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**DEVELOPMENT OF VIDEO-BASED LEARNING MEDIA WITH VIDEOSCRIBE  
APPLICATION ON LIQUID PRESSURE MATERIALS CLASS VIII A MTS MIFTAHUL  
HUDA BATUKASUR**

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**ABSTRACT**

*Based on the results of observations and interviews with several teachers and students conducted on April 13, 2020 in class VIII A of MTs Miftahul Huda Batukasar, it shows that science learning uses learning facilities in the form of a blackboard and does not use interesting media for students. In the learning process, it can be seen that students' interest in science lessons is still low. The aims of this study were to determine: (1) To determine the process of developing learning media and the feasibility of video-based learning media with the videoscribe application on Pascal's legal liquid material. This type of research is research and development (R&D). This model consists of analysis, design, and development. The type of data obtained is qualitative data in the form of the process of developing video-based learning media with the videoscribe application and quantitative data in the form of validation results of video-based learning media with the videoscrib application. Collecting data in this study using a questionnaire research method. This development research is in the form of a video- based learning media product with a videoscribe application on Pascal's law fluid pressure material for class VIII a MTs Miftahul Huda Batukasar. The results of this development research indicate that video-based learning media with the videoscribe application on liquid law material for class VIII A MTs Miftahul Huda Batukasar are in the appropriate category. The results of the validation of the media expert obtained the percentage of the graphic feasibility component of 73%, the result of the validation of the material expert obtained the percentage of the graphic feasibility component of 55%, the validation result by the science teacher obtained the percentage of the graphic feasibility component of 77%.*

**Keyword:** Video-Based Learning Media, Videoscribe Application, Liquid Pressure Materials.

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**INTRODUCTION**

Education as listed in the Universal Declaration of Human Rights 1948 Article 26 (1) states "Everyone has the right on education" ([Hakim, 2015](#)). Education must be free, at least on the level basic, education base must character mandatory. Technical and professional education should available and education tall should could accessed by fair by all.

Learning is an activity of interaction between teachers and students, using methods that are delivered in accordance with the human element in order to achieve teaching goals ([Aswan & Syaiful, 2010](#)). Interactions that occur between teachers and students give role for Upgrade activity

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knowledge, skills and attitudes student in various field. Thus it can be known that effective and efficient teaching and learning activities make the expected results in accordance with their learning targets ([Pane & Darwis Dasopang, 2017](#)).

Science learning is one of the eye lessons learned in field exact. Mastery learning (learning complete) and meaningful learning (learning means) is expected capable Becomes mover motivation study student. In the field still occur inequality thinking a participant educate, where activity study is something obligation no is something need. A science learning process is needed that can be carried out by students in real life ([Sulistiyowati, 2017](#)).

Based on the results of an interview about science on April 13, 2020, the problem with learning science at MTs Miftahul Huda Batukasir is the lack of implementation of the learning process that makes students get maximum grades. Some science educators are more often use method conventional, with a learning process by stare face and convey description learning certain. this process more to active teachers compared with student her. At MTs Miftahul Huda Batukasir, there are laboratory for practice participant educate, but in not yet there is equipment practicum that can used for practice pressure substance liquid Pascal's Law. As for the material pressure of liquid pressure, class VIII students at MTs Miftahul Huda Batukasir, are more active and happier when doing practical work in a material, because students usually understand the material. Students are also fully involved when learning is carried out in a practical way so that student participation is also good.

Based on results charging questionnaire student April 18, 2020 at MTs Miftahul Huda Batukasir, based on 30% data for class VIII more like understand Theory science learning with use method lecture , based on questionnaire data 70% of student more happy to use learning video media for make it easy understand draft Theory pressure substance liquid .

Head MTs Miftahul Huda Batukasur school, explained that the science learning process did not effective, because of the learning process less teaching interesting and I rang it tool practice at school, during this is a forced science teacher no carry out practice, because tool practicum at school be strong lack, because That's a forced science teacher carry out the learning process with lecture model method.

