

Development of Indonesian Language Learning Media based on Animation Video Using Adobe Premiere Pro Application for Fifth Grade of Elementary Schools

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ABSTRACT

This study aims to describe the development of integrated thematic learning media based on video animation using the Adobe Premiere Pro application for fifth grade of elementary schools. This type of research is research and development with the development model being the ADDIE model. The research subjects were teachers and students of fifth grade of public elementary school in VII Koto Sungai Sarik. The participants are 20 people including 10 female students and 10 male students. The results of the study show that the development of integrated thematic learning media based on video animation using the Adobe Premiere Pro application which was developed obtained a validity level of 90.7% for material, 93.7% for language and 88.3% for media with very valid categories. The results of the teacher's response questionnaire obtained a practicality percentage of 95.8%, while the student response questionnaire results obtained a practicality percentage of 95%. This study indicates that the Indonesian Language Learning Media based on Animation Video Using Adobe Premiere Pro Application is sufficient to be used in the learning and teaching in the fifth grade of elementary schools.

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INTRODUCTION

Education is the fulcrum of the survival of the nation and state, because education is the root of the process of forming and developing human character. Currently, the Ministry of Education and Culture of the Republic of Indonesia applies the 2013 Curriculum as the newest curriculum for every level of education, including in primary schools. At the elementary school level, the

curriculum applies an integrated thematic approach that links several subjects (Desyandri Desyandri et al., 2019).

The development of the current era is marked by the emergence of various innovations and technologies that continue to develop to provide facilities and benefits for human life. This development required a change from an industrial society to an information society. Therefore, the implementation of education must be relevant to the times, in order to produce graduates who are able to compete (Majir, 2020). In addition to improving the quality of learning, there is innovation and the implementation of an interesting learning process is a demand for teachers (Arwin et al., 2019).

The National Education Technology Standards (NETS) (Hapsari et al., 2021) describes an effective teacher as a teacher who is able to design, implement and create a learning environment to improve students' abilities. That way teachers should be able to take advantage of digital media in supporting the learning system. In creating a media, must adjust the needs and circumstances of students. Because students are in an era filled with technology as it is today, the teacher as a provider of learning media must also be able to adapt to the development of various kinds of technology.

The focus points on aspects of learning media are 1) learning objectives, 2) types of assignments and 3) expected responses that students should be able to master after learning takes place and the learning context including the characteristics of students (Hidayanti & Abdullah, 2023). In this case, learning media is a teaching aid that also influences the climate, conditions, and learning environment created by the teacher. Various types of media that can be created in the learning process of students, one of which comes from technology that suits the needs of students (Sari & Ningsih, 2023).

In the past, learning was only fully played by the teacher, now it can be replaced through technological devices. Learning is meant to provide learning programs with the aim that students learn and have experience. The use of media related to the existence of technology can be related to learning in the current curriculum, namely Integrated Thematic learning (Marhadi & Novian, 2023).

Based on the results of observations made by the author on October 25 2022 at SDN 11 VII Koto Sungai Sarik and December 9 2021 at SDN 32 VII Koto Sungai Sarik, the author obtained the following information. (1) Delivery of messages and learning materials seems less interesting and not yet varied, namely by conveying material orally and instructing students to understand the material in the theme book. (2) While the form of learning media used is only in the form of pictures, namely pictures in theme books, pictures displayed in class, or drawing directly on the blackboard. (3) There are LCD Projector and laptop facilities to support the learning process, but they have not been used as learning media and there are still many teachers and homeroom teachers who still use the lecture method in conveying subject matter.

Based on these problems, it is necessary to have new innovations in making learning media, one of which is media in the form of learning videos. The use of video can make lessons more effective because it is open and accessible. Amelia & Arwin, (2021) For this reason, it is necessary to develop interesting learning media according to the needs of students. The author chose to develop integrated thematic learning media using the Adobe Premiere Pro application as a solution to this problem.

Through the development of integrated thematic learning media based on video animation using Adobe Premiere Pro, it is hoped that it can help teachers convey material more clearly and shorten the time. Learning is also more fun because there is real visualization compared to just reading books and just listening to the teacher explain the material in front of the class using the lecture method. Thus, it is expected that integrated thematic learning will attract more students' attention so that learning objectives will be achieved optimally.

Based on the description above, the authors will conduct research with the title "*Development of Video Animation-Based Integrated Thematic Learning Media Using the Adobe Premiere Pro Application in Class V Elementary Schools*".

LITERATURE REVIEW

Adobe Premiere Pro

According to (Maulani et al., 2018) Adobe Premiere Pro is a video processing application program that is quite popular and the best among other similar programs. One of The advantage is that the latest Adobe Premiere Pro version can Operates well on the Windows operating system and Mac OS. In learning, the Adobe Premiere Pro application is used as an editing medium for learning media because the application is easy to use and has many features that help maximize the results of making learning videos (Sadewa & Wardhani, 2021).

Integrated Thematic Learning

According to (Dori Desyandri & Vernanda, 2018) Integrated thematic learning is learning that uses themes by linking several subjects so as to provide meaningful learning to students. According