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Sparkol Videoscribe: Interesting Learning Video Media for Thematic Learning

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Abstract: *Sparkol Videoscribe is a software for creating exciting learning videos by inserting images and sound, as one of the media uses technology. The lack of teacher knowledge in making technology-based learning media requires solutions, especially online learning modes that require teacher creativity in delivering subject matter. For this reason, the implementation of a workshop in the form of training and mentoring in the use of Sparkol Videoscribe software to make thematic learning videos. The activity results showed that the teachers enthusiastically accepted all the activities so that they could produce various thematic learning videos. Teachers compose learning videos with their creative quality, and the number of learning videos from the training and mentoring activities is very encouraging. The teachers' enthusiasm for learning from the results of the post-activity evaluation shows indicators of success and a positive response from the training participants of 95.28%.*

Introduction

Innovative media-assisted learning can make it easier for teachers to deliver material and make it easier for students to understand lessons.[1] In connection with the 4.0 revolution era, teachers must complete various innovations by utilizing targeted technology. Teachers can use this technology to create learning media that attract students' interest in learning, thus motivating them to be more enthusiastic about learning. Teachers can use targeted technology to make learning media that attract students' interest in education, thus encouraging them to be more excited about learning. In addition, supporting research on using technology in learning produces positive student responses.[2]

[1]Sholihah Ningrum and Puput Rusimamto, "Pengembangan Media Pembelajaran Berbasis Komputer Menggunakan Software Adobe Flash pada Mata Pelajaran Teknik Mikroprosesor Kelas X TEI di SMKN 2 Bangkalan," *Jurnal Pendidikan Teknik Elektro* 5, no. 1 (2015).

[2] Kuncahyono Kuncahyono, "Analisis Penerapan Media Berbasis Komputer pada Pembelajaran Tematik Terpadu di Sekolah Dasar," *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)* 5, no. 2

Teachers can start implementing targeted technology-based learning innovations at the elementary school level. In the 2013 curriculum,[3] Elementary Schools apply integrative thematic learning that demands teacher creativity in choosing and developing learning themes[4]. The choice of themes adapts to the environment where students live so that learning becomes lively and not rigid.[5] For this reason, it is very appropriate to use learning media that is interesting for students, namely computer-based. One of the media that uses a computer is Sparkol Videoscribe. Sparkol videoscribe is a video that contains various kinds of content in the form of exciting animations consisting of lettering, sound images, and music[6]. With unique characteristics, Sparkol Videoscribe can present learning content by combining attractive photos, sounds, and designs so that students can enjoy the learning process.[7] This media is very feasible to apply in elementary school thematic learning.

The Kominfo Balitbang surveyed internet use in education in 2019. Studies in the field of education regarding internet use turn out to be more about watching educational tutorials through online videos, with around 43.9% of users[8]. That survey concludes that internet users are interested in visual displays for learning. Therefore, education must have interesting audio-visual ideas that attract students to learn the material.[9] Teachers need to create open audio-visual media by teachers is very important, especially for the current brave learning period. Head of Pustekkom Kemendikbud Gogot Suharwoto, at the International Symposium, said that until 2018 only 40 per cent of non-information and communication technology (ICT) teachers were ready with technology[10]. This data is an actual condition that must be solved together by the world of education in the era of

(2017): 773.; Praktik Terbaik Penggunaan TIK dalam Pembelajaran (Alumni Pelatihan Daring & Penerima Hibah Penelitian SEAMOLEC). (2017). Tangerang: SEAMEO SEAMOLEC.

[3] S Samsinar, "Mobile Learning: Inovasi Pembelajaran Di Masa Pandemi COVID-19," *Al-Gurfah : Journal of Primary Education* 1, no. 1 (2020): 41–57.

[4] Rahimayatul Aini, Ida Ermiana, and Lalu Hamdian Affandi, "PROBLEMATIKA PELAKSANAAN PEMBELAJARAN TEMATIK PADA SDN GUGUS 7 KECAMATAN PUJUT TAHUN AJARAN 2019/2020," *Renjana Pendidikan Dasar* 2, no. 1 (2022): 78–90.

