# DEVELOPMENT OF LEARNING VIDEOS BASED ON ADOBE PREMIERE PRO FOR ELEMENTARY SCHOOL STUDENTS

**REVITA[1], BAGUS AMIRUL MUKMIN[2], ENDANG SRI MUJIWATI[3]**

**[1,2,3]PGSD, FKIP, Universitas Nusantara PGRI Kediri**

revita2801@gmail.com, bagusamirulm@gmail.com, endangsri@unpkediri.ac.id

08153248609

**Abstract**

The background of this is the of observations, that teachers at SDN Tiron 3 were not optimal in using learning media to convey material, the teacher had low motivation and the students' lack of interest in learning resulting in a boring learning process. Formulation of the research problem: What is the validity, effectiveness, and response of teachers and students to learning videos based on Adobe Premiere material on energy sources for fourth-grade students at SDN Tiron 3? This research uses the type of research and development (Research and Development). The model used is the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model developed by Sugiyono. The research subjects were fourth-grade students at SDN Tiron 3. Results of the research (1) The validation results obtained by media experts were 90%, material experts 95%, learning tools experts 91%, and evaluation question experts 96%. The average score validity level is 93%, which can be declared very valid. (2) The results of limited trials obtained a percentage of 100% and extensive trials 95%. The average level of effectiveness received a score of 97.5%, so it can be stated that it is very effective. (3) The percentage of teacher responses obtained was 91%, the student response results for the limited trial were 100% and the student response results for the extensive trial were 98%. So it can be said to be very good. Thus, the developed Adobe Premiere Pro-based learning video product on energy sources can attract students' learning interest and improve student learning outcomes.

**Keywords:** Development; learning videos; Adobe Premiere Pro

## INTRODUCTION

Natural Science is called natural science which is related to a systematic way of finding out about nature. Natural Science is a science related to natural phenomena in the surroundings in the form of a collection of observation/experiment results which are composed of a system that is interconnected with each other so that it becomes a single unit. Science learning in elementary school is very important because students have the ability to know and understand science concepts that are useful and can be applied in everyday life(Adawiyah et al., 2023). According to the Ministry of

National Education (2007:13), the aim of science learning in elementary schools is to develop skills for investigating the natural environment, solving problems, and making decisions."(Julianti et al., 2022).

To achieve these learning objectives, the outline of science material in class IV elementary schools according to the Ministry of Education and Culture No.37 of 2018 is, 1) Living things and life processes, 2) Objects/materials, their properties and uses, 3) Energy and its changes, and 4) Earth and the Universe. One of these materials is in KD 3.5 Describes various sources of energy, changes in forms of energy, and alternative energy sources (wind, water, sun, geothermal, organic fuels, and nuclear) in everyday life. To achieve this KD, the following indicators are needed: 3.5.1 describes various energy sources in everyday life, 3.5.2 provides examples of objects in everyday life that experience changes in energy form, and 3.5.3 explains alternative energy sources in everyday life. With this indicator, students are expected to be able to describe various energy sources, changes in energy forms, and alternative energy sources (wind, water, sun, geothermal, organic fuels, and nuclear). (Maulana et al., 2022)

Based on results of performance analysis and needs analysis, problems Science learning can also be done in students' class IV SDN Tiron 3. In the learning process, teachers do not use learning media optimally to deliver material, low motivation for teachers, and low student interest in learning. The main cause is triggered by a boring learning process.(Bangun et al., 2024)

The problem above can held repair with develop a learning medium that is develop tutorial video-based *Adobe Premiere Pro* in learning IPA material energy sources For students in Class IV Elementary School. According to Pribadi (2019:135), "Learning video media is classified as audiovisual media which is capable of displaying messages and information through image and sound elements delivered simultaneously." Meanwhile, learning videos based on Adobe Premiere Pro, according to Sugianto (2012: 1), " *Adobe Premiere Pro* is a video editing application that is very popular among professionals or users who like video editing because it has an easy-to-use display." With the existence of supporting learning media in the learning process, teaching can give motivation Study students and encourage self - self-learning process occurs student these, as well Students become more active in the learning process (Latif et al., 2020; Romaito et al., 2021; Safitri et al., 2019).

