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The Effect of E-Learning-Based Videoscribe Media Implementation on Thematic Learning Outcomes in Grade V Students of Madrasah Ibtidaiyah

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Abstract

This research is motivated by the existence of problems related to thematic learning outcomes of students in the theme of 7 events in life. It was found in the initial observations, that student learning outcomes were still below the KKM ≤79 (86%) of 37 students. In this regard, the researcher aims to describe: 1) the implementation of e-learning-based videoscribe media, 2) the learning outcomes before and after applying the videoscribe media, and 3) the effect of the e-learning-based videoscribe media implementation on thematic learning outcomes in fifth grade students. This research uses quantitative methods. This type of research is a quasi-experimental design with the non-equivalent control group design research design. The research location is at Madrasah Ibtidaiyah Negeri 3 Pontianak. This research is carried out in class V in the even semester of the 2021/2022 academic year. The data was collected by means of observation, measurement techniques, and document studies. The data collection tools are observation sheets, learning outcomes tests, and electronic devices. While the data analysis is using descriptive analysis, and bivariate analysis. This research concludes: 1) The implementation of e-learning-based videoscribe media on thematic learning outcomes has been in accordance with the implementation steps. 2) Learning outcomes before applying the videoscribe media obtained a percentage of (9%) of 4 students who met the KKM ≥79 with an average learning outcome of 62,40. Furthermore, the learning outcomes after applying the videoscribe media obtained a percentage of (95%) of 41 students who met the KKM ≥79 with an average learning outcome of 86,21. 3) Based on data analysis, the value of Approx is obtained. Sig = 0,000 with (α)=0,05. If the value of Approx. Sig < = (0,05), then H0 is rejected. So it can be said that there is a significant effect between the implementation of e-learning-based videoscribe media on thematic learning outcomes in class V students of MIN 3 Pontianak in the 2021/2022 academic year. And the large influence of the implementation of e-learning-based videoscribe media on thematic learning outcomes is obtained by 43% in the sufficient category, in the sense that the learning process is very effective and student learning outcomes are above average.

Keywords: Videoscribe Media Implementation, E-Learning, Learning Outcomes, Thematic.

INTRODUCTION

The process of gaining knowledge can be obtained by someone one of them through education. Education is a basic thing that must be lived by all humans. Because education is able to create quality human beings. Education helps develop the skills, emotional, and even psychomotor that exist in students. Without this process, it is difficult to develop optimal physical and mental growth and development. With the development of an increasingly modern era, advances in technology and increasingly sophisticated science have made it easier to obtain knowledge.

Based on the National Education System Law, what is called education is "an effort to help the community develop its potential through learning or other commonly known means" (Members of the Indonesian Publishers Association (IKAPI), 2009: 38). Education includes a learning process consisting of several elements such as teachers, students, objectives, methods,

materials, media, and learning evaluation (Restian, 2017: 390). For example, students need to be motivated to learn actively and share their learning knowledge with students.

MIN 3 Pontianak is a madrasah located in Southeast Pontianak, whose learning implements the 2013 Curriculum in which students are the center. In implementing the 2013 curriculum, the teachers apply it by implementing thematic learning. While the notion of thematic learning can be interpreted as a mixed learning in which a number of complete and comprehensive themes are combined and presented to students so that they can develop aspects of attitudes, knowledge, and skills.

Looking at the current reality, there are still teachers at MIN 3 Pontianak who have not made good use of learning media. Lack of teacher variety, which is only pegged to the conventional learning process or other terms teacher-centered lecture methods, which also do not use learning media in their learning. This the researchers witnessed when the researchers made temporary observations. Based on observations and temporary interviews obtained by researchers with fifth grade teachers at MIN 3 Pontianak, information was obtained that students' learning activities were quite active, but students tended to get bored easily, so that students did not receive the full learning material which made their learning outcomes not optimal.

