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Effect of Videoscribe-Sparkol Learning Media for Improve Critical Thinking Skills

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Abstract:
This study aims to determine the effect of videoscribe-sparkol learning media on critical thinking skills in Indonesian history subjects in class X social studies at SMA Negeri 6 Bandar Lampung. The method used in this research is a correlation research design. The population in this study were all students of class X IPS odd semester of SMA Negeri 6 Bandar Lampung for the academic year 2021/2022, totaling 139 students. While the samples taken in the study amounted to 33 students. Sampling using purposive sampling. Hypothesis testing using t-statistics and pearson product moment correlation. The research data is quantitative data from critical thinking ability test data with videoscribe-sparkol media questionnaire questionnaire data. Based on data analysis, data obtained from research shows that there is an effect of videoscribe-sparkol learning media on critical thinking skills of class X Social Science students at SMA Negeri 6 Bandar Lampung in odd semesters in the 2021/2022 academic year. The data analysis technique used is the t-test (paired sample test) and using the pearson product moment correlation test. Asimp value Sig. = 0.000 < Sig 0.05 with a Pearson product moment correlation index of 0.698. shows that there is a significant effect of videoscribe-sparkol learning media on critical thinking skills in Indonesian history subjects for class X social studies students at SMA Negeri 6 Bandar Lampung.

Keywords: *Learning Media, Videoscribe-Sparkol Media, Critical Thinking Skills*

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I. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Quality education can help the golden generation grow and develop dynamically and actively to become Indonesian people who are characterized, intelligent, competitive and productive. Efforts to realize these expectations, it takes humans who are not only intelligent in thinking from memorizing activities, but also thinking intelligence formed from the habituation process to solve problems and think critically and creatively.

The Corona Virus Disease (Covid-19) pandemic that has hit the world since the beginning of 2020 has had a significant impact on all aspects of life, including the world of education. The Indonesian government has instructed the public to carry out physical distancing for all sectors, in the school environment the impact of the Covid-19 pandemic has made classrooms empty, schools deserted and changed face-to-face learning which previously dominated, was temporarily suspended and urged to migrate to distance learning via internet medium.

Teachers are required to be more adaptive to technology as a learning medium without reducing the essence of education. Meanwhile, students are asked to remain active and independent in distance learning. In addition, the Ministry of Education and Culture's program on Freedom of Learning has found momentum to implement policies that provide flexible learning opportunities, tailored to the needs of students. An educator is required to be creative to be able to make learning media that is innovative, varied, interesting, contextual and in accordance with the level of student needs. Learning media created by educators can make learning more interesting and not boring for students.

The implementation of the curriculum 2013 is a reference for the learning process in the current education unit. Learning designed to meet the demands of the 21st century learning process, where the government expects students to achieve various competencies by applying HOTS or Higher Level Thinking

Skills. These competencies are critical thinking, creativity and innovation, communication skills, collaboration skills and self-confidence.

Creative teacher-made learning media play an important role in helping students achieve learning goals. The use of Videoscribe-sparkol learning media is expected to be an inspiration for subject teachers to be more aware of their duties and roles for the needs of students and to make teachers more creative in using learning media according to student needs.

II. Literature Review

2.1 Learning Media

Learning media is a means of communication in the form of print and listening, including hardware technology. Learning media in general are tools used in the teaching and learning process. Everything that can be used to stimulate the thoughts, feelings, attention, and abilities or skills of students so that it can encourage the learning process (National Education Associaton, 1969). Learning media can be grouped as follows: (1) visual media, (2) audio media, (3) display media, (4) real experiences and simulations, (5) print media, (6) programmed media, and (7) learning through a computer or computer aided instruction (CAI) (Klasek in Riana, 2012: 5-7).

2.2 Media Videoscribe-Sparkol

Videoscribe-Sparkol is one of the software used in making videos. This software is made by Sparkol Ltd. To use this software, you need a computer with a minimum specification of a Pentium III/800 processor. 1 GB RAM, 100 GB hard disk, Microsoft Windows XP+SP1, DVD compatible recorder and monitor with 1,042 x 768 x 32 resolution. Videoscribe-Sparkol is software that can be used by teachers and students to create whiteboard-style animation for learning (videoscribe for education). Teachers can use videoscribe to:

1. Explain or illustrate complex or abstract concepts in learning.
2. To provide fun learning.
3. As a hand-on for teaching storytelling, narration and design.
4. To make exercises and tasks more interesting.
5. For students presentation tools in demonstrating their knowledge in class.
6. As an ideal program for ICT lessons.
7. Media to support distance learning.

