THE EFFECT OF USING VIDEOSCRIBE MEDIA ON STUDENT LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS SMPN 2 BANDAR MASALAM SIMALUNGUN REGENCY

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Abstract

This type of research is quantitative research with an experimental method approach. The results of the research in this thesis, in this study, the experimental class that was taught using videoscribe media obtained an average learning outcome for Islamic Religious Education. The results of the posttest in the experimental class show that the highest score is 92 and the lowest score is 60, this indicates a significant increase compared to the pretest results in the experimental class. Whereas in the control class the highest score is 90 and the lowest score is 40, this means that there is an increase in learning outcomes but not significant in the control class. Based on the results of research that has been conducted by researchers, it can be concluded that learning using Videoscribe media can have a positive effect on educational learning outcomes Religion of Islam (PAI). This can be seen from the results of hypothesis testing at a significant level of 5% ($\alpha = 0, 05$). testing the hypothesis on the posttest data of the experimental group in the output table of the paired samples test above, it is known that the Sig. (2-tailed) is $0.000 < 0.05$, then H0 is rejected and Ha is accepted. So it can be seen that there is an average difference between pretest and posttest learning outcomes, which means there is an effect of using videoscribe media on student learning outcomes in Islamic religious education subjects at SMP Negeri 2 Bandar Masilam.

Keywords : *Influence, Media Videoscribe, Student Learning Outcomes*

1. INTRODUCTION

Learning outcomes are an achievement of students in the learning process in accordance with the expected goals. As mentioned by W. Winkel in Asep Jihad that learning outcomes are successes achieved by students, namely student achievement at school. Learning outcomes can be achieved by students optimally and this is inseparable from the efforts made by the teacher, the teacher's skills in using learning media, for example, is one of the factors that can help students achieve learning goals.[1] Learning media is an intermediary or channel of information between teachers and students. The need for learning media for students is not only able to overcome the limitations of their experience but also can produce uniformity of observations, can arouse desire and learning activities, can instill correct, concrete, and realistic basic concepts related to their understanding, and provide a comprehensive experience. from the concrete to the abstract.[2] Based on the results of initial observationsSMP Negeri 2 Bandar Masalam, Simalungun Regency, obtained information that teachers rarely use various learning media. The learning media used are still limited to textbooks so that there are subject matter, especially in Islamic Religious Education subjects that do not reach the minimum completeness criteria (KKM). This also affects basic competence (KD), especially with regard to knowledge not attained by students. The KKM score or Minimum Completeness Criteria that must be achieved by students is 65. This is because teachers usually teach Islamic Religious Education subject matter only using textbook media.

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[1]Asep Jihad Suryanto, Becoming a Professional Teacher, (Jakarta: Erlangga, 2013), p. 110.
[2]Muhammad Anas, Teaching Aids and Learning Media, (Jakarta: Pustaka, 2014), p. 11-12.

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Videoscribe media is a form of video media with the concept of a whiteboard that uses hand-drawn images as if you are drawing or writing on a blackboard. Videoscribe has the characteristics of being able to present images, sound, animation, text (subject matter), as well as an attractive design that helps students understand the learning material to be taught. The advantages possessed by videoscribe media include increasing student learning activities and students' learning abilities so that student learning outcomes are better by using videoscribe media than not using videoscribe.[3] The problems that have been described above, the author feels the need to conduct research related to the effect of videoscribe media on student learning outcomes in the subject of Islamic Religious Education which is written in a thesis with the titleThe Effect of Using Videoscribe Media on Student Learning Outcomes in Islamic Religious Education Subjects at SMP Negeri 2 Bandar Masilam, Simalungun Regency. The aim of the study was to determine the effect of using videoscribe media at SMP Negeri 2 Bandar Masilam, Simalungun Regency, to determine the quality of Islamic Religious Education lessons at SMP Negeri 2 Bandar Masilam, Simalungun Regency, to determine the effect of using videoscribe on learning outcomes in Islamic Religious Education subjects at Public Junior High Schools. 2 Bandar Masilam, Simalungun Regency. This research has benefits for the development of science related to the use of learning media using videoscribe, especially for both teachers and education managers in determining learning media that use information technology. Practical benefits For requirements to achieve a bachelor's degree in Islamic Religious Education at STAI Tebingtinggi Deli,as input material for further researchers and interested readers related to learning media using videoscribe media, to assist teachers in the teaching and learning process and make it easier for students to learn and understand lessons, especially Islamic Religious Education subjects.