[5] Nurul Hidayah, "Pembelajaran Tematik Integratif Di Sekolah Dasar," e*journal.radenintan.ac.id* 2 (2015): 33–49.

[6] Dwi Almatiana, Desi Sri Astuti, and Yulia Ramadhiyanti, "A Systematic Review of Sparkol Videoscribe Media in Teaching Writing Skill," *JELTE: Journal of English Language Teaching and Education* 2, no. 1 (2021).

[7] Aan Subhan Pamungkas et al., "Video Pembelajaran Berbasis Sparkol Videoscribe: Inovasi Pada Perkuliahan Sejarah Matematika," *Prima: Jurnal Pendidikan Matematika* 2, no. 2 (2018): 127–135.

[8] Kementerian Komunikasi dan Informatika Republik Indonesia, "Survey Pengguna TIK Serta Implikasinya Terhadao Aspek Sosial, Budaya Dan Ekonomi Masyarakat" (2019): 1–20.

[9] Septy Nurfadhillah et al., "Pengembangan Media Pembelajaran Daring Audio-Visual Di Masa Pandemi Covid-19 Pada Siswa" 3 (2021): 323–332.

[10]Kementerian Pendidikan dan Kebudayaan, "40 Persen Persen Guru Yang Siap Dengan Teknologi," *Gtk.Kemdikbud.Go.Id*, last modified 2018, accessed December 9, 2020, https://gtk.kemdikbud.go.id/index.php/read-news/40-persen-guru-yang-siap-dengan-teknologi. ; Galuh Asprilia Fadhilah, "The Role of the Learning Environment in Addressing Online Learning in the Covid-19 Era," *Biormatika : Jurnal ilmiah fakultas keguruan dan ilmu pendidikan* 6, no. 02 (2020): 106–116.

technology 4.0, where mastery of technology by teachers is one indicator of teacher professionalism.[11]

SD Negeri Kalijaga Permai is one of the elementary schools in Cirebon. The team of trainers from UGJ have interviewed principals and teachers regarding their needs regarding various variations in learning which are still obstacles. They want to carry out various learning innovations, but the limited information about this makes thematic learning still utilize manual media. There is no touch of technology to encourage learning in the 4.0 revolution era. In addition, learning with technology-based media supports school accreditation to obtain higher grades. The School was very enthusiastic when it offered to make computer-based learning media, namely the sparkol videoscribe application, especially since this School has computer laboratory facilities with various adequate facilities. Teachers are also getting familiar with other computing devices such as laptops and notebooks that they own. The number of young teachers in the SD Negeri Kalijaga Permai increases enthusiasm for compiling computer-based learning media. Support from school elements by opening external collaborations encourages the team to continue with service programs.

Implementation of the service program through two schemes: training and assistance in making learning videos using the Sparkol Videoscribe software. The purpose of designing this service activity is to provide debriefing in implementing mastery of technology for teachers at the elementary school level who use thematic learning.[12] The thematic learning varies, and students at this age level are very suitable for audio-visual teaching media. The use of this media is by the more apparent development of student thinking.[13] For this reason, this training and mentoring aims to enable teachers to make their thematic learning videos using the Sparkol Videoscribe software as an exciting learning medium when implementing online learning in schools. The UGJ team hopes that the results of this service activity can be a reference for supporting thematic learning media for elementary school teachers.

Method

The method of this service activity is socialization, training, and assistance with the output product in the form of video as a learning media instrument. The object of service is the teachers at SD Negeri Kalijaga Permai, Cirebon City. The socialization aims to provide an introduction and direction regarding the Sparkol Videoscribe software and

[11] - Mustofa, "Upaya Pengembangan Profesionalisme Guru Di Indonesia," *Jurnal Ekonomi dan Pendidikan* 4, no. 1 (2012): 76–88.