2.3 Critical Thinking Skill

Critical thinking is defined as thinking skills that use basic thinking processes, to analyze arguments and generate insight into each meaning and interpretation, develop cohesive and logical reasoning patterns, understand the assumptions underlying each position, provide a reliable presentation model, concise and convincing (Presseisen in Costa, 1985: 14).

Critical thinking is used to systematically investigate a person's thought process in using evidence and logic in that thought process (Euis, 2013: 46). There are five basic elements of critical thinking in this research, namely: (1) providing simple explanations, (2) building basic skills, (3) drawing conclusions, (4) providing further explanations, (5) setting strategies and tactics. The purpose of critical thinking is to test an opinion or idea, including making judgments or thoughts based on the opinions proposed. These considerations are usually supported by justifiable criteria (Sapriya, 2011:87).

III. Research Methodology

This research is a correlational descriptive to determine the effect of videoscribe-sparkol learning media on critical thinking skills and responses of class X social studies students to the implementation of history learning through videoscribe-sparkol media at SMA Negeri 6 Bandar Lampung. The method used in this research is a correlation research design. The population in this study were all students of class X IPS odd semester of SMA Negeri 6 Bandar Lampung for the academic year 2021/2022, totaling 139 students. While the samples taken in the study amounted to 33 students.

Sampling using purposive sampling. Hypothesis testing using t-statistics and Pearson Product Moment correlation. The research data is quantitative data from critical thinking ability test data with videoscribe-sparkol media questionnaire questionnaire data. This study uses data collection techniques using direct observation, questionnaires, tests, and documentation.

This research consists of two variables, namely the independent variable and the dependent variable. The independent variable in this study was the use of videoscribe-sparkol learning media (X), while the dependent variable was critical thinking skills (Y).

IV. Result and Discussions

4.1 Description Data Critical Thingking Skills

Data on students critical thinking skills were obtained through filling out questionnaires on students critical thinking skills. Students critical thinking consists of five indicators, namely the ability to analyze, the ability to synthesize, the ability to solve problems, the ability to conclude and the ability to evaluate. From the 33 sample class students, the lowest score was 7 and the highest score was 38, and the average score of the students critical thinking skills was 22.12 and the standard deviation was 9.033. Based on the research, the videoscribe sparkol media questionnaire data obtained with the lowest score of 21 and the highest score of 39, and the average score of the videoscribe-sparkol media questionnaire is 27.27 and the standard deviation value is 4.99.

1. Normality Test

In this study, the normality test used the Lilliefors test (Kolmogorov-Smirnov).

1) Hypothesis

H_o : sample data comes from a normally distributed population

H_a : sample data comes from a population that is not normally distributed

2) Decision making criteria

If Asimp Sig. > Sig 0.05, then H_O is accepted and H_a is rejected.

If Asimp Sig. > Sig 0.05, then H_O is rejected and H_a is accepted.

Table 1. Tests of Normality

Variable	Sig	Test Criteria (α)	Test Decision
Videoscribe-sparkol media questionnaire	0.107	0.05	Normal
Students critical thinking skills	0.464		Normal

Source: Processing data research, 2021

Based on the calculation results, it was found that the significance number for all gain data on Kolmogorov-Smirnov (Liliefors test) is greater than 0.05, then H_o is accepted, in other words the distribution of data for all videoscribe-sparkol questionnaire data and critical thinking ability data is normal.

2. Test the Linearity of the Videoscribe-Sparkol Media Questionnaire and Critical Thinking Ability

Linearity test is used to determine whether the two variables have a linear effect or not. From the calculation results, it can be seen that both variables have a sig value of 0.330 > 0.005, meaning that both variables have a linear effect.

3. Hypothesis Test

Based on the data analysis requirements are met, the next step is to test the hypothesis. To test the first hypothesis using a t-test (paired sample test) with the formulation of the hypothesis H_o: $\mu_1 \leq \mu_2$ and H_a : $\mu_1 \leq \mu_2$. From the results of the calculation of linear regression analysis in the equation y = 0.109 X + 19.239. Based on this equation, the regression coefficient value (b) is positive (+), it can be interpreted that the influence of the videoscribe-sparkol learning media has a positive effect on critical thinking skills (Y). Based on the regression equation above, the value (a) is 19.239, which means that the consistent value of the student's critical thinking ability is 19.239. The value (b) is obtained at 0.109, meaning that if the influence of the videoscribe-sparkol learning media (X) is increased by one time, the critical thinking ability (Y) will increase by 0.109.