2. LITERATURE REVIEW
2.1. Definition of Media Videoscribe

The word media comes from the Latin word medius which means middle, intermediary or introduction.[4]The definition of media according to the Association for education and communication technology (AECT) is all forms that are used for a process of distributing information.[5]Media according to Djamarah explained, "Media is a word that comes from the language medius, which literally means middle, intermediary and introduction".[6] Media according to Gerlach and P. Ely, as quoted by Haling, suggests that media in a broad sense is people, material, or events that can create conditions so that learning acquires new knowledge, skills or attitudes. In this sense learning, books, and the school environment include the media. Meanwhile, in a narrow sense media are graphics, portraits, pictures, mechanical and electronic devices used to capture, process, and convey visual or verbal information.[7] *Videoscribe* is a software (software) to create whiteboard animation (animated whiteboard) automatically. Videoscribe was launched in 2012 by the United Kingdom (UK) company Sparkol in the UK. Videoscribe is developed by adobe flash and flash video. Videoscribe is a form of video media with a blackboard concept that uses hand-drawn images as if you are drawing or writing on a whiteboard. The concept of videoscribe / hand drawing is commonly used as video presentations, promotions, learning, and others.[8] With videoscribe a concept or procedure can be presented in an attractive multimedia form,

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[3]Dini Eka Sintani, et al., The Effect of Videoscribe Media on Student Learning Outcomes in Class X Indonesian History Learning at SMAN 2 Dusun Selatan Academic Year 2020/2021, Journal of Educational Technology JTekpend Vol. 1, No. 1, January 2021. p. 18.

[4]Nurhasnawati, Learning Media: Development Theory and Application, (Pekanbaru: Pusaka Riau, 2011), p. 24.

[5]Nurhasnawati, Learning Media: Development Theory and Application, p. 24.

[6]Syaiful Bahri Djamarah, Teaching and Learning Strategies (Jakarta: Rineka Cipta, 2010). p.120.

[7]Abdul Haling, Learning Planning (Makasar: UNM Publishing Agency, 2017). p. 93.

[8]Adam Mudinillah, Software for Learning Media, (Yogyakarta, Bintang Pustaka Madani, 2019). p. 84.

so that it will be easily understood by those who see it. In the process of making a project at Videoscribe, one does not have to master other applications such as Photoshop or Corel, because all the attributes, both image and audio, are presented in full.

2.2.Definition of Learning Outcomes

Learning outcomes are part of the learning process. Student learning outcomes are essentially changes in behavior as a result of learningin a broader sense includes the fields of cognitive, affective, and psychomotor.[9]Learning outcomes are the result of an interaction between the learning process and the teaching process. Educators in this case carry out the teaching process ending with the process of evaluating learning outcomes. Learning outcomes are the end of teaching from the top of the learning process. Suharsimi Arikunto said that student learning outcomes can be known through evaluation. In this case the teacher's task is to measure whether students have mastered the knowledge learned by students under the guidance of the teacher in accordance with the objectives formulated.[10]In general, Abdurrahman explained that learning outcomes are abilities that children acquire after going through learning activities, according to him, children who are successful in learning are successful in achieving learning goals or instructional goals.[11]

As for what is meant by learning according to Usman is a change in behavior in individuals thanks to the interaction between one individual and another individual and between the individual and the environment.[12]Learning outcomes are abilities that individuals acquire after the learning process takes place, which can provide changes in behavior both knowledge, understanding, attitudes and skills of students so that they become better than before. Learning outcomes are one indicator of the learning process. Learning outcomes are changes in behavior obtained by students after experiencing learning activities. One indicator of whether or not a learning process is achieved is by looking at the learning outcomes achieved by students. From the several theories above regarding the understanding of learning outcomes, the learning outcomes referred to in this study are learning outcomes (changes in behavior: cognitive, affective and psychomotor) after completing the learning process with information search learning strategies and recitation methods as evidenced by the evaluation results in the form of value. Previous research is used as a reference in the research that will be carried out, to dissect the results of this study. Previous research with this research included the research of Shafira Aulia Hakim, Student of the Faculty of Tarbiyah and Teacher Training of the Biology Education Study Program Ar Ranirydarussalam State Islamic University Banda Aceh 2017. With the research title The Effect of Videoscribe Media on Student Learning Outcomes on the Interaction of Living Things with the Environment in Class VII SMPN 1 Simpang Tiga, Aceh Besar District. The results of data analysis showed that student learning activities were classified as good with an average value of 3.65, while the results of the analysis of student learning completeness after using videoscribe media obtained that 17 students had completed individually while classically the average student who completed was 85%,

