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Sparkol VideoScribe Application for Instruction

Muhammad Kristiawan^{1*} Nur Aminudin²

¹Science Education, Universitas Bengkulu, Bengkulu, Indonesia

²Science of Computer, Universitas Aisyah Pringsewu, Pringsewu, Indonesia

*Corresponding author. Email: muhammadkristiawan@unib.ac.id

ABSTRACT

Different types of technical applications were not included in the instruction at the Faculty of Education, University of Bengkulu. Every teaching activity is just making a paper and a daily presentation of PowerPoint, then discussing it together. This activities appears to be monotonous. This research was performed using the Sparkol Videoscribe program, which was then uploaded to YouTube and discussed in the Google classroom to optimize learning. The students are taught how to make and upload the videos to YouTube and then respond to what has been done. We asked the students to provide a feedback on the Google form to see the effect of this analysis. As a result, the students were very happy and concluded that this technique could optimize the learning, especially based on technology. This study presents Sparkol Videoscribe which can easier teachers to pass on the information and will raise the motivation and can be an alternative media that can increase student interest in learning.

Keywords: Sparkol Videoscribe, YouTube, Google Classroom, Google Form

1. INTRODUCTION

The age of the Industrial Revolution 4.0 presents every nation with new challenges. In a very competitive global world, we should thrive [19]. In many fields, the use of technology has the potential to enable individuals and societies to build opportunities to meet the challenges of this period, a renewal that needs future employees' ability to adapt and improve the world [7].

Globalization past illustrates that any evolving age has its own heart [14]. Educational tools that can and follow technological advances are required in this very fast-paced era of Revolution 4.0, so that the goals anticipated by educational organizations can be achieved, especially in improving school quality [10]; [11].

In the age of the industrial revolution 4.0 attempts to enhance the quality of progress lie in the essential role of educators and students in educational institutions. In the creation of organizations ready to face the industrial revolution 4.0., the courses taught at the faculty of education play an important role. The urgent need to continue learning and advanced digital technology needs a new approach to changing global circumstances in the age of the industrial revolution 4.0, such as growing productivity requirements [8].

The concern that has been posed and is a priority for resolution at this moment is that it has not been optimal to learn about leadership growth and decision making and educational theory. This topic is related to the success of the researcher, since the researcher received the Leadership Development and Decision-Making Courses and Educational Philosophy this semester. This issue was caused by a lack of awareness about creating Sparkol VideoScribe based on information technology while studying at the Faculty of Education, University of Bengkulu. This has a learning effect that is not interesting and does not inspire students to comprehend the content.

Not only because of the results, it is also an initiative of researchers to prepare Sparkol VideoScribe-based teaching materials so that the lecturers are also willing to apply the method established by the author. The preparation of this teaching material is a feature of civil servants [12] Enforcing Policy, since the policy of the Dean of the Faculty of Education, University of Bengkulu, is information technology-based learning. In addition, the preparation of this teaching material is also an attempt to share information, as Indonesia's potential human resources are students. This study was carried out with the goal of carrying out a creative, innovative and contextual learning process; preparing, implementing the learning process and reviewing and evaluating learning outcomes; enhancing and

developing academic qualifications and skills on an ongoing basis in line with the advancement of science, technology and the arts; the realization of educational research in the context of ground-breaking, original and tested experimental work; and the introduction and distribution of educational and research products through community service [1]; [2]; [3]; [4]; [5].

2. METHODS

This research was done from February to April 2020 with 88 respondents.