Mass media as tool convey start -up information of ideas, ideas and opinions with various type the goal. ([Arsyad et al., 2021](#)) In learning to use the videoscribe media, it is a learning media that uses animation as a transmitter of information to students to make it more interesting and easy to understand, in this study the aim is to continue to develop the learning of living things with their environment.

Results obtained from research and development this are; Sparkol Media Videoscribe social media based edmodo on SPLDV material for class VIII MTs Nurul Qodiri 3 generated has developed with the AD-DIE model which includes 5 stages namely Analysis, Design, Development, Implementation, and Evaluation. The resulting media obtained an average final score from material experts, which was 94.25% with Very Good/Valid criteria, the interpretation of the average final score from media experts was 94% with Very Good/Valid criteria. Sparkol Media Videoscribe social media based edmodo on material SPLDV class VIII obtained mark end from response participant educate which is 84.25% with very good/ attractive criteria. Whereas for response educator got final mean score of 87.5% with Very Interesting criteria . Could concluded that learning media Sparkol Videoscribe social media based edmodo it's really worth it for used as learning media in learning math ([Pratiwi, 2019](#)).

## METHODS

Research type this is research and development (R&D). This model consist from analysis, design, and development. Type of data obtained is qualitative data in the form of a learning media development process video based with application videoscribe and quantitative data in the form of results learning media validation video based with application videoscribe. Data collection in study this use method study questionnaire.

Study development this in the form of learning media products video based with application videoscribe on material pressure fluid Pascal's law for class VIII A MTs Miftahul Huda Batukasur. Learning media video based with application videoscribe validated by three validators consisting of from lecturer media expert, lecturer expert materials, and science teachers.

## RESULTS AND DISCUSSION

From the theory that has been put forward, author using video media with application videoscribe on material pressure substance liquid Pascal's Law. Development this held at MTs Miftahul Huda Batukasur class VIII for give standard appropriateness based on validity, using video with application videoscribe on material pressure substance liquid Pascal's Law. About use of development media use videos with application videoscribe on material pressure substance liquid Pascal's law, obtained results below this:

### **1. Learning media development process video based with application videoscribe on material pressure substance liquid Pascal law in Class VIII A MTs Miftahul Huda Batukasur**

#### **a. Planning**

Analysis need is step the start for determine direction objective a activity ([Afifulloh & Cahyanto, 2021](#)). Observation first done in meeting learning theory and practice.

Observation second implemented analyze about performance study students on the material pressure substance liquid Pascal's law counts low, because the teacher is still use method conventional. While the media used only in the form of module and power point in teacher delivery only read module and explain it so that Becomes no interesting for students . Therefore, it is necessary to have the right media for convey Theory good by theory and practice by complete. With so video Becomes effective learning media solutions on the material pressure substance liquid Pascal's Law.

Next stage that is gather data source in the form of reference to be used in video learning materials, namely: the "IPA" book for MTs/SMP Class VIII, by Siti Zubaidah et al. Based on the data already there is so show up idea in loyal making video interesting and effective learning for teach to student in the form of learning media video based with application videoscribe.

#### **b. Design ( goal )**

##### **1) Create storyboards**

In terms of storyboarding must in detail and measurable. Start with designing by written with cover planning, writing and revising appearance animation, graphics, narration as well as the music. Purpose of storyboarding so that make it easier for incoming ideas to be conveyed visually, with interesting picture details for convey message from a teacher , as in the picture under this :