Research by Dwi Joni Rufiantoro, Student of the History Education Study Program, Department of Social Science Education, Faculty of Teacher Training and Education, University of Jember 2018. With the research title The Effect of Utilizing Videoscribe Media on Learning Outcomes in History Subjects. The results of the research are based on the observations of researchers at SMAN 1 Arjasa, daily and midterm test scores for students in class XI IPS 1 and XI IPS 2 in history subjects for the 2017/2018 school year show that there are still many who are

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[9]Nana Sudjana, Assessment of Teaching and Learning Process Results, (Bandung: PT. Remaja Rosdakarya, 2010), p. 15.

[10]Suharsimi Arikunto, Fundamentals of Educational Evaluation, (Jakarta: Bumi Aksara, 2010), p. 4.

[11]Mulyono Abdurrahman, Education for Children with Learning Difficulties, (Jakarta: Rineka Cipta, 2010), p. 38.

[12]Muhammad Uzer Usman, Becoming a Professional Teacher, (Bandung: Rosdakarya's Youth, 2011), p. 5.

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taking remedial because they do not meet the KKM (KKM). minimum completeness criteria). The results of the research and discussion that have been carried out regarding the effect of using videoscribe media on learning outcomes in history subjects conducted at SMAN 1 Arjasa,

3. RESEARCH METHOD
3.1. Type of Research

This study used a posttest only control design, namely placing the research subjects into two classes which were divided into the experimental class and the control class and the two classes were randomly selected. The experimental class was given treatment, namely learning by usingvideoscribe media, and control class with conventional learning (with the lecture method). The use of videoscribe media in the experimental class was carried out following a system of teaching and learning activities that had been determined by SMP Negeri 2 Bandar Masilam. i.e. 4 face-to-face meetings in a week. Thus the use of videoscribe media in the experimental class can be carried out.

3.2. Variable Operational Definition

1) Media Videoscribe. Videoscribe is a form of video media with a blackboard concept that uses hand-drawn images as if you are drawing or writing on a whiteboard. The concept of videoscribe / hand drawing is commonly used as video presentations, promotions, learning, and others.

2) Learning outcomes. The learning outcomes referred to in this study are learning outcomes (changes in behavior: cognitive, affective and psychomotor) after completing the learning process with information search learning strategies and recitation methods as evidenced by the evaluation results in the form of grades.

3.3. Data Collection Techniques

To obtain valid data, the techniques used in this study are;

1) Test. Data collection techniques in this study using tests. In the context of learning, tests are used to measure student learning outcomes.[13] The test is a set of stimuli (stimuli) given to someone with the intention of getting an answer that can be used as the basis for determining a numerical score.[14] The tests carried out were in the form of an initial test (pretest) and a final test (posttest). The initial test (pretest) was given before treatment while the final test (posttest) was given after treatment. The test given is in the form of an objective test in the form of multiple choice tests.

2) Observation. The technique of collecting data by observation is used when the research is related to human behavior, work processes, natural phenomena and when the observed respondents are not too large.[15]

3) Documentation. Documentation can be done by collecting some information about data and facts related to problems and research objectives, both from published and unpublished document sources, books, scientific journals, newspapers, magazines, websites and others.

4) Library Studies. The literature study used aims to strengthen the truth of the research results carried out, by looking for concepts that are relevant to the problem to be studied. To support and strengthen the research results, references such as books and materials related to the problem under study are used.

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[13] Hamzah B. Uno, Learning Assessment, (Jakarta: Bumi Aksara, 2012), p.109.
[14] S. Margono, Educational Research Methodology, (Jakarta: Rineka Cipta, 2010), Cet. 8, p.170
[15] Sugiyono, Quantitative, Qualitative Research Methods, and R&D, p. 90

3.4. Data analysis techniques

Data analysis is a method used to describe the information or data obtained so that the data can be understood not only by the person who collected the data, but also by other people. The steps taken are as follows:

1) Descriptive statistical analysis. Descriptive analysis is a statistic that is used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. To describe the data obtained from the results of the pretest and posttest of the two groups the mean, median, mode, range, and standard deviation. In this research it was carried out with the help of SPSS 22 for Windows.

2) Inferential statistical analysis. Inferential statistics, (often also called inductive statistics or probability statistics) are statistical techniques used to analyze sample data and apply the results to populations. Inferential statistics are used to carry out hypothesis testing but previously carried out the following prerequisite tests:

   (1) Data Normality Test. The data normality test was carried out to find out whether the data is normally distributed or not. This data analysis uses SPSS 22 for Windows using the Shapiro-Wilk technique. The condition for a data to be said to be normal is if its significance or probability value is > 0.05.