This is because some students find it difficult to understand and move on to the next theme. In addition, the learning media used is only print media such as books, the lack of variety in the use of learning media can make students look less enthusiastic in learning. As for other learning media such as powerpoint used by teachers, the use of these media is rarely used due to limited facilities and infrastructure (LCD/infocus) in schools and their use is often alternated with other teachers. The information obtained through temporary interviews before the research with three students of class V MIN 3 Pontianak related to the implementation of learning activities, namely (1) The learning media used by the teacher was not interesting, because they only used student books and powerpoints, (2) Students felt bored with these learning media, (3) If learning to use learning media that shows animation or in the form of pictures, videos, and voices the students are more enthusiastic, interested, and pay attention seriously.

To improve quality and encourage students to be more enthusiastic in the learning process (student center), teachers can apply learning media to facilitate the process of delivering learning materials. Learning media is a very crucial aspect in education that is used when learning activities take place (Arsyad, 2011: 3). Meanwhile, according to Astuti (2018: 2) there are many factors that support learning activities. One of the factors that support learning is learning media. If the learning media is used optimally, it can avoid misconceptions in the learning process, for example the teacher explains the theory about natural appearances, we need a media so that students understand enough forms of natural appearances because the teacher is not likely to bring mountains and beaches into the classroom. Learning media can be in the form of student worksheets, textbooks, and broadcast materials such as power point applications or learning videos.

Darmadi (2017: 182) states that student learning outcomes are not only obtained by using media, but also by teachers using suitable methods, to change the atmosphere that can arouse students' learning passion so that it has an impact on increasing learning outcomes.

Tafonao, (2018: 103) states that the reasons teachers do not use media in their learning are, (1) The unavailability of the necessary media in schools. (2) Using media requires preparation. (3) Media is only for entertainment while learning must be serious. (4) The teacher does not understand the importance of using learning media. (5) Limited knowledge, ability or

even free time for teachers to create their own learning media. (6) Get used to using the lecture method.

Furthermore, according to Hasan, et al (2021: 62) states that in learning activities, one of the other things that must be attached is the learning media. Therefore, learning activities will be less effective if not accompanied by learning media. Its use is not for mere entertainment media which is used only to support the learning process in order to attract the interest of students. However, the position and role of learning media is to assist students in mastering the content of the lesson so that it is easy to understand.

Meanwhile Riyana, (2012:157) states that the reason for using learning media during the learning process is to clarify learning materials more concretely, the material presented will be more easily understood by students who can then improve their learning outcomes. This is as explained in Surah An-Nahl (16) verse 44.

Regarding this verse, in Tafsir Ruh al-Ma'ani (1994), Al-Alusi al-Baghdadi stated that the motivation for the revelation of the Qur'an was for Muhammad to explain to his people the contents of the Surah in the Qur'an. The Qur'an, such as His commands, His prohibitions or His other rules in living and filling a life that must be considered, with the ability to think and understand human beings. So that it can be used as a role model in living life in this world and the hereafter.

Furthermore, the linkage of the verse when linked to learning is the existence of an expert (educator) to share knowledge (transfer of knowledge) to students. As in the statement, that the Nabi Muhammad as an intermediary for the word of God to his people. In addition, in learning, of course there is material to be taught to students. What is meant by the material here is the Qur'an while the medium or as an intermediary for delivering material is the Nabi Muhammad SAW.

Based on some of the opinions and pieces of the verse, the author can conclude that the implementation of suitable learning methods can also increase student learning outcomes, but learning media also play an important role and must be present in the learning process. With the help of learning media as a means of channeling in explaining the material by the teacher (message sender) to students (message recipient), so that the material can be conveyed clearly, and accepted and understood by students. With the implementation of learning media inside or even outside the classroom, it will change the learning environment to be more lively, not only that, and certainly not boring. One of the learning media that can be used as an independent teaching medium is the videoscribe learning media based on e-learning. According to Badariah, et al (2019: 84) learning by applying videoscribe media can arouse students' learning passion and is proven in increasing learning outcomes to 95.45%. Meanwhile, according to Ismail, et al (2018: 9) that applying videoscribe media can improve learning outcomes and have an effect of 19.85%.