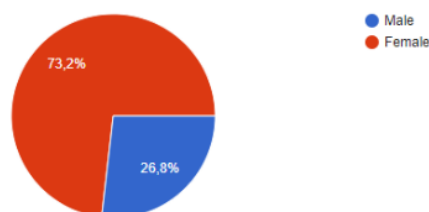


Figure 1. Sex of Respondents

In this research, we did a lot of phases. Collecting details about making teaching materials based on Sparkol VideoScribe, explaining the phases of the tasks, calling the supervisor directly and making an appointment for a meeting; and talking directly to mentors and direct supervisors Prof. Dr. Wachidi, M.Pd, the plan to make teaching materials based on Sparkol VideoScribe. This supports the mission of University of Bengkulu, the Faculty of Education and Teacher Training to coordinate the education and learning in a professional and responsible manner. Meanwhile, the impact analysis is that if we do not check with the direct supervisor about training on Sparkol VideoScribe-based teaching materials, then we will not get feedback on what job procedures we should do [9].

The operation here was to contact Mr. Eko Risdianto, M.Sc., after searching for a tutor. In order to meet local, national and international education needs, this was done to coordinate and improve competitive and efficient programs. Then, by direct collaboration with tutors, the strengthening of organizational values in this operation demonstrates the presence of responsibility to operate with standardized principles in a calculated way and achieve accountable production and a culture of organizational quality. The effect analysis, meanwhile, is that if we don't search for a tutor and don't coordinate with the tutor, I'm going to find it hard to build Sparkol VideoScribe-based teaching materials [16].

Prof. Dr. Syukri Hamzah, M.Si, explains the phases of the tasks by compiling material with peer teaching. To compile teaching materials to be distributed through Sparkol VideoScribe, as peer teaching. This mission is

to obtain from the ideas of foreign scientists the new research materials and books on Leadership and Decision Making and Philosophy Education. The material ideas communicated to students would be unified. The effect review, meanwhile, is that if I don't compile the material with peer teaching, then I would be authoritarian and not impartial in deciding teaching materials for Sparkol VideoScribe.

Examination and revision of VideoScribe Leadership and Decision Making and Education Materials Theory, then. According to feedback from mentors and peer teaching, the summary of the phases of the exercise is to make a review form that will be given to mentors and peer teaching, provide Sparkol VideoScribe teaching material files to mentors and peer teaching, collect the completed review forms, and revise teaching materials. We still uphold integrity and objectivity through the process of updating and revising teaching materials for mentors and peer teaching. The impact analysis, meanwhile, is that if we do not review and update the teaching materials with mentors and peer teaching, then we will not know what is wrong with the teaching materials we have made. Then the result of this activity also enhanced the materials we produced for teaching.

Finalization of Sparkol VideoScribe-based leadership and decision-making and educational theory content. The definition of the operation stages is to perfect the Sparkol VideoScribe-based materials according to feedback and ready to use. This operation results in the OK file being ready to be checked. It means preserving the importance of professionalism, objectivity, trustworthiness, efficiency and quality culture with the finalisation of teaching materials. Meanwhile, if we do not complete the Sparkol VideoScribe-based Leadership and Decision Making and Philosophy of Education materials, then we are not accountable and do not help realize the Universitas Bengkulu educational faculty's vision.

The last is the student teaching materials trial. The definition of the activity phases is to look at the lecture schedule, compile a questionnaire on the student response, and evaluate the student questionnaire outcomes. Testing teaching materials means fulfilling the task of the University of Bengkulu Faculty of Education to coordinate and develop competitive and effective programs to meet local, national and foreign educational needs. Maintaining the importance of professionalism, objectivity, commitment to principles, accountability, trustworthiness, reliability and culture of quality implies the presence of research. If we don't try the Sparkol VideoScribe-based Leadership and Decision Making and Philosophy of Education materials, then I am not responsible and not competent.

also expectations that can be made to address these barriers. In the table 1, the limitations and anticipation of the challenges faced can be seen.

