

# Effectiveness of Using *Capcut Video* Learning Media in Curriculum Analysis Courses for Indonesian Language and Literature Education Study Program Students, FBS UNIMED

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**Abstract.** this research discusses the effectiveness of learning Curriculum Analysis courses using *CapCut-based learning media*. The aim of this research is to see the extent of the effectiveness of teaching materials *CapCut* in utilizing the learning process in the Curriculum Analysis course. The sample for this research is students in the third semester of regular class B for the 2022/2023 academic year of the Indonesian Language and Literature Education Study Program, FBS, UNIMED. The research instruments used were observation, questionnaires and special tests. This research uses the RnD method. The results of research, before using *CapCut*- based learning media in Curriculum Analysis learning, got an average score of 67.5 and after using *CapCut based learning media* in Curriculum Analysis learning, they got an average score of 86.9. It can be concluded that the Curriculum Analysis course after using *CapCut Video-based media* is more effective than before using *CapCut Video* based media.

**Keywords:** effectiveness, CapCut, Curriculum Analysis

## 1. INTRODUCTION

Education plays an important role in human life, especially to meet the needs of life that continue to grow. According to<sup>1</sup>, education is a process that aims to influence students so that they can adapt to their environment as best as possible and thereby create changes in themselves that enable them to function in social life.

The development of good education must be able to keep up with the times. Technology is currently developing very well, the presence of technology makes everything easier. Current technological developments are very rapid and affect various aspects of life. One aspect of life that cannot be separated from technological developments is education. This technological development requires that teachers are not only skilled, but must balance and utilize technological developments in the learning process<sup>2</sup>.

In learning, teachers must be able to convey material to students in an interesting way. Teaching materials can be packaged in different ways using different learning process strategies<sup>3</sup>. For example, using certain media, models or teaching materials. According to Achmad, good teaching materials must pay attention to the following things, such as (1) preparing an outline of the content of the teaching materials, (2) writing the content of the teaching materials. (3) Designing the layout and use of illustrations for teaching materials, (4) using language for teaching materials, and (5) integrating audio and video media for teaching materials.

One way to present material briefly, simply, clearly and interestingly is to use media<sup>4</sup>. The use of technology-based learning media positively influences students' ability and willingness to participate in learning. One of the learning media being tested is animation based on the CapCut application, which is a digital media. In learning from CapCut animated videos, students not only imagine, but directly see the material explained by the educator. Learning video used, namely Capcut, helps students explain the learning material. This is because CapCut learning multimedia has the advantage of displaying images, videos and animations to help students interact with learning material<sup>5</sup>. Many creative and interesting materials are used in the teaching and learning process, including *CapCut-based materials*. The Capcut application is a video editing application, be it animated videos, images on Android smartphones, this application is able to enable users to make interesting animated video edits that have various features and effects that are easy and understood by many people. Using this application is also simple so that everyone, especially teachers, can easily create learning videos in the form of animations. The implication is that the learning process becomes more interesting and creative<sup>2</sup>.

Effectiveness is a measurement in the sense of achieving previously determined goals, so effectiveness can be defined by doing the right job<sup>11</sup>. Indicators of effectiveness in this case are in the form of better learning outcomes using the *CapCut* learning media in the Curriculum Analysis course for students of the Indonesian Language and Literature Education study program at UNIMED, there is a significant increase in learning outcomes, student learning is active and these learning outcomes can reach the KKM.

Therefore, based on the explanation above, the author is interested in conducting research with the problem formulation of how effective learning is using *CapCut learning media* for students in the Curriculum Analysis course.

## **2. Theoretical Review**

### **2.1 Teaching materials**

Teaching materials are a set of written and unwritten learning materials that are used for teaching and learning activities in the classroom by referring to the curriculum to achieve predetermined learning objectives<sup>7</sup>. Teaching materials are one of the most important elements of learning. Teaching materials are of course prepared by supporting lecturers. Every lecturer has attended training in developing teaching materials<sup>8</sup>. Meanwhile, according to <sup>9</sup> teaching materials are an important tool when teachers provide material because teaching materials are intended as something that can be used to get a reciprocal message from the sender to the recipient of the message.

## 2.2 CapCut App

In general, *CapCut* is often used to edit films, but you can also use this software to create digital animations to meet online learning needs<sup>1</sup>.

The *CapCut* application is a video editing application on Android smartphones which is currently popular among novice editors. Apart from that, the *CapCut* application also displays features that are easy to understand and understood by many people. To use this application you do not need skills, with this application you can do video editing<sup>10</sup>.