From this opinion, the writer concludes that the application of videoscribe media will affect student learning outcomes. Through the videoscribe learning media, it is expected to optimize the learning objectives that have been prepared and improve learning outcomes. Furthermore, the researchers used an e-learning-based videoscribe assisted by Google Classroom which was made by each teacher in this study, due to the Corona pandemic, so learning was carried out online. According to Hamid, et al (2020: 86-87) conditions like this force educational institutions to make breakthroughs regarding the methods, models and learning media that will be used so that learning is carried out well even though it is carried out. virtual reality with all the impact of its limitations, such as educators who do not yet fully have the ability to learn online and students who also have limited infrastructure in the area where they live.

E-learning or Electronic Learning stands for the use of information technology, especially the internet network as a learning support system. E-learning is evolving so a lot of analysis and research is needed. The essence of e-learning is traditional learning that is presented in digital form through the use of internet technology. This system can be used in distance learning and traditional classrooms (Suartama and Tastra, 2014:18). Meanwhile, according to Ardiansyah (2013: 3) the application of e-learning systems can be done without the need for face-to-face meetings between teachers and students. This media can also represent the teacher in explaining the material, students will gain knowledge through videoscribe so that the formulated learning targets or objectives can be implemented.

In this e-learning-assisted learning media, students can carry out several activities such as, (1) Finding information through videoscribes that are broadcast and online modules, (2) collecting assignments that are distributed by teachers and their form is in the form of Student Worksheets (LKS), then accessed online on e-learning through google classroom, (3) learning outcomes and conclusions from each student can be collected at each online meeting. Developing e-learning is not just presenting learning theory on the internet. It requires special and logical consideration and following principles, in short it has simple, subjective, and fast design and entertainment elements that enable students to survive while learning in front of the internet.

Therefore, researchers are interested in conducting research to help teachers solve learning problems with the title "The Effect of E-Learning-Based Videoscribe Media Implementation on Thematic Learning Outcomes in Grade V Students of Madrasah Ibtidaiyah".

RESEARCH METHODS

This research uses quantitative methods. While the type is a quasi-experimental design research where the design is the non-equivalent control group design. This research was carried out twice, the implementation of which went through three stages, namely preparation, implementation and the final stage of research.

1. Research Preparation Stage

   The activity at this stage is studying the material. Then, the school, especially the class V subject teachers, were consulted to develop e-learning-based classroom learning formulations in terms of (1) lesson planning, (2) test questions grids along with scoring guidelines and (3) the suitability of learning media with learning materials. As for demonstrating the findings of the research that has been carried out, the researcher uses an observation sheet to see the activities of students and teachers in the learning process.

2. Research Implementation Stage

   At the implementation stage, it is carried out via Google Classroom as a research tool. At this stage the researcher carried out two phases, namely pre-treatment and treatment. Where the pre-treatment activities are, (1) briefly and concisely explain the research materials to the fifth grade students of MIN 3 Pontianak. The researcher explained the research material at the time the pretest had not been carried out. Then, an initial test (pretest) is given in the form of a test question whose purpose is so that student learning outcomes can be known before the implementation of the videoscribe learning media. The number of students who took the pretest were 41 students, all of whom were class V

students of MIN 3 Pontianak (2) carried out learning, by implementing the videoscribe learning media while the control class did not implement the videoscribe learning media.

3. Final Stage of Research

A series of activities at this stage are: (1) analyzing & processing data on research outputs using appropriate statistical tests, both control class and experimental class, (2) creating discussions and conclusions based on research outputs, (3) compiling research reports.

The research location is at Madrasah Ibtidaiyah Negeri 3 Pontianak. This research was conducted in class V during the even semester of the 2021/2022 school year. Data were collected using observation, measurement techniques, and document studies. The measurement technique used is by giving tests in the form of pretest and posttest questions. Furthermore, the validity of the test used is content validity, which is carried out by experts, namely statistics lecturers and teachers of thematic subjects of MIN 3 Pontianak. Calculation of reliability using Cronbach's formula is negligible and obtained is 0,969 which is included in the high category. The data collection tools are observation sheets, learning outcomes tests, and electronic devices. While the data analysis is using descriptive analysis, and bivariate analysis.

