

# Development Of Animation Video Learning Media Based on Adobe Premiere Pro in Civic in Primary School

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**Abstract** This research on the development of learning media based on Adobe Premiere Pro is based on problems when the teaching and learning process takes place, teachers still rarely use learning media in the form of animated videos but instead use learning media in the form of image media at SDN 173405 Sosorgonting. The purpose of this study is to determine the feasibility, practicality and effectiveness of Adobe Premiere Pro based animate video learning media on civic content. The type of research used is research and development using ADDIE. The result of the validity test through a questionnaire by a material expert are carried out in two stages with the acquisition of 60% in the first stage and 90% in the second stage. The result of the practicality test obtained from the teacher's response questionnaire with a percentage of 96% and student responses with a percentage of 88% so it can be concluded that the Adobe Premiere Pro based animated videos learning media in 6th grades SDN 173405 Sosorgonting is very feasible and practical to use in the learning process. The result of the effectiveness test by conducting pre-test and post-test with an average value of 85 so that learning outcomes have increased by 37%

**Keywords:** Animated Video Learning Media, Adobe Premiere Pro

## 1 Introduction

Technological developments in the era of globalization have an impact on the development of education. The development of science and technology has given birth to innovations in new science. The impact of globalization today not only affects technology and science, but also affects the characteristics and learning styles of modern society. Therefore, it is not surprising that students are proficient in technology at a very young age, and to respond to the character of today's students, teachers as educators must be able to adapt and design learning models that are in accordance with the characteristics of today's society.

Education is the main thing that is needed by everyone because education is also referred to as a very important activity in the continuous development of human resources which is a basic need for all future generations of the nation who want to progress. of the rapid development of technology today. The role of technology is very important in gaining knowledge, work and interaction. The government and society are very concerned about technological progress, because the government and society understand the role and benefits of technology in everyday life. The learning system should have been more advanced than the

previous era. One way to anticipate learning innovation is to use technology-based learning media as a tool in the teaching and learning process. The use of technology has become a demand for teachers in the learning process as a form of professionalism of a teacher because as a teacher must have the skills to create creative, diverse and meaningful learning media so that the designed learning objectives can run as expected.

In the learning process, teachers are required to create active and creative learning, so as to attract the attention of learning. Therefore, teachers need to provide learning resources, one of which is learning media. Learning media is a means to provide information and teaching materials from teachers to students in the teaching and learning process. Anything that can be used to stimulate thoughts, feelings, attention and learning abilities or skills to drive this process. The learning media used are not only in the form of print media, but also in the form of non-print media such as audiovisual-based learning media which is a medium for delivering messages through the use of hearing aids and hearing aids. In general, according to Edgar Dale's theory, the influence of audiovisual media is higher than visual or audio media alone.

However, the reality in the field when researchers make observations, the learning media currently used in grade 6 SDN 173405 Sosorgonting still often uses printed media such as thematic books and simple learning media such as pictures and writing during Civics lessons. When learning Civics, the teacher uses the lecture and question and answer method which causes students to feel bored quickly with learning. The lack of creative and diverse learning media makes students less active, less interested and less involved in the learning process. The inability to understand the learning of students' attention is represented by the difficulty of students in understanding the material presented by the teacher, therefore learning media is a very important requirement for teachers and students in the learning process.

In addition to the above data, based on the results of interviews that the author conducted with the 6th grade teacher at SDN 173405 Sosorgonting, it produced some data, namely: In the teaching and learning process teachers rarely use learning media in the form of animated videos, but use learning media as media images made by pasting pictures on cardboard which are less able to involve students in learning and also very monotonous. The use of image media is not done every day by the teacher and sometimes only uses the thematic package books that are available to teachers and students, so that students are less focused in understanding the subject matter presented by the teacher.

Based on the above problems and the needs of the SDN 173405 Sosorgonting school being studied, the researchers took the initiative to provide a solution, namely the need for the availability of learning media in the form of Adobe Premiere Pro-based animation videos which became one of the alternative learning methods to help students understand the learning material. The reason the researcher uses this base is because Adobe Premiere Pro is a video editing application that can be used by beginners or expert editors. The expected result by developing learning media using Adobe Premiere Pro is that students quickly understand the message of the subject matter delivered through animated videos because the use of media can make the quality of learning even better.

## **2 Research Methods**

The method used in this research is Research and Development and the research model used is the ADDIE development model with 5 stages including the analysis, design, development, implementation, and evaluation stages with the aim of producing and developing products by conducting trials to determine the effectiveness and practicality of the product. This

type of research used qualitative and quantitative data analysis techniques. Qualitative data is data obtained from observations and interviews with teachers. This quantitative data can be obtained from the validation results through a questionnaire by media experts, material experts, 6th grade elementary school teachers and students using a Likert scale assessment.