## 2.3 Curriculum Analysis

Analysis is the process of identifying something that aims to solve a problem or find deficiencies in the actual situation so that the desired solution can be found. Curriculum is a set of subjects and educational programs planned for students and created by an educational institution or school as the person responsible and supervisor. So, it can be concluded that curriculum analysis is the process of identifying subjects and educational programs contained in the curriculum in order to evaluate the curriculum for further development and find existing deficiencies and problems so as to produce the expected solutions/developments<sup>11</sup>.

## 3. Method

This research was carried out at the Indonesian Language and Literature Education Study Program, FBS, Medan State University in January-November. This research was designed using the *Research and Development* (R&D) method. According to Sugiyono (2015), the research and development (R&D) method is a research method used to produce certain products and test the effectiveness of these products. The research referred to here is conducting tests on *CapCut- based learning media* which is carried out in the Curriculum Analysis learning process in the Indonesian Language and Literature Education Study Program, FBS Unimed.

The population in this study were all students in the third semester of the 2022/2023 academic year of the Indonesian Language and Literature Education Study Program, FBS, Medan State University. The sample for this research is students in the third semester of regular class B for the 2022/2023 academic year of the Indonesian Language and Literature Education Study Program, FBS, Medan State University.

## 4. Results and Discussion

### 4.1 Research Result

Researchers used a test model, namely a *pretest* before implementing *CapCut- based learning media* and a *posttest* after implementing it. This test was used to determine the effectiveness of implementing *CapCut based learning media* in the Curriculum Analysis course for Regular A students for the 2022/2023 academic year of the Indonesian Language and Literature Education study program, FBS, Medan State University. After the researchers looked at the *pretest* and *posttest*, between the tests before implementing *CapCut- based learning media* and after implementing it, differences were found between the two.

**Table 1.** Pretest Posttest Results

<b>No</b>	<b>NAMA</b>	<b>X</b>	<b>Y</b>	<b>D=X-Y</b>	<b>D</b>
1	Fatma Nabila	66	87	-21	441
2	Adinda Nabila	67	85	-18	324
3	Firman Matias Simanjuntak	65	90	-25	625
4	Yativirma Saragih	70	85	-15	225
5	Abellia Najwa Nabila	70	85	-15	225
6	Rindy Any Br Tarigan	65	85	-20	400
7	Chairani Dwi Putri	67	85	-18	324
8	Erra Fazira Mt	66	85	-19	361
9	Inayah Kenia Pratiwi	65	85	-20	400
10	Thria Damayanti Manullang	75	90	-15	225
11	Debora	74	90	-16	256
12	Romiana Situmorang	60	90	-30	900
13	Natasya Poronika Panggabean	67	90	-23	529
14	Fuza Anggriana	70	90	-20	400
15	Anella. R. Sitanggang	60	85	-25	625
16	Nabila Br Surbakti	66	90	-24	576
17	Anggi Rahmawati	65	90	-25	625
18	Feffiola Destiana Margaretha Pakpahan	70	90	-20	400
19	Rut Yemima Sitorus	75	90	-15	225
20	Nazma Aliya	67	85	-18	324
21	Agus Sibagariang	60	87	-27	729
22	Zahra Tussyifa Izzati	70	90	-20	400
23	Intan Br Nainggolan	65	85	-20	400
24	Afif Arahman	75	87	-12	144
25	Asna Juwaira	67	85	-18	324
26	Ananda Yohana Lumban Tobing	65	85	-20	400
27	Najwa Fasyah	65	85	-20	400
28	Yuni Yolanda Situmorang	65	90	-25	625
29	Vika Maria Sagala	60	90	-30	900
30	Novia Marissa Valerina Pardosi	66	80	-14	196
31	Friska Yani Natalia Hutasoit	70	85	-15	225
32	Dahlia Veronika Siregar	75	87	-12	144

33	Debi Yanti Nahampun	70	87	-17	289
34	Alfonsius Yogbakci	75	80	-5	25
		67.5	86.9		

Based on the results of research conducted at the Indonesian Language and Literature Education Study Program, it can be concluded that the score obtained by students before using *CapCut- based learning media* was 60 points for the lowest score and 75 for the highest score. The average score is 67.5 with a standard deviation of 4.44 and a standard error of 0.76. This is based on the fact that students have not been treated with *CapCut- based learning media* so their scores are low. Curriculum analysis without using *CapCut- based learning media* is divided into four categories, namely very good 0%, good 0%, quite good 85%, and poor 15%. Based on these findings, the results obtained were not the expected results, the Curriculum Analysis learning outcomes were still below competency standards. It can be seen in the following table.

