



## Development of Sparkol Video Media in the Course of Anti-Corruption Education

Hasni<sup>1</sup>, I Ketut Linggiha<sup>2</sup>, Perdy Karuru<sup>3</sup>

Universitas Kristen Toraja, Indonesia

Email: [hasni@ukitoraja.ac.id](mailto:hasni@ukitoraja.ac.id).

**Receive: 17/07/2023**

**Accepted: 15/09/2023**

**Published: 01/10/2023**

### Abstract

The purpose of this study is to determine the validity and practicality of video media in the course of anti-corruption education in Indonesian University in Indonesia. This research utilizes the ADDIE research approach (Analysis, Design, Development, Implementation, and Evaluation). The results of validity and practicality tests may be used as a reference for evaluating the developed medium. This study conducted a material validity test, assessing the quality of the video media based on expert material evaluations. The results showed an average rating of 97.5%. Therefore, the video media meets the criteria for being deemed suitable for use. The results of the media validity test indicate that the quality of the video media, as assessed by media experts, has an average score of 97.06%. Therefore, the video media meets the criteria for being deemed suitable for use. The results of the validity test for video media in the course of anti-corruption education indicate that the content and media are very relevant for further development. The practicality test results indicate that the development of interactive media achieved an average of 97%. Thus, the module demonstrates efficient criteria.

Keywords: Media Video Sparkol, Anticorruption Education Introduction

### Introduction

Currently, the era of digitalization and rapid technological advancements is causing significant changes, particularly in the field of education. As educators, we are expected to keep up with the advancements in the field of education and technology. The learning

methods of students have automatically changed from before. If the dosen is delivered using the ceramah method, improvised media consisting of a title page and an explanation as to why it is a poster will not be considered a donation to a pengalaman mahasiswa. Therefore, as educators, it is essential to be able to integrate instructional material with

technology. The use of media, particularly audiovisual media, in learning activities will assist in cultivating students' initial interest, which is expected to stimulate a deeper curiosity towards the taught material. This is in line with Formwalt's opinion in Sayono (2013) that instructional media is one of the supporting aspects of success that is needed, especially video media that may foster a sense of humanity (historical awareness for students). Video Sparkol is an educational medium capable of comprehending and conveying the subject matter at hand. Video Sparkol is a web-based application that allows users to create animated presentations. Video Sparkol is a software application that produces videos that may be combined with concept maps, images, sound, and music, which can enhance students' attention and encourage them to actively observe the material. In line with this, Rusman (2017) reveals that the use of appropriate learning media that align with the characteristics of students' needs and the material to be conveyed will help stimulate curiosity, motivation, concentration, and serve as a stimulus tool in learning activities, as well as have psychological effects on students. One of the media for learning that may support and address these challenges is the Sparko video (Hapsari and Zulherman, 2021). Video Sparkol is a web-based application that allows users to create animated presentations. Video Sparkol is a software application that produces videos that may be combined with concept maps, images, sound, and music, which can enhance students' attention and encourage them to actively observe the material. In line with this, Rusman (2017) reveals that the use of appropriate learning media that align with the characteristics of students' needs and the content to be delivered will help stimulate curiosity, motivation, concentration, and serve as a stimulus tool in learning activities, as well as have a psychological impact on students. A supporting and relevant instructional model is the Sparkol video media learning model, as it guides students in understanding the concepts

and theories of anti-corruption education. It provides sufficient knowledge about the intricacies of corruption and its eradication while instilling anti-corruption values. The Sparkol media video, including educational materials on anti-corruption education, enables students to course of anti-corruption education in the field of educational technology at the Toraja Christconstruct their own understanding based on their prior knowledge related to their daily lives and assists them in discovering the concepts themselves, making their learning meaningful. The long-term objective is to foster an anti-corruption culture among students and encourage them to actively participate in efforts to eradicate corruption in Indonesia. The purpose of this research and development study is to produce a video media product using Sparkol Videoscribe for the subject of anti-corruption education and to determine the practicality level of Sparkol video media for anti-corruption education. Based on the above presentation, it generates innovative ideas or concepts for utilizing technology as a learning resource packaged in Sparkol video media that contains material on anti-corruption education entitled "Development of Sparkol Video Media in Anti-Corruption Education Course." Media education is one of the components of learning for students. Lecturers must be able to choose appropriate instructional media that align with the learning objectives, and students should be able to effectively receive and use these media as learning resources (Oka, 2017). The low motivation of students in studying may be attributed to the lack of creativity shown by lecturers in preparing learning material (Kurnia, E. D., & Nugroho 2017). This low level of learning motivation would trigger unsatisfactory academic performance among students. Some lecturers have not fully used and implemented instructional material to support the teaching and learning process. The issue at hand is that the use of media has not become a cultural norm in the classroom, resulting in students struggling to comprehend the subject matter