The data collected was then analyzed to determine the results of the validity, effectiveness and practicality of the learning media that had been developed.

The analyzes used include:

a. Validity Analysis

The average score of the assessment of learning media is obtained by the formula:

$$\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100 \%$$

The data obtained from the validity test conducted to the validator on the validity of the animated video learning media by paying attention to important aspects in the development of animated video learning media. Data analysis was measured using a Likert scale. There are 30 questionnaire questions to be validated to media experts, and 10 questionnaire questions to be validated to material experts. The percentage obtained will be used as a reference to state the validity of the animated video learning media.

b. Practical Analysis

The average score of the assessment of the practicality of learning is obtained by the formula:

$$\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100 \%$$

The results of the practicality test of the developed learning media can be seen by paying attention to the practicality criteria of the media that have been set so that the learning media can be said to be practical if it meets the practicality criteria. The data obtained from the practicality test can be collected by using student response questionnaires and education practitioner response questionnaires given by 6th grade students and teachers at SDN 173405 Sosorgonting. Data analysis was measured using a Likert scale. In the student response questionnaire, there are 20 questions and in the education practitioner response questionnaire there are 10 questions.

c. Effectiveness Analysis

The average score of the assessment to determine the effectiveness of learning media is obtained by the formula:

$$\frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100 \%$$

The data obtained from the effectiveness test can be collected by giving pretest and posttest questions in order to see student learning outcomes before and after using the media. Data analysis was measured using a Likert scale. In the pretest and posttest questions, there are 10 multiple choice questions and 5 fill-in questions. The percentage of average scores obtained from 23 students will be used as a reference to state the effectiveness of the animated video learning media used in the study.

### 3 Results And Discussion

The process in developing Adobe Premiere Pro-based animated video learning media using the ADDIE model consists of the Analysis, Design, Development, Implementation and Evaluation stages. At the analysis stage with several stages of analysis including (1) Needs analysis was carried out by interviewing the 6th grade teacher at SDN 173405 Sosorgonting about problems that often occur in the teaching and learning process. (2) Analysis of learning

tools regarding the learning tools used and (3) Analysis of curriculum and material needs and (5) Analysis of students.

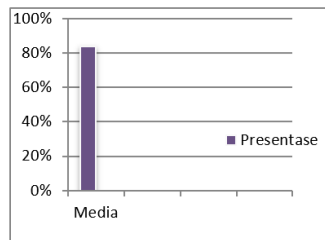
At the design stage, the researcher prepares the material to be presented in the animated video and prepares a design for the visualization of this Adobe Premiere Pro-based animation video learning media. Then the researcher also made an instrument in the form of a questionnaire that would be used for the process of testing the validity of media experts and material experts in order to get an assessment of the feasibility of animated video learning videos so that they could be used during research.

At the development stage, the researcher used Adobe Premiere Pro software which was carried out according to the design. After that the animated video was validated to media and material experts in order to develop what was lacking from the animated video learning media. At the stage of implementing the Adobe Premiere Pro-based animated video learning media, research was carried out in class 6 SDN 173405 Sosorgonting with a total of 23 students. Researchers tested learning products using Adobe Premiere Pro software that has been developed to measure the practicality and effectiveness of using animated videos as learning media.

At the evaluation stage, it aims to provide feedback to the media users. The instrument used in this study was a questionnaire to test the validity of learning media, a questionnaire instrument for teacher and student responses to test the practicality of learning media, as well as learning outcomes obtained using pre-test and post-test.

The following are the results of the validity, practicality and effectiveness of the Adobe Premiere Pro-based animated video learning media

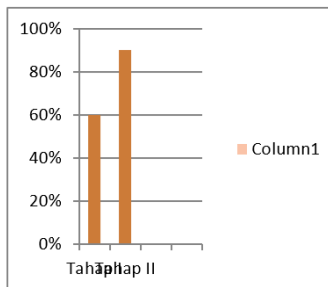
a. Media Expert Validation Results



**Fig 1.** Diagram of media expert validation assessment results

Based on Figure 1 above, the results of media validation are obtained, there is a percentage score of 84% with the criteria of "Very Good" with a feasibility level of "Very Eligible", therefore this media is suitable for use on students.

b. Validation Results of Material Experts I and II



**Fig 2.** Diagram of Material Expert Assessment Results I and II

Based on Figure 2 above, the results were in stage I the criteria are "Not Good" with a feasibility level of "Enough Eligibility" with a percentage of 60%. In stage II, it received the "Very Good" criteria with a "Very Eligible" eligibility level with a percentage of 90%, so that the material presented in this Adobe Premiere Pro-based animated video media was feasible to use.