The data processing is analyzing the test data on learning outcomes, namely the results of the pretest and posttest which are processed with SPSS Statistics version 20. The analysis of student learning outcomes in the experimental and control classes is carried out by: (1) evaluating and scoring students on the answers to the test questions that have been done, (2) calculation of the total score obtained by each student from all indicators of the learning outcome test, (3) calculating the percentage of the total score of the learning outcome test, (4) testing normality with pretest and posttest data. The pretest and posttest values showed that the data was not normally distributed, then the data was tested again using the Chi-Square test and it was found that the *Asymp Sig.* = 0,000 ≤ 0,05 which states that H_a is accepted and H_0 is rejected, meaning that there are different pretest scores between experimental class and control class students. Based on the test that has been carried out, it was found that there was a difference in the pretest value, so the next step in processing and analyzing this data was continued using the Gain Score test.

RESULTS AND DISCUSSION

Results

a. Descriptive Analysis

Student learning outcomes

In this research that has been conducted at MIN 3 Pontianak, researchers were able to collect data and obtain grade V student learning outcomes. The data are the results of pretest and posttest thematic teaching and learning activities with the theme of 7 events in life in the experimental class and control class as follows:

Table 1. Results of Pretest and Posttest Control Class and Experiment Class

Class	***Pretest***		***Posttest***	
	Average	(%) Completeness	Average	(%) Completeness

Control	62,26	7	74,56	30
Eksperiment	62,40	9	86,21	95

Based on Table 1, informs that the pretest score of the control class (7%) of 3 students who only met the KKM completeness 79, while the pretest score in the experimental class (9%) of 4 students who met the KKM completeness 79. This is because the class the control and experimental classes were not given treatment. However, after giving the difference between each class, there is a different average value between the control class or the experimental class.

After the treatment was given to the control and experimental classes, students were distributed posttest questions which were intended to confirm the final abilities of students. In terms of integrity, more experimental class students achieved the KKM than control class students. Learning outcomes show a comparison of the results of the pretest and posttest in each class. The learning outcomes of the experimental class students who applied the videoscribe learning media got better scores than the control class students' learning outcomes without applying the videoscribe learning media, the comparison can be seen in the following figure:

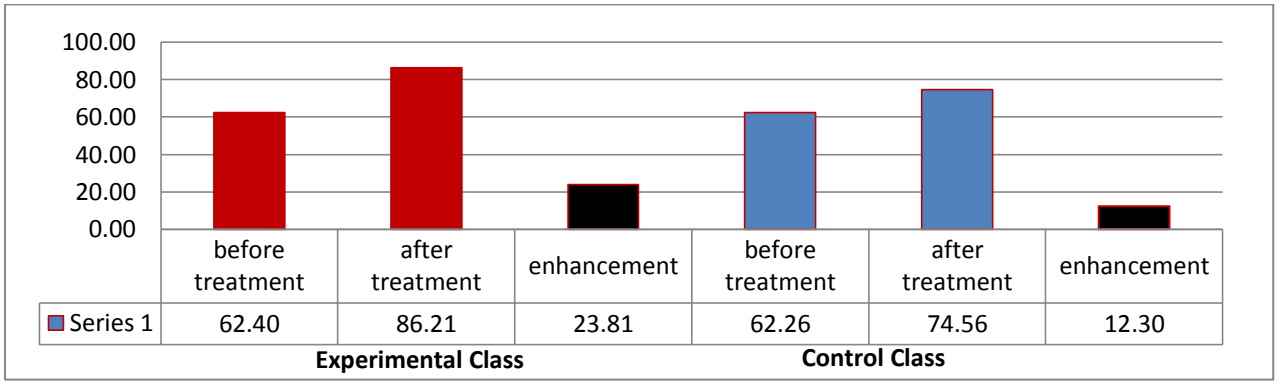

Figure 1. Average Pretest-Posttest

It can be seen that in Figure 1, the average posttest of students in the experimental class is 86,21 from 62,40 which means that there is an increase in learning outcomes of 23,81 and in the control class the average posttest of students is 74,56 from 62,26 which means also experienced an increase in learning outcomes by 12,30.

