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CAPCUT-ASSISTED AUDIO VISUAL MEDIA TO IMPROVE LEARNING OUTCOMES OF IPAS STUDENTS IN GRADE IV ELEMENTARY SCHOOL

Nadirah [1], Kurniana Bektiningsih [1]
[1] Universitas Negeri Semarang, Indonesia
**Corresponding Address*: *nadirahdhyra@students.unnes.ac.id*

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Abstract: Opinions from students on the IPAS learning content on the material of Indonesia's cultural wealth into prosaic content, which is motivated by the lack of utilization of existing learning media at school, which causes unfocusedness which ultimately leads students to easily bored and less interested in the learning process when the teacher explains the material. To overcome these problems, efforts are needed to develop learning media in audio-visual media assisted by Capcut. This research aims to produce products or audio visual media assisted by Capcut in class IV SDN Wates 02 that are effective and feasible. The type of research used in this study uses the type of R&D (Research and Development) research. The model used in this study uses the ADDIE model, which has five stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection was done through observation, interviews, tests, and questionnaires. The subjects used were a team of experts, teachers, and students. Data analysis techniques were conducted through descriptive quantitative data, and qualitative as well as inferential statistics. The results obtained from the media expert team test were 89%, material experts 93%, teachers 95%, and students 95%. The effectiveness results were obtained through pretest and posttest tests, which experienced significant increases from small and large groups. So, the development of audio-visual media assisted by Capcut on the material of Indonesia's cultural wealth is effective and very feasible to use in the learning process and in improving student learning outcomes.

Keywords: Learning Media, Audio Visual, Capcut

INTRODUCTION

Learning is a planned and organized activity for educators that includes information, teaching materials, teaching resources, and an environment that can develop the ability to improve themselves, knowledge, skills, and positive things. The learning process occurs in the presence of virtues in learning activities (Agustin & Aqua Kusuma Wardhani, 2023). The learning process can be of quality if students participate fairly actively and are highly motivated to learn (Sutama, S., & Novitasari, 2019).

There is an inseparable part of the learning process, namely learning tools. Learning tools, namely learning media, can provide choices and be utilized by educators (Milosevic, 2017). Learning media plays an important role in the learning process because it can make it easier for students to understand the basic concepts and materials in teaching materials. Learning media also has other benefits that can motivate students' learning; the existence of learning media can attract attention. Therefore, educators need to be able to choose and apply learning media for suitability and success in the learning process (Susilo, 2020).

Media can be said to be effective if it can have a good effect in increasing students' interest in learning to understand learning material (Mariezki, R., Juita, E., & Tanamir, 2021). With media that displays the form of text and multidimensions, it can be stated that the media can maximize the involvement of all senses. The use of learning media needs to be tailored to the needs of the students. Learning by utilizing technology-based media can provide facilities for students to get a better education (Dahlia et al., 2022).

Learning media is a tool to communicate and distribute information between educators and students. Learning media can help improve the way students think, making the learning process more effective (Fatimah et al., 2023). Providing interesting learning media can make the learning process easier, and students will find it easier to understand and remember the content of the material and explanations conveyed by the teacher to his students (Wardiyah et al., 2023). There are various types of learning media, including animated video media (Fisabilillah, F. F. N., & Sakti, 2021).

Audio-visual media is one of the tools in learning that displays the impression of sound (audio) and images (visual), which becomes one round through various digital applications (Riyanto, N. & Asmara, 2018). Audio visual media is believed to increase student interest in learning. Besides, audiovisual media is also an alternative to optimize the learning process (Ansar, A., & Rahmah, 2023). Thus, students will positively respond or impact from what they see and hear, making it easier for students to understand the message of the content of the video.