3. RESULTS AND DISCUSSION

When conducting the research, there are many challenges that occur. In addition to barriers, there are

Table 1. Barriers and Anticipation

No	Activity	Barriers	Anticipation	
1	Collection of information about the making of Sparkol VideoScribe based teaching materials	Bosses have quite a solid agenda at work so it's a bit difficult to coordinate actualization plans.	The boss immediately took the time to give directions even though he was not in his office.	5 https://www.youtube.com/watch?v=9TD6DqbcYk https://www.youtube.com/watch?v=HfrD7QoYWSU
2	Looking for Tutor	Mr. Eko Risdianto, M.Sc. have a pretty solid agenda at work during the day	Consultation at night or on holidays	5 https://www.youtube.com/watch?v=qRlQJBkKJYE https://www.youtube.com/watch?v=anL753KBzP0 https://www.youtube.com/watch?v=qEpI9ExqZGE
3	Compiling Material with Peer Teaching	Prof. Dr. Syukri Hamzah, M.Si. often not on campus due to busy activities off campus. Then it was difficult to understand the references in English.	Communicate outside the campus in accordance with the agreement with him. it takes a lot of time to understand English references.	
4	Review and Revision of Sparkol VideoScribe-Based Teaching Materials	Availability of time for mentors and peer teaching due to busy activities.	Use free time for mentors and peer teaching to conduct reviews.	https://forms.gle/J1cxAaP7od4f9ji27
5	Finalization of Sparkol VideoScribe Based Teaching Materials	The time given is very limited.	Doing overtime.	
6	Trial of Teaching Materials to Students	Can only be done while studying.	Ask for peer teaching assistance to be able to do a trial.	5 https://www.youtube.com/watch?v=WM7K2qzH6q4 https://www.youtube.com/watch?v=Is6KCYKOKvY https://www.youtube.com/watch?v=75FjnDhDgNA https://www.youtube.com/watch?v=wJF4y308a_M https://www.youtube.com/watch?v=PXekhLhnask

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The review and revision of Sparkol VideoScribe-based teaching materials was ¹done completely. According to reviewer related to the suitability of the material presented with the semester learning plan was 100% strongly relevant.



¹**Figure 2. Suitability of the Material Presented with the Semester Learning Plan**

¹Then, the suitability of the material presented the expected competencies was 50% strongly relevant and 50% relevant.



¹**Figure 3. The Suitability of the Material Presented the Expected Competencies**

¹The suitability of the images displayed with the material being taught was 50% strongly relevant and 50% relevant.



Figure 4. The Suitability of the Images Displayed with the Material Being Taught

The suitability of music and voice accompaniment in the video was 100% relevant.



Figure 5. The Suitability of Music and Voice Accompaniment

Videos made according to the needs of students and lecturers in the Digital Age with the concept of E-Learning was 50% strongly relevant and 50% relevant.



Figure 6. Videos Made According to the Needs of Students and Lecturers in the Digital Age with the concept of E-Learning

The last, Sparkol Videoscribe based learning is in accordance with E-Learning was 50% strongly relevant and 50% relevant.



Figure 7. Sparkol Videoscribe based Learning is in Accordance With E-Learning

The Study Program as respondents filled the instrument consist of 43.9% from undergraduate of English Language Education and 56% from undergraduate of Mathematics Education.

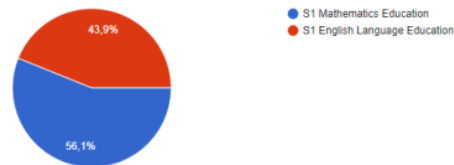


Figure 8. Study Program of Respondents

The first questionnaire related to Sparkol VideoScribe makes learning easy, and the respondents said 79.3% agree.

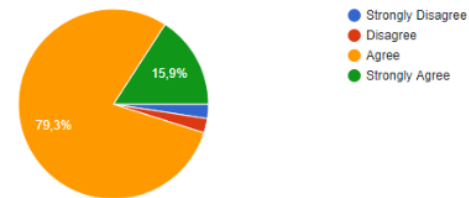


Figure 9. Sparkol VideoScribe Makes Learning Easy

The second questionnaire discussed about Sparkol VideoScribe can generate motivation in learning, and the result showed that 72% agree.