b. Bivariate Analysis

1) Normality Test

This research uses the Kolmogorov Smirnov test to be able to see whether the data obtained is normally distributed or not. If the data are normally distributed, this research is continued using parametric statistical testing with regression tests. And if the data obtained are not normally distributed, then it is continued using non-parametric statistical testing with the Somers'd test. The following table results the normality of data output through SPSS Version 20 with the Kolmogorov Smirnov test:

Table 2. Output Results of Data Normality Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]	Shapiro-Wilk

		Statistic	Df	Sig.	Statistic	Df	Sig.
Learning Outcomes	Pretest control	,257	43	,000	,677	43	,000
	Pretest Eksperiment	,280	43	,000	,730	43	,000
	Posttest control	,216	43	,000	,751	43	,000
	Posttest Eksperiment	,323	43	,000	,526	43	,000

a. Lilliefors Significance Correction

Based on Table 2, by calculating the data using SPSS Version 20, the Asymp Sig value was found. = 0,000. Based on decision making, if the value of Asymp Sig ≤ 0,05 means that the data is not normally distributed.

2) Pretest Score Similarity Analysis

Before continuing the data analysis with non-parametric statistical testing, the researcher will first test the similarity of the pretest scores for the experimental class and the control class. If after testing the pretest value, if there is a similarity between the experimental class and the control class, this data processing activity is continued by using the posttest value. On the other hand, after testing the pretest value, if there is a difference between the experimental class and the control class, the data processing of this research is continued by using the Gain Score value. The following table shows the results of the analysis of the similarity of the pretest scores for the experimental class and the control class, namely:

Table 3. Output Results of Similarity Analysis of Pretest Values

Test Statistics

	Learning Outcomes
Chi-Square	65,628[a]
Df	41
Asymp. Sig.	,000

a. 42 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 2,0.

In Table 3, by calculating the data using SPSS Version 20, the Chi-Square value = 65,628[a] and Asymp Sig. = 0.000. Based on the results of decision making, if the Asymp Sig ≤ 0,05 means that there is a difference in value, so it can be concluded that this data analysis is continued by using the Gain Score test to find out the progress score of student learning outcomes.

The following are the results of the gain score test obtained through manual calculations, namely Microsoft Excel and then continued with SPSS Version 20 by being interpreted into a table of learning progress criteria, namely in the experimental class as a whole it was obtained (60%) of 26 students in the high category, (35%) from 15 students in the high category enough and (5%) of 2 students there was no progress in learning outcomes. Furthermore, the control class as a whole was obtained by (23%) of 10 students in the high category, (14%) from 6 students in the moderate category, (40%) from 17 students in the low category, (19%) from 8 students with no progress in learning outcomes, and (5%) of 2 students there was a decrease in learning outcomes.

3) Somers'D

In this research, the Somers'd test was used to find out whether or not there was an effect of implementing E-Learning-Based Videoscribe Media on Thematic

Learning Outcomes in Class V students of MIN 3 Pontianak. The following are the results of data analysis using the Somers'd test:

Table 4. Somers'D Crosstab Test Results

Directional Measures

			Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Ordinal by Ordinal	Somers' d	Symmetric	,410	,070	5,822	,000
		Media Videoscribe Dependent	,313	,054	5,822	,000
		Dependent Learning Outcomes	,594	,102	5,822	,000