Video media can help teachers deliver material content to students so that it is easy to understand. There is an attractive appearance in video media, which consists of various combinations of audio-visual technology that can simultaneously make the media more attractive (Yuanta, 2020). Animated video is one of the media that is useful in conveying learning information, and it consists of various animations or images. The collection of images or animations that have been selected and arranged attractively so that the learning media can move (Farida, C., Destiniar, D., & Fuadiah, 2022). In addition to being a tool in the learning process and student learning motivation, animated video media can also improve student learning outcomes (Anggrayni et al., 2023). This is very influential in the learning process in the classroom. Besides being interesting, it is also easy to use anywhere and anytime.

Based on the observations and interviews conducted at SD Negeri Wates 02, the use of media in the learning process is carried out in certain subjects, such as image media that already exists at school. Then, sources that can be used start from LKS, modules, themes, and independent curriculum books that already exist at school. The lack of facilities and infrastructure at SD Negeri Wates 02 is one of the factors that prevents the learning process from running properly. Also, educators are lacking in mastering the use of learning media. This occurs in IPAS learning material on the wealth of Indonesian culture, as evidenced by the learning outcomes that are still lacking. In the class, there are 28 students, of which 60%, with 17 students, are still below the standard KKM score. The same time, 40%, with a total of 11 students, have gotten scores above the KKM. Some students said that IPAS learning became difficult because of the many theories that must be understood, especially in memorizing the material on Indonesia's cultural wealth.

Based on the observations of researchers, each child has different characteristics. Some like to play alone and pay attention to the teacher when conveying the material's content, while others are easily bored in class because there is nothing that makes them interested in learning in class. Therefore, learning media is needed to attract students' interest in learning. One is using media in IPAS subjects, where learning a lot of theory must be understood and memorized. The Ministry of Education and Culture states that IPAS learning is combined at the elementary school level because children tend to see as a whole and integrated (Gustina, N. S., Robandi, B., Rosmiati, I., & Maulana, 2022).

In learning IPAS on the material of Indonesian Cultural Wealth at SD Negeri, Wates 02 has not developed learning media, especially animated video media. Educators only use the IPAS study guidebook and pictures at school. Educators or teachers also explain the material's content using the lecture method and the IPAS teaching module. This is also a factor in students' difficulty in

understanding the content of the material conveyed by the educator. Students are asked to record the contents of the material that has been conveyed. However, some students still do not understand and understand the contents. This results in student learning outcomes in IPAS subjects being somewhat lower than in other subjects.

The results of observations and interviews conducted by researchers have various problems. Researchers want to help develop audio-visual media aided by *Capcut*, especially for the material on Indonesian Cultural Wealth. Many theories require students to understand the material easily. The method used by the teacher, one of which uses the lecture method, makes learning passive, which can cause boredom and the need for collaboration between the use of learning media and the learning process. *Capcu*t is software for creating various forms of video using *Capcut* can also add music and moving animated images, which will be able to attract the attention of students in the presentation of material content using *Capcut*-assisted audio-visual learning media (Amar Salahuddin, Aprimadedi, 2023; Deriyan, 2022).

The *Capcut* application has many advantages that can facilitate its use. Various features in the *Capcut* application are complete, such as adding music and images, moving animations, combining videos, or cutting videos that can be adjusted to the needs (Yulius, Y., & Sartika, 2022). From the explanation above, it can be concluded that researchers have found problems, namely several problem factors, in the learning process taking place in the classroom. With this, the researcher wants to design learning media to support the success of student learning outcomes and increase student interest in learning. So, researchers are interested in developing audio-visual media with Capcut-assisted animation videos (Rahayu, 2022).

Based on the explanation above, previous findings also state that *Capcut*-assisted audio visual media is effective and feasible for classroom learning (Umi Anisa Nur Janah, Hanif Amrullah, Nur Laili, 2023). The use of *Capcut*-assisted audio visual learning media can be useful in improving student learning more effectively fiber can improve student learning outcomes (Anggrayni et al., 2023; Desvia Ispratiwi, 2023; Miftah Nur Kholifah, 2023)

METHODS

The method used in this study uses the R&D (Research and Development) development method with the ADDIE model. The ADDIE model stands for the five stages of analysis (Analysis). At this stage, the researcher can observe the existing problems first, which can then analyze the components that can be used to develop the product media developed by the researcher. Design (Design) This stage is carried out by making the flow of audiovisual media assisted by Capcut, Development

