

Development of Sparkol-Based Learning Media for Entrepreneurial Learning

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Abstract: Development of Sparkol-Based Learning Media for Entrepreneurial Learning. This study aims to develop learning media based on Sparkol Videoscribe which is suitable for use in Entrepreneurship subjects, therefore the research method used is Research and Development (R&D). The development model in this study was adapted from Jamuszewski & Molenda which includes the stages: 1) Analysis, 2) Design, 3) Development, 4) Implementation, 5) Evaluation. The research instrument consisted of open interviews, observations and questionnaires. The analysis technique used is descriptive qualitative and descriptive statistics. Learning by applying the Project Based Learning model can be used as a learning model that can be used by teachers in the learning process to improve the entrepreneurial spirit, The results showed that the sparkol videoscribe-based learning media met the eligibility criteria after completing the material adaptation development stage.

Keywords: entrepreneurship, sparkol videoscribe, learning media.

Abstrak: Pengembangan Media Pembelajaran Berbasis Sparkol untuk Pembelajaran Kewirausahaan. Penelitian ini bertujuan untuk mengembangkan media pembelajaran berbasis Sparkol Videoscribe yang cocok digunakan pada mata pelajaran Kewirausahaan, oleh karena itu metode penelitian yang digunakan adalah Research and Development (R&D). Model pengembangan dalam penelitian ini diadaptasi dari Jamuszewski & Molenda yang meliputi tahapan: 1) Analisis, 2) Desain, 3) Pengembangan, 4) Implementasi, 5) Evaluasi. Instrumen penelitian terdiri dari wawancara terbuka, observasi dan angket. Teknik analisis yang digunakan adalah deskriptif kualitatif dan statistik deskriptif. Pembelajaran dengan menerapkan model Project Based Learning dapat dijadikan sebagai model pembelajaran yang dapat digunakan guru dalam proses pembelajaran untuk meningkatkan jiwa kewirausahaan, Hasil penelitian menunjukkan bahwa media pembelajaran berbasis sparkol videoscribe memenuhi kriteria kelayakan setelah menyelesaikan materi tahap perkembangan adaptasi.

Kata kunci: kewirausahaan, sparko videoscribe, media pembelajaran.

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■ INTRODUCTION

The existence of educational technology research has had a very significant impact on the development of the world of learning. The existence of various innovations in the world of learning can not be separated from the theory and practice of educational technology in a systematic, comprehensive and humanistic field. The development of the most final learning media to this day still holds on to the results of classical thought from figures such as Brunner, Skinner, Gagne, Brings, Edgar Dale, and Schramm. There are at least three major challenges for education technology practitioners to produce adaptive, accommodative and applicative learning products. Adaptive means being able to synchronize yourself with different types / learning styles of students, accommodative means being able to accommodate various student learning needs, and applicative means that it can be easily used by users or user friendly. According to Chai (2019) Another problem faced by the world of education is the problem of the quality of education. The development of science and technology as a supporter of education cannot be applied optimally in learning if learning in schools is still carried out in the old ways. According to Patel (2019) Education is said to be of quality if the learning process takes place effectively, students gain meaningful experiences for themselves and educational products are individuals who are beneficial to society and nation building. Along with the development of science and technological advances, the learning paradigm in schools has undergone many changes, especially in the implementation of the learning process from behavioristic to constructivism.

The above challenges are in line with the competence of 21st century learning, which requires teachers and students to have technological competence to integrate ICT (Information and Communication Technology)

into school, life and economic development (Pineida, 2011). Research on instructional media by Schmidt (2015:63) argues that for skilled educators to work within the limited confines of existing educational frameworks to achieve significant improvement and develop well-rounded and media-savvy learners with a lasting interest in media. Technological competencies include the teacher's ability to discover, create, select, and utilize effective and efficient learning technologies (Nessipbayeva, 2019). Students have the ability to access, utilize and evaluate information and learning resources (Zubaidah, 2016). If you look at the latest data, the average national teacher aptitude test (UKG) is still below 65 (npd.kemdikbud.go.id). Especially in terms of ICT (Information and Communication Technology) skills, teacher competence is still sufficient and needs to be improved (Batubara, 2017), while for THE USE of IT (Information Technology) is still low (Rahim et al., 2019).

