Application of Adobe Premiere-Based Video Learning Media to Progress Understudy Learning Results at SMP Negeri 18 Bulukumba

Muh. Syilfa Nooviar[1*], Nur Fahmi Ahmad[2], Asri[3]

[1]*Department of Information Technology Education, Technology and Business Nobel Indonesia, Makassar, Indonesia*
[2,3]*Institute of Technology and Business Nobel Indonesia, Makassar, Indonesia*

Abstract

This study aims to improve the learning outcomes of high school students at SMK Negeri 1 Bulukumba through the use of educational videos created with Adobe Premiere Pro. The research methodology employed is classroom action research, conducted in two cycles of data collection through experimentation, observation, and recording, following the steps of Action, Plan, Do, Observe, and Reflect, each consisting of two parts. The collected data were then analyzed using descriptive analysis. Based on the study's findings, it can be concluded that the application of Adobe Premiere Pro-based educational videos significantly enhances students' learning outcomes. In the 1st Cycle, the average learning achievement was 72.8, with 14 students achieving a 56% success rate. In the 2nd Cycle, the average increased to 91.7, with 22 students achieving an 88% success rate, indicating that they passed the minimum competency criteria (KKM) standard for class VII.A/1 students at SMK Negeri 1 Bulukumba. These results demonstrate the effectiveness of integrating multimedia tools in classroom settings to foster better academic performance and engagement among students.

Introduction

Education is the instructing and learning prepare conducted in schools as formal instructive educate. Instruction includes all the activities and endeavors of a teacher to handle their information, encounters, capacities, and aptitudes (Gemnafle & Batlolona, 2021). Concurring with the Republic of Indonesia Law article 1 Number 20 of 2003 concerning the National Instruction Framework (Sisdiknas), learning is the method of instructing understudies utilizing instructive standards and learning theories, which are the most determinants of learning victory. Learning may be a two-way communication process (Leenders, De Jong, Monfrance, & Haelermans, 2019).

Educating is carried out by the instructor as a teacher, whereas learning is done by the understudies. Learning could be a preparation built by the instructor to create inventive considering that can upgrade students' considering capacities and progress their capacity to construct unused information as an exertion to make strides toward dominance of the subject matter (Caena & Redecker, 2019). The truth is that the learning handle that's right now taking place is still actualizing customary learning frameworks. Typically due to the way instructors educate utilizing routine strategies in educating so that understudies are not inquisitive about the lesson (Hartley & Plucker, 2014; McClure et al., 2017) To overcome these issues in a maintainable way, it is essential to discover suitable learning, to be specific a learning climate that includes understudies so that understudies are dynamic in learning that incorporates a positive effect in this manner expanding understudy action and learning results.

One of the criteria of a good teaching method is the ability to transform general and abstract concepts into something clear and concise. Success depends on several important factors. These elements include (1) the teacher, the teaching staff who communicates all theoretical concepts and ideas; (2) the student, who as a student is responsible for capturing whatever the teacher gives; (3) the ability to help students assimilate the information presented while learning the news. The education system has two main components which are the teaching and the curriculum (Anggraeni, 2019).

According to Junior 18 Bulukumba's analysis, the problem that teachers see and face in the practice of teaching in the classroom is that sometimes the interaction or communication between teachers is also not balanced. between students or between students and students. This situation causes the students to change their thoughts frequently from the teacher while they are processing the curriculum, which prevents the teaching process from going well. To overcome this, teachers also need to make many changes in teaching methods and models that focus on students' thinking about what the teacher teaches and delivers. Another problem that teachers often encounter while doing teaching activities in the classroom is students' indifference to teaching materials or teaching topics. This can be explained as an emotion and the dissatisfaction of these students can be caused by internal and external factors. Internal features include the personality, character, and personality of the student himself. Internal factors include the environment surrounding the student, which may be from home, school, or residence. To overcome this problem, teachers need to use different methods that will encourage students to be more active.