(Development) this part of the researcher begins to develop audio-visual media assisted by Capcut, Implementation (Implementation) this stage which states the audio-visual media assisted by Capcut is declared complete and can be tested to see the effectiveness of learning outcomes, and Evaluation (Evaluation) the completion of developing audio-visual media assisted by Capcut then see the validity, feasibility, and effectiveness in improving learning outcomes (Sugiyono, 2019). The types of research used in this study are quantitative and qualitative. Then, the instruments used in this study are validation sheets (team of experts, teachers, and students), t-test, and N-Gain test. Data collection in the form of observation, interviews with homeroom teachers, previous student learning outcomes, and documentation as data collection techniques.

The design stage, this stage describes the product to be developed. The preparation of *Capcut*-assisted audio-visual media starts from the initial design form with pictures, writings, and animations that become instructions for making and assessing them.

The technical part of the media design developed is equipped with an explanation of the materials, measurements, tools used, and workmanship steps. Furthermore, at the development stage, the product that has been developed is then compiled and developed with the awa stage, namely researchers designing, researching, and improving the media, which is then ready to be submitted to the validator.

Next is the implementation stage. This stage aims to prove that the media developed is a feasible and effective product used in learning. This stage tests the feasibility of products produced by researchers, which are tested by a team of experts ranging from media experts, material experts, class teachers, and SD Negeri Wates 02 students from large and small groups who become subjects. Then, the evaluation stage assesses the media and determines whether it has deficiencies. If there are weaknesses, the researcher will correct them, and later, the improved media will become more effective and appropriate according to the indicators achieved. If there is no revision, the media is declared capable and feasible.

This study used statistical methods as hypothesis testers in developing products or media developed by researchers. Using inferential statistical formulas is a calculation in writing statistical method data, which can then be concluded from the results of testing through hypotheses (Diah Purnami Dewi et al., 2022).

The use of these methods in this study is to analyze the results of measuring test instruments from before and after using audio-visual media assisted by *Capcut* to determine the effectiveness of the media developed by researchers. Then, to find out the validity of a developed medium, it is necessary to test the instrument. The dependent sample was used to find out the difference between

the previous results, which previously used the t-test. Furthermore, the N-Gain test was used to determine the results of the increase in student learning outcomes between the maximum score obtained through the posttest and pretest.

RESULTS AND DISCUSSIONS

Result

This study has three main things: Capcut-assisted audiovisual media, effectiveness, and the feasibility of Capcut-assisted audiovisual media on the material of Indonesia's cultural wealth in grade IV elementary school. This study uses the ADDIE method to develop audio visual media assisted by *Capcut.* The ADDIE method has five stages: analysis, design, development, implementation, and evaluation.

Observation activities and interviews with the fourth grade teacher of SD Negeri Wates 02 became the first stage, namely the **analysis stage**. The interview activities discussed the learning content of IPAS, problems with material that is difficult for grade IV students to understand, and student learning outcomes that are still below KKM. Not only that, but it also discusses the learning media available at the school.

Then, at the design stage, the sketches are prepared to make audio-visual media with the assistance of *Capcut.* Then, it can be re-examined from the results developed on *Capcut*-assisted audio visual media, which will be before being given to a team of media and material experts. The media can be submitted to a team of experts using the product validator or media developed if the media is complete. Validator filling is a team of media and material experts, teachers, and students. The results of researchers in product development or Capcut-assisted audio visual media can be seen in Figure 1.

