

DEVELOPMENT OF CAMTASIA VIDEO LEARNING MEDIA BASED ENVIRONMENT FOR IMPROVING STORYING SKILLS OF THIRD CLASS ELEMENTARY SCHOOL

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ABSTRACT

This research aims to describe the validity, practicality, and effectiveness the use of environmental-based camtasia video learning media on storytelling skills in third grade students of SDN Bulusidokare Sidoarjo. Research development using the DDD-E model by Iver & Barron. Subject this research is the third grade students of SDN Bulusidokare Sidoarjo as many as 31 students. Data collection techniques in the form of documentation, validation, observation, questionnaires, and tests. The results showed that (1) the quality of video learning media products environment-based camtasia on the validity aspect of camtasia video learning media environment-based by 87.16%, (2) Product quality based on practical aspects which includes the results of observations of teacher and student activities during the implementation of learning using environmental-based camtasia video learning media and responses teachers and students after using camtasia-based video learning media environment by 93.43%, (3) Environment-based camtasia video learning media was developed effectively to improve the storytelling skills of third graders at SDN Bulusidokare Sidoarjo. This is evidenced by the percentage of mastery of storytelling skills of 90.32% and a significant difference between the results of the pretest and posttest, namely $t\text{-statistics} = 19.603 > t\text{-table} = 2.042$. From the results of this study, it was concluded that the use of Camtasia video learning media was effectively used to improve students' storytelling skills.

KEYWORDS: camtasia video learning media, environment-based learning, storytelling skills

INTRODUCTION

The COVID-19 pandemic has greatly affected the world of education. Teacher and students cannot do face-to-face learning. Learning is done online and requires learning media that supports the process learning. Teachers try to provide learning media to make it easier students in understanding the material to be studied. One of them is the media that can be used to stimulate students to be skilled in storytelling.

Storytelling skills in elementary schools can be developed through learning Indonesian. There are four language skills, namely: (1) listening skills; (2) speaking skills; (3) reading skills; (4) writing skills

(Tarigan, 2015:1). Skilled storytelling is needed by students to make it easier to express their thoughts and feelings verbally. Through storytelling skills, students are able to become the next generation of the nation that is innovative and imaginative so that they can create coherent, clear, and easy-to-understand speech.

Storytelling is one of the speaking skills to convey ideas and ideas. Through storytelling skills, students are able to become the next generation of innovative or imaginative nations so that they can create coherent, clear, and meaningful speech. and easy to understand. Storytelling can be interpreted as an activity to convey a story (Soehendro, 2011:5). Storytelling is one type of speaking activity in formal situations (Mudini & Purba, 2009:5). And to become a skilled student of storytelling, it takes a lot of practice and practice. So that students are enthusiastic, active, and eager to tell stories, teachers must use media that are in accordance with the characteristics, situations, and conditions of students when learning. It is intended that the learning objectives are achieved.

The results of observations made in the third grade of SDN Bulusidokare showed that students' storytelling skills were still low. Students still have difficulty when expressing ideas, messages about the material that has been studied. Students still feel insecure, do not understand the material, and are afraid to make mistakes. This proves that the storytelling skills of third graders at SDN Bulusidokare are still low. One of the reasons is that teachers still use conventional methods during face-to-face learning (before the COVID-19 pandemic) and use media that do not support online learning. The teacher only provides material in the form of pictures and package books given via WhatsApp Group.

After reading various sources, a solution to the problem was found, Subakti & Agustini (2020:63) stated that the application of learning videos produced with Camtasia software had an effect on the teaching and learning process. The response of teachers and students to the Camtasia learning video is that in learning there is joy, understanding, fun, and an effective media for the teaching and learning process. In response to this, the learning video developed using Camtasia software is suitable to be applied to elementary school students with the aim of motivating students to learn. Information enters human consciousness mostly through the five senses of hearing and sight. Based on these reasons, the media that are widely used are audio media, visual media, and audiovisual media (Mustaji, 2016:5). The selection of learning media in the form of videos is considered appropriate to improve students' storytelling skills.

Along with the development of the era of technology is also increasingly advanced, there are various kinds of learning media that we can use. Physical equipment that can be used as learning media include: objects that resemble the original, printed materials, audio, audio-visual, multimedia, and the web. All of these tools can be used as learning media that are tailored to the needs, abilities, and conditions of each student's learning place/school. Cahyadi (2019:19) states that the media in learning is like a plan and learning instrument.

As it is known that electronic media, especially smartphones, are objects that are familiar to students, even students are dependent on smartphones. Wherever students go do not forget to bring a smartphone. We can use learning media by utilizing the facilities already owned by students, namely smartphones. Environmental-based Camtasia video media became the researcher's choice to train students' storytelling skills. This medium is selected in accordance with the conditions of learning at this time and the electronic means already owned by students. Media Video in this study was developed by combining several applications including Camtasia Studio, Ispring Suite, and a web builder.

