77,14           | 82,85            |

Based on the table above, the material expert validation test obtained in percentage of 82.85% and it is categorized "very feasible".

3.2. Media Expert Validation Test
The media expert test aims at assessing the appropriateness of the media that has been developed. This expert test was conducted by two validator experts. Following are the results of the assessment of media experts.

| Aspects      | Score Expert I | Score Expert II | Score Expert III |
|--------------|----------------|-----------------|------------------|
| Simplicity of the media | 13             | 14              | 13,5             |
| Cohesiveness | 10             | 8               | 9                |
| Balance      | 14             | 13              | 13,5             |
| Form         | 9              | 8               | 8,5              |
3.3. Pedagogical Expert Test

This expert test was conducted by two validators who were expected to be able to provide an assessment and suggestion for this developed videoscribe.

**Table 3. The Data of Pedagogical Test Assessment**

| Aspects         | Score | Mean (%) |
|-----------------|-------|----------|
| Learning objectives | 5     | 5        |
| The students' activities | 17    | 17       |
| Presentation    | 8     | 8        |
| Display         | 14    | 12       |
| Application     | 8     | 9        |
| **Mean (%)**    |       | 86.67    |

Based on the table above, the percentage of pedagogical expert validation tests obtained 85.83%, which is categorized "very feasible".

3.4. Students' Response Test

Design revision; after the product being validated by experts, then product is revised according to the validator's input. The next step is product trials that is conducted to determine the response and assessment of students towards the application-based video learning videoscribe. To find out the response of students, the limited trial was conducted on this learning video application (videoscribe) to 43 students at class VI as respondents. The following table shows the data of students’ analysis response to the videoscribe application-based learning video:

**Table 4. The Result of Data on Student Response**

| Aspect           | Score | Final Score |
|------------------|-------|-------------|
| Content/ Material| 474   | 91.86       |
| Language         | 157   | 91.27       |
| Attractiveness   | 456   | 88.37       |
| Graph            | 468   | 90.69       |
| **Final score**  | 1559  | 90.52       |

Based on the table above shows that the results of students' responses to the learning video application videoscribe based on the percentage obtained the final score is 90.52% (very good). The final result of this product is packaged in softcopy format and inserted into a CD / DVD and uploaded on YouTube media.

There are four aspects on the questionnaire responses of students to video learning based videoscribe namely: content, language, interests, and graph. The results of the limited trial obtained the percentage of final scores of 90.52% included in the category of "very good". It shows that all aspects can be well fulfilled. The learners state the content or material presented in the learning media is easy to be understood. The results of the assessment of students' responses on the content or material aspect gained a percentage with 91.86% (very good). This is in line with the statement[6] which state that instructional media can provide teaching material to be clearer in meaning so that it can be understood easier by students and enable them to master and achieve learning objectives.

In the aspect of language obtained a percentage of values of 91.27% with a very good category. Learners state that the content in learning videos uses language that is simple and easy to understand. This is in accordance with the statement[7] which states that audio-visual media can bring the students to places that they never visit, help them to see things that they might never have experienced, and make what they read becomes alive.
While on the aspect of attractiveness gets a percentage score of 88.37% and it is a very good category. Learners feel happiness and become more understanding after watching the learning video. This is in line with the statement[6] which states that learning media make teaching more attractive to students, therefore that it can foster motivation to learn.

In the aspect of graphic obtain a percentage score is 90.69% with very good category. Students state the images used are very interesting so that you can easily understand the material from the video presented. This is in accordance with[2] which states that with symbols such as words, sentences accompanied by images and audiovisual, videoscribe can help students easily understand what the teacher wants to deliver in the form of learning material.

When using videoscribe application-based learning videos, students pay their good attention to videos because they have an attractiveness in material presented in learning videos with images, sounds, attractive displays and simple language and materials so that the material contained in the videoscribe application-based learning videos is easy to be understood by students. This is in accordance with Minarni's research that shows videoscribe can be used as a learning medium for elementary school children to help teachers in delivering material that is deemed necessary for interesting things in delivery so that students can easily remember and understand.

Joyce and B. White in[8] states that sparkolvideoscribe can increase the enthusiasm of students in participating in learning process because this learning media is able to provide a pleasant and efficient learning experience.

Based on the discussion above shows that the learning video-based on videoscribe application for social science subjects on natural phenomenon that occur in Indonesia are included in the category of very feasible to be used as a learning medium at elementary schools.

4. Conclusion
Based on the results of the research and discussion on video development videoscribe application-based learning with natural symptom material (events) or natural phenomena that occur in Indonesia in social science subject at class VI elementary school, it can be concluded that the results of the expert validation test were declared very feasible categories.

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