c. Assessment Results of Education Practitioners

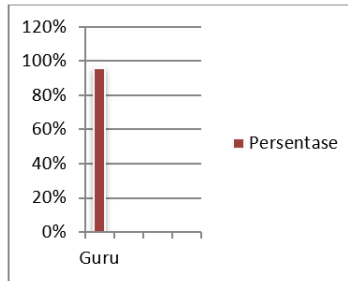


Fig 3. Diagram of Education Practitioner Assessment Results

Based on Figure 3, the assessment through student response questionnaires obtained a percentage of 96% and can be categorized as very practical to use in the teaching and learning process.

d. Effectiveness Assessment Results

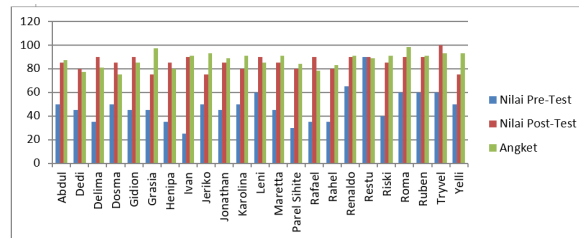


Fig 4. Diagram of Effectiveness Assessment Results

Based on Figure 4, this effectiveness assessment can be seen from student learning outcomes and the responses given by students to the Adobe Premiere Pro-based animated video learning media that has been used.

**Discussion**

When they were at SDN 173405 Sosorgonting, the researchers conducted a pre-test to determine the students' abilities before using the Adobe Premiere Pro-based animated video learning media, after getting the results from the pre-test, the researcher then displayed an animated video to the students. Then after the students finished watching the animated video and understood the Civics subject matter regarding Rights, Obligations and Responsibilities, students were given post-test questions to get the results of students' abilities after using learning media. The questions distributed by the researcher consisted of 10 multiple-choice questions and 5 fill-in questions.

In addition to conducting pre-test and post-test, the researchers also distributed questionnaires to obtain effectiveness results. The effectiveness criteria are said to be good if students achieve complete KKM 75. The results at the pre-test stage get a percentage of 48%

and at the post-test stage get a percentage of 85%. At the pre-test stage, only one student achieved the KKM completeness score, at the post-test stage all 23 students achieved the KKM completeness. This proves that Adobe Premiere Pro-based animated video media has succeeded in increasing students' motivation and attention in learning so as to improve student learning outcomes and learning media are included in the "very feasible" criteria to use. The student questionnaire responses obtained a percentage of 88% and from the results of the questionnaire responses it can be stated that the animation video learning media based on Adobe Premiere Pro is very effectively used for the teaching and learning process.

This research is also supported by previous research, namely research conducted by M. Randek Sugiarto in his 2018 thesis entitled "Development of Islamic Religious Education Learning Video Media for Faith Materials to Class VIII Apostles at Adabiyah Junior High School Palembang". This research has produced an interactive learning video product. Valid, effective and practical research. This research has gone through a good testing process in terms of validation, effectiveness and practicality.

Based on the results of the research on the development of the video, it concluded that the validity of the prototype of the results of the development of the learning video for the subject of Islamic Religious Education material Faith to the Apostles in class VII at SMP Adabiyah Palembang was tested valid. Based on the results of media experts, material experts have an average validation of 86%. The resulting learning video also has effectiveness, based on the post test and pro test, learning outcomes have increased from 65.51% before using the research product to 82.75 after using the research product. The practicality of the Islamic Religious Education learning video material Faith to the Apostles class VIII at SMP Adabiyah Palembang based on the results of the observation sheet when the teacher taught reached 96.66%.

#### **4 Conclusion**

This research was conducted because of the existing problems, namely rarely use animated videos in the learning process but still often use learning media in the form of image media. The process of making this animated video learning media uses the ADDIE model which consists of several stages, namely: (1) Stages of Analysis (Analyze), consisting of needs analysis, learning device analysis, curriculum and material analysis, and student analysis. (2) Design phase, consisting of preparation of lesson plans, storyboards, preparation of materials, preparation of questionnaire instruments. (3) The Development Phase consists of the manufacture and development of products, validation of media experts and material experts. (4) Implementation phase, consisting of field trials. (5) The Evaluation Stage consists of an assessment of each product from each stage and the final product of the media developed after revision.

As for the validity test assessment by media experts 84% and by material experts 90% so that it is categorized as very feasible to use, then the feasibility value of education practitioners gets a percentage of 96% so it is categorized as very feasible. The results of the test of the effectiveness of this animated video learning media with a total of 23 people using the pre-test and post-test stages of student learning outcomes which have increased where at first only 1 student completed the KKM (4.5%) to 23 students who completed the percentage by 37%. The responses obtained from students' responses were 88% who stated that the animation video learning media based on Adobe Premiere Pro was very effective for use in the teaching and learning process.

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