Camtasia studio can help and train anyone in conveying and interacting with the audience (Aripin, 2011:2). This explains that the teacher delivers the material by using the Camtasia studio application to interact with students through videos. Camtasia video was chosen as a learning medium for skilled storytelling because the Camtasia studio software has several advantages, including: (1) Screen record and powerpoint record features are available. Screen record is used to record activities on the PC/laptop screen accompanied by sound. While the powerpoint record serves to record powerpoint presentations; (2) Editing features are available, this feature is useful for cutting, splitting, adding audio/video sounds, and adding desired transition effects; (3) There is a rendering feature that can upload it to YouTube or Google Drive without the need to save the video results on a PC/laptop; (4) Easy to use for novice video editors. (Harahap, Nasution, Nasution, 2019:335).

The preparation of the material at the beginning of making the video used the ispring suite application. The preparation of the material script is adjusted to the objectives and indicators of learning in accordance with the Core Competencies and Basic Competencies of the 2013 curriculum. Materials to be presented are in the form of text, images, video, audio, and animation. To make it easier for students to access environmental-based camtasia video learning media on smartphones, video files will later be made in the form of mp4 and apk.

Camtasia videos are made based on the environment because they are adapted to the themes and materials that will be delivered in learning. The environment is a media and source whose truth is more valid. Through the use of the surrounding environment as a means of learning, student experience is maximized because students experience it themselves (Arga, et al, 2019:19).

The relationship between the use of environmental-based camtasia video learning media for storytelling skills include: (1) camtasia videos can provide real or concrete examples of the use of the Sidoarjo environment as an alternative energy source for energy savings; (2) environmental-based camtasia video learning media displayed through smartphones is able to influence students to explore the surrounding environment, so that students are able to experience independently. Through experience independently students are able to tell or convey their experiences in a coherent manner. Several studies on the development of learning media in the form of videos using Camtasia software have been carried out. One of the studies conducted by Elenein (2019) was entitled The Effect of Utilizing Digital Storytelling on Developing Oral Communication Skills for 5th Grade Students at

Rafah Primary Schools. This study uses a quasi-experimental design to detect the effect of using Digital Story Telling (DST) to develop Ibn Sina's fifth grade English OCS. The results showed that the average score of students in the oral communication experimental group was 28.93, while the average score of students in the oral communication control group was 25.60. This research proves that the use of digital fairy tales develops creative communication skills and class student performance five experimental class EFL. Through the practice of digital storytelling strategies through the stages of study administration, it was proven effective, the experimental group students were motivated to be verbally involved in the learning process.

Based on the explanation above, the research objectives are: (1) to describe the validity of environmental-based camtasia video learning media to improve the storytelling skills of third grade elementary school students; (2) describe the practicality of environmental-based camtasia video learning media to improve the storytelling skills of third grade elementary school students; (3) describe the effectiveness of environmental-based camtasia video learning media to improve the storytelling skills of third grade elementary school students.

THEORETICAL FRAMEWORK

Learning Media

Means of delivering messages or mandates / liaisons that contain messages are called media (Arsyad, 2016:3). Learning media is used as a liaison between teachers and students in order to create effective communication (Fahyuni, 2017:6). It can be said that all physical forms used by teachers to present messages/advice to students to achieve learning objectives are called learning media (Yaumi, 2015:5).

The role of the media in learning is very important, because it is able to provide facilities / convenience in learning (Mustaji, 2016:3-4). Learning media is useful for stimulating learning activities. Through learning media, learning activities will become easier for students and teachers because they can imitate and practice objects that are difficult for students to understand. Fahyuni (2017:10) states that learning media serves to stimulate students' thoughts, feelings, attention, and interest in learning so that a quality learning process occurs to achieve the expected competencies.

In learning activities, not all knowledge material can be delivered directly, so a facility/tool is needed as a learning medium. Cahyadi (2019:19) argues that learning media is able to make learning easy to understand and can imitate and practice objects that are difficult for students to understand.

Camtasia Videos

Camtasia studio is one of the multimedia software that is often used to make videos, either in the form of film editing or video tutorials. The advantage of Camtasia is that it can record full or partial desktop screen activities, and save the recordings in video format. Camtasia users easily edit movie content because Camtasia can import images/photos, music, videos, and so on (Adi, 2020:212-213). Camtasia can be used in two popular operating systems namely Windows and Mac Os. The version of Camtasia

for Windows is 8.X and Camtasia for Mac is 2.5. Enterprise (2015:1) states that Camtasia software is very easy to use and the resulting video is quite satisfactory.

Dariyadi (2016:211) explains that Camtasia software can be used to create multimedia and e-learning-based learning media, namely by making videos and making video presentations known as screencasts. By utilizing Camtasia Studio software, making video tutorials no longer requires a video camera to record.

The steps for making Camtasia video learning media according to Aripin (2011:5-6) are stated as follows, namely: 1) Making a video script, the first step before making a script, the video scenario is determining the type and purpose of the video to be made. After the video script is ready, a storyboard can be made containing a visual plan; 2) Performing the recording process, the recording process can be done in two ways, namely screen recording and powerpoint recording; 3) Editing the recorded video, editing the video has the aim of improving and improving the quality of the video; 4) Production of videos, the final stage in making videos. The final video is produced in media formats such as CD, web, iPod, and blogs.