After testing the normality and homogeneity of the data, the results showed that the data on students critical thinking skills were normally distributed and homogeneous, so that the hypothesis testing used the paired sample test, the significance level (α) = 0.05. With the hypothesis on students critical thinking skills are:

H_o: there is no effect of videoscribe-sparkol learning media on critical thinking skills in Indonesian history subjects for class X social studies students at SMA Negeri 6 Bandar Lampung.

H_a: there is an effect of videoscribe-sparkol learning media on critical thinking skills in Indonesian history subjects for class X social studies students at SMA Negeri 6 Bandar Lampung.

With the test criteria: If Asimp Sig. > Sig 0.05, then Ho is accepted and Ha is rejected, meaning that there is no influence of the videoscribe-sparkol learning media on critical thinking skills in Indonesian history subjects for class X Social Studies students at SMA Negeri 6 Bandar Lampung. and If Asimp Sig. < Sig 0.05, then Ho is accepted and Ha is rejected, meaning that there is an influence of the videoscribe-sparkol learning media on critical thinking skills in Indonesian history subjects for class X social studies students at SMA Negeri 6 Bandar

Lampung. With the effect of the videoscribe-sparkol (X) learning media being increased by one time, the critical thinking ability (Y) will increase by 0.109.

1) The Influence of Analyzing Ability Indicators with Videoscribe-Sparkol Media

Based on the results of the analysis, it can be seen that the critical thinking ability of the students analytical ability indicator has a significant influence. Through hypothesis testing, it is obtained $r_{count} > r_{table}$ or r_{xy} of 0.374 where 0.374 > 0.361 product moment correlation is positive, meaning that there is a positive and unidirectional influence between the critical thinking ability indicators. the ability to analyze with the students videoscribe-sparkol media. In other words, an increase in the ability to analyze will be followed by an increase in the value of students' use of the videoscribe-sparkol media. Then it can be stated that the research hypothesis is accepted.

2) The Influence of Synthesizing Ability with Videoscribe-Sparkol Media

Based on the results of the analysis, it can be seen that the critical thinking ability of students, the indicator of the ability to synthesize has a significant influence. Through hypothesis testing, it is obtained that $r_{count} > r_{table}$ or r_{xy} value of 0.419 where 0.419 > 0.361 product moment correlation is positive, meaning that there is a positive and unidirectional influence between the critical thinking ability of the synthesis ability indicator and the students videoscribe-sparkol media. In other words, increasing the ability to synthesize will be followed by an increase in the value of students use of videoscribe-sparkol media. Then it can be stated that the research hypothesis is accepted.

3) The Influence of Problem Solving Ability with Videoscribe-Sparkol Media

Based on the results of the analysis, it can be seen that students' critical thinking skills, problem solving abilities, have a significant influence. Through hypothesis testing, it is obtained $r_{count} > r_{table}$ or r_{xy} value of 0.662 where 0.662 > 0.361 product moment correlation is positive, meaning that there is a positive and unidirectional influence between critical thinking ability indicator of problem solving ability with students videoscribe-sparkol media. In other words, the increase in problem solving skills will be followed by an increase in the value of students use of the videoscribe-sparkol media. Then it can be stated that the research hypothesis is accepted.

V. Conclusion

Based on the results of research and discussion, the conclusions of this study are as follows:

1. There is an effect of videoscribe-sparkol learning media on critical thinking skills in Indonesian history subjects for class X Social Sciences odd semester students of SMA Negeri 6 Bandar Lampung in the 2021/2022 academic year. Based on the results of the regression analysis, the coefficient of positive regression value means that if the influence of the videoscribe-sparkold learning media is increased by one time, the critical thinking ability will increase by 0.109. In other words, the increase in the influence value of the videoscribe-sparkol media will be followed by an increase in critical thinking skills.

2. Based on the results of research and discussion, students critical thinking skills have a significant influence with videoscribe sparkol media with an rxy value of 0.698, meaning that the influence between critical thinking skills and videoscribe-sparkol media has a strong influence.

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