To solve this problem, classroom investigations should use the Adobe Primere-based video learning environment, which is another method that can motivate students and thereby improve learning outcomes. This is because the video chat model can generate new ideas and interests, generate motivation and support learning, and can also have a psychological impact on students. The use of educational media during the introduction will increase the effectiveness of the learning process and the presentation of the course information and content during this time. In this way, it should enable students to obtain more educational benefits and encourage students to continue reading. The author is interested in conducting a research on "Adobe Premiere Based Video Learning Environment Implementation Improves Learning Outcomes of 18 Bulukumba Middle School Students" based on the above question. The purpose of using the video instructional environment based on Adobe Premiere Pro is to improve the learning outcomes of high school students using videos from Adobe Premiere Pro 18 Bulukumba.

Method

The research method used in this study is classroom research, specifically to improve or improve the quality of education. This type of research done in the classroom is experimental research, not quasi-experimental research, not to mention developmental research. So the question is how to improve the quality of education through a particular method, strategy, teaching environment, or method. Questions are asked and answered through evidence, process and results of action.

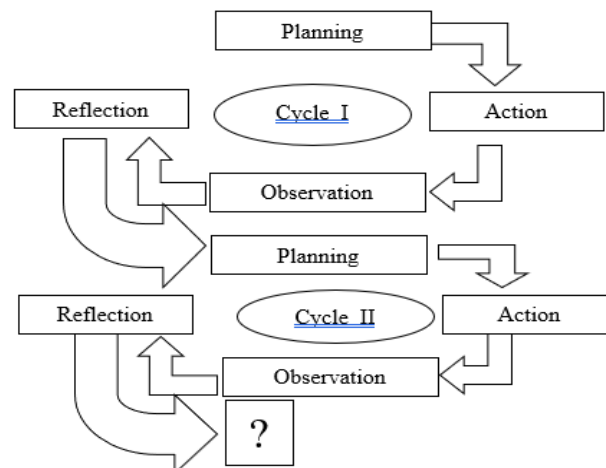
Figure 1. Classroom Action Research Model (Prihantoro & Hidayat, 2019)

Place and Time of Research

This study was conducted in SMP Negeri 18 Bulukumba, specifically class VII/A. This work will be done in September 2022.

Research Subject

The subjects selected in this study were SMP Negeri 18 Bulukumba VII/A class students, a total of 25 students, 12 boys and 13 girls, using population testing methods.

Research Implementation Procedure

1. Stage 1: Developing the Action Plan (Planning), In this stage, the researcher explains what, why, when, where, by whom, and how the action will be carried out. Ideally, action research should be conducted collaboratively between the individuals implementing the action and those observing the process.
2. Stage 2: Action Implementation (Acting), Implementation involves executing or applying the planned actions in the classroom. During this second stage, it is important to remember and adhere to what has been formulated in the plan, but it should be done in a natural and genuine manner.
3. Stage 3: Observation (Observing), Observation activities are conducted by the observer. Both stages, action implementation and observation, should be carried out simultaneously as observations are made while the actions are being implemented. The researcher periodically observes and records the ongoing events to obtain accurate data for the subsequent cycle of improvement.
4. Stage 4: Reflection (Reflecting), This stage involves reflecting on what has been done. Reflection is best done when the researcher has completed the action and then engages in discussions with other researchers to assess the implementation of the action plan.

Data Collection Techniques:

1. Evaluation: This process is used to evaluate teacher and student activities during the first and second semesters.
2. Assessment: This process is used to assess the student's level of understanding of invitations and instructions at the end of each cycle.
3. Data: This method is used to collect data and information in written or graphic form throughout the study. Results and discussion

Data Collection Instruments

1. Assessment rubric, assessment model specially designed for students to be responsible for their activities during the lesson using Adobe Premiere Pro as the video learning environment to enhance their learning of SMP Negeri 18 Bulukumba results.
2. Documents containing the student's name, class, curriculum, instructional plan (RPP), and other relevant information.
3. There are many questions about tests, test tools, curriculum.

Data Analysis Techniques

1. Qualitative Data Analysis
   a. (Teachers), Qualitative data is analyzed using descriptive statistical analysis techniques, including narrative columns, percentages, and visual representations in cycles I and II. Qualitative data can be analyzed based on indicators of teacher activities, as shown in Table 1 below.