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

In Table 4, the resulting Crosstab Effect of the Implementation of Videoscribe Media Based on E-Learning on Thematic Learning Outcomes by using the Somers'd test statistic test obtained a value *Approx. Sig* = 0,000. Based on the results of the decision, when the value of Approx. Sig < = (0.05), H_0 is rejected and H_a is accepted. It means that there is a significant effect between the implementation of e-learning-based videoscribe media on thematic learning outcomes for the fifth grade students of MIN 3 Pontianak. After knowing the effect of the implementation of e-learning-based videoscribe media on the thematic learning outcomes of class V students, the next researcher will analyze the effect (in %) of the implementation of e-learning-based videoscribe media on thematic learning outcomes. The following are the results of the analysis of the contingency coefficient (CC) obtained by using the somers'd test:

Table 5. Output Results of Contingency Coefficient Analysis (CC)

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	,656	,013
N of Valid Cases		86	

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

In Table 5, through calculations and data analysis using SPSS Version 20, the contingency coefficient (CC) value is obtained, namely P-Value = 0,656. Then to find out how much influence the implementation of videoscribe media has on learning outcomes, the formula for Determination Index = $(CC)^2 \times 100\% = 0{,}656^2 \times 100\% = 43\%$ is used. Furthermore, it is interpreted in the criteria table, 43% is included in the sufficient category. The sufficient category here means that the implementation of e-learning-based videoscribe media is very effective and student learning outcomes are above average. It

was concluded that the effect of the implementation of e-learning-based videoscribe media on thematic learning outcomes for the fifth grade students of MIN 3 Pontianak was 43% in the sufficient category.

Discussion

a. The steps for implementing learning by implementing e-learning-based videoscribe media are as follows:

Pre-activity: The teacher shares the Google Classroom link.

Initial activity:

1) The teacher greets with greetings and prays together.
2) The teacher checks whether the students are present or not and greets them.
3) The teacher leads and instructs students to read the Qur'an and short Surahs.
4) The teacher provides delivery of the material to be discussed.
5) The teacher gives apperception and pretest.
6) The teacher explains the aims and objectives of the lesson
7) The teacher motivates students to be ready to learn by telling stories related to the theme of 7 events in life.

Core activities:

Make observations.

8) The teacher shows a videoscribe.
9) Students are assigned to watch videos that have been distributed by the teacher.
10) Students are required to take notes on things that have not been understood from the contents of the video.

Ask

11) From the video that has been watched, students are allowed to ask questions.

Exploration

12) The teacher oversees and provides guidance to students to answer the question in relation to the material asked by their friends via the internet.

Association

13) The teacher guides students to get answers to these questions.

Communicating

14) The teacher invites students to convey every answer that has been obtained related to the questions and the results of watching videoscribe.
15) The teacher provides clarification and explanation of the material to provide students with strengthening understanding of the material that has been discussed.

End activities:

16) The teacher provides guidance to students to conclude the material together while completing notes.
17) The teacher provides a posttest evaluation.
18) The teacher provides feedback on the posttest results.
19) Follow-up related to material that has not been mastered from the posttest results.
20) Provide motivation at the end of the lesson.

21) Closing the lesson with prayer and greetings.

b. Learning outcomes before and after implementing e-learning-based videoscribe media

Based on the results of the data analysis that has been carried out, it is found that the learning outcomes score with a percentage of (65%) from 28 students in the high category, (28%) from 12 students in the moderate category, (2%) from 1 student in the low category, and (5 %) of 2 students categorized very low.

Based on the data, it can be concluded that the students' learning outcomes in the pretest were shown in the high category, namely the acquisition of results (65%) in 28 students. However, the score does not fully meet the KKM (Minimum Completeness Criteria), the score of students who meet the KKM ≥ 79 is only (9%) out of 4 students. The percentage (9%) of 4 students is a complete class of learning outcomes or meets the KKM ≥ 79, while the remaining (91%) of 39 students experience incomplete learning outcomes.

To improve learning outcomes is to maximize learning or seek knowledge as much as possible. Learning can start anywhere and anytime. This is why learning is important for human life. As the word of Allah in the 5th verse in Surah Al-Alaq (96), reads:

عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "He teaches people about what is not known".

