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Innovative Videoscribe: Improving Science Learning Outcomes for Fourth Grade of Elementary School Students Through Character-Based Learning Media

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Abstrak

Penggunaan media pembelajaran penting dalam proses pembelajaran karena membantu siswa memahami materi pelajaran dan merangsang perhatian serta semangat belajar siswa. Penelitian ini bertujuan untuk menggambarkan desain dan pembangunan media pembelajaran berbasis pendidikan karakter pada mata pelajaran IPA kelas IV Sekolah Dasar yang telah teruji validitasnya. Penelitian pengembangan ini menggunakan model ADDIE, tetapi terbatas pada tahap pengembangan (development) karena keterbatasan waktu, situasi, dan sumber daya. Subjek uji coba meliputi ahli isi, ahli media, 2 ahli desain, 2 praktisi, serta 18 siswa kelas IV yang berpartisipasi dalam uji coba individu dan kelompok kecil. Pengumpulan data dilakukan dengan kuesioner berupa instrumen skala empat yang diberikan kepada subjek uji coba. Data penelitian dianalisis menggunakan rata-rata untuk menentukan skor validitas media yang dikembangkan. Hasil validitas media pembelajaran dari penilaian ahli isi, ahli media, ahli desain, dan praktisi memperoleh kualifikasi sangat baik. Uji coba individu dan kelompok kecil juga menunjukkan kualifikasi sangat baik. Berdasarkan analisis tersebut, media pembelajaran berbasis pendidikan karakter pada mata pelajaran IPA kelas IV Sekolah Dasar dinyatakan valid dan layak digunakan dalam pembelajaran. Media pembelajaran ini juga menjadi sumber daya berharga dan mendorong profesionalisme guru dalam mengajarkan nilai-nilai karakter bersamaan dengan materi IPA.

Kata Kunci: *Media Pembelajaran, ADDIE, Pendidikan Karakter, IPA*

Abstract

The use of learning media is important in the learning process because it helps students understand the subject matter and stimulates students' attention and enthusiasm for learning. This research aims to describe the design and development of character education-based learning media in grade IV elementary school science subjects which have been tested for validity. This development research uses the ADDIE model, but is limited to the development stage due to limited time, situation and resources. The trial subjects included content experts, media experts, 2 design experts, 2 practitioners, and 18 grade IV students who participated in individual and small group trials. Data collection was carried out using a questionnaire in the form of a four scale instrument given to test subjects. Research data was analyzed using an average to determine the validity score of the media being developed. The results of the validity of learning media from the assessment of content experts, media experts, design experts and practitioners obtained very good qualifications. Individual and small group trials also demonstrated excellent qualifications. Based on this analysis, character education-based learning media in grade IV elementary school science subjects was declared valid and suitable for use in learning. This learning media is also a valuable resource and encourages teacher professionalism in teaching character values along with science material.

Keywords: Learning Media, ADDIE, Character Education, Science

1. INTRODUCTION

In this era of globalization, the government places great emphasis on the importance of education. One of the factors of a nation's progress is education (Bakri et al., 2021; Zhayoga et al., 2020). Schools as educational institutions play a role in developing students' potential through learning. Currently, education opens up opportunities for someone to get a good job according to their level of education. Education is very important for building national civilization and improving the quality of human resources (Rizik et al., 2021; Suwartini, 2018). Education is a planned effort to teach and guide students so that they grow into individuals who are creative, responsible, independent, knowledgeable, healthy and have noble character both physically and spiritually (Inanna, 2018; Sultan, 2021). Ki Hajar

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Dewantara defines education as all the natural strengths that exist in children so that they as humans and members of society achieve the highest safety and happiness (Sugiart et al., 2019; Yusuf, 2018).