   (2) Homogeneity Test. This test is used to determine whether the two groups have the same level of data variance or not. If the results of the homogeneity test show a significance or probability level of > 0.05, it can be said that the variances of the samples in question are not much different, so the samples are homogeneous.

   (3) Hypothesis testing. After testing the data population using normality and homogeneity, and the population data is known to have a normal and homogeneous distribution, a hypothesis test is carried out. This hypothesis test was carried out to determine whether there was an effect of videoscribe media on learning outcomes. This hypothesis test was carried out using the SPSS 22 for Windows tool.

4. RESULTS AND DISCUSSION
4.1. Research Results

The data normality test was carried out to find out whether the data is normally distributed or not. This data analysis uses SPSS 22 for Windows using techniquesShapiro-Wilk. The condition for a data to be said to be normal is if its significance or probability value is > 0.05. The results of data normality can be seen in the following table.

Table 1 Data Normality Test

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		tatistics	df	Sig.	Statistics	df	Sig.
Results	Experiment	134	33	.142	.952	33	.156
	Control	140	32	.112	.934	32	.050

a. Lilliefors Significance Correction

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Based on the output table above, it can be seen that the value of df (degrees of freedom) for the Experiment group is 33 and for the control group is 32. So that means the number of data samples for each group is less than 50. So the Shapiro Wilk technique is used to detect normal data in research this can be said to be correct. However, if the df value is more than 50, the normality decision is made based on the results contained in the Kolmogorov-Smirnov table. At the output it is known that the value of Sig. for the Experiment group of 0.156 and the value of Sig. for the control group of 0.050. Because the value of Sig. for the two groups > 0.05, then as the basis for decision making in the Shapiro Wilk normality test above. Homogeneity test used to determine whether the two groups have the same level of data variance or not. If the results of the homogeneity test show a significance or probability level of > 0.05, it can be said that the variances of the samples in question are not much different, so the samples are homogeneous. The homogeneity test results can be seen in the following table.

Table 2 Data Homogeneity Test

		Levene Statistics	df1	df2	Sig.
Results	Based on Means	14.141	1	63	.448
	Based on Median	12.178	1	63	.654
	Based on Median and with adjusted df	12.178	1	51,878	.655
	Based on trimmed mean	14,363	1	63	.470

On*output* above it is known that the Based on Mean Significance (Sig) value is 0.448 > 0.05, so it can be seen that the variance of the experimental class posttest group and the control class posttest are the same or homogeneous. Thus, it is one of the conditions of the testPaired Sample T-Testalready fulfilled.After testing the data population using normality and homogeneity, and the population data is known to have a normal and homogeneous distribution, a hypothesis test is carried out. This hypothesis test was carried out using SPSS 22 for Windows, namely the Paired Sample T-Test analysis technique with a significance level of 0.05. Hypothesis testing in this study uses the SPSS 22 for Windows tool. SPSS 22 for Windows calculation results can be seen in the following table,

Table 3 Paired Samples Statistics

		Means	N	std. Deviation	std. Error Means
air 1	Pre Test	38.91	33	14,882	2,591
	Test Post	76.15	33	8,920	1,553

at the output *paired samples statistics* issummary of the results of the descriptive statistics of the two samples studied, namely the pretest and posttest scores. For the pretest score, the average learning result or mean is 38.91. As for the posttest score, the average value of learning outcomes is 76.15. The number of respondents or students used as the experimental class was 33 students. For the standard deviation value at the pretest of 14.882 and the posttest of 8.920. Std.

Value The mean error for the pretest is 2.591 and for the posttest is 1.553. From the results in the output the average value of learning outcomes in the pretest is 38.91 < posttest 76.15, so that means that descriptively there is a difference in the average learning outcomes between the pretest and posttest results.

Table 4 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test - Pos Test	-37.242	12.523	2.180	-41.683	-32.802	-17.084	32	.000

Based on the output table of the paired samples test above, it is known that the Sig. (2-tailed) is 0.000 <0.05, then H0 is rejected and Ha is accepted. So it can be seen that there is an average difference between pretest and posttest learning outcomes, which means there is an effect of using videoscribe media on student learning outcomes in Islamic religious education subjects at SMP Negeri 2 Bandar Masilam.