There are several parts that must be included in making learning videos including: front page, apperception page, material page, sample question page, and closing page (Rasiman, Prasetyowati, & Kartinah, 2020:22). With a coherent arrangement of material/video scripts, it is able to create interesting and useful learning videos.

Dariyadi (2016:212) states that the advantages of video media using Camtasia software include: (a) the video has a pretty good quality; (b) the operation of the software is quite easy; (c) able to record activity on the screen and easy to integrate different content in powerpoint presentations; (d) application programs that do not require a server or internet when recording video; (e) there are editing facilities for multimedia needs on videos; (f) unlimited file formats, including: swf, flv, mov, wmv, and avi; (g) compatible with other tools, including: CMS (Course Management System) or LMS (Learning Management System), such as webCT, blackboard, exe, and moodle.

Environmental Based Learning

The environment is part of the nature that surrounds us (Prasetyo & Hariyanto, 2018:51). As a learning resource, the environment is defined as the unity of space with all inanimate objects and living things (including humans and their behavior as well as other living things), thus enabling children to learn about information, people, materials, and tools. Andrianto (2011: 7-8) states that there are several elements in the environment, namely: living things, inanimate objects, and human culture.

The environment as a learning medium means creating a special environment as a center to be studied. This can be carried out inside or outside the classroom which is adjusted so that it can be used as a learning medium by teachers and students (Ramli, 2012:66-67). The environment is chosen to be one

of the learning resources for students because all things in the environment are more valid. By utilizing the environment as a learning tool, the student's experience is maximized because students experience it themselves (Arga, et al., 2019: 19).

Storytelling Skills

Storytelling can be interpreted as an activity to convey a story (Soehendro, 2011:5). Storytelling is one type of speaking activity in formal situations (Mudini & Purba, 2009:5). Storytelling is one of the skills in speaking. We have been doing storytelling since we started talking. When we convey what we have seen/experienced to others, without us realizing that we have been doing storytelling activities.

Storytelling activities are able to train children's memory/memory to receive and store information through exposure to the events presented. Storytelling activities are able to develop children's creative potential through the diversity of story ideas that are told. There is no rule when storytelling should be done, the rule is to whom and for what purpose the storytelling activity is carried out. We can talk casually and without feeling pressure/fear when speaking casually. But when we are required to carry out storytelling activities in formal activities, we must be able to tell stories using correct, coherent, and easily understood language by listeners.

Moeslicatoen (1999:180) argues that the purpose of storytelling is: (a) providing information or instilling social, moral, and religious values; (b) the child is able to absorb the messages spoken and applied in everyday life; (c) provide insight into the physical environment and social environment. The physical environment can help students to obtain information about animals, events that occur, the child's environment, food, clothing, and so on. The social environment includes: people at school, in the family, in the community, and in the profession.

Storytelling skills are skills in language, while storytelling can be interpreted as an activity to convey a story (Soehendro, 2011:5). In telling stories, we are required to be good at word processing. Storytelling skills have something to do with speaking skills, both of which aim to convey information orally. Tarigan (2015:1) states that a skill will only be acquired and mastered by practicing it and increasing practice.

RESEARCH METHOD

This research uses the type of research R&D (Research and Development). The model used is DDD-E, with the stages of Decide, Design, Develop, Evaluate. This research produces a product in the form of an environment-based Camtasia video as a learning medium. The research procedure for environmental-based camtasia video learning media was developed using the DDD-E model. The DDD-E model has the following stage chart:

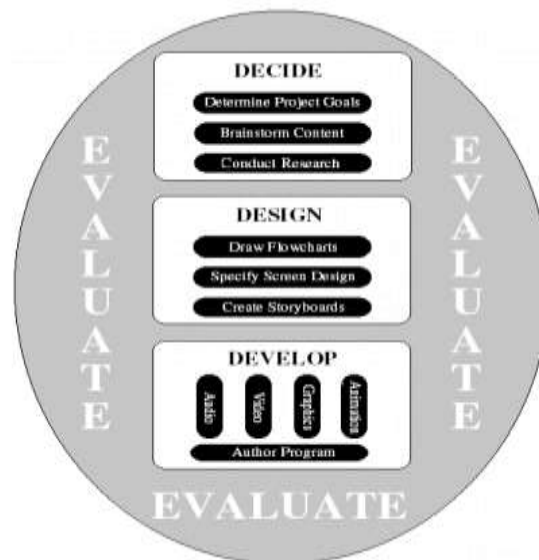


Figure 1. Stages of the DDD-E Model (Ivers & Barron, 2002:22)