Not yet finished with the problem of mastery of competence, teachers are still faced with problems such as low interest, motivation, learning outcomes, effectiveness, efficiency etc. In one of the schools that observation researchers still many students who feel bored because teachers use conventional learning methods and the absence of learning media involvement in increasing the focus and attention of students during the learning process so that it can affect the low learning achievement. According to Hocheng (2018) *Industry revolutions (Hence, Industry n) have always, in various levels, brought with them significant effects. Industry 1.0, together with the invention of paper, changed the way people educate their children from oral to written tradition; whereas, Industry 2.0 brought with it mass production and mass education. In the meantime, Industry 3.0, triggered by the invention of internet and ICT (information and communication technology) development*

led to online and borderless teacher-student interactions; and Industry 4.0 enhances the attainment by such synergetic linking technology as cloud computing, internet of things, with further enhanced artificial intelligence, and virtual and augmented realities. According to Zhen (2016), *multimedia is the use of computers to present text, graphics, video, animation, and sound in an integrated way. When we talk about multimedia, a term CALL (Computer Assisted Language Learning) should not be ignored.* With the same problem, some practitioners and researchers such as (Wulandari, 2016), (Pamungkas et al., 2018), (Dwi Pratiwi, 2016) and (Fransisca, 2018) tried to develop learning media using sparkol videoscribe to achieve learning goals. Sparkol Videoscribe is a commercial software that is able to produce whiteboard animation video through the process of selecting, editing, setting, and converting. According to Chaim (2017) Video-based media learning has a sustainable impact on students, teaching at a practical level, delivery formats that are interesting and easy to understand.

Videoscribe was increasing by british software company Sparkol Inc. in 2012. This software has helped many people to convey messages interestingly and impressively through images, text, and animations packaged in videos. Videoscribe has the advantage of delivering messages animatively, like a teacher explaining something on a whiteboard with pictures and writing. That advantage is very useful in communicating both visually and verbally, especially in the digital era of content. In the world of education and learning, a teacher can package teaching materials in the form of Videoscribe that is meaningful, interesting and fun so as to increase student motivation and learning achievement (Pamungkas et al., 2018). Lecturers and students can also use Videoscribe to present their scientific

work to make it more interesting and easy to understand. Presentation of material can be done using audio-visual media (Tera and Mariyatul, 2018: 68-69).

Project Based Learning (PJBL) is a learning model that uses problems as a start in integrating new knowledge based on real experience (Fathurrohman, 2015). A project-based learning model is a learning model that activates students. Participants will jointly complete the project as a form of problem solving. Solving these problems is useful for problem solving in everyday life. Project-based learning is a systematic learning model that engages students in theoretical and practical learning activities through authentic questions, product planning, and assignment (Rusman, 2015). The selection of appropriate learning models plays a role in achieving expected learning goals and can optimize the entrepreneurial spirit of students. Learning By applying the Project Based Learning model can be used as one of the learning models that teachers can use in the learning process to improve the entrepreneurial spirit, because it can activate students in learning activities, students are invited to run an activity in a group learning takes place more meaningfully.

In order to support the mastery of technological competence in teachers, conduct further research on previous research and overcome problems that occur in the field, especially in Entrepreneurship subjects where the problem needs to be addressed immediately, the researcher aims to develop sparkol videoscribe-based learning media in Entrepreneurship subjects located at SMK Muhammadiyah Pagaram.

■ METHODS

Research Location And Time

The research was carried out in October – December 2021. The research was carried out on the subject of entrepreneurship at SMK Muhammadiyah Pagaram. In Class XI Accounting Department With 40 Students.