Along with the progress of the times, science and technology are also experiencing rapid developments which have a big impact on various aspects, including education. It is hoped that the use of increasingly advanced information technology can help teachers create creative and innovative learning processes, so that learning becomes interesting, fun and easy for students to absorb. In the learning process, interaction is expected to create a conducive learning atmosphere and motivate students to be active. The quality of education can be assessed from the way the learning process takes place at school. Teachers play an important role in the education system, especially in the school environment. Apart from teaching, teachers also act as mediators and facilitators (Abdullah et al., 2023; Saumi et al., 2021). As a mediator, the teacher mediates in teaching and learning activities, such as providing solutions when discussions are not going well. As a facilitator, teachers provide services to make it easier for students in the learning process. The teacher's role as a mediator and facilitator is to make it easier for students to learn, so that they can receive the lesson material well. Students' attention and enthusiasm in the learning process can be increased through the use of learning media. Learning media are tools that help the learning process by stimulating students' thoughts, feelings, attention and abilities or skills (Maghfiroh & Suryana, 2021; Tafonao, 2018). Learning media encourages a more effective learning process. The use of learning media is important in the learning process because it helps students understand the subject matter and stimulates their attention and enthusiasm for learning.

The Covid-19 pandemic has affected various aspects of life, including education. The learning process that was previously carried out face-to-face has now been transferred to online learning. It is hoped that online learning can be an alternative for students to gain knowledge without having to go to school (Novariana, 2021; Suhaemi et al., 2020). Online learning requires teachers to be able to teach effectively online from home, so teacher skills in information technology are very necessary (Astini, 2020; Mastura & Santaria, 2020). However, teachers' ability to use technology is still limited in the online learning process (Asmuni, 2020; Maskar & Dewi, 2021). Many teachers are less familiar with gadget devices, the internet, learning applications, and creating learning media. The results of interviews with class IV teachers at SD Negeri 1 Kedis and SD Negeri 3 Kedis show that learning has not been carried out optimally during the Covid-19 era. Teachers only use media such as pictures, the surrounding environment, and students in science learning, but do not create learning media to explain the material. Teachers also convey written messages in WhatsApp groups during online learning. Limited learning media and other technical obstacles, such as poor signals, cause teachers to only rely on students' books as the main source of learning for science subjects, which results in a lack of student interaction and delays in completing science assignments.

Science learning content is lesson content that has abstract concepts. In the online learning process, teachers need to be careful in giving assignments to students. If teachers only focus on giving assignments, learning may be less effective for students' understanding, especially elementary school students who need concrete objects and real situations in learning (Salsabila et al., 2020; Trianingsih, 2016). Abstract science material must be adapted to the child's intellectual level because elementary school students are still at the initial stage of thinking. The results of observations when carrying out PLPbD activities showed that, when the material was only conveyed in theory via WhatsApp group messages. sStudents are only given assignments, they tend to feel bored and less motivated to participate in learning. Moreover, science material includes mastery of knowledge and the discovery process. Science material that is presented without describing real events makes it difficult for

students to understand. Learning will be more meaningful if students "experience" it directly rather than simply "memorizing" the lesson material (Rahmawati et al., 2019; Nurhidayah et al., 2016). Many students find it difficult to relate learning to real life (Nanda et al., 2017; Savira et al., 2018). Therefore, during the pandemic, teachers need to innovate in creating learning media that connects material with students' real situations and helps them understand abstract material. One of the problems with online learning is that many parents cannot fully accompany their children while studying at home. The main reasons for this are parents being busy with work, limited understanding of learning material, difficulty cultivating children's interest in learning, and limited ability to use gadgets (Ambarita et al., 2022; Wardani & Ayriza, 2020). Therefore, teachers need to try to utilize media that can help students understand the subject matter.

Effective learning media to increase students' interest in learning and make it more interactive. Observation results at SD Negeri 1 Kedis and SD Negeri 3 Kedis show that the use of learning media is still lacking, especially in the use of learning videos such as Sparkol Video Scribe. Even though the facilities and infrastructure in schools are adequate, there has been no development of the innovative and creative Sparkol Video Scribe learning video media. The aim of developing this media is to create enjoyable science learning for students. The learning media used must be designed to be interesting and focus on character education, with the aim of forming students with good character. According to observations at SD Negeri 1 Kedis and SD Negeri 3 Kedis, the teaching materials used by teachers do not yet integrate character education. As a result, the application of character education in science learning in the classroom is still lacking, because teachers often emphasize character outside the classroom, such as reprimanding students who are not disciplined. This causes many students to carry out actions that are contrary to character values in everyday life, such as destroying the environment, fighting, and violating school discipline. Science learning is not only related to cognitive abilities, but also to character education. Character education is not just knowledge, but also includes students' personalities and behavior in everyday life. Science subjects enable educators to develop and instill character values such as honesty, discipline, independence, curiosity, environmental care and responsibility. Character education is a deliberate effort to help people understand, care about, and act on core ethical values (Djuanda, 2020; Putry, 2019).