To research this, the researcher developed videos learning-based *Adobe Premiere Pro* on material energy source for students fourth grade elementary school.(Sipayung et al., 2020)

**RESEARCH METHODS**

Type from study This is study development or *Research and Development* because of research This develops and produces A product. Development model used is guided by the ADDIE model. According to Robert Maribe Branch (2009) in Sugiono (2016) there are stages of the ADDIE model including: *Analysis, Design, Development, Implementation, and Evaluation.* The following are the stages of the ADDIE development model*:*
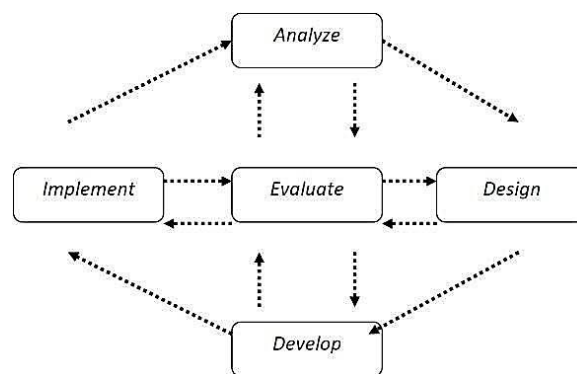


Figure 1. Stages of ADDIE model research

The analysis stage consists of performance analysis and needs analysis. Needs analysis aims to find out the problems that exist in science learning regarding energy sources in class IV at SDN Tiron 3 by distributing questionnaire data and observations to teachers and students in class IV at SDN Tiron 3. Meanwhile, needs analysis aims to find out what is needed in improving learning so that students can improve basic competencies.(Winangsih & Harahap, 2023)

design (planning) stage, in step This The aim is to design learning video media based on *Adobe Premiere Pro* in a detailed and planned manner as needed. With a design, learning video media will be focused and easier to work on.

The development stage (development) is the stage of the process of turning a design into reality. This stage contains activities to create learning video products based on *Adobe Premiere Pro.* In the previous stage, the learning video design based on *Adobe Premiere Pro* was first been

evaluated, and then the design would be developed at this *development stage*.(Pratiwi & Harahap, 2022)

The implementation stage (implementation) is the stage where trial activities are carried out. This trial stage was carried out using the PBL learning model in class IV at SDN Tiron 3. In the trial stage of the Adobe Premiere Pro-based learning video product, trials will be carried out twice, namely limited trials carried out on 5 students and extensive trials carried out on 20 students.

valuation (evaluation) stage is the stage of evaluating a product being developed to find out whether the learning video based on Adobe Premiere Pro material on energy sources being developed needs improvements to perfect the product being developed so that it meets initial expectations.

Instruments used in this research such as observation using interviews and needs questionnaires, validation of media experts and material experts using media expert validation sheets and material expert validation sheets, effectiveness of using evaluation questions, and attractiveness of using teacher response questionnaire sheets and student response questionnaire sheets. Meanwhile, the data analysis technique is the validity test, effectiveness , and response of teachers and students to the media developed. Validity data analysis was obtained from the results of questionnaires from media experts and material experts. Analysis of effectiveness data obtained from student learning outcomes. Meanwhile, analysis of media attractiveness data from teacher and student responses was obtained from the results of teacher and student response questionnaires.