Research Methods

The research method used is Research and Development (R&D). This study aims to produce a product in the form of a videoscribe-based learning media that is suitable for use in entrepreneurship subjects at SMK Muhammadiyah Pagaram. Development is a systematic analysis of design, development and evaluation, of learning processes and products that must meet the criteria of effectiveness, validity, and practicality (Richey, R. C. & Seels, 1994). The development model in this study was adapted from The development model in this study was adapted from Jamuszewski & Molenda 2008:

108 which includes the stages: 1) Analysis (analysis), 2) Design (design), 3) Development (development), 4) Implementation (implementation), 5) Evaluation (evaluation). One of the considerations for researchers to use the Jamuszewski & Molenda model is that the development design is very relevant to be used to produce development products in the form of learning videos. This can be seen from each stage of development shown in Figure 1, especially in the fifth stage, namely script writing, where Sadiman himself explains in his book with examples of learning video scripts.



Figure 1. Adaptation development model sadiman et al., (2012)

Learning media is produced after obtaining the results of the identification of needs, the results of the formulation of objectives, the results of the formulation of materials and media scripts. The production stage includes 1) selecting / choosing, 2) editing / changing, 3) setting / arranging and 4) rendering / unification. The pilot design involved material experts, media experts, subject teachers and a number of students. The type of data consists of verbal data such as suggestions, input, criticism, comments and numerical data such as the results of filling out media test instruments. The research instrument consisted

of open interviews, observations and questionnaires. The questionnaire includes a needs identification questionnaire, material/ content validation questionnaire, media, and student and teacher trials. There are two analytical techniques used, namely descriptive qualitative and descriptive statistics. Qualitative descriptive was used to interpret the inputs, responses, criticisms and suggestions for improvement contained in the questionnaire, while descriptive statistics were used to give meaning to the scores on the questionnaire.

■ RESULTS AND DISCUSSION

The results of the study refer to the steps contained in the Sadiman adaptation development model (2012). First, identification of needs includes an overview of the conditions of the learning process, the specifications of learning media, and discussion materials. From the results of observation and analysis of scattered questionnaires, it is obtained the picture that the teacher has used image / print media in the learning process, but most students still doubt the attractiveness of image / print media. Students' answers related to questions about the attractiveness of image/print media used by teachers.

Based on the results of the distribution of student answers about the attractiveness of image/print media, the total total score obtained from 40 students in this question is 93 or 77.5% of the total score. Referring to the conversion table, a score of 93 or 77.5% is in the sufficient category because the score presentation is > 66.7%. But on the other hand, students still want media other than picture/print media.

Based on the results of the distribution of student answers about the need for media other than picture/print media, it shows the high demand of students for media other than picture/print media, as many as 35 students out of 40 participating students, with a presentation rate that reaches 87%, 1 student out of 40 students shows the level of need sometimes. – sometimes and 4 students out of 40 respondent students do not need picture/print media. Identification related

to the criteria for learning media is done by asking seven questions about multimedia, and the results show that students want learning media that includes text, images, sounds, and animations in story/conversation format with an average percentage of 92% or >66.7% .

Second, the learning objectives are formulated based on the Basic Competency and Competency Standards listed in the syllabus of entrepreneurship subjects class XI semester II at SMK Muhammadiyah Pagaram, namely 1) Students are able to apply an entrepreneurial attitude, 2) Students are able to develop entrepreneurial risks, 3) Students are able to develop entrepreneurial intentions, 4) Students are able to build commitment for themselves and for others 5) Students are able to take business risks and take decisions. The above goal formulation has been prepared in the form of a Learning Implementation Plan (RPP) for seven meetings. Third, the material items include the understanding of Entrepreneurship (entrepreneurship, wirausawan), factors that affect the spirit of entrepreneurial work, factors that show someone who has a high comutmen in daily activities, understanding risk-taking and understanding decision making.