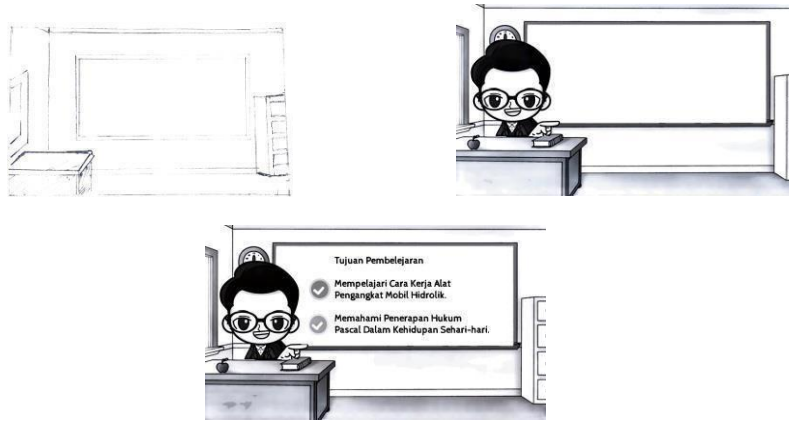


Figure 1. Storyboarding

## 2) Prepare script

During the storyboard script creation process to be additional for facilitate manufacture nya. Script compiled in written form, with organized script by neat for easy for make a storyboard. The script can seen in the picture below this :

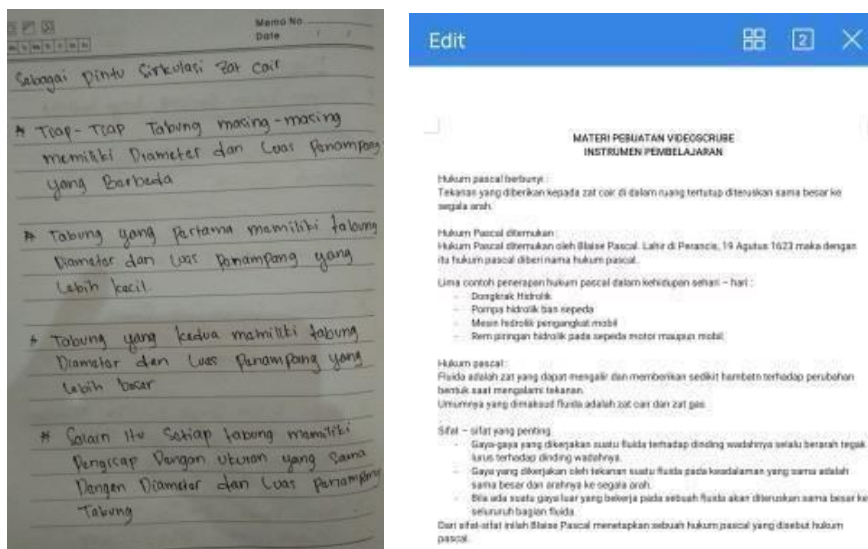


Figure 2. Scripting

## c. Development (development)

### 1) Produce videoscribe and audio

After the storyboard and script process done so then the process of developing audio and videoscrib, preparing Theory as well as component supporters and evaluate every process. Audio and videoscribe production process this containing making animation movement hand, and recording sound. At stage beginning making animation hand move use application videoscribe, after that make moving people animation use use application supermi, and for background creation using application pixellab. The audio capture process is carried out at night day use application waveeditor and extracted use wavtomp3 app . Development can seen in the picture under this :