**RESULTS AND DISCUSSION**

Results of study development already held can seen from the stages and development models used which are ADDIE (Analysis), (Design), (Development), (Implementation), (Evaluation). Here are the explanation results and Discussion Study This

The results of *the analysis* stage consist of two stages, namely: performance and needs analysis. At stage First, Performance analysis is used to obtain information related to teacher performance in learning activities and then look for appropriate solutions that can be used to solve the problem. To obtain this, interviews were conducted with class IV teachers at SDN Tiron 3 and problems were found related to the teacher's less-than-optimal use of learning media. Stage second, viz Needs

analysis is carried out to determine students' needs in learning activities. To obtain this, activities were carried out to distribute questionnaire data.

Stage *design* does design as well as designing learning videos based on Adobe Premiere Pro on energy source materials. Results at stage design load component cover text, *font* letters, and appropriate image material. As for appearance design development of this media as follows.
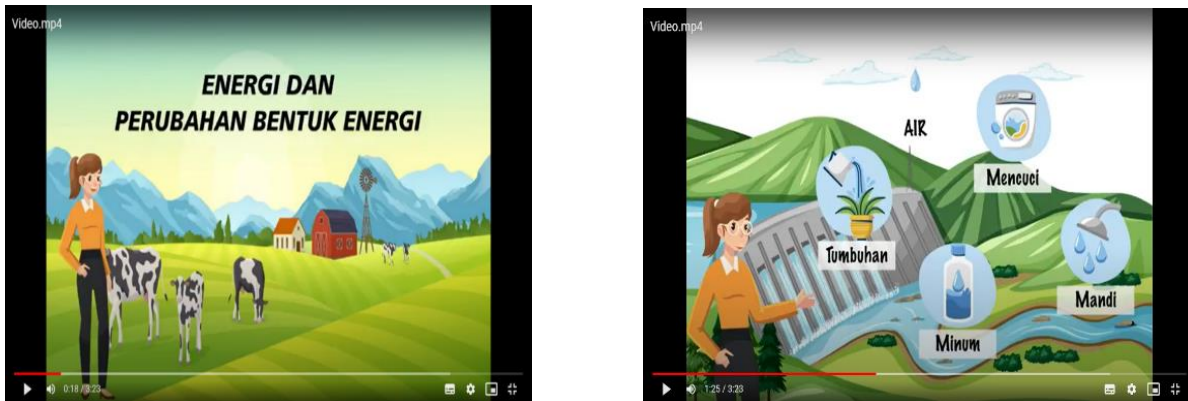


Gambar 2 Tampilan Cover Video Pembelajaran

Based on Figure 2, it can be seen that the products developed are adapted to the development of students. It can be seen that the learning video product is equipped with attractive images and animations so that students are motivated to learn.

Furthermore stage development tutorial video-based Adobe Premiere Pro validation process is carried out. The validation stage includes the validation expert's purposeful media and materials provide comments, and suggestions For improvement of this media. Before later implemented in activity learning. Stage validation media expert validated by Resty Wulaningrum, M.Pd. Validation material experts, learning tools, and evaluation questions carried out by Dr. Mumun Nurmilawati, M.Pd. Following This media validation results and material validation results are depicted in the table below This.

Table 1. Validity of Product Judgement

| No | Validation Aspect | Percentage | Validity |
|----|-------------------|------------|----------|
| 1 | Media expert | 90% | Very valid |
| 2 | Material expert | 95% | Very valid |
| 3 | Learning tools expert | 91% | Very valid |

| 4 | Expert in evaluation matters | 96% | Very valid |
|---|---|---|---|
| Average | | 93% | Very valid |

Table 2. Validity of Criteria

| Percentage | Category validity | Information |
|---|---|---|
| 86% - 100% | Very valid | Very good to use |
| 71% - 85% | Valid | B by is used after minor revisions |
| 56% - 70% | Fairly valid | B by is used after major revisions |
| 41% - 55% | Not valid | Can not be used |
| 25% - 40% | Not valid | Can not be used |

Based on from results the four validation tests were obtained results validity tutorial video based Adobe Premiere Pro with a percentage media experts at 90 %, expert material 95 %, learning device experts 91%, and evaluation question experts 96% with average results validity 93 % stated that tutorial video based Adobe Premiere Pro The energy source material is very valid to use.