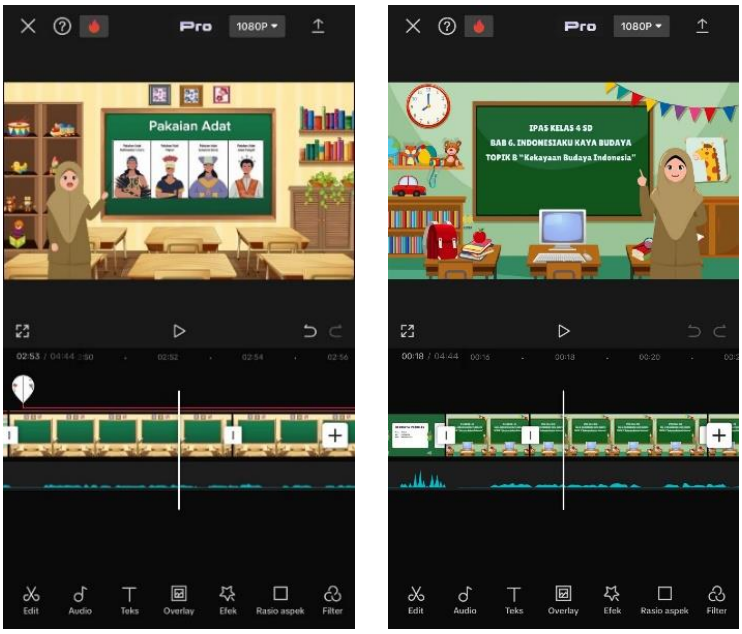

Figure 1. Media Initial Display

The **development stage**, the first with the validity of audio-visual media assisted by Capcut on the learning content of IPAS material on the wealth of Indonesian culture in class IV SDN Wates 02, was obtained from the results of a team of experts (media experts and material experts). This is to see the feasibility of the media developed by researchers made by the author and also to be tested on students. A team of experts will be used to conduct validity tests to discover or prove the product developed by researchers with UNNES lecturers. Media expert lecturers from the Elementary School Teacher Education (PGSD) study program, namely Mr. Dr. Deni Setiawan, S. Sn., M. Hum then, for the material expert, Mrs. Fitria Dwi Prasetyaningrum, S. Pd., M. Pd. From the Elementary School Teacher Education (PGSD) study program. The validity of audio-visual media assisted by Capcut was also carried out on students and class IV teachers of SD Negeri Wates 02. Product trials were also carried out in large and small groups, with six small group students and 17 large groups in class IV. This can be seen in Table 1.

Table 1. Product Validity Test Results

No.	Trial Subject	Validity Result	Description
1	Media Expert Test	89%	Very Feasible
2	Material Expert Test	93%	Very Feasible
3	Classroom Teacher Test	95%	Very Feasible
4	Learner Test	95%	Very Feasible

From the table above, it can be seen that the results of validators in the category are very feasible by using audio-visual learning media assisted by Capcut on the material of Indonesia's cultural wealth of IPAS learning content and can be tested on students in the learning process. Then, it can also be

seen from the results of the response sheet conducted by the class teacher and the fourth grade students of SDN Wates 02, who also considered that the audio-visual media assisted by Capcut was very feasible to use.

Furthermore, the data on the effectiveness of learning outcomes. The results of data on the effectiveness of Capcut-assisted audio-visual media carried out by students after learning using Capcut-assisted audio-visual media on the material of Indonesia's cultural wealth of IPAS learning content can be seen in Table 02.

Table 2. Product Effectiveness Test Result

No.	Trial Subject	Pretest	Postest
1	Small Group Trial	52,5	85
2	Large Group Trial	56,17	81,47

From the table above, it can be seen that the learning outcomes of students with the results include a very effective category used so that Capcut-assisted audiovisual media gets a value based on the learning objectives. The feasibility of Capcut-assisted audio visual learning media can be seen from the N-Gain results in a table.03 below.

Table 3. N-Gain Test Result

Class	Number of Students	Average		N-Gain	Criterion
		Pretest	Postest		
Small Group	6	52,5	85	0,696	Medium
Large Group	17	56,17	81,47	0,593	Medium

From the test table above, it can be concluded that the audio-visual media assisted by Capcut is a feasible qualification to be used following the questionnaire test by a team of experts on the material of Indonesian cultural wealth at SD Negeri Wates 02. These results are evidenced by the increase in knowledge competency results before and after using audio-visual media assisted by Capcut on the material of Indonesian cultural wealth in class IV SD Negeri Wates 02.