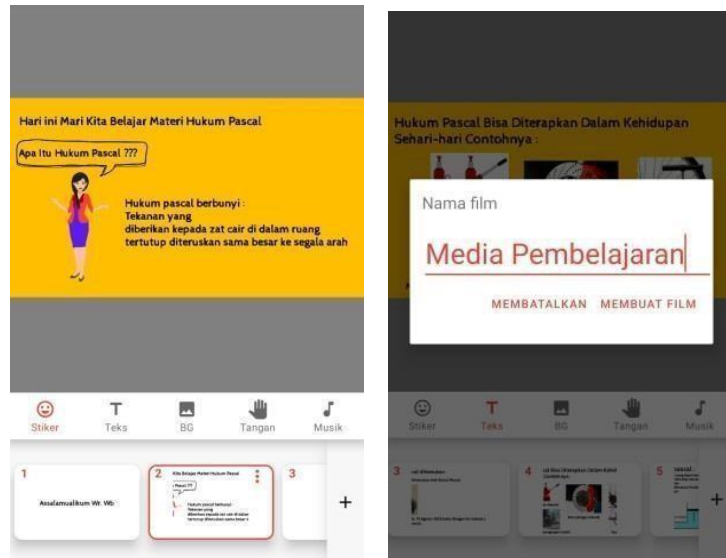


Figure 3. Development Video

## 2) Programming Theory

Videoscribe and audio that has been produced no will direct enter in Step development . First, adjust the videoscribe and audio formats with device existing supporters for more easy used by who course. For videoscribe using mp4 format, and for audio using mp3.

## 3) Component supporter

prep component supporter for development videoscribe start prepared since videoscribe already produced. Component support used for editing videoscribe use kinemaster, After component supporter complete then editing process is carried out. In the editing activities the activities carried out is cut cut parts animation that has been made in app videoscribe. Arrangement lighting and animation as Additional writing is also done during this editing process.

After the editing process is complete next with combine recording narrator with videoscribe that has been edited before. After combine Among narration, backsond, with videoscribe then the adjustment process is carried out voice to backsond for sound narrator sound clear and backsond no bother the way videoscribe. After the extract process videoscribe done done step next that is transfer chip videoscribe Becomes saved video unity in mp4 format.



Figure 4. Components Supporter

4) Evaluation and review







After the product so more formerly to do evaluation and review return results the seller with To do validation on media, materials , science teachers and seek advice from experts .

**d. Revision of Learning Media Videos Video Based With Application Videoscribe**

1) Material Expert

Material experts (Mrs. Nindha Ayu Berlianti , S. Si, S. Pd, M. Si) as follows are suggestions and feedback from expert material as in stage the following video productions :

**Table 1. Material Expert Revision Table**




Poin ts	image of sarab expert Theory	Suggestion	Before repair	Repair
1		In the videoscribe no include KI, KD and indicators		
2		Design still standard	-	-
3		Example question can added again		
4		Small writing with duration fast time	-	-
5	<p><b>SARAN :</b></p> <ol style="list-style-type: none"> <li>1. Di dalam videoscribe tidak mencantumkan KI, KD dan indikator</li> <li>2. Desain masih standar , untuk contoh penggunaan software buat masih ya ditambahkan</li> <li>3. Contoh soal bisa ditambahkan lagi</li> <li>4. Tampilan script yang di dalam video-video yang cepat</li> <li>5. Apsil pada video pada dihapus, cek "script yang di hapus" itu dihapus</li> <li>6. Keterangan pada rumus Hk Pascal bisa ditambahkan.</li> </ol>	Text dialog accuracy with story	The accuracy of the dialogue does not match script	The accuracy of the dialogue is already repaired so in accordance with script
6		Information Pascal's law formula added		





After done testing by experts Theory obtained advice for complete Theory in script then done act carry on for adapt with comments and suggestions for improvement. From testing redo done found results that script for videoscribe is valid and can for produced as a learning medium.

2) Media Expert

The following are suggestions from media experts (Mrs. Lina Arifah Fitriyah, M. Si), with display input and suggestions in the form of appraisal, related with videos using application videoscribe based on aspects rules, presentation videoscribe, development process videokribe, implementation and script used. As contained in the following table: After done testing to media experts obtained advice for media questionnaire so that the questionnaire is tested for validity by external (with lecturer at Hasyim Asy'ari University) and the questionnaire was also tested more formerly before used for data retrieval. From the tests carried out found results that the learning video media is valid and can used as a learning medium.