This research aims to describe the design and development of character education-based learning media in grade IV elementary school science subjects which have been tested for validity. The application used to develop learning media that is in line with advances in science and technology is Sparkol Video Scribe. This application allows the creation of animations that include text, moving images, music and sound, thereby attracting students' interest in being actively involved in learning. It is hoped that the product innovation in the form of videowriting in this research can attract students' attention to the learning process and help convey lesson material more clearly, especially in science subjects.

2. METHODS

This research is a type of research and development. This research uses the ADDIE model, because it is based on the consideration that this model was developed systematically and based on learning design theory, as an effort to solve learning problems related to learning media.The research process consists of analysis, design, development, implementation and evaluation. The analysis stage involves reviewing the need and feasibility of the media, as well as analyzing student, curriculum, and media characteristics. In designing, the researcher selected materials and designed interactive learning media in consultation with the supervisor. At the development stage, the media is created according to

a refined design. Media is tested by media experts, material experts, design experts, and practitioners (teachers) to evaluate validity. The test subjects were carried out with 18 class IV students. The media is improved based on input and suggestions from experts, practitioners and students. Meanwhile, data collection was carried out using questionnaires. The instrument grid in this research can be presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. The Subject Content Expert Instrument Grid

No.	Aspect	Indicator
1.	The truth of the structure of matter	1. Conformity of basic competencies with indicators. 2. Conformity of learning objectives with indicators. 3. Suitability of material to learning objectives. 4. Benefits for increasing knowledge insight.
2.	Accuracy of material content	1. The truth of the material presented. 2. The accuracy of the material presented is in accordance with the learning objectives. 3. The novelty (latency) of the material presented. 4. Accurate presentation of material based on existing facts.
3.	Grammatical correctness	1. Accuracy of grammar used. 2. Accuracy of spelling in the material. 3. Accuracy of writing terms in the material.
4.	Punctuation correctness	Accurate use of punctuation marks in the material.
5.	The level of difficulty of the material is adjusted to the user's characteristics	1. The level of breadth of material is in accordance with student characteristics. 2. Initial material relates to students' initial knowledge. 3. Conformity evaluation. 4. Completeness of the material presented. 5. Illustrations (examples) in learning media are able to clarify the material presented.

Source : Nanda et al., (2017) with modifications

Table 2. The Learning Media Expert Instrument Grid

No.	Aspect	Indicator
1.	Visual Quality	1. The attractiveness of CD covers for packaging learning videos. 2. Suitability of the visualization of the CD cover to the content contained in the media. 3. The attractiveness of the animation displayed. 4. Clarity of writing. 5. Color match. 6. Layout. 7. Image clarity. 8. Background image suitability.
2.	Voice clarity a. Narrative b. Sound Effects	1. Clarity of the narrator's voice. 2. Suitability of using Sound Effects. 3. Interesting opening
3.	Suitability of video	1. The videos presented are in accordance with student characteristics.

No.	Aspect	Indicator
	presentation	2. Suitability of video to learning objectives. 3. Ideal duration with target. 4. Interactive presentation.
4.	Creative in expressing ideas and creativity	1. The attractiveness of creativity in conveying messages. 2. Flexibility in the aspects of providing time, place, teachers and teaching materials.

Source : Arsyad (2014) with modifications

Table 3. The Learning Design Expert Instrument Grid

No.	Aspect	Indicator
1.	Accuracy	1. The learning objectives are in accordance with the ABCD format. 2. Suitability of the video to student characteristics. 3. Suitability of material to purpose. 4. The material in the learning video is presented coherently.
2.	Clarity	1. The language used is easy for students to understand. 2. Clarity of description and discussion. 3. Completeness of information in the material. 4. Instructions for using media.
3.	Interest/attention	1. Interactivity. 2. Videos motivate interest in learning. 3. Increase students' attention to learning.
4.	Quality of tests and assessments	Consistency of evaluation with learning objectives.
5.	Can have an impact on students	Facilitate students' understanding of the material.