Adobe Premiere Pro-based learning videos that have gone through the validation stage will be known for comments, suggestions and input from validators which are used to improve the media to make it more suitable for use in learning. Validation of Adobe Premiere Pro-based learning videos was carried out twice as follows.

a.  First validation

    Based on the first validator's input, the *Adobe Premiere Pro -based learning video* mentions the source of the images used and fixes conflicting sounds at 7 and 9 minutes.
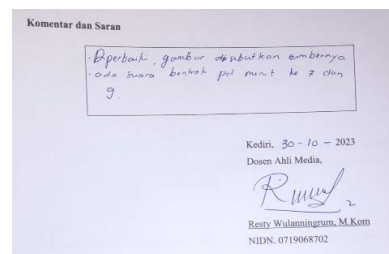


b.  Second validation

    In the second validation, the validator stated that the media was "test worthy" so that it could be used in research without revision.

*Implementation* stage with test method limited and extensive in class IV SD N Tiron 3. Limited trials were carried out with 5 students, and then extensive trials were carried out with 20 students. These results obtained through a data analysis of effectiveness with do question evaluation. Later value obtained the used as reject measuring level success completeness Stud. Here are the results mark limited and extensive trial evaluation question.

Table 3. Effectivity of Learning Video Based on Adobe Premiere Pro

| Test results | KKM | Evaluation Result Value | Information |
|---|---|---|---|
| Limited | 75 | 100% | Complete |
| Wide | 75 | 95% | Complete |
| Average | | 97.5% | Complete |

Based on the results from the table above it is known that the value student from test results limited to 100% and test results wide obtained a mark as big as 95 % with an average of them is 97.5 % Thus concluded tutorial video based on Adobe Premiere Pro is very effective for use in activities learning.

Furthermore required results analysis of teacher and student responses to find out the response of teachers and students to tutorial video-based Adobe Premiere Pro uses a Likert scale. Following results teacher and student responses.

Table 4. Teacher and Student Respons of Learning Video Based on Adobe Premiere Pro

| Response results | Total score | Maximum score | Score percentage | Information |
|---|---|---|---|---|
| Teacher | 41 | 45 | 91% | Very good |
| Students (limited) | 25 | 25 | 100% | Very good |
| Students (wide) | 98 | 100 | 98% | Very good |

Based on table above can be taken conclusion that the results of the teacher's response assessment obtained score 9 1 %, response student limited scale 100% , and broad scale student response 98% . Thus, learning videos based Adobe Premiere Pro material reaches the very good category so that the media can used in learning activities.

The final stage that is *evaluation* was carried out p there every development model stage . Stages *(Analysis)* , ( *Design* ) , ( Development *)* expert validation evaluation, (Implementation *)*

analyzes the media to see if there are still deficiencies and weaknesses in the learning videos based Adobe Premiere Pro.

## CONCLUSION

As for the results study development tutorial video based *Adobe Premiere Pro* material energy sources withdrawn conclusion that: Learning videos based *Adobe Premiere Pro* stated very valid get a percentage of media experts 90 %, expert material 95 %, learning device experts 91%, and evaluation question experts 96% with an average level validity 93 %. The effectiveness tutorial video based on *Adobe Premiere Pro* energy source material is said very effective after testing was carried out limited percentage of 100 % and test-wide 95 %, with an average level of effectiveness as big as 97.5 %. The result of the Teacher response got a percentage of 91% response students the limited trial was 100% while the student response to the extensive trial was 98% so the learning video-based *Adobe Premiere Pro* Energy source materials are very good for use in learning activities. Based on the results the tutorial video-based *Adobe Premiere Pro* can used as a solution For overcoming problems. Thus, the developed Adobe Premiere Pro-based learning video product on energy sources can attract students' learning interest and improve student learning outcomes.

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