(Sriyanto, Murniawaty, and Nuryana, 2018). However, the use of uncreative media also diminishes students' enthusiasm and interest in engaging with the learning process (Umbara, U., Rosyid, A., & Setiawan 2019). In this millennial age, it is advisable to develop learning mediums using information technology. This is an effort to balance the current generation, which is classified as digital natives, where they are more comfortable using digital devices (Arsyad 2014). The use of instructional media is not just focused on the objectives and content of the intended instructional medium. However, other factors that play a role in media use must also be taken into consideration, such as student characteristics, learning models or strategies, time allocation, infrastructure, etc. In line with Sadiman's statement (2011) that creating an effective teaching and learning environment requires good planning and organization, including the aspect of instructional media, the selection of instructional media should not solely be based on the sophistication of the media itself but should prioritize the effectiveness and efficiency of the instructional media as a tool in the learning process. Video Scribe Sparkol is a program that can be used to create whiteboard animation designs with great ease. The software was developed in 2012 by Sparkol, a company based in the United Kingdom. Exactly one year after its release and publication, this program has already garnered over 100,000 users. Video Scribe is a unique method for creating captivating video animations quickly and easily. You are empowered to make an impact with your message without the need for knowledge, technical skills, or design. (Arsyad 2014) outlines six criteria that need to be considered in the selection of instructional media, including (1) encompassing the learning objectives to be achieved. The selected instructional media must be able to include all the predetermined instructional objectives: (1) precision in delivering factual, conceptual, and principle-based teaching materials that are designed in the learning process; and (3)

efficiency, flexibility, and sustainability. These criteria serve as a basis for lecturers in determining the appropriate learning media that can be adjusted to the available equipment in the learning environment: (4) Proficiency in use. The value and benefits of using instructional media are influenced by the proficiency of the lecturer in using and manipulating such media; (5) target grouping (Hasni, Riston Jufro Bangalangi, 2023). An analysis of the target audience for the use of instructional media is conducted in order to optimize the role and effectiveness of the instructional media. (6) Technical quality The technical quality requirements that must be fulfilled include aspects related to the contents (visual, textual, audio, etc.) present in the instructional medium to be used. Sparkol's media video is a well-known digital-based learning medium among the current generation. The video media from Sparkol is user-friendly and provides ease in learning through visual and audio formats, catering to different learning characteristics with just one medium (Husain, 2014). According to Koumi (Marsitin, R., Sesanti, N. R., & Agustina, 2019), videos can stimulate the desire to learn and provide motivation for successful learning. This makes videos the ideal choice as a medium to help cultivate initial interest in students and enhance their enthusiasm for receiving and facilitating their understanding of the subject matter of anti-corruption education.

### **Research Methodology**

The research method used is the R&D (Research and Development) development model (M. A. Hasni, 2023). The selection of this research kind, which is development research, is based on the researcher's goal of producing a product in the form of instructional video media. Researching development is studying products that are either brand-new or new versions of products that were already on the market (Irfandi, 2015). This research method is based on the ADDIE model for development, which stands

for "Analyze," "Design," "Development," "Implementation," and "Evaluation." This model is chosen because the ADDIE model is often used due to its systematic approach in instructional development. The analyze stage (analysis): During the analysis stage, two specific tasks are carried out in detail: (1) analyzing the content requirements based on the syllabus (curriculum) and (2) software needs analysis. The design phase (planning): The design of instructional material begins with the creation of a structural framework. Interactive learning medium, determining the systematic presentation of material, and drafting: The first product of interactive learning media is the creation of a storyboard (N. H. Hasni, 2022). The activities in the design phase consist of video design, content design, and video media development design. Development stage: The development steps in this phase include many activities, such as developing materials, arranging content according to the syllabus, evaluating (including assignments, practice questions, etc.), developing video media, and supporting learning features required by lecturers and students.