In detail, the research procedure for developing the DDD-E model is carried out in the following stages, namely 1) Decide, this phase determines learning objectives, themes, assesses prerequisite skills, and assesses resources. In this phase, the steps include (a) Determining Learning Objectives, (b) Determining Themes, (c) Assessing Prerequisite Skills, (d) Assessing Resources; 2) Design, the steps for designing environment-based camtasia video media that are developed, include (a) Creating content outlines, (b) Creating flowcharts, (c) Designing Displays, (d) Creating Storyboards; 3) Develop, the steps taken in developing environmental-based Camtasia video learning media are (a) making learning media using the Camtasia application. Making media covers aspects of material, graphics, presentation, and language, (b) Conduct 11 reviews of learning media by validating learning media to media experts and material experts, (c) Improve learning media in accordance with suggestions and input from media experts and material experts, so that there are differences from initial media and media after revised; 4) Evaluate, evaluation is carried out at each stage of the development of environmental-based camtasia video learning media

The subject of this research is an environment-based camtasia video learning media to improve students' storytelling skills. The subjects of this research trial were third grade students of SDN Bulusidokare Sidoarjo. The research was conducted on 31 third grade elementary school students.

Development research used to products and get the effectiveness of the products (Astutik & Prahani, 2018). The instruments and procedures used in this study were 1) The validation sheet as an assessment given by the validator by giving a check (✓); 2) This observation sheet for teacher and student activities (check list) is used to obtain data on the practicality of the media in supporting learning activities. In

addition, teacher and student response questionnaire sheets were implemented for teachers and students who contributed to the media trial and a questionnaire sheet (check list) was used to obtain data on the practicality of media in storytelling skills activities. Questionnaire sheets will be used to obtain data on student responses to the benefits after using the media developed in speaking skills activities; 4) evaluation sheets including pretest and posttest were used to acquire storytelling skills as a result of student learning using the developed media.

Media development data is obtained from media that have been validated by experts or media experts and material experts. The results of the media assessment were concluded in a qualitative descriptive form using Likert's reference. Likert's reference table is as follows.

Table 1. Material and Media Validation Rating Scale

Score	Criteria
1	Not good
2	not good
3	Pretty good
4	Well
5	Very good

(Sugiyono, 2016:141)

The data generated from the validation is in the form of a score. The score is then calculated using the following formula.

$$p\% = \frac{\text{total score obtained}}{\text{max score}} \times 100\%$$

(Riduwan, 2013:41)

The feasibility of digital non-fiction text-based learning media if, on average, the validation of media and materials gets 61% of the criteria table for the percentage of eligibility. The following is a table of eligibility percentage criteria. \geq

Table 2. Validation Percentage Criteria

No.	Average Score	Category
1.	0% - 20%	Very less
2.	21% - 40%	Not enough
3.	41% - 70%	Enough
4.	71% - 80%	Good / Decent
5.	81% - 100%	Very Good / Very Decent

(Riduwan, 2013:41)

Observational data obtained from observations of teacher and student activities during the implementation of online learning by using zoom. The results of observations in the form of scores using Likert's reference. Likert's reference table is as follows.

Table 3. Observation Rating Scale

Score	Criteria
1	Not good
2	Not good
3	Pretty good
4	Well
5	Very good

(Sugiyono, 2016:141)

The scores obtained from the observations are then processed using the following formula.

$$p\% = \frac{\text{total score obtained}}{\text{max score}} \times 100\%$$

(Riduwan, 2013:41)

The percentage of observations is used to determine the implementation of learning and student activities during the implementation of the learning process when using Camtasia video learning media. After the percentage results are obtained then interpreted based on the following criteria table.

Table 4. Guidelines for Observing Teacher Activity Criteria (Learning Implementation)

Score	Teacher Activity Category
81%-100%	Very well executed and very effective
61%-80%	Well executed and effective
41%-60%	Enough to do and quite effective
21%-40%	Less implemented and less effective
0%-20%	Not implemented and not effective

Table 5. Guidelines for Observing Student Activity Criteria

Score	Category Student Activities
81%-100%	Very active in learning
61%-80%	Active in learning
41%-60%	Quite active in learning
21%-40%	Less active in learning
0%-20%	Very inactive in learning

Camtasia video learning media is declared practical if the average of the results of observations of the implementation of learning gets $\geq 65\%$ of the criteria table for the percentage of observations.

The data from the questionnaire were obtained through a questionnaire from the responses of teachers and students to the Camtasia video learning media. The measurement scale of the questionnaire data uses the Guttman scale reference. The Guttman scale is described in the following table

Table 6. Student Questionnaire Rating Scale

Answer	Score
Yes	1
No	0

(Riduwan, 2013:44)

The scores obtained from the results of the questionnaire were then processed using the following formula.

$$p\% = \frac{\text{total score obtained}}{\text{max score}} \times 100\%$$

(Riduwan, 2013:41)

The percentage of the questionnaire was used to determine the response of teachers and students to the Camtasia video learning media. After the percentage results are obtained then interpreted based on the following criteria table.

Table 7. Student Questionnaire Percentage Criteria

No.	Average Score	Category
1.	0% - 20%	Very less
2.	21% - 40%	Not enough
3.	41% - 70%	Enough
4.	71% - 80%	Good / Decent
5.	81% - 100%	Very Good / Very Decent

(Riduwan, 2013:41)

Camtasia video learning media is declared effective if the average of the results of the questionnaire or response questionnaire using Android-based mobile learning media gets $\geq 60\%$ of the criteria table for the percentage of student and teacher questionnaires.