**Table 2. Media Expert Revision Table**

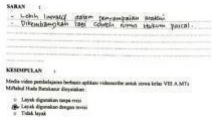


poin ts	Media Expert Advice Image	Media Expert Advice	Before repair	Repair
1		Learning Objectives		

2	KD is raised in videoscribe		
3	Evaluation learning (practice question)		

3) Science teacher

Science teacher (Mrs. Siti Mimah , S. Pd. I) the resulting data contain various type contents for Upgrade learning so that more effective . Suggestions given Becomes ingredients repair in video in the future . As in the table under this:

**Table 3. Science Teacher Revision Table**

Points	Picture of Sara Teacher IPA	Sara Teacher IPA	Before Repair	Repair
1		More innovative in delivery Theory	Less material delivered by the narrator innovative	The material presented by the innovative narrator
2		Example formula developed again		

After done testing towards the science teacher, suggestions were obtained for media and material questionnaire that is complete Theory in script then done act carry on for adapt with comments and suggestions for improvement.

**2. Validity of Learning Media By Video With Application Videoscribe On Pressure Material Substance Liquid Pascal's Law in Class VIII A MTS Miftahul Huda Batukasur Based on Expert Validation**

For determine results steward the feasibility of learning media based on expert judgment, data generated give rating validity video eligibility as source study. From that suggestion as ingredients repair for validators.

1) Media Expert

Validation from media expert showing quality appropriateness chart from developed product.

Following results validation stage 1:

**Table 4. Media Expert Validation Results**

Aspect	Per Aspect	Percent
Functions and benefits	8	66%
Visual aspects of media	12	75%
Media audio aspect	9	75%
Aspect typography	6	75%
Aspect language	3	75%
Aspect programming	3	75%
<b>Total</b>		<b>73%</b>

Based on the table above, can is known that results validation by media experts obtain percentage on components appropriateness graphic by 73% with "Eligible" criteria.

## 2) Material Expert

Own objective for know appropriateness video content and products developed. Sheet the filled by validation expert material. Validation result Step one as in the table below this:

**Table 5. Material Expert Validation Results**

Aspect	Per Aspect	Percent
Relevance Theory with syllabus	1	25%
Quality Theory	14	70%
Aspect language and typography	4	50%
Aspect implementation	9	75%
<b>Total</b>		<b>55%</b>

Based on the table above, can is known that results validation by expert Theory get percentage on components appropriateness graphic by 55% with " Enough " criteria worthy".

## 3) Science teacher

Science teacher validation aims for know the media and materials . Validation sheet then filled in by the science teacher as in the table below this :

**Table 6. Science Teacher Response Results**

Aspect	Per Aspect	Percent
Functions and benefits	10	83%
Visual aspects of media	12	75%
Media audio aspect	10	83%
Aspect typography	6	75%
Aspect language	3	75%
Aspect programming	4	100%
Relevance Theory with syllabus	2	50%
Quality Theory	16	80%
Aspect language and typography	6	75%
<b>Total</b>		<b>70%</b>

Based on table, can concluded that results science teacher validation produces percentage appropriateness passion 77% earn "Eligible" criteria.

## Discussion

### 1. The process of developing learning media video based with use application videoscribe on material pressure substance liquid Pascal law in Class VIII A MTs Miftahul Huda Batukasur

#### a. Planning

First stage determine needs and goals from observations made writer produce that student no too enthusiastic in accept Theory learning with method continental, especially on the material pressure substance liquid Pascal's law still belong to low. So that result in lack of mark student in eye lesson this. Interest and concentration student in study It also depends on the learning media facilities used. Own interest arise from in each student, where interest Becomes factor determinant continuity learning.

Own interest Becomes base main continuity a learning, when interest a student already arranged with strong so concentration learning will formed with itself. After formed with good concentration learning then the media becomes tool for facilitate activity study teach. the role of learning media really urgent because related with success convey message learning from teacher to students. (Hamzah & L, 2016) Learning media is means support for convey a Theory to fig audience, ok in the form of communication by direct or can also use modern technology.