4.2. Discussion

For the experimental class (a class taught using videoscribe media), the researcher took class VII-1. The number of students in this class is 33 students consisting of 12 male students and 21 female students. The level of intelligence in this class is quite even, as evidenced by the results of the pretest at the beginning of the meeting before learning is given. After the pretest is completed, it is continued with learning using videoscribe media. Students are shown a video related to the sub-chapter that will be discussed. After students watch and listen to the video, then students are divided into 8 large groups, each of which consists of 4 people with different intelligence criteria. Students are given 20 minutes to discuss what they got from the video that has been shown. Then after finishing the discussion, the teacher asked the group representatives to come to the front of the class to present. At the next meeting, the students returned to sitting in groups, then the teacher showed the next 2 video materials (material about the Prophet Muhammad being appointed as an Apostle and the Preaching of the Prophet Muhammad in Mecca). After watching and listening to the video that has been shown, the teacher gives time to discuss. Then all group members come forward in turn to present the contents of the material shown in the video earlier. When one group presented in front, the other groups asked questions to the presenting group, and this was done in turn until all groups had a turn. Groups that cannot answer may be assisted by other group members who can answer. At the end of the study.

The learning process was in the control class (the class that was taught by not using videoscribe media, the researcher took class VII-2. The number of students in this class was 32 students consisting of 14 male students and 18 female students. The level of intelligence in this class was quite even. evident from the results of the pretest at the beginning of the meeting before the lesson was given. After the pretest was completed, at the next meeting it was continued with the learning process using the lecture method (without videoscribe media). Before the implementation of learning, the teacher asked students to focus on the material to be discussed. After students focus, the teacher divides students into 8 large groups where one group consists of 4 people. Then the teacher asks students to open and read the LKS in chapter V about the Struggle of the Prophet Muhammad. in Mecca (The Presence of the Beloved, the Prophet Muhammad was appointed as an Apostle, and the Preaching of the Prophet Muhammad in Mecca) as well as discussed it. Then alternately representatives from members of each group come forward to present the material that has been discussed. Followed by a question and answer session between groups. At the end of the lesson, the teacher guides students to draw conclusions regarding the material just presented. After

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that, the teacher evaluates by giving a posttest to students to find out how far the material has been mastered by students.

5. CONCLUSION

In this study, the experimental class that was taught using videoscribe media obtained an average learning outcome for Islamic Religious Education (PAI).Posttest results in the experimental class show that the highest score92 and the lowest score is 60,this shows a significant increase when compared to the pretest results in the experimental class. SWhile in the control class the highest score is 90 and the lowest score is 40, this means that there is an increase in learning outcomes but not significant in the control class. Based on the results of research conducted by researchers, it can be concluded that learning using Videoscribe media can have a positive effect on learning outcomes in Islamic Religious Education (PAI). This can be seen from the results of hypothesis testing at a significant level of 5% ($\alpha = 0.05$).hypothesis testing on the posttest data of the experimental groupin the output table of the paired samples test above, it is known that the value of Sig. (2-tailed) is 0.000 <0.05, then H0 is rejected and Ha is accepted. So it can be seen that there is an average difference between pretest and posttest learning outcomes, which means there is an effect of using videoscribe media on student learning outcomes in Islamic religious education subjects at SMP Negeri 2 Bandar Masilam.

Based on the results of the study which show that the learning outcomes of Islamic Religious Education (PAI) students who are given learning using videoscribe media are higher than learning that does not use videoscribe media or only use conventional lecture methods, the authors can provide suggestions. First, schools should strive to provide better facilities and create a comfortable learning environment to support the learning process and student learning outcomes in Islamic Religious Education (PAI) subjects, because with adequate facilities it will increase student learning activities, by so the learning outcomes of Islamic Religious Education (PAI) will continue to increase. Teachers should be able to use learning media, one of which is by using videoscribe media as an effective learning media. So that students become comfortable and active in learning and will create a pleasant learning atmosphere. Learning using videoscribe media can be used as an alternative variation in the learning process, especially in an effort to improve student learning outcomes in Islamic Religious Education (PAI) subjects. Students should increase concentration and motivation during learning activities, because the material delivered by the teacher needs to be scrutinized and understood, especially in Islamic Religious Education (PAI) lessons. Because religious education is a provision of life that is very important for life now and life in the future. Future researchers are expected to examine many sources and references related to media, especially videoscribe media so that their research results can be better. It is also hoped that future researchers will be better prepared in the data collection process and everything needed in research so that it is more effective and efficient in its implementation.

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