Furthermore, to determine the effectiveness of the Camtasia video learning media, an analysis of the test results data was carried out. Analysis of student learning outcomes in this development research was carried out by calculating the t-test to determine the significant difference between pretest and posttest. The first test is carried out before the students are given the material (pretest), and the second after the students are given the lesson being tested (posttest). Formula to calculate t-test

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Information:

Md = mean from the difference between pretest and posttest (post test – pre post)

xd = deviation of each subject (d –Md)

$\sum x^2 d$ = sum of squares of deviation

N = subject on sample

db = determined via N-1

(Sugiono, 2016:111)

RESULT

Feasibility of Environmental-Based Camtasia Video Learning Media

This research was conducted to develop Indonesian language learning media, especially to improve storytelling skills through environmental-based camtasia video learning media. The results of this study are based on data obtained in media development activities carried out at SDN Bulusidokare by conducting limited trials and extensive trials. The trial activity was carried out for 2 meetings. The number of students who took part in the limited trial was 6 students, while the wide trial was attended by 31 students. After validation is done and the environmental-based camtasia video learning media is declared feasible, then further research will be carried out on third grade students at SDN Bulusidokare Sidoarjo

The validity of the learning media is based on four aspects, namely the validity of the material, the validity of the presentation, the validity of the language, and the validity of the graphics. These four aspects have been validated and can be used with minor revisions.

The validity of the material on the environmental-based camtasia video learning media has been validated by two validators. Media validation based on material on environmental-based camtasia video learning media includes aspects of material suitability, material accuracy, illustration power, and contextual. The results of the validation of the feasibility of environmental-based camtasia video learning media are presented in the table below

Table 8. Camtasia Video Learning Media Validation Results by Experts

No.	Instrument	Average	Percentage (%)	Information
1	Material	4.36	87.27	Very valid
2	Presentation	4.37	87.33	Very valid
3	Language	4.39	87.78	Very valid
4	Graphics	4.31	86.25	Very valid

The environmental-based Camtasia video learning media product was validated by two expert validators. The data obtained from the validator's assessment is then calculated based on the criteria in media validation.

Media validation based on material on environmental-based camtasia video learning media includes aspects of material suitability, material accuracy, illustration power, and contextual. Media validation based on presentation includes aspects of material suitability, material accuracy, illustration power, and contextual. Media validation based on the language includes aspects of conformity with the level of student development, communicativeness, coherence, and the integration of the flow of thought. Media validation based on its graphics includes visual aspects and sound aspects

The results of the assessment of environmental-based camtasia video learning media by two expert validators will be described as follows: (1) Media validation based on material obtained a percentage of 87.27% with a very valid category; (2) Media validation based on the presentation aspect obtained a percentage of 87.33% with a very valid category; (3) Media validation based on the language aspect obtained a percentage of 87.78% with a very valid category; (4) Media validation based on its graphic aspect obtained a percentage of 86.25% with a very valid category.

Based on the results of media assessments by expert validators, video learning media

camtasia environment-based obtained an average value with a percentage of 87.16%. This value was then converted and the results obtained that the media was suitable for use in this study.

Practicality of Environmental-Based Camtasia Video Learning Media

After the environmental-based camtasia video learning media was produced, a trial was conducted by giving a questionnaire sheet to assess the practicality of the media to 2 teachers and 31 third grade students at SDN Bulusidokare Sidoarjo. Questionnaire sheets consist of teacher activity observation sheets, student activity observation sheets, teacher response questionnaire sheets, and student response questionnaire sheets after using the camtasia media.

Table 9. Results of the Observation of Teacher and Student Activities

No.	Rated aspect	Meeting	Total score	Percentage	Information
1	Implementation of learning	Meeting I	70	93.3%	Very good
		Meeting II	69.5	92.7%	Very good
2	Student Activity Observation Results	Meeting I	63.5	84.7%	Very good
		Meeting II	66.5	88.7%	Very good

Based on table 9 above, the results of observations of teacher activities during the study showed that teacher activities in online learning activities using environmental-based camtasia video learning media obtained 93.3% in the first meeting and 92.7% in the second meeting. This shows that the teacher's activities fall into the category of using environmental-based camtasia video learning media very well and very effectively.

Furthermore, the results of activity observations student activities in online learning activities using environmental-based camtasia video learning media at the first meeting obtained a percentage of 84.7% and the second meeting obtained a percentage of 88.7. Based on this, it can be concluded that students are very active in learning.