## Result

The outcome of this creation phase is a structured video learning product and video media that align with the applicable competencies, as well as a questionnaire to measure the validity and response of the research subjects. Stage of Implementation: Conducting a feasibility test on the use of video media Evaluation stage (evaluasi): Evaluation is the process of assessing whether a developed product meets or does not meet the expected requirements and needs of the product users. If there is anything that needs to be improved, an identification process is conducted, followed by refining the product (doing an evaluation). The aim is to provide high-quality products that meet the needs of product users. Results and Discussion: The development of a learning product often involves systematic stages and many

feasibility tests to provide a useful product for users. Within the stages of product development, the ADDIE research and development model (analysis, design, development, implementation, and evaluation) is considered to be a very intricate and comprehensive approach. The ADDIE model may be used for many forms of product development in learning activities, such as models, learning strategies, teaching methods, media, and instructional materials (Mulyatiningsih, 2016). Analysis Result The first stage is the analysis phase. This stage is conducted using the methods of observation and interviews to analyze the needs and characteristics of the students. Based on the research that was done, the goal of the need analysis was to find out how the learning process for anti-corruption legislation in schools was carried out using the technology used in schools. Based on the observation results, it is found that the teaching and learning process in the anti-corruption education course has not used media that may provide a concrete depiction of the material provided by the lecturer. The current media being used is mostly focused on presentation media, whether it is offline or online-based. The course on anti-corruption education covers structured materials related to corruption and the role of students in combating corruption. The data obtained from the observation activity are as follows: 1) The delivery of the material in theory by the lecturer is insufficient, resulting in students having a limited understanding of the theory of anti-corruption education. 2) The lack of diverse instructional media leads to student boredom. 3) Students require a learning medium that can be utilized wherever and whenever they study. 4) The absence of interactive learning media in the teaching process of the anti-corruption education course in the Educational Technology Study Program. Design outcome: The design phase is a stage of video media development that involves formulating the objectives of creating video media, creating a flowchart for the media's sequence, gathering design

elements in accordance with the content of the video media, and preparing instruments for testing the feasibility of the video media. Formulation of Objectives for the Creation of Learning Media The outcomes of formulating the objectives of interactive media development are as follows: By providing video content about what employees should do during anti-corruption campaigns, employees can learn more effectively. When there is video content available, students can learn about anti-corruption education more actively. By utilizing video media to discuss the subject of the thesis during anti-corruption efforts, the subject matter can be taught both in its entirety and in its storage location. Secondly. Creation of a flowchart thirdly Collecting Design Objects: Collecting objects based on the established concepts and designs The stages of object collection that must be carried out are as follows: 1) Gathering materials: The material is organized according to available references and presented in a systematic manner to assist students in learning the subject matter. The material is also systematically organized, especially for topics related to the role of students in the anti-corruption movement. 2) A collection of images, animations, textual materials, and others. Gambar is created from various sumber and then imported into a sparkol application for material development. The video showcases the role of students in the anti-corruption movement and provides additional tutorials to support the material. The number 3 Development Result (Pengembangan): First point. Video Production: The process of creating a film involves assembling all the components, such as materials, images, and animations, into a learning video using the software Sparkol Videoscribe. The outcome of the design process with Sparkol Videoscribe software is an instructional film. Result Validation Material Validation The assessment conducted by the expert material validator during the researcher's validation process indicates that the material on the role of students in the anti-corruption movement

received a total score of 39 out of 10 assessment aspects. The score of 39 is then processed and yields a percentage of 97.5%. It is known that 97.5% of this value represents the level of achievement in validating the suitability of the video media material without any revisions (valid). The video material has already met the criteria for the suitability of the content with the syllabus, the alignment of the content in the video with the learning objectives, the completeness of the material, the clarity of the material, the alignment of the images and animations with the content, the use of language in accordance with the rules, easily understandable sentences, and clear content in the video media. Media validation Based on the validation by media experts, a scoring system was developed to assess each aspect, with scores ranging from 1 to 4. The validator's assessment of the video material resulted in a total score of 66 out of 17 assessment aspects. The score of 66 is then processed and yields a percentage of 97.06%. It is known that the validation of the video material has achieved a legitimate result, indicating that it is suitable for use without any revisions. The media video has met the criteria for content and material suitability excellently. In terms of video appearance, it is of high quality. The selection of font type and size is good, and the choice of colors is excellent. The accompanying video soundtrack is well-suited. The text is highly legible, and the text layout is good. The placement of images and animations is excellent. Outcome of Implementation The fourth stage is the implementation phase. This stage involves doing testing on the product that has been created in terms of its appearance or functionality. The number 5 Evaluation Stage (Evaluation): Evaluation is the process by which a developed product is deemed successful and in accordance with the expected requirements based on existing needs. The product testing in this study is as follows: first point. Experimental Design Pilot Study: The pilot study was conducted by selecting a small sample of 5 students. The students are testing the outcomes of the

developed Sparkol video media, which have been refined and are ready to go to the next stage. Large-scale experiment: The experiment was conducted by sampling a total of 15 students. The assessment results obtained from the student response questionnaire reveal that the average percentage of satisfaction with the Sparkol video media is 97%, indicating a very satisfactory qualification. Therefore, Sparkol video media may be effectively and practically used to assist students in the learning process.

