
Development of 5 Weather Theme Videoscribe Learning Media to Improve Learning Motivation of Class III Students at SDN 132406 Tanjung Balai

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Abstract

This development research aims to (1) development videoscribe learning media in learning theme 5 Weather, (2) find out the feasibility of developing videoscribe media in increasing student learning motivation. This research is a type of research and development Research and Development (R&D) using the ADDIE development model which consists of 5 stages, namely. Analysis (Analysis). Design (Design). Development (Development), Implementation (Implementation) and Evaluation (Evaluation). The instruments used in this study were educational practitioner questionnaires, media expert questionnaires, material expert questionnaires, student response questionnaires and teacher response questionnaires to determine the feasibility of the developed 5 weather theme videoscribe media. Based on the validation results from educational practitioners, a percentage of 98.8% was obtained with the "Very Eligible" criteria. From the validation results of media experts, it was obtained an average percentage of 96.6% with the criteria of "Very Eligible". From the results of the material expert validation, an average percentage of 94.5% was obtained with the criteria of "Very Eligible". From the validation results of student responses, a percentage of 95.7% was obtained with the criteria "Very Eligible" and from the validation results of the teacher's response, a percentage of 98% was obtained with the criteria "Very Eligible". From the assessment obtained, it can be said that the 5 weather theme videoscribe media developed "Very Eligible" is used in the learning process.

Keywords – Learning Media, Videoscribe, Theme 5 Weather



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1. Introduction

Law Number 20 of 2003 concerning the national education system states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state. Education is a process in human life as a means to gain knowledge that will be useful to support life in the future (Rangkuti & Sukmawarti, 2022); (Selvianovi, & Winarto. 2021); (Wijaya, Suwanda, Astuti, & Siskandar. 2022).

Learning is a series of events designed and arranged by educators so that they can support an ongoing learning process, and learning objectives to be achieved can be achieved in a lesson (Widiyanti, & Setiyawati.2022); (Rufaida, & Wachidah. 2022); (Putra, & Afrilia. 2020) . According to Sukmawarti et al (2022: 202) learning is needed in order to prepare students to face the industrial revolution era 4.0 which demands 21st century skills, namely creative thinking, critical thinking, communication, and collaboration. According to Fadillah, et al (2019: 178) for the purposes of achieving certain educational goals, learning must be carried out through quality teaching and learning activities.

The curriculum used in the current learning process is the 2013 curriculum. According to Sukmawarti and Hidayat (2020) the 2013 Curriculum Development is a follow-up step towards Competency-Based Curriculum Development which was pioneered in 2004 and the 2006 KTSP which emphasizes the achievement of integrated attitudes, knowledge and skills competence. One of the 2013 curriculum lessons is learning thematics.

Thematic learning is an amalgamation of several lessons that are summarized into a theme. The application of the 2013 curriculum at the elementary school (SD) education level already uses the 2013 curriculum where educators can encourage or support their students to be active, creative in discovering new knowledge (Firmansah & Firdaus, 2020); (Norma. 2021); (Kurniawan, & Nirwana. 2022).

The development of technology today can be said to be a necessity that must be used in the field of education. According to Badariah (2019: 2) says that in the 21st century, technological developments are increasing rapidly and affecting the world of education. According to (Hidayat, et al: 2021) In this modern era, technology is developing in various fields, such as education, including at the elementary education level. The current rapid development of technology makes it easier for teachers to create and develop innovations in learning, such as useful materials and methods to support the effectiveness of the learning process. Technology can be used in presenting subject matter and can also be used as a learning interaction technology between teachers and students (Sukmwarti, et al: 2017).

Teachers are required to be able to create innovations in the learning process. Learning innovations require educators and students to think creatively and be able to adapt to the times to produce students who are active, creative, innovative and of course have noble character (Sukmwarti et al., 2021). With the existence of innovations in the learning process it will be able to reduce the obstacles in the learning process. According to Hidayat and Khayroiayah (2018) to reduce the emergence of learning barriers, teachers need to prepare appropriate learning tools.