[12] Destiyana dkk Tripiyanti, "Analsisis Penggunaan Media Audio Visual Dalam Pembelajaran Tematik Siswa Kelas V SDN Seandangmulyo 02 Kota Semarang" (2018): 211–218.

[13] Tahan Suci Windasari and Harlinda Syofyan, "Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar IPA Siswa Kelas IV Sekolah Dasar," *Jurnal Pendidikan Dasar* 10, no. 4 (2018): 6.

its use. Then the teachers received training by showing various examples of learning videos using the Sparkol Videoscribe application. In the next step, the resource person explained how to use the menus contained in the application and the stages of making these learning videos. The next step is assisting in implementing the training results to see the benefits of Sparkol Videoscribe for teachers and monitor their success in carrying out various innovations and creativity in making learning videos.

The activities carried out by the team are in the form of training and mentoring through four stages, namely:

Preparation Stage

The preparatory stages carried out include:

Survey. In the survey stage, the implementation team conducts stabilization and determination of locations and objects;

Preparation of materials/materials. At the stage of preparing the materials/materials, the implementing team developed various activity instruments, which included: a guide module for socialization activities and training on the use of Sparkol Videoscribe software in learning for teachers at SD Negeri Kalijaga Permai, Cirebon City;

Implementation Stage.

At this stage, the first thing is an explanation of the importance of using Sparkol Videoscribe software in thematic learning. This training session focuses on explaining the importance of using technology in thematic learning to motivate teachers to want to use and utilize Sparkol Videoscribe software as a learning media. ; second, a training session that focuses on the ability to carry out activities on (1) installing Sparkol Videoscribe software (2) exploring and using The provision of knowledge regarding the use of IT in learning media uses simulation techniques so that teachers get direct experience as well as enrichment from the team.

Training and Mentoring

To carry out training and mentoring activities, the selection of several methods adapted to the conditions of the location and participants, namely through:

Question and answer method. The question and answer method is essential for the trainees, both when receiving an explanation on how to use the Sparkol videoscribe software and when practising it. This method explores teachers' knowledge as much as possible about using and utilizing Sparkol videoscribe and experiences after practice.

Simulation Method. This simulation method is significant given to the training participants to provide opportunities to practice the training material. The trainees

mastered the training material, knew their ability to apply the technical use of Sparkol Videoscribe and then identified difficulties (if any) to solve problems together. After the training participants had finished making thematic learning videos, then the resource persons asked the participants to upload the videos of their creations on the google drive link

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Post-Activity Evaluation

The implementation team evaluates this community service activity's success based on the activity material's completion level. The evaluation stage is through observing and directly examining the application of the use and utilization of the Sparkol Videoscribe software in thematic learning by teachers who participate in the activity. The implementation team assessed the actions to see the level of usefulness of the training and mentoring through the participant response questionnaire instrument.

The following in Figure 1 shows the arrangement of methods for training and mentoring activities using the Sparkol Videoscribe software.

Figure 1. Training and Mentoring Methods for Using Sparkol Videoscribe Software

Result

The implementation of the trial activity with the theme of using the Sparkol Videoscribe application at the Kalijaga Permai State Elementary School, Cirebon City, started from the anxiety of the higher education world regarding the conditions of online learning during the Covid-19 pandemic. According to some teachers, online learning in schools is still not optimal due to the lack of readiness of teachers to make various digital teaching media that utilize technology facilities in education. Based on the results of discussions and interviews with the School, the team organizing community service activities actualized the idea of making learning videos by teachers as one of the media for student learning at School. The selection of elementary schools is because the thematic learning form is very suitable for using media in the form of videos.

Kalijaga Permai Elementary School is located on the city's outskirts as one of the schools implementing online learning in Cirebon City and is a fostered partner school. Identifying the Principal regarding teachers' lack of knowledge in making technology-based learning videos becomes a benchmark for activities. The conclusion from the identification of the Principal is the result of the SGD (Small Group Discussion) with the Faculty of Teacher Training and Education and the Principal on the theme of online

learning in Elementary Schools. Based on the Small Group Discussion results, the implementing team learned that it was important for the team to immediately conduct training and mentoring for all elements of the teacher. Interesting thematic learning videos for students currently carrying out online learning are the demands of this service activity.