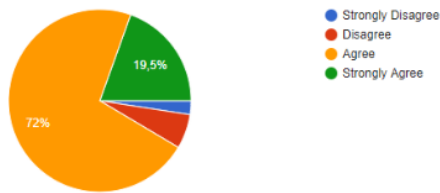


Figure 9. Sparkol VideoScribe Can Generate Motivation in Learning

The third questionnaire related to Sparkol VideoScribe can make learning material clearer, and the result stated that 78% agree.

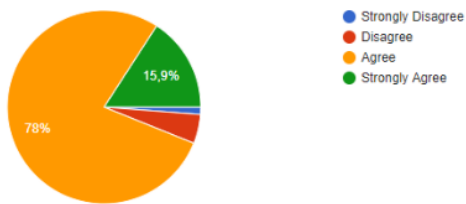


Figure 10. Sparkol VideoScribe Can Make Learning Material Clearer

The fourth questionnaire was about Sparkol VideoScribe can make presentations more attractive, and 61.1% agree.

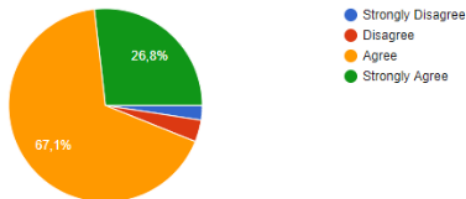


Figure 11. Sparkol VideoScribe Can Make Presentations More Attractive

The fifth questionnaire talked about Sparkol VideoScribe can help lecturers and students use computers in learning, and 74.4% agree.

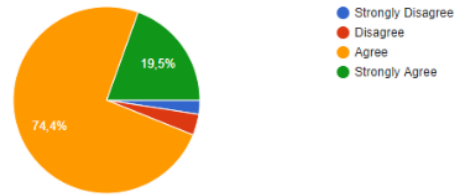


Figure 12. Sparkol Videoscribe Can Help Lecturers and Students Use Computers In Learning

The sixth questionnaire was about Sparkol VideoScribe for instruction is interesting to follow, and 85.4% agree.

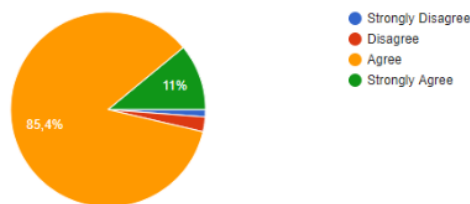


Figure 13. Sparkol VideoScribe for Instruction is Interesting to Follow

The last questionnaire talked about Sparkol VideoScribe for instruction supports information technology-based learning, and 69.5% agree.

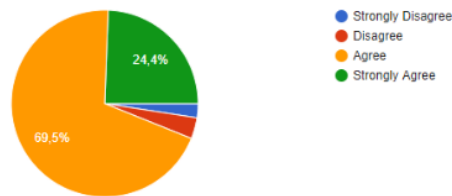


Figure 14. Sparkol Videoscribe for Instruction Supports Information Technology-Based Learning

[13] result from this paper was supported by [13] the Sparkol Videoscribe gave the influence to improve students' speaking skills. [15]; [6] state that *Sparkol Videoscribe bilingual learning media is feasible, interesting, and effective by providing good results in its implementation*. According to [17] Sparkol videoscribe can make it easier for teachers to pass on the information and will raise the motivation. [18] states that sparkol videoscribe can be an alternative media that can increase student interest in learning.

4. CONCLUSION

The urgent need to continue learning and advanced digital technology needs a new approach to changing global circumstances in the age of the industrial revolution 4.0, such as using Sparkol Videoscribe on instruction. This paper concluded that sparkol videoscribe can make it easier for teachers to pass on the information and will raise the motivation and can be an alternative media that can increase student interest in learning.

AUTHORS' CONTRIBUTION

Muhammad Kristiawan: designed and performed experiments and analysed data. Nur Aminudin: Performed analyses and supervised the research and co-wrote the paper.

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