Table 10. Teacher's Response to Camtasia Video Learning Media

No	Rated aspect	Observer Value		Average	Percentage
		1	2		
1.	Camtasia video media developed is in accordance with KI and KD	5	5	5	100%
2.	Camtasia video media can encourage students to be active in learning activities	4	5	4.5	90%
3.	Camtasia video media that was developed presents material related to energy saving	5	4	4.5	90%
4.	The material in the Camtasia video media contains interesting pictures so that it attracts students' interest in telling stories	5	5	5	100%
5.	The Camtasia video media developed invites students to be active in storytelling activities	4	4	4	80%
6.	Camtasia video media can encourage students to be active in learning activities	4	4	4	80%
7.	Illustration of camtasia video media can encourage students' ability to understand stories	4	5	4.5	90%
8.	The learning atmosphere becomes more conducive with the Camtasia video media?	5	5	5	100%
9.	The presentation of Camtasia video media is in accordance with a simple path to a complex path	5	5	5	100%
Total value		41	42	41.5	Very positive
Percentage of teacher responses		91%	93%	97%	

Based on table 10, it is known that the teacher's response to the Camtasia video learning media used in learning received a positive response by obtaining a value of observer 1 of 41 and the value of observer 2 of 42. The average value of the teacher's response in the broad trial was 41.5 with a percentage of 97 % is categorized as very positive.

Table 11. Student Response Questionnaire Results

No	Question Description	Student Answers	
		Yes	No
1.	Is the material in the Camtasia video media developed in accordance with energy-saving materials?	31	0
2.	Does the learning atmosphere become more fun when using Camtasia video media?	31	0
3.	Are you more passionate about storytelling?	31	0
4.	Is Camtasia video media easy to use for storytelling activities?	31	0
5.	Does Camtasia video media facilitate the process of understanding the material?	31	0
6.	Is the learning process using Camtasia video media easy for you to follow?	30	1
7.	Do you feel motivated to tell stories when using this Camtasia video media?	31	0
8.	Do you find it easier to tell stories after using Camtasia video media?	28	3
9.	Do you like storytelling activities using Camtasia video media?	31	0

10.	Would you like to retell the energy-saving ways you have learned today to your friends in your neighborhood?	27	4
Total student response scores		302	8
Percentage of student responses		97.42%	2.58%

Based on the table above, it is known that students' responses to the Camtasia video learning media obtained a "Yes" score of 302 with a percentage of 97.42% and a "No" score of 8 with a percentage of 2.58%. From these results, it can be concluded that the environmental-based Camtasia video learning media received a very positive response from students.

Effectiveness of Environmental-Based Camtasia Video Learning Media

The value of students' storytelling skills after using environmental-based camtasia video learning media was measured through the results of the students' follow-up work plans with a classical completeness criteria score of 76. The results of mastery storytelling will be described in table 12 below.

Table 12. Storytelling skill results

No.	Description	Results
1.	Average score of storytelling skills	83
2.	Number of students who finished studying	28 students
3.	Number of students who did not complete	3 students
4.	Percentage of skilled storytelling	90.32%
5.	Criteria for skillful storytelling	Very high

Based on the table, it can be concluded that 28 students have been skilled in storytelling, obtaining a percentage of 90.32% with very high criteria. While the results of the scores that have been obtained by students will be described in table 13 below.

Table 13. Storytelling Skilled Follow-up Work Plan Score Results

No	Score Interval	Frequency	Presentation (%)
1.	> 75	28	90.32%
2.	70-75	3	9.68%
3.	55-69	0	0%
4.	20-55	0	0%
5.	0-19	0	0%
Amount	31	100%	

Furthermore, data on student learning mastery using environmental-based Camtasia video learning media used data analysis techniques from the results of student worksheets with a minimum completeness criterion value of 76. The results of learning mastery will be described in table 14.

Table 14. Learning Mastery Results

No.	Description	Results
1.	Average score of storytelling skills	85.97
2.	Number of students who finished studying	29 students
3.	Number of students who did not complete	2 students
4.	Percentage of skilled storytelling	93.55%
5.	Criteria for complete learning	Very high

Based on the results in table 14, it is concluded that 29 students have completed learning with a percentage of learning completeness of 93.55% with a very high completeness category. While the results of the scores that have been obtained by students will be described in table 15 below.

Table 15. Student Worksheet Score Results on Study Completeness

No.	Score Interval	Frequency	Presentation (%)
1.	> 75	29	93.55%
2.	70-75	2	6.45%
3.	55-69	0	0%
4.	20-55	0	0%
5.	0-19	0	0%
Amount	31	100%	

From the table above, it can be concluded that students gain complete learning after using video learning media camtasia environment-based by 93.55% with a very high category.

Next, data on student learning outcomes using environmental-based Camtasia video learning media (pretest and posttest results) are described in table 16.