After making improvements to the input and advice of material experts, media experts and teachers, sparkol videoscribe learning media was piloted in class XI for seven meetings and at the end of the meeting students were asked to fill out the learning media assessment questionnaire. Here are the results of the field trials shown in Table 3.

Table 3. Field trial assessment results

Tingkat Pencapaian	K	F	%	Ket
90% - 100%	Very Good	28	70	No Need to Revise

75% - 89%	Good	11	27.5	No Need to Revise
65% - 74%	Enough	1	2.5	Revise
55% - 64%	Not Enough	0	0	Revise
0% - 54%	Very Less	0	0	Revise

Based on the results of the Field Trial Assessment, there were 28 students out of 40 students who took part with a very good level of achievement with a percentage of 70%, while 11 students out of 40 students who took part had a good level of achievement with a percentage of 27.5%, and only 1 student out of 40 students follow has a level of achievement Enough with a percentage of 2.5%. For students who have good and very good achievement, there is no need for revision, while for those with sufficient achievement level, it is necessary to revise.

Fourth, sparkol videoscribe-based learning media is produced in the form of packages in the form of CD pieces and usage guidelines and distributed to schools for use as teaching media.

Discussion

Sparkol Videoscribe-based learning media has met the eligibility criteria after completing the stages of adaptation development Sadiman et al, (2012) namely 1) Identification of Needs, 2) Formulation of Objectives, 3) Formulation of Material Items, 4) Formulation of Assessment Instruments, 5) Media Scriptwriting, 6) Trials, 7) Revisions, and 8) Ready for Production. Learning media gets perfect points from material experts regarding the suitability of media with the material, content, and learning objectives. According to (Dwijayani, 2019) learning media that remains the result of synchronization between learning needs and objectives. In addition, the media must contain material and content that is in accordance

with the student’s standard of thinking (Sudjana & Rivai, 2011). Learning media also get perfect points from media experts related to image selection, text, consistency of animation effects, and clarity of message that is at the core of the discussion. Good visual learning media at least met the criteria of readability (readability), easy to see (visibility), easy to understand (legibility), and good composition (Pauwels, 2015). Readability criteria include the selection of font types and sizes, visibility criteria including text color selection and background, and legibility criteria including the ease of people in understanding messages in media (Sulistiyono, 2016). From the perspective of the subject teacher, the developed media gets perfect points related to the conformity of the material with the concept of dialogue used in the media, clarity of the material contained in the media, accuracy in english pronunciation by voice actors, ease in applying media, conformity of exercises and tasks given to students, and the appeal of media to student attention. By (Gerlach & Ely, 1971) There are three inherent properties of media: fixative, manipulative, and distributive. The nature of fixatives is concerned with the ability of the media to process, store and display information or learning messages, manipulative nature related to the ability of the media in manipulating messages or information according to learning needs, and distributive nature means that the media is able to distribute information quickly and widely. These traits are attached so that the learning media is

able to generate motivation, elicit responses, be used flexibly, and stimulate students to hold exercises (Rowntree in Jennah, 2009).

Learning media also scored high during field tests related to font type usage, contrast color selection, media display and optimization which was 189 or 94.5% of the total score. Levie & Lentz, (1982) lays out four basic functions that must exist in visual learning media, namely attention function, affective function, cognitive function, and compensatoric function. The attention function means that the media has the appeal to focus the concentration of students involved in the learning process. Affective function is concerned with the level of comfort of students in reading text and viewing images or visual emblems. Cognitive function is related to the useful aspects of knowledge gained by students through the formulation of learning objectives. And the compensatory function is represented by adaptive, flexible, and portable media so as to accommodate differences in students' learning styles and capture of materials. (Kemp & Dayton, 1985) simplifies it in three functions: motivative function, presentative function, and instructive function.