Learning Media is one of the processes in smoothness when carrying out a learning process, so that learning can be conveyed properly. Learning media is very important for the development of children, where the existence of learning media can affect the quality of learning in children. In the use of learning media, it can make it easier for educators to convey a message to students regarding a lesson being taught.

From the results of observations made at SD Negeri 132406 Tanjung Balai, several problems were encountered, namely students experiencing low learning concentration when participating in lessons taught by educators. The learning that is taught is more focused on the teacher than on students. This happens because when learning the teacher only does reading activities and explains the

material without the use of a learning media. After that, the educator asks students to work on practice questions in printed books, thus making learning monotonous and rigid and making children's learning motivation decrease. The lack of an ability or creativity of educators in making learning media so that educators still use simple learning media such as drawing blackboard media, sticking paper to styrofoam, according to the pictures available in printed books.

From these findings the researcher is interested in developing learning media such as animation which is considered to be able to motivate students in participating in learning, foster students' curiosity about new things, so that the learning process does not run monotonously and can reduce students' boredom in participating in learning.

Based on the description above, the formulation of the problem in this study is:

1. Can Videoscribe learning media increase the learning motivation of SD Negeri 132406 Tanjung Balai students?
2. How is the Feasibility of Videoscribe Learning Media theme 5 Weather to increase students' learning motivation at SD Negeri 132406 Tanjung Balai?

The objectives of this research are:

1. To find out that Videoscribe learning media can increase the learning motivation of class III students at SD Negeri 132406 Tanjung Balai
2. To find out the feasibility of Videoscribe Learning Media on Theme 5 Weather to increase the Learning Motivation of Grade III students at SD Negeri 132406 Tanjung Balai.

2. Method

This study uses a research and development method (Research and Development). The development model used in this research is the ADDIE development model (Analysis, design, development, implementation, and evaluation).

The subject of this research is the development of VideoScribe learning media. The object of this research is learning Theme 5 Weather in class III SD.

The procedure for this development research is to develop a Videoscribe learning media product in thematic learning on Theme 5 Weather. The development research procedure uses the ADDIE model which has five stages, namely (Analysis, design, development, implementation, and evaluation).

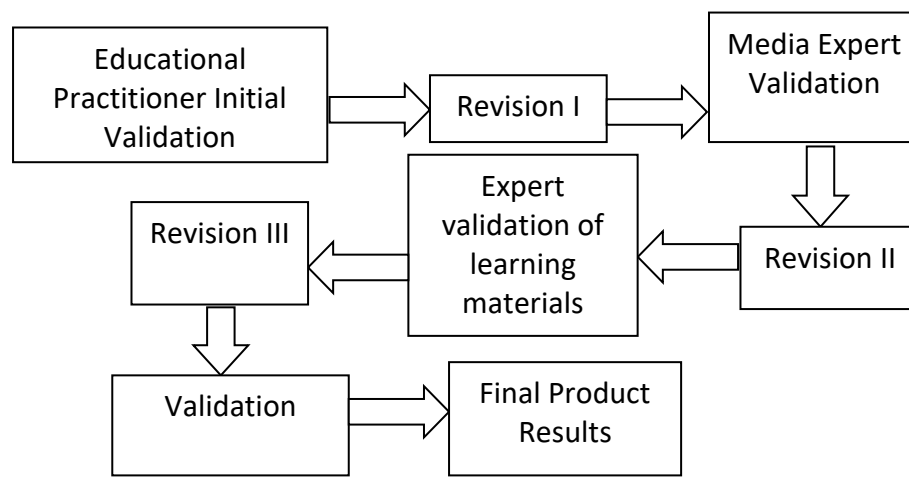


Figure 1. Product Development Validation Stage

The data collection instrument used by researchers in this videoscribe media development research was in the form of a questionnaire. The data collection techniques used by researchers in this study were observation, questionnaire, and documentation.