Table 16. Pretest and posttest results

No	Name	Score		D	D2
		Pretest (X1)	Posttest (X2)		
1	A A	75	95	20	400
2	ANR	70	95	25	625
3	APK	70	85	15	225
4	AN	75	90	15	225
5	CR	55	80	25	625
6	DAR	65	85	20	400
7	DNN	75	90	15	225
8	FKK	60	85	25	625
9	FW	65	80	15	225
10	FDP	75	90	15	225
11	HJ	65	90	25	625
12	IAA	75	100	25	625
13	KOP	55	65	10	100
14	LHDP	60	90	30	900
15	MJT	40	80	40	1,600

16	MZA	70	95	25	625
17	MRR	55	75	20	400
18	MAM	65	90	25	625
19	MSG	55	75	20	400
20	NAR	60	80	20	400
21	NM	50	80	30	900
22	NFA	60	80	20	400
23	PJ	80	100	20	400
24	RBP	60	85	25	625
25	RDA	45	65	20	400
26	RAP	70	100	30	900
27	RAR	75	95	20	400
28	RPA	60	80	20	400
29	SNA	55	85	30	900
30	SAO	65	90	25	625
31	VPN	60	95	35	1.225

Furthermore, to obtain student learning outcomes, data analysis techniques are carried out pretest and the posttest was calculated using the t-test formula. The decision because the result-statistic = 19.603 > t-table = 2.042, then there is a significant difference between X1 and X2. Thus, it is concluded that the video learning media camtasia environment-based effective for use in learning, especially in Indonesian subjects

DISCUSSION

The environment-based camtasia video learning media was chosen to be developed as a learning medium because it is very suitable for online learning conditions. Students are able to explore the surrounding environment, especially in Sidoarjo to save the environment independently. Students are more free to talk about their own experiences. This is in accordance with Richard Mayer's multimedia cognitive theory of learning which explains that learning will be more effective if it utilizes the sense of hearing and the sense of sight. These two senses will maximize working memory if used simultaneously (Surjono, 2017:24-25). Learning with multimedia will provide opportunities for students to be more flexible to study independently. Students can repeat or adjust the speed of the program to understand the subject matter.

The validity of the environmental-based Camtasia video learning media and learning tools is based on the results of validator 1 and validator 2. The validity of the developed media consists of four components, namely material validity, presentation validity, language validity, and graphic validity. The material presented by the environmental-based camtasia video learning media is energy and its changes about saving and alternative energy. The material is presented in the form of a slide show on the video adapted to real examples and real evidence by showing real pictures in the environment around Sidoarjo so that students are younger to understand energy-saving living behavior and the use of the home and surrounding environment as an alternative energy source to save energy. The results

of media validation based on the material obtained an average value of 4.36 with a percentage of 87.27% declared very valid and can be used in research.

The environmental-based camtasia video learning media based on its presentation has been revised according to the advice of expert validators, namely by simplifying the language of instruction and the language of the tutorial. After making improvements to the media, the results of media validation based on its presentation obtained an average value of 4.37 with a percentage of 87.33% declared very valid so that it can be used in research.

The environmental-based camtasia video learning media based on the language has been revised according to the advice of expert validators, namely by providing wider material and not being fixated on the text on the screen. After making improvements to the media, the results of the media validity based on the language obtained an average value of 4.39 with a percentage of 87.78% with a very valid category so that it can be used in research.

The environmental-based camtasia video learning media based on its graphics has been revised in accordance with the advice of expert validators, namely by providing more varied images, videos, and the location of the narrator as well as adjusting the time duration of the camtasia video. After making improvements to the media, the results of the media validity based on the language obtained an average value of 4.31 with a percentage of 86.25% getting a very valid category so that it can be used in research. Based on the results of the validation of the learning learning media described above, it can be concluded that the environmental-based camtasia video learning media has met the criteria and is declared very valid and can be used in research.

The results of observing teacher activities at the time of the study obtained an average value of 69.75 with a percentage of 93%. This value explains that the learning in the wide trial was carried out very well and was very effective. Based on the results of observations of teacher activities, it can be concluded that teacher activities in learning have been going well. Learning has been carried out as planned in the learning implementation plan.

The results of observing student activities during the research obtained an average value of 65 with a percentage of 86.67%. This value explains that learning in the wide trial of students is very active in learning. Based on the results of observations of student activities, it can be concluded that student activities in learning are very active.

The teacher's response was obtained from the results of an assessment of the ease or practicality of using media in learning. Observation of the media using the teacher's response sheet given after learning is complete. The media practicality assessment was carried out by two senior teachers. The results of the teacher's response to the use of environmental-based camtasia video learning media in limited trial research and extensive trials got a response of 75% with an average value of 41 obtaining

a percentage of 94% who responded very positively to the use of environmental-based camtasia video learning media.

Student responses were obtained from the results of an assessment of the ease / practicality of students in using learning media. Student response sheet in the form of google form. Student responses to the limited trial study were 6 students and the wide trial was 31 students who had participated in learning using environmental-based camtasia video learning media stated that environment-based camtasia video learning media made learning more fun, easy to use, more enthusiastic in storytelling, and more motivated to tell stories using Camtasia video media.

The results of student responses after using environmental-based camtasia video learning media in limited trial research and broad trials as a whole got a student response of 75% with a percentage value of "Yes" as much as 359 with a percentage of 97.03% and a percentage value of "No" as many as 11 with a percentage of 2.97%. Overall, students responded very positively to the use of environmental-based camtasia video learning media to improve storytelling skills.