Source : Nanda et al., (2017) with modifications

Table 4. The Individual and Small Group Trial Instrument Grid

No.	Aspect	Indicator
1.	Attract students' interest	1. The attractiveness of the CD packaging (cover). 2. The attractiveness of the learning video display. 3. The attractiveness of the images displayed. 4. Clarity and attractiveness of the colors presented.
2.	Presentation of material	1. The material presented is clear and appropriate. 2. The material presented is easy to understand. 3. The examples given in the material are easy to understand and real. 4. The language used is easy to understand.
3.	Increase student attention	Learning videos can increase attention.
4.	Motivating	Learning videos can motivate learning.
5.	Voice clarity	1. Clarity of the narrator's voice. 2. Music suitability.

Source : Suarthama (2016) with modifications

Instrument validity testing is related to content validity, which includes the content and format of the instrument. This is done to measure the validity of the learning media instrument grid through assessment by experts who review each item on the grid. The content

validity test was carried out using the Gregory formula to determine the validity value. The content validity coefficient categories are seen based on the criteria presented in Table 5.

Table 5. The Content Validity Coefficient Criteria

Coefficient	Validity
0.80 – 1.00	Content validity is very high
0.61 – 0.80	High content validity
0.41 – 0.60	Moderate content validity
0.21 – 0.40	Low content validity
0.00 – 0.20	Content validity is very low

Source : Sutama et al., (2014)with modifications

The data that has been collected will then go through a data analysis process. The data analysis method used in this research is to use an average to determine the validity score of the media being developed. The results of this data analysis can show whether the media that has been developed is feasible or not.

3. RESULTS AND DISCUSSION

Results

The design of character education-based learning media for grade IV elementary school science subjects consists of storyboards and video scribe scenarios. Storyboards function as visual guides that show initial sketches of each scene that will be displayed in learning media, helping organize the sequence of images, text, and other visual elements. Meanwhile, video scribe scenarios contain narration or text for each scene, ensuring the material is conveyed clearly to students and the story line is well structured. In this research, an in-depth analysis and identification of information related to content in media development was carried out, including analysis of content and student competencies. In addition, an analysis of student characteristics is carried out to determine media that suits students' interests. Next, planning is carried out, namely by designing the media and determining the hardware and software that will be used. The hardware chosen to create animated learning videos includes a laptop. Meanwhile, the software used is Video Scribe, Kine Master, and Microsoft Office Powerpoint.

Media development in this research was carried out using Vidio Scribe to create interactive scribe videos, Kine Master to edit videos and perfect visual content, and Microsoft Office PowerPoint to design visual and narrative content. The learning media is 18-19 minutes long, with an aspect ratio of 16:9, and an image resolution of 1080p. The display is designed to maintain student attention and deliver material effectively in an appropriate time frame. This overall design aims to create learning media that is interesting, effective, and can help students understand science material while learning character values. The display of learning media that has been developed in this research can be presented in Figure 1.

Figure 1. The Learning Media Display

This research tested the validity of character education-based learning media for science subjects in grade IV elementary schools. The validity test involved giving assessment instruments to four experts, two science subject expert lecturers, two media expert lecturers, and two learning design expert lecturers. Data analysis of product validity test results was carried out to assess the validity of the learning media that had been developed, by calculating the average score from the experts' assessment instruments. The average score is then converted to a five-point scale to assess the quality of interactive learning media based on character education that has been developed on the topic of energy sources and changes in energy forms. The recapitulation of validity results can be presented at Table 6.

Table 6. The Recapitulation of Expert Validity Test Results, Practitioner Responses, Individual and Small Group Trials

No.	Validity test	Average Results	Qualification
1.	Subject Content Expert	3.79	Very good
2.	Learning Media Expert	3.82	Very good
3.	Learning Design Expert	3.80	Very good
4.	Practitioner (Teacher) Response	3.93	Very good
5.	Individual Trial	3.95	Very good
6.	Small Group Trials	3.81	Very good

Based on subject content experts, learning media experts, learning design experts, responses from practitioners, namely teachers, individual trials and small group trials, it is known that the qualifications for the learning media developed are in the very good category. Therefore, it can be seen that the learning media created can be used and proven to be effective in implementation.