Source information that becomes reference in making media content for support continuity effective learning with look for source failid information through various source information good from the internet, journals, books or whatever materials that support the manufacturing process video that.

After preparation of collected data so Step next determine the ideas that will be used in making script or making storyboards at MTs Miftahul Huda Batukasur. With the basis of the data collected so required a medium of communication for support an effective learning process with the process of making videos using application videoscribe ([Riyana, 2007](#)).

b. Design (goal)

In making a proper storyboard before conveying to the public general so must be evaluated more formerly related perfection the video so that kites are displayed and used as learning media. Next prepare script that will used in completeness making videos using application videoscribe. Scripts are very important because success a video hanging to script read by the narrator.

c. Development

Next stage is learning media development with produce videoscribe and audio, determine material, as well prepare component supporter for evaluate and review back video already so.

After data and all Theory collected so Step next produce video and audio for got appropriate result, then ready produce videos from existing storyboards and scripts. Who became obstacles in learning media creation with videoscribe is if occur error so needed mentor or people you trust for evaluate results video that.

For make it easy playback results videoscribe so need changed the video format into a customized program with device software that will be used by students in learn existing material. As use mp4 format for videoscrib and mp3 for audio.

Support media development as pixelab, supermii, videoscribe for make it easy production videoscrib and audio, then programmed using application kinemaster. In process this no too many obstacles because convenience technology and information increasingly modern. In making video scribing also pay attention to the part lighting so that more max, and recording noiseless sound. Final stage is the process of saving in Google Drive.

Media that has been designed and already done so Step next is evaluate contents Theory to the experts materials , media experts and science teachers for produce media that have been revised. The result of the process carried out in the form of videos which are then combined use application kinemaster so that can be learned good by individual nor classic. Good learning requires tutorials and involves exposure guidance ([Alessi & Trollip, 2001](#)).

**2. The validity of learning media video based with application videoscribe on material pressure substance liquid Pascal law in Class VIII A MTs Miftahul Huda Batukasur based on validation expert**

a. Media Expert

Based on learning media criteria use application videoscribe on material pressure substance liquid Pascal's Law and reviewed by media experts produce 73% eligibility, so could produce pressure video substance liquid Pascal's law deserves for used in the learning process teaching, and there a must revision done as suggested by media expert. With results the there is similarity results from essay Fuziyah with title Learning Video Media Development for Upgrade Skills Listening and Talking Class III students at SDN Merjosari 2 Malang.

b. Material expert

Based on learning media criteria use application videoscribe on material pressure substance liquid Pascal's Law and reviewed by experts Theory with 55% eligibility, so could produce pressure video substance liquid Pascal's Law Enters category enough worthy for worn in learning, though after

pass revision in accordance means expert material. With results the there is similarity results from Nina Isnaeni 's thesis with title Development of Science Physics Learning Videos based on Local Potential in Pressure Matter for SMP/MTS students .

c. Guru IPA

Based on learning media criteria use application videoscribe on material pressure substance liquid Pascal 's Law and reviewed by a Science Teacher with appropriateness percentage 77%, so that could produce pressure video substance liquid Pascal's Law Enters very decent category worn in the learning process teaching , though has through the advice of a science teacher. With results the there is similarity results from Novia Sofa thesis with Development of Video -based Science Learning Media Animation with the help of Adobe Premiere .

## CONCLUSION

After through a long research process finally writer could conclude that learning media development video based with application videoscribe on material pressure substance liquid Pascal's law with various stages including: a) planning for analyze the need to used in the process of preparing learning media student with based on knowledge data results observation as well as produce maximum planning. b) design is making storiboard and script to use in video creation as well evaluate and revise the result. c) development is the process of producing video and audio from results script which has been evaluated.

Videoscribe next done validation so that could used in the learning process. Obtained results from media expert with valid fit percentage 73%. Whereas from results expert Theory produce enough worthy with percentage 55%. And the science teacher is obtained valid and feasible results with percentage 77%.

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