### **Conclusion**

The development of video media using the ADDIE research approach (analysis, design, development, implementation, and evaluation) Model ADDIE is an all-encompassing and profound model designed for media endorsement. This study is a result of developmental research that resulted in a video medium that was then subjected to many tests to determine the level of feasibility and practicality of the developed interactive medium. The results of the validity and practicality tests may be used as a reference for evaluating the press release. This study conducted a material validity test; the quality of the video media based on expert material assessment showed an average of 97.5%. Thus, video material demonstrates the criteria for being deemed suitable for use. The results of the media validity test indicate that the quality of the video media, as assessed by media experts, has an average score of 97.06%. Therefore, the video media meets the criteria for being deemed suitable for use. The results of the validity test for video media in the course of anti-corruption education regarding content and medium are very relevant for further development. The practicality test results indicate that the development of interactive media achieved an average of 97%. Thus, the module demonstrates efficient criteria. The results of this study may serve as a reference for further advancement in broader stages and can be

developed in terms of content or presentation. The research and development of Sparkol video media in the course of anti-corruption education aims to guide students in understanding the concepts and theories of anti-corruption education. It also provides sufficient knowledge about the intricacies of corruption and its eradication while instilling anti-corruption values to make the learning process more engaging.

### **Expressing Gratitude**

Gratitude is due to all the sivitas at Universitas Kristen Indonesia Toraja who have contributed to and supported this research. Without the contributions and guidance from our friends and colleagues, we would not have been able to successfully complete this task. The statement, letter, and hour that were justly delivered to us were not pertinent. I wholeheartedly endorse and beg for your company as we embark on the process of constructing this karya. This research cannot be completed without the support of all parties who have supported it until its completion. May this research provide benefits for the development of education and research at the Christian University of Indonesia, Toraja.

### **References**

- Arsyad. 2014. *Media Learning*. Jakarta: King Grafindo Persada.
- Hapsari, Gita Permata Puspita, and Zulherman. 2021. "Development of Canva-based Animated Video Media to Improve Students' Motivation and Learning Performance." *Basicedu Journal* 5(4): 2384–94.
- Hasni, Riston Jufro Bangalangi, Mey Tumba. 2023. "Using AI (Artificial Intelligence) as Learning Assistant in Improving Learning Outcomes of Students of Educational Technology at the Christian University of Indonesia Toraja." : 45–54.

<https://journals.ukitoraja.ac.id/index.php/PROSDING/article/view/2289> (November 26, 2023).

Hasni, MWS Adam. 2023. "Development of Learning Result Assessment Instruments Using Computer Based Tests in State High School 10 Sidrap." : 5560–73. <https://jonedu.org/index.php/joe/article/view/3719> (June 29, 2023).

Hasni, Nurhikmah H. 2022. "Design Of Interactive Learning Media In Science Courses At Mtsn 1 Sidenreng Rappang." : 41–51. <https://ojs.unm.ac.id/IJET/article/view/33175>.

Husain, C. 2014. "Use of Information and Communication Technologies in Learning in Muhammadiyah Tarakan High School." *Journal of Education and Development Policy*: 2(2), 184-192.

Irfandi. 2015. "Instructional Design: The ADDIE Approach. Springer." : 64.

Kurnia, E. D., & Nugroho, Y. E. 2017. "Java Character Learning Media Making Training for High School Java Language Teachers in Rembang District." *Journal of Dedication to Society*, 2(2), 101-112.

Marsitin, R., Sesanti, N. R., & Agustina, R. 2019. "IT training through the manufacture of Mathematical E-Modules for Mathematics Teachers at SMK Malang District." *Journal ABDIMAS Unmer Malang*: 3, 1-6.

Oka, G. P. A. 2017. *Media and Multimedia Learning*. Yogyakarta: Budi Utama.

Rusman. 2017. *Oriented to Educational Process Standards*. Jakarta: Prenadamedia Group.

Sadiman. 2011. "Creating a Practice of Effective Teaching Activities." : 85.

Sayono, Joko. 2013. "History Learning at School." *Journal of History and Culture*: pages 9-17.

Sriyanto., Murniawaty, I., Nuryana, I. & Ismiyati. 2018. "Improving the Professionalism of Teachers of Economics in Learning in High Schools in Semarang District." *Journal of Commitment and Promotion of Society UMP*: 2(2), 357-362.

Umbara, U., Rosyid, A., & Setiawan, D. L. 2019. "Flash-based Mathematical Learning Media Creation Training Using Adobe Animate for High School Teachers in Kuningan District." *Public Devotion Journal*: 4(1), 93-104.