Discussion

The media designed in this research is Video Scribe which focuses on character education for science material about energy sources in class IV elementary schools. This media presents examples that can enrich students' knowledge, accompanied by explanations from a narrator. Assessments from two science material experts show that the learning media developed has high validity in the very good category. This quality is achieved because the material has been prepared according to learning competencies, the material in the video is accurate and based on existing facts. Apart from that, the use of language is appropriate and appropriate to the objectives, as well as the level of difficulty of the material is appropriate for fourth grade elementary school students. Based on the assessment of two learning media experts, the media developed was declared valid in the very good category. This assessment is based on clear and attractive visual quality, quality and appropriate audio, and videos that are well presented in terms of image appearance, viewing angle and duration. Creativity in presenting ideas and messages can create interesting results. This is in line with previous research which states that interesting learning media results from creativity, therefore the presentation of ideas and messages must be paid attention to (Fitriyani et al., ; Suradi, 2022).

Based on the assessment of two learning design experts, the media developed was declared valid in the very good category. This assessment is based on appropriate presentation of material, clear presentation methods, the ability to increase students' interest and attention in learning, as well as message design that is comfortable to see (Mahyuni, 2021; Nuryani & Abadi, 2021). This finding is in line with previous research which states that learning media that depicts the design of character education-oriented learning videos is

effective in improving student learning outcomes (Widiarti et al., 2021; Wisada & Sudarma, 2019).

Apart from expert assessments, this interactive learning media product was also evaluated by practitioners (grade IV elementary school teachers) in terms of materials, media and learning design. Product testing by practitioners is in the very good category. This assessment was obtained because the structure of the material is in accordance with learning competencies, the material is presented accurately and based on facts, the grammar is appropriate to the target, and the level of difficulty of the material is appropriate to needs (Muna & Wardhana, 2022; Roulina, 2021).

Media in the form of video should have clear and attractive visual quality, clear and appropriate audio quality, appropriate video presentation in terms of shooting point of view, and time duration, and the message should be conveyed in a creative and interesting way (Ivan et al., 2021; Fitriani, 2020). From the aspect of learning design, appropriate presentation of material, clear methods of presenting material, can increase students' interest and attention in learning, and the message design used is comfortable to look at.(Nuryani & Abadi, 2021; Habib et al., 2020).

Based on the results of individual trial assessments with six students, the learning media is in very good qualifications. Meanwhile, the small group trial with twelve students obtained very good qualifications. This assessment was obtained because the learning video has an attractive appearance, with images and colors that attract students' interest. The material is presented clearly and easily understood by students, interactive learning media is able to motivate and increase students' attention in learning, and clear voices provide enthusiasm in the learning process (Sudarmawan et al., 2020; Suhaemi et al., 2020).This finding is in line with previous research which states that character-based learning media has been proven to be feasible, valid and effective in learning (Dewi & Wulandari, 2022; Hidayatullah & Rakhmawati, 2016).

The videoscribe media innovation in this research was proven to be effective in increasing student participation and learning outcomes. Validation was carried out by material experts, media experts, practitioner (teacher) tests, and small group trials, character education-based learning media developed for students during the Covid-19 pandemic. 19 helps students study from home and makes it easier to understand basic science concepts. This research has implications for improving the quality of learning so that it attracts more students' attention, so that the material can be presented clearly. The limitation of this research lies in the subjects which only include science. Therefore, it is recommended that future research consider other subjects in order to provide more comprehensive insights.

4. CONCLUSION

The innovative video scribe learning media based on character education developed using the ADDIE model has succeeded in receiving positive responses from experts, practitioners, and students. This integration of character education can increase student participation and learning outcomes. This learning media is also a valuable resource and encourages teacher professionalism in teaching character values along with science material. Based on these results, character education-based learning media for grade IV elementary school science subjects were declared suitable for use in the learning process.

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