Table 1. Teacher Activity Observation Assessment Sheet

No	Indicators	Criteria				Inf.
		A	B	C	D	
1	Starting a class (learning)					
2	Provide an explanation of the activities to be carried out					
3	Give motivation					
4	Give awards for the result that have been done by students					
5	Evaluations					

Description of Assessment Category:
A = Very Good
B = Good
C = Enough
D = Less

b. (Student) Qualitative data can be analyzed based on indicators of student activities, as shown in the following table 2 below:

Table 2. Student Activity Observation Assessment Sheet

No	Student Learning Activation	Frequency of activity	Percentage (%)	Category of Activity
1	Students follow the learning process properly and orderly	N/A	N/A	N/A
2	Students are active in the learning process	N/A	N/A	N/A
3	Students are able to understand the subject matter	N/A	N/A	N/A
4	Students are able to speak in front of the class	N/A	N/A	N/A
5	Students are able to conclude learning material	N/A	N/A	N/A

Table 3 Assessment criteria (Mariatun & Indriani, n.d.)

Conversion Of Predicate Final		Value (Knowledge and Skills)	Attitude
Scale 100	Scale 4		
86 – 100	4	A	SB
81 – 85	3,66	A -	
76 – 80	3,33	B+	
71 – 75	3	B	B
66 – 70	2,66	B -	
61 – 65	2,33	C+	
56 – 60	2	C	C
51 – 55	1,66	C -	
46 – 50	1,33	D+	K
0 – 45	1	D	

Description of Assessment Category:
SB = Very Good
B = Good
C = Enough
K = Less

2. Quantitative Data Analysis
Quantitative data is analyzed using the following formula:

$$\text{Complete Learning} = \frac{Number\ Of\ Students\ with\ KKM\ Score}{Total\ Number\ Of\ Student} \times 100$$

Success Indicators

This classroom survey is considered successful if there is an improvement in students' learning and learning outcomes at SMP Negeri 18 Bulukumba, i.e. if the student is able to meet the Self-Regulatory Rules and complete the test, if the KKM score is ≥ 75. Traditionally (in the classroom), learning is considered 'successful' if 75% of students score at least 75 on the test after using video lessons.

1. Results of the Pre-Test Implementation

The pre-test consists of 15 multiple-choice questions based on previous material, particularly reception and orientation. The pre-test is done under the supervision of a teacher and is limited to 15 minutes. Below is a description of the English pre-test for Unit VII.A/1.

Table 3. Results of the Pre-Test Implementation

The number of students	Scores ≥ 75	Scores ≤ 75	Passing Grade	Failing Grade	Average Grade
25 students	4 students	21 students	16%	84%	46,4

Explanation or Description
*KKM: 75
*Average Value = 1160.3/25 = 46.4
*Complete Study = 4/25 x 100

= 16%

According to the preliminary examination, it can be concluded that the English learning skills of the students in the VII.A/1 class are not appropriate. Only 4 out of 25 students reached the education level, the passing rate is only 16%. This indicates the need to change teaching or add a learning environment to improve student outcomes, especially in English.

Results of Cycle I and Cycle II Implementation

a. Results of Cycle I Implementation

Table 4. Results of Cycle I Implementation

The number of students	Scores ≥ 75	Scores ≤ 75	Passing Grade	Failing Grade	Average Grade
25 students	11 students	14 students	44 %	66 %	72,8

Explanation or Description
*KKM: 75
*Average value   = 1820,1/25 = 72,8
*Complete Study = 14/25 x 100
            = 56 %

Although students' learning has improved compared to the results of previous tests, the results are still good and unsatisfactory. This indicates that both researchers and teachers need further improvement in education.

b. Results of Cycle II Implementation

Table 5. Results of Cycle II Implementation

The number of students	Scores ≥ 75	Scores ≤ 75	Passing Grade	Failing Grade	Average Grade
25 students	22 students	3 students	88%	12%	91.7

Explanation or Description
*KKM: 75
*Average value   = 2293.3/25 = 91.7
*Complete Study = 22/25 x 100%
            = 88%

Based on the students' learning outcomes, in Cycle II, there was an improvement in learning results, which met the expectations.