Following the **implementation stage**, this stage explains the media developed by researchers and whether it is feasible to use as a tool in learning between teachers and students. To see the effectiveness of the developed product, it can be seen from the post-test and pretest questions given to students, by conducting experiments before and after using audio-visual media assisted by Capcut in the learning process. There is a treatment with audio-visual media assisted by Capcut, which then works on pretest and posttest questions. Also, the use of the t-test in the product test to see the results of the difference in results.

The evaluation stage is the last in the development of this media. This research uses the ADDIE development model. The results of this stage are obtained from data analysis conducted by researchers from the analysis of the validity of Capcut-assisted audio-visual learning media on the material of Indonesia's cultural wealth in class IV IPAS learning content of SDN Wates 02. The results of the analysis of the effectiveness of learning outcomes obtained from students used to see the achievement and effectiveness of Capcut-assisted audio-visual media conducted at SDN Wates 02.

Discussion

Table 4. Media Expert Instrument Results

No	Aspect	Description	Score			
			1	2	3	4
1	Initial Design Appearance	The color composition of the writing is precise and clear			√	
		The clarity of the title and content of Capcut-assisted audio-visual media				√
		The layout of the text with the image is correct			√	
		The display is dancing and precise.			√	
2	Ease Of Use	Capcut-assisted audio-visual media is easy to use on smartphones.				√
		Media is easy to use in the learning process.				√
		Content on Capcut-assisted audio-visual media is easy to access			√	
		Capcut-assisted audiovisual media can be reused.				√
3	Graphics	The use of color in the media is not excessive.				√
		The size and type of font is clear and easy to read.				√
		The illustrations/images used are clear and run smoothly.			√	
		Capcut-assisted audio-visual media can run smoothly and clearly.				√
Total			89			

Table 5. Material Expert Instrument Results

No	Aspect	Description	Score			
			1	2	3	4
1	Feasibility of Content	Suitability of learning outcomes				√
		Suitability of material with learning objectives				√
		The material can be useful to add insight into knowledge.				√
		The suitability of the illustrations in the module with the learning material				√
2	Language	The overall information in the mo is legible.				√
		The language used is easy to understand.				√
		Clarity of information delivery in the module				√
3	Presentation	Clarity of module objectives				√
		Sequence of material description in the overall content of the module			√	
		The content of the module is interesting and motivating.			√	
		Completeness of information in the module (summary of material, worksheets, evaluation questions)				√
Total			87			

Table 6. Teacher and Student Response Instrument Results

No	Aspect	Description	Score			
			1	2	3	4
1	Content	Capcut-assisted audiovisual media includes material that is suitable for Indonesia's cultural wealth.				√
		With Capcut-assisted audio visual media in the learning process, it can help increase students' interest in learning.				√
		Suitability of learning objectives with the content of material on audio-visual media assisted by Capcut				√
		The suitability of the content of Capcut-assisted audio-visual learning material on media that is adapted to the conditions in the learning process				√
2	Media Usage	Capcut-assisted audio-visual learning media can be used flexibly and anywhere.			√	
		Capcut-assisted audio-visual learning media can add to students' interest in learning.				√
		Capcut-assisted audio-visual learning media motivates students to be more enthusiastic about learning.				√
		The use of Capcut-assisted audiovisual media can improve student learning outcomes.				√

No	Aspect	Description	Score			
			1	2	3	4
3	Media Display	The images and animations used in Capcut-assisted audio visual media look clear.				√
		The resolution used in Capcut-assisted audio visual media looks clear and appropriate.				√
		The fount on Capcut-assisted audio-visual media is clear and easy to read.			√	
		Color combinations between images, animations, backgrounds, and fonts are appropriate, so it looks clear.				√
	Total			95		

According to the results obtained in the explanation above, the category of audio-visual media assisted by Capcut is in the category of very feasible to use and effective in the learning process that takes place in the classroom. The model used in this study uses the ADDIE model as support and utilization in the development of Capcut-assisted audio-visual learning media and is very organized because of the five stages used, namely analysis, design, development, implementation, and evaluation. It can provide results that improve student achievement much more than the previous results (Umi et al..)