Data analysis uses qualitative and quantitative data analysis techniques, where qualitative data is obtained through suggestions and input provided by material experts, media experts, and field practitioners (teachers). Meanwhile, quantitative data was obtained from a questionnaire given to media experts, material experts, and field practitioners as well as student questionnaires. As for a questionnaire, it will give answers by measuring it using a Likert scale. There are five Likert scales, each with a different score and marked (✓). The following is a description of the Likert scale questionnaire score.

Table 1. Description of Likert Scale Questionnaire Score

No	Description	Score
1	Very unworthy	1
2	Not feasible	2
3	Pretty decent	3
4	Worthy	4
5	Very worth it	5

The average presentation of each component is calculated using the following formula:

$$P = (\sum R) / N \times 100$$

Information:

P = Score Presentation (rounded)

$\sum R$ = The total score of the answers given by each respondent

N = Total ideal score in one item

3. Result and Discussion

This research develops a learning media on Theme 5 Weather. The development of this learning media was developed by researchers to assist teachers in making learning media when teaching learning material so that it can make it easier for teachers to explain learning to students. The steps taken are:

Stage of Analysis (Analysis)

At this stage the researcher conducted a needs analysis, learning device analysis, curriculum analysis, learning materials and student analysis. The following analysis was carried out:

a. Needs Analysis

From the results of observations made, it is known that in the learning process it is necessary to have a learning media to be able to help and foster student learning motivation so that it can reduce students' boredom in participating in a lesson.

b. Learning Device Analysis

At this stage the researcher analyzed the learning tools used by the teacher when teaching class III at SD Negeri 132406 Tanjung Balai, namely in the form of syllabus, lesson plans, absences, and teaching materials.

c. Curriculum and Material Analysis

The analysis of the curriculum and material used is to find out what curriculum is implemented at SD Negeri 132406 Tanjung Balai and material analysis is to find out so that learning or content can be made according to the basic competencies that have been determined. The curriculum used at SD Negeri 132406 Tanjung Balai is the 2013 curriculum with the learning material used for research, namely the theme 5 Weather.

d. Student Analysis

Student analysis is to find out everything that is inside students, what students need so that researchers can design learning media according to student needs. Based on the results of observations, namely interviewing teachers who said that third grade elementary school students easily experienced boredom when participating in a monotonous learning process so that it could have an impact on students' inactivity in participating in learning.

The Design Stage

In the second stage, namely the Design stage, namely designing or designing a learning media that will be developed and taught to students according to the needs of educators and students. Here are some steps taken:

a. Initial Design

At the design stage, that can be done by designing a learning media that contains titles, biodata, kd, indicators, learning objectives, learning materials and quizzes that will be designed in a Videoscribe learning media that will be made by researchers according to

suggestions, input by supervisors and validators so that it can be applied to students properly.

b. Composing Materials

In compiling the content of learning materials in learning media development research this can be done by assigning a title such as "Theme 5 Weather Sub-theme 1 Weather Conditions" which is located at the beginning of the learning video. Then it can provide books as learning resources for students so that they can make it easier for students to carry out a lesson and carry out according to basic competencies and indicators in learning the 5th theme of the weather.

Development Stage

The steps in developing Videoscribe learning media are as follows:

a. Create initial view

In making the initial appearance, the researcher first looked for an attractive background, bright colors that matched the students' learning, namely regarding the weather so that students could focus on viewing the learning video.