Discussion

The findings of this research relate to the use of video obtained without learning to use Adobe Premiere Pro at SMP Negeri 18 Bulukumba, a school that has not used Adobe Premiere Pro before. The significance of these findings lies in their ability to foster student engagement and create a positive learning experience in the teaching process; this can be found in Research About Research. This study builds on previous research, such as Norma titled " Improving Student Learning Outcomes Through Learning Video Media In Distance Learning During The Covid-19 Pandemic,"(Norma, 2021), which discusses the creation of interactive video learning media for classroom use to improve student learning outcomes. Another relevant study is Syaparuddin titled " Improving Student Learning Motivation Through The Utilization Of Video Media In Education Students," (Rachmavita, 2020) which focuses on the use of educational videos to improve student learning.

Building on previous research, this study demonstrates the use of educational video media to enhance student learning.However, this work has some limitations, especially with the process of creating tutorials using Adobe Premiere Pro. Creating lessons that meet students' needs requires video editing skills. This limitation can be overcome by training teachers on how to use Adobe Premiere Pro to create educational content. Suggestions for future research include: 1. Explore other applications outside of Adobe Premiere Pro.2. Actions in other disciplines: Using video

courses using Adobe Premiere Pro in different disciplines and schools. This will allow their results to be tested in different contexts and to identify factors that may influence the success of media use.

Conclucion and Suggestions

Conclucions

The analysis of the research data concludes that student learning outcomes in English subject in class VII. A/1 at SMP Negeri 18 Bulukumba, South Sulawesi Province, improved through the implementation of video-based learning media using Adobe Premiere Pro. In cycle I, the percentage was only 56%, and there was an increase of 88% in cycle II. This improvement occurred due to the utilization of video-based learning media using Adobe Premiere Pro, which contributed to students' engagement and a pleasant learning atmosphere.

Suggestions

In this study, the use of Adobe Premiere Pro based educational video environment improved the learning outcomes of SMP Negeri 18 Bulukumba students. The percentage of learning outcomes increased to 56% in the first cycle and to 88% in the second cycle. This shows that using the Adobe Premiere Pro-based video learning environment can help improve student engagement and learning. This work is very important for readers because it contains new solutions to improve the outcomes of education. Using Adobe Premiere Pro as a video learning environment will make the learning process more engaging and interactive, encouraging student engagement and creating a fun experience for education. These findings have important implications for the development of more effective teaching methods based on current technological developments. The findings of this study are supported by previous studies investigating the use of a video learning environment to improve learning outcomes. The implications of these findings are discussed in a realistic framework based on available information. This demonstrates once again the potential of using Adobe Premiere Pro-based instructional video content as an effective way to improve students' learning outcomes and be an alternative study.

References

Anggraeni, Novita Eka. 2019. "Strategi Pembelajaran Dengan Model Pendekatan Pada Peserta Didik Agar Tercapainya Tujuan Pendidikan Di Era Globalisasi." *ScienceEdu* 2(1):72–79.

Gemnafle, Mathias, and John Rafafy Batlolona. 2021. "Manajemen Pembelajaran." *Jurnal Pendidikan Profesi Guru Indonesia (JPPGI)* 1(1):28–42.

Mariatun, Ika Lis, and Dian Eka Indriani. 2018. "Penguatan Pendidikan Karakter Berbasis Pancasila Melalui Kurikulum K13 Di Sekolah Dasar." *Civic-Culture: Jurnal Ilmu Pendidikan PKN Dan Sosial Budaya* 2(2).

Norma, Norma. 2021. "Meningkatkan Hasil Belajar Peserta Didik Melalui Media Video Pembelajaran Pada Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19." *SOCIAL: Jurnal Inovasi Pendidikan IPS* 1(2):101–15.

Prihantoro, Agung, and Fattah Hidayat. 2019. "Melakukan Penelitian Tindakan Kelas." *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman* 9(1):49–60.

Syaparuddin, Syaparuddin, and Elihami Elihami. 2020. "Improving Student Learning Motivation through the Utilization of Video Media in Education Students." *Jurnal Edukasi Nonformal* 1(1):228–3