Based on the assessment results from a team of experts (media experts and material experts) on the development of learning media products developed by researchers with three aspects, namely the feasibility of the content and language components obtained from the data provided by the validator. The results were obtained from the media expert lecturer from the Elementary School Teacher Education (PGSD) study program, Mr. Dr. Deni Setiawan, S. Sn., M. with 89% results. Then, the results of the material expert validator, namely Mrs. Fitria Dwi Prasetyaningrum, S. Pd., M. Pd. From the Elementary School Teacher Education (PGSD) study program with 93% results. Then, the results of the practicality of Capcut-assisted audiovisual media obtained from educators and students with 95% of these results audiovisual media are feasible qualifications to be used in the learning process.

Furthermore, the feasibility of learning media can be seen from the results obtained by N-Gain, namely, 0.696 in small groups. For the large group, the N-gain results are 0.593. With these results, it can be concluded that audio-visual media assisted by Capcut is feasible to use in the learning process in the classroom with the material of the wealth of Indonesian culture in the fourth-grade IPAS learning content of SDN Wates 02.

The effectiveness of Capcut-assisted audiovisual media can be seen in the difference in pretest and posttest results from small and large groups. The results obtained in the small group in the pretest

had an average of 52.5, and the post-test results had an average of 85. Then, in the large group, with an average of 56.17, the pretest results using audio-visual media assisted by Capcut with an average of 81.47. From these results, it can be said that the use of audio-visual media in the learning process with the material of Indonesia's cultural wealth is in the effective category.

The existence of audio visual media assisted by *Capcut* also provides the creativity of students to think critically about the material of Indonesia's cultural wealth. Also, it makes it easier for students to understand the content of the material presented by the media and also the teacher (Rina Rahmawati, Khaeruddin, 2021). This media has unique audio, animation, and images displayed, as well as unique reading texts that can improve student learning outcomes (Gabriela, 2021).

The delivery of material by the teacher starts with the delivery of KD and KI and then with learning objectives, which can provide focus to students in the learning process (Kayal et al., 2022). Audio-visual media assisted by *Capcut* in the learning process takes place indirectly by giving students attention to studying hard and making learning much more fun (Melisa Anggrayni, Elsa Ranti Agustin, 2023). Not only that, but the Capcut-assisted audio visual media also provides students with an understanding of the content of the material much more easily conveyed properly (Patmawati, D., Rustono, R., & Halimah, 2018).

It is expected that the existence of audio-visual media assisted by the *Capcut* application can increase students' creativity and activeness in learning and confidence in speaking. This media also helps students practice vocabulary and have the opportunity to participate in learning to read theories on the material of Indonesia's cultural wealth (Rahayu, 2022).

There are previous findings that state that audio-visual media assisted by the *Capcut* application is feasible and effective in using in the learning process of delivering material information between teachers and students (Anggrayni et al., 2023; Desvia Ispratiwi, 2023; Miftah Nur Kholifah, 2023).

CONCLUSION

From the results obtained in conducting research conducted by researchers, it can be concluded that Capcut-assisted audio-visual media on IPAS learning content on the material of Indonesia's cultural wealth in class IV SDN Wates 02, which was assessed by a team of expert validators, namely media experts and material experts who obtained a score very feasible to be used by educators in the learning process in class. Questionnaires of educator respondents and students obtained an average percentage value of 95%, categorized as very feasible to use as a tool in the learning process to improve student learning outcomes. Then, the feasibility of the media can be seen from the results of

n-gain in the small group, which is 0.696, while in the large group, the results of 0.593, with these results in the category worthy of use in audio-visual media assisted by Capcut.

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