Based on the results of observations of teacher activities, student activities, teacher responses, and student responses to the use of environmental-based Camtasia video learning media, it can be concluded that environmental-based Camtasia video learning media is very practical to use in learning. The responses given by the teacher and students explained that multimedia was able to present material that was difficult to explain in conventional ways and stimulated students to explore the environment around Sidoarjo in order to save energy.

Submission of material that is supported by aspects of sound, video, animation, text, and graphics can make it easier for students to learn (Fikri & Madona, 2018: 31). Learning materials will have meaning and learning methods can be implemented not only through the narrative delivered by the teacher but can also be seen from the activities carried out by students such as observing or demonstrating/practicing the material provided.

The effectiveness of a learning can be seen from the evaluation results that have been given to students. Evaluation aims to determine the effectiveness and efficiency of the learning system, both regarding objectives, materials, methods, media, learning resources, the environment and the assessment system itself (Alfiriani, 2016:6).

The effectiveness of environmental-based camtasia video learning media is seen from the evaluation results that have been given to students, namely pretest, student worksheet, follow-up work plan, and posttest. The media is considered effective if the learning carried out is complete. The mastery of individual student learning is adjusted to the minimum completeness criteria in SDN Bulusidokare which is 76.

Based on the results of student evaluations that have been carried out during the learning activities by working on the follow-up work plan assignment sheets, students have worked on project assignments to make videos by exploring the surrounding environment. Students have been skilled at telling stories by making videos about energy saving and alternative energy with environmental-based camtasia video learning media. This is evidenced by the results in the limited trial obtaining an average score of 89.5 with a completeness category of 100%, while in the broad trial an average score of 83 with a completeness category of 90.32%. The overall result of mastery of storytelling skills in the limited trial and the wide trial obtained an average score of 86.25 with a percentage of completeness 95%.

Based on the results of student evaluations that have been carried out during the learning activities by working on student worksheets, students have worked on assignments in the form of practice questions as many as 10 description questions. Students are able to understand material about energy saving and alternative energy delivered through environmental-based camtasia video learning media. This is evidenced by the results in the limited trial obtaining an average value of 92.84 with a 100% completeness percentage, while in the wide trial it obtained an average score of 85.97 with a completeness percentage of 93.55%. The results of student learning mastery overall in the limited trial and the wide trial obtained an average score of 89.4 with a percentage of completeness 97%.

Student learning outcomes obtained through the results of the t-test there are differences in the scores obtained before and after using environmental-based camtasia video learning media. In the limited trial, the t-statistic value = 9.690 > t-table = 2.571, while the learning outcomes in the wide trial the t-statistic value = 19.603 > t-table = 2.042. From the results obtained, there is a significant difference between the pretest and posttest.

Based on the results of student evaluations of the use of environmental-based Camtasia video learning media, it can be concluded that environmental-based Camtasia video learning media has a very high effectiveness for improving storytelling skills and student learning outcomes. This is in accordance with the principle of multimedia, namely learning material will be more effective if it is presented with pictures and words rather than just words (Surjono, 2017:35).

CONCLUSION

The results of the validation of environmental-based camtasia video learning media have been developed based on the feasibility of the material obtaining an average value of 4.36 with a percentage of 87.27% categorized as very valid, based on the feasibility of presenting an average value of 4.37 with a percentage of 87.33% categorized as very valid, based on the feasibility of the language obtained an average value of 4.39 with a percentage of 87.78% categorized as very valid, and based on the feasibility of the graphic it obtained an average value of 4.31 with a percentage of 86.25% categorized as very valid.

The practicality of environmental-based camtasia video learning media that has been developed can be seen from the results of the acquisition of teacher activity observations on the implementation of learning implementation plans, observations of student activities, teacher responses, and student responses to the implementation of learning implementation plans on teacher activity observations obtaining an average score of 66 with a percentage 92.67% was categorized as very good and very effective, the results of observing student activities obtained an average score of 64.5 with a percentage of 86% categorized as very active students in learning, the results of the teacher's response obtained an average score of 41 with a percentage of 94% categorized as very positive, the results of student responses as a whole obtained a "Yes" score of 359 with a percentage of 97.07% and a "No" score of 11 with a percentage of 2,97% categorized as very positive.

The effectiveness of the environmental-based camtasia video learning media that has been developed can be seen from the results of storytelling skills through project assignments, mastery learning is obtained from the results of working on student worksheets, and student learning outcomes through giving pretest and posttest which are calculated by t-test. Students are considered complete if the score obtained is in accordance with the minimum criteria for completeness at SDN Bulusidokare, namely 76. Students' storytelling skills get an average score of 86.25 with a percentage of 95% categorized as complete, student learning completeness gets an average score of 89.4 with the percentage of 97% was categorized as complete, and student learning outcomes in the limited trial obtained a t-statistic value = 9,690 > t-table = 2,571 and student learning outcomes in the wide trial obtained a t-statistic value = 19,603 > t-table = 2.042, then there is a significant difference between the pretest and posttest. From the evaluation results obtained results that explain that the effectiveness of environmental-based camtasia video learning media is very high to improve storytelling skills and student learning outcomes.

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