The objective condition of the School is the result of the initial identification of the results of the SGD, so the implementing team decided to hold training and mentoring in the form of workshops for all teachers, both classroom teachers and subject teachers, using the Sparkol Videoscribe software. The team hopes teachers will know about making technology-based learning videos from this training and mentoring activity. In addition to having new knowledge about the theory of technology-based media creation, there are also demands for teachers to be creative and innovative so that learning videos are exciting and by the curriculum and understanding of students in class. Workshop activities effectively equip teachers to improve the quality of learning, especially with the online mode.

The implementation team for the workshop consisted of five lecturers and three students, with participants from the School composed of twenty teachers. Based on the training and mentoring activities analysis, the implementation team prepared various needs, especially installing the Sparkol Videoscribe software on all workshop participants' laptops. The head of the implementing team coordinates with the school principal, so the workshop activities run smoothly. Figure 2 shows the head of the implementing team representing the team of lecturers and students of Universitas Swadaya Gunung Jati with the Principal representing the School to open the workshop activity.

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Figure 2. Opening of the workshop on Utilizing Sparkol Videoscribe Software as a Thematic Learning Media

After the opening ceremony, the activity continued with the main speakers' delivery of theories and examples of implementation in making learning videos. Then the next session is installing software on all laptop devices teachers use—next, direct training with assistance to participants by a team of lecturers and students. In Figure 3, you can see the workshop implementation session with the appearance of the speakers and the direct application of the theory conveyed.

Figure 3. *Workshop Implementation*

The implementation team for the Workshop activity gave the training participants 3 weeks to complete the making of learning videos using the Sparkol Videoscribe software per the subjects that were the teacher's responsibility. During the process of making learning videos, teachers get Whatsapp group facilities to facilitate communication if there are difficulties during the video-making process, or participants can use this Whatsapp group as a forum for discussion regarding the suitability of the content in the video. After making the learning video, the training participants upload it to the implementation team's google drive as evidence of the activity results. The following in Figure 4 shows the results of the work of the training participants in the form of various interesting thematic learning videos.

Figure 4. Video Learning Results of Workshop Participants' Creativity

As material for evaluating the implementation of the activities, the implementing team distributed a questionnaire on the workshop participants' responses to the performance of the activities for four weeks via a google form. The following table 1 shows the results of the participants' response questionnaire data

Table 1. Analysis of Workshop Participants' Response Questionnaire Data

No.	Statement	Percentage (%)	
		Positive	Negative
1.	Sparkol Videoscribe helps increase teacher creativity in learning.	100	0
2.	The teacher was enthusiastic about participating in service activities regarding the benefits of sparkol videoscribe.	100	0
3.	Teachers benefit from knowledge about using sparkol videoscribe software.	95	5
4.	Understand the menus and tools contained in Sparkol Videoscribe.	90	10
5.	The teacher understands how to use sparkol videoscribe software in thematic learning as a learning medium.	95	5
6.	The benefits of sparkol videoscribe can help teachers explain the subject matter.	92	8
7.	The teacher learned about the Sparkol videoscribe software during the service activity.	95	5
	Average	95,28	4,72

Based on the response questionnaire above, as many as 95.28% of the workshop participants responded positively. This response concluded that the workshop activities the team had carried out gave a good impression and provided benefits for the teachers

as training participants.