The snippet of the verse above can be explained that we are creatures with the potential to be creative through the knowledge obtained from Allah SWT. Through learning, humans will understand themselves, their environment, as well as their God. Someone who has learned will experience changes in behavior due to updates at the cognitive, affective and psychomotor levels. Therefore, studying or seeking knowledge in Islam is an obligation for all mankind. As explained in the Hadith of the Prophet about science (Qutub, 2011: 1348), it reads:

طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ

Meaning: "Seeking knowledge is an obligation on every Muslim" (Hadith narrated by Ibn Majah).

The hadith explains that seeking knowledge is an obligation for every Muslim, the hadith above provides encouragement for Muslims to always study as much as possible in various sciences, because it is an obligation so of course it must be done and it is a sin if it is not done. The process of seeking knowledge can be done anytime and anywhere, as is the teaching and learning process in classrooms. However, in this research, teaching and learning activities are carried out online with the application of e-learning-based videoscribe media as an introduction to learning media in the classroom.

The presentation is very easy and efficient because it can be harmonized with the one who made it, therefore the forms of utilization of this media also vary. Videoscribe is software used to produce animated designs on a white background, displaying images and sound in the form of learning media that will clarify the delivery of material to avoid misconceptions between teachers and students. Furthermore, in order to see student learning outcomes after implementing e-learning-based videoscribe media, a posttest was given. After analyzing the data, the learning outcomes were obtained with a percentage of (81%) of 35 students' learning outcomes in the very high category, (14%) of 6

students' learning outcomes in the high category, and (5%) of 2 students' learning outcomes in the very low category.

Based on these data, it can be concluded that student learning outcomes in the posttest or after being treated, namely by applying videoscribe media and through test instruments, were informed that their learning outcomes were in the very high category, namely some (81%) of 35 students and (14%) of 6 students in the high category. Then, the value of students who meet the KKM (Minimum Criteria Completeness) ≥ 79 is (95%) of 41 students.

Furthermore, based on the results of research and data analysis, the average posttest score after applying the videoscribe media was 86,21 from a maximum score of 100. The average value had not yet reached the maximum value. This is evidenced by the percentage of (83,7%) of 36 students obtaining a range value (79-97), while the remaining (11,6%) of 5 students scored (100), and (4,7%) of 2 students get a score (0) because permission does not follow the learning process.

The percentage (83,7%) of these 36 students obtained a range value (79-97) and had not reached the maximum value (100) because there were several errors in working on the test questions so that students who did not answer correctly in the questions obtained a score = 0 This is the reason why the student's score has not been optimal or has not reached the maximum value (100), so that it affects the students' average score which is only 86,21.

c. The effect of the implementation of e-learning-based videoscribe media on thematic learning outcomes

Based on the results of the analysis, the percentage (95%) experienced completeness in learning outcomes or met the KKM. This indicates that there has been progress in student learning outcomes after applying the videoscribe media. Learning progress according to Amin (2017: 1) is an explanation of the level of complexity of thinking about a concept that students learn over a long period of time. That is, learning progress is a level of understanding and development of students on a concept/material that has been studied in some span of time.

The level of students' understanding and development is measured based on students' responses to the available answer choices for each question item. First, scores are given according to the level of students' understanding to assess learning progress. The results are then analyzed to determine the progress of learning outcomes.

Based on the data analysis, it is known that the level of progress of each student's learning outcomes is different. This proves that, humans have their respective portions. Humans were created by Allah SWT as well as possible and equipped with reason and mind. As Allah SWT says in the fourth verse in Surah At-Tin (95) which reads:

لَقَدْ خَلَقْنَا الْاِنْسَانَ فِيْٓ اَحْسَنِ تَقْوِيْمٍۖ

Meaning: "Indeed, We have created man in the best form".