**Table 2.** Identifying Trends in Results Before Using Capcut Video Media for Curriculum Analysis Courses

Range	F. Absolute	F. Relative	Information
86-100	0	0%	Very good
76-85	0	0%	Good
61-75	29	85%	Pretty good
0-60	5	15%	Not good
	34	100%	

*Relative Frequency Formula = Absolute Frequency: Number of Students x 100%*

Based on the results of research conducted in the Indonesian Language and Literature Education study program, it can be concluded that the score obtained by students after using *CapCut- based learning media* is 80 points for the lowest score and 90 for the highest score. The average score is 86.9 with a standard deviation of 2.86 and a standard error of 0.49. From the data presented, Curriculum Analysis using *CapCut media* is more effective than not using it. Curriculum analysis using *CapCut based learning media* is divided into four categories, namely very good at 53%, good at 47%, quite good at 0%, and poor at 0%. Based on these findings, the results obtained are the expected results, Curriculum Analysis learning outcomes have reached competency standards. It can be seen in the following table:

**Table 3.** Identification of Trends in Results After Using Capcut Video Media for Curriculum Analysis Courses

Range	F. Absolute	F. Relative	Information
86-100	18	53%	Very good
76-85	16	47%	Good
61-75	0	0%	Pretty good
0-60	0	0%	Not good
	34	100%	

## 4 Discussion

### 4.1 *CapCut* Learning Media Video of Curriculum Analysis Course for Indonesian Language and Literature Education Study Program Students, FBS UNIMED

*CapCut* video learning media can improve the quality of students' learning. One of them is research conducted by<sup>2</sup> with the title *Using Capcut-Based Animation Video Media as Da'wah Media in Islamic Education Learning in Elementary Schools*. The results of this research show that the response of PAI teachers to the animated videos they make has a percentage of up to 78%, so it can be said that the animated video products we make have a "good" eligibility status which includes suitability of the material with KD, mastery of the material, depth of the material, suitability for writing the material. , and the usefulness of material in animated videos. In line with research conducted by<sup>5</sup> with the title *Development of Animation Video Learning Media Using the CapCut Application on Social Science Content in Class V at SDN 44/VIII Teluk Singkawang, Tebo Regency*. The results of his research showed that the results of the analysis of the practicality questionnaire of educators' responses showed that the social science learning video media for reading event material on the Proclamation Text obtained a percentage of 92.5 % in the very practical category. The results of the practicality questionnaire analysis of student responses obtained an average of 96.0 % in the very practical category. It can be concluded that the results of the analysis of the practicality questionnaire of teacher and student responses obtained an average of 94.2 % in the very practical category, which means that animated video media is easy for students to use and time efficient. Then research was conducted by<sup>13</sup> with the title *Implementation of Interactive Video-Based Procedure Texts in Operating Systems Practicum*. The results of the research show that the use of interactive video-based text procedures during practicums for installing operating systems makes it easier for students to carry out practicums. This can be shown by the students' responses after using interactive video-based text procedures.

Based on the two results above, it can be concluded that learning the Curriculum Analysis course after using *CapCut* Video-based media is more effective than before using *CapCut* Video media. This is evident from the two results above, which show that the average student score in the Curriculum Analysis course before using *CapCut* Video-based learning media was 67.5 and after using *CapCut* Video -based learning media it was 86.9. It can be concluded that the Curriculum Analysis course after using *CapCut* Video-based media is more effective than before using *CapCut* Video -based media .

## 5. CONCLUSION

*CapCut* Video -based media, the overall average score was 86.9 with a standard deviation of 2.86 and a standard error of 0.49 from the 34 students sampled. In the normality test after using *CapCut* Video- based learning media with the Liliefors test,  $L_{count} = 0.015 < L_{table} = 0.219$ . This shows that identification after using *CapCut* Video-based learning media is normal, because student scores are generally in the very good category. Meanwhile, the average score before using *CapCut* Video-based learning media was an average of 67.5 with a standard deviation of 4.44 and a standard error of 0.76 with a total of 34 students in the sample. In the normality test before using the *CapCut* Video-based learning media with the Liliefors test, it was obtained that  $L_{count} = 0.135 < L_{table} = 0.300$  and this proves that the data before using the *CapCut* Video-based learning media was normally distributed.

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