The effectiveness of video learning media is based on two learning theories namely Dale's Crone of Experience and Brunner's Learning Theory (Hadi, 2017). Dale's theory asserts that the combination of sense of sight and hearing can improve a person's memory by about 50% so that they can demonstrate, apply and practice with almost the same success rate, which in Brunner's theory is called enactive or direct experience. Both of these theories argue that the more students are involved in learning activities, the better the learning experience obtained by students. In addition, video media with structured material presentation can facilitate students in understanding the concept (Sudiarta & Sadra, 2016). The function of video media described by experts such as Levie & Lentz, Kemp &

Dayton, Harry C. Mc. Kown, Rowntree etc. has been widely proven through research – previous research such as (Rais et al., 2020) which concluded that video media is more effectively used to teach students understanding skills.

According to Oki, Prasetyo, Thomas. (2020). Economics learning using discovery learning model based on Sparkol Videoscribe and Chart improves student learning outcomes. According to (Mayer et al., 2020) there are six main principles that can improve the effectiveness of learning videos, namely 1) teaching videos showing a process of writing or drawing objects that are being studied, 2) teaching videos do not feature presenters turning their backs on the camera screen while explaining, 3) learning videos involving students in learning activities, 4) narrative videos / demonstrations are better displayed in a first-person perspective, 5) Documentary videos that use a second or foreign language are better accompanied by subtitled text, and 6) learning videos are better not to contain excessive content because it can refract the focus of the discussion. This research was also carried out by Moch Wahib Dariyadi (2019) which was used to examine Arabic subjects and this study entitled "SPARKOL VIDEOSRIBE" القائمة IC استخدا (1) and this study states that Sparkol VideoScribe is a software that can used to create multimedia-based learning media and e-learning.

It should be noted that Sparkol software does not provide menus for editing sounds so researchers have difficulty in uniting background music and narrator sounds with videos. Therefore, researchers use other software such as Audacity to edit the sound and Camtasia to edit further videos. The combination of the three software resulted in a videoscribe-based learning medium, where the end result of the video is dominated by the videoscribe characteristics of Sparkol.

According to Leaser and Toloza (2017: 267) stated that there are several positive aspects of learning to use video media, namely describing

it as a video presentation of text or animated images, can form part of a larger educational video as student motivation, another aspect is the introduction of techniques. simple techniques, such as making homemade short animated videos, can be a good starting point in training teachers to make meaningful videos, another effect is that it can also provoke the illusion that learning is very easy and fun, animated videos in the learning process presented are fast-track to gain knowledge. Furthermore, in addition to the existence of learning media, it must also be supported by an appropriate learning model to increase the activeness of students in balancing the learning process.

■ CONCLUSIONS

Sparkol Videoscribe-based learning media was developed through the adaptation phase of Sadiman et al (2012), namely 1) identification of needs, 2) goal development, 3) material project development, 4) development of assessment tools, 5) media screenwriting, 6) trials, 7) Revision and 8) Production Ready has met the eligibility criteria for use as props in Entrepreneurial subjects. Expert validation results of materials and media put learning media in categories both (unrevised) showing eligibility, and field trial results with subject teachers and 40 students with average scores placed the learning media in the best gender category. Very good category (not yet revised).

The presence of sparkol videoribe learning media is expected to inspire teachers or educators to not only be proficient in using learning media in the classroom, but able to make even develop similar learning media through software such as Sparkol Videoscribe, as well as form a serious form of improving technical proficiency, to 21 To meet the learning needs of the century, teachers are able to find, create, choose and utilize effective learning technology. and efficient

Learning by applying the Project Based Learning model can be used as one of the learning models that teachers can use in the learning process to improve the entrepreneurial spirit, because it can activate students in learning activities, students are invited to run an activity in a group learning takes place more meaningfully. Although sparkol videoscribe-based learning media has been assessed scientific suitability for use in the classroom, more research is needed on the learning medium, especially with regard to its level of effectiveness in terms of motivation, interest, and learning outcomes, to determine the level of interest in the framework of success in the learning process.

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