The snippet of the verse can be explained that humans are the best of Allah's creatures than His other creatures. Humans are gifted with reason and have the potential to gain knowledge that is very meaningful for their lives. To obtain information about the extent to which the development of student learning outcomes, the absolute evaluation must be done by giving a posttest. Meanwhile, to see the learning progress that has been achieved by students, there must be a standard measure, namely KKM (Minimum

Completeness Criteria) in accordance with the objectives so that it can be seen how far the influence of the implementation of videoscribe media on student learning outcomes. It is known that the effect of the implementation of e-learning-based videoscribe media on thematic learning outcomes is obtained through data calculation using SPSS Version 20 by 43% and interpreted in the criteria table including in the sufficient category.

As in the research conducted by Ismail, et al, (2018: 9) applying videoscribe media to learning can improve learning outcomes and have an effect of 19,85%. Likewise, in the research conducted by Badariah, et al (2019: 84) learning by applying the videoscribe media can arouse students' enthusiasm for learning and it is proven in increasing learning outcomes to 95,45%. This can also be proven through the posttest score by applying the videoscribe media which is higher than the posttest value with conventional learning, namely only by using textbooks and worksheets as student learning media. It has been proven that the implementation of videoscribe media can increase the value of student learning outcomes so that it increases above the average. Seeing this, the implementation of videoscribe media is highly recommended to be applied in schools to ease educators in delivering teaching materials and have a positive impact on student learning outcomes that meet the KKM so that learning objectives are carried out in accordance with what has been formulated.

CONCLUSION

Based on the results and discussion, the authors conclude that:

1. In the implementation of learning with e-learning-based videoscribe media, it is in accordance with the implementation steps during the learning process using e-learning via google classroom. Then after the application of videoscribe media, students made progress in their learning. This is evidenced by the percentage gain (60%) from 26 students in the high category, (35%) from 15 students in the moderate category, while the rest (5%) from 2 students did not progress in learning outcomes. 2 students who did not progress in learning outcomes were those who were not present during the learning process due to permission.
2. Student learning outcomes before implementing e-learning-based videoscribe media reached an average of 62,40 with integrity (9%) from 4 students, while student learning outcomes after implementing e-learning-based videoscribe media reached an average of 86,21 with integrity (95%) of 41 students.

   The average value on the posttest is not fully optimal or has not reached the maximum value (100), because there are several errors in working on the test questions so that students who are not correct in answering the questions get a score = 0. This is evidenced by the percentage of (83,7%) of 36 students scored a range (79-97), while the remaining (11,6%) of 5 students scored (100), and (4,7%) of 2 students scored (0) due to permission do not follow the learning process. This is the reason why the student's score has not been optimal or has not reached the maximum value (100), so that it affects the students' average score which is only 86,21. However, if we look at the average pretest and posttest scores obtained, it can be proven that the implementation of e-learning-based videoscribe media can increase the thematic learning outcomes of fifth grade students so that they experience an increase in MIN 3 Pontianak in the 2021/2022 academic year.

3. The implementation of e-learning-based videoscribe media has a significant effect on students' thematic learning outcomes. It is proven by calculating the data to obtain an approx. Sig = 0,000 at (α)=0,05. If the value of Approx. Sig < = (0,05), then Ha is accepted and Ho is rejected. This means that there is a significant effect between the implementation of e-learning-based videoscribe media on learning outcomes in class V students of MIN 3 Pontianak in the 2021/2022 academic year.

   Furthermore, the effect of the implementation of e-learning-based videoscribe media on thematic learning outcomes for fifth grade students of MIN 3 Pontianak was 43% in the sufficient category. Through the calculation of the data obtained the value of the contingency coefficient (CC), namely P-Value = 0,656. What is formulated with the formula (Index of Determination) = $0{,}656^2 \times 100\% = 43\%$ is then interpreted into a table of criteria with sufficient category.

The effect of the implementation of the media which is only obtained is 43% in the sufficient category, this is because in this research there are weaknesses, namely the composition of easy questions (52,5%) than moderate (35%) and difficult questions (12,5%). So that the problem becomes unbalanced and affects the hypothesis and the effect of the implementation of the media obtained.

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