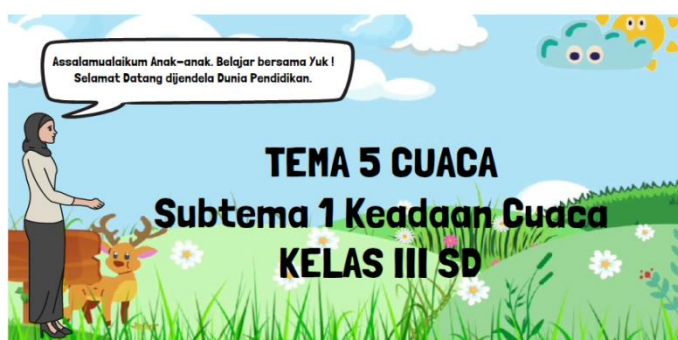


Figure 2. Initial Display of Product Development

b. Content Material

At the stage of designing the contents of the material on learning media, namely adjusting to the weather conditions learning material.



Figure 3. Content of Material

c. Final View

As for making the final appearance in learning media, namely displaying evaluation materials in the form of practice questions and closing learning.



Figure 4. Final View

Implementation Stage

This implementation stage has the goal of knowing the feasibility of a result of the application of media displayed through a Videoscribe media used in thematic learning on the theme of 5 weather which is tested on class III students at SD Negeri 132406 Tanjung Balai. In carrying out this implementation stage, the researcher carried out the implementation in stages to see whether the developed media was valid or not. At this stage the researcher conducted small group trials on students.

Evaluation Stage

The final stage of the ADDIE development model is the evaluation stage. At this evaluation stage the aim is to see a feasibility, practicality in each product assessment process carried out during validation. The following are the results of the data from the assessment of videoscribe learning media.

Table 2. Learning Media Validation Recapitulation

Validators	Result of validation		
	Amount	Precentage	Categor
Education Practitioner			
Subtheme 1	89	98,8%	Very Worth it
Subtheme 2	89	98,8%	Very Worth it
Subtheme 3	89	98,8%	Very Worth it
Subtheme 4	89	98,8%	Very Worth it
Media Expert			
Subtheme 1	58	96,6%	Very Worth it
Subtheme 2	58	96,6%	Very Worth it
Subtheme 3	58	96,6%	Very Worth it
Subtheme 4	58	96,6%	Very Worth it
Material Expert			
Subtheme 1	48	Very Worth it	Very Worth it
Subtheme 2	49	Very Worth it	Very Worth it
Subtheme 3	46	Very Worth it	Very Worth it
Subtheme 4	46	Very Worth it	Very Worth it
Small Group Trial	718	Very Worth it	Very Worth it
Practicality Trial	49	Very Worth it	Very Worth it
Effectiveness Test	1.360	Very Worth it	Very Worth it
Category			Very Worth it

Based on the results of data validated by experts (Educational Practitioners, Media Experts, Material Experts, Small Group Trials, Practicality Trials and Effectiveness Trials) in the table above, the percentage of eligibility is obtained in the "Very Eligible" category.

4. Conclusion

Based on the results of research on the development of videoscribe learning media on the theme 5 Weather to increase student learning motivation

carried out by researchers, it can be concluded that the development in this study uses the ADDIE model with 5 stages of development, namely Analysis, Design, Development, Implementation (Implementation), and Evaluation (Evaluation). Where this research has produced a learning media product in the form of audiovisual using the videoscribe application.

From the results of the feasibility score obtained on videoscribe learning media which is validated by experts. The results of the validation by educational practitioners in sub-theme 1 obtained results with a score of 98.8%, in sub-theme 2 obtained a score of 98.8%, sub-theme 3 obtained a score of 98.8%, and sub-theme 4 obtained a score of 98.8%. While the results of media experts in sub-theme 1 obtained a score of 96.6% while in sub-theme 2 obtained a score of 96.6% in sub-theme 3 obtained a score of 96.6% and in sub-theme 4 obtained a score of 96.6% and the results of material experts in sub-theme 1 gets a score of 96%, sub-theme 2 gets a score of 98%, sub-theme 3 gets a score of 92% and sub-theme 4 gets a score of 92% on the development of videoscribe learning media.

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