Discussion

Based on the results of the Small Group Discussion, the initial analysis was that the reality in the field was that there was a lack of knowledge in making technology-based learning videos. This condition disrupts the smoothness of online learning because implementing the online learning system in Indonesia during the pandemic requires all components in the world of education to understand learning innovations that utilize technology. One of the concerns is learning media that can make learning interesting for students, especially elementary school students who at their age are very interested in audio-visual. Because according to cognitive development theory, elementary school-aged children can do logical reasoning on everything concrete but have not been able to do abstract reasoning.[14]

Elementary school-age children still need real media or audio-visual intermediaries to learn something, so video media is very suitable for delivering learning material[15]. In online mode learning, this choice of media is very appropriate. One solution to this problem is to create a special workshop to prepare learning videos. Implementing workshops for teachers can add to the repertoire of knowledge in making learning media that utilizes technology. This activity also is significant for developing teacher professionalism in the 4.0 revolution era.[16]

The workshop is a continuation of the technology the implementing team has implemented in learning activities and its usefulness in the community in research and service for the last seven years. The use of technology in education must develop following the direction of the Minister of Education and Culture, Nadiem Makarim. The Minister said that teachers must be able to use technology as a complement in carrying out the learning process to face the challenges of changing increasingly sophisticated times. The use of technology in learning can be a solution for students whose daily lives are always close to the cyber world. Teachers and students can take advantage of many platforms and various learning technologies according to their learning needs. Through this workshop, participants have the opportunity to be creative in implementing the subject matter in an attractive audio-visual display. He assessed that technology has helped move the joint steps to accelerate education transformation. However, he realized

[14] Fatma Khaulani, Neviyarni S, dan Irdamurni Irdamurni, "Fase dan Tugas Perkembangan Anak Sekolah Dasar," *Jurnal Ilmiah Pendidikan Dasar* 7, no. 1 (2020): 51.

[15] Mardiani Mardiani, "PENGGUNAAN MEDIA AUDIO VISUAL UNTUK MENINGKATKAN HASIL BELAJAR SISWA DALAM PEMBELAJARAN PPKn DENGAN TEMA PERUBAHAN CUACA KELAS III SDN 007 TELUK BINJAI," *e-Jurnal Mitra Pendidikan* 5, no. 1 (2021): 76–86.

[16] Doby Putro Parlindungan, Galang Pakarti Mahardika, and Dita Yulinar, "Efektivitas Media Pembelajaran Berbasis Video Pembelajaran Dalam Pembelajaran Jarak Jauh (PJJ) Di SD Islam An-Nuriyah," *Prosiding Seminar Nasional Penelitian LPPM UMJ* (2020): 1–8.

there was still a need for refinement in many areas. Reversing education change is not easy. It requires cooperation and collaboration of all parties to bring a leap of progress.

Based on the training and mentoring results, the participants seemed enthusiastic, as seen from the quantity and quality of the questions asked to the implementation team, starting from the installation process, utilizing various features, saving in the form of videos, and saving videos to Google Drive. The three weeks of mentoring for making learning videos gave the impression that the participants were full of enthusiasm, and every day there were always questions regarding the technicalities of making videos through the Whatsapp group. The learning videos on Google Drive look good in terms of quality and quantity. The display in the video is exciting but still follows the applicable curriculum. However, the smooth running of this activity still encountered a few obstacles, especially during video collection. If participants included too much content in the form of images, the video file size would be significant, so it would take a long time to upload. Apart from this obstacle, there is a substantial change in the development of teacher knowledge in a positive direction.

The results of the workshop participants' response questionnaires which showed positive scores strengthened the success of training and mentoring in using Sparkol Videoscribe software to make thematic learning videos. Analysis of the results of the response questionnaire concluded that this series of activities provided benefits in helping teachers explain subject matter online, as well as providing a variety of knowledge of software for making learning videos more engaging.

Conclusion

Based on the details of the activities above, the workshop team can conclude that the teachers received all the activities enthusiastically they were able to make various thematic learning videos. The teachers made the learning videos according to their creativity and innovation. The quality and quantity of learning videos from the results of these training and mentoring activities are very encouraging, and the enthusiasm for learning shown by the teachers from the results of the post-activity evaluation shows indicators of success. Implementing knowledge about making learning videos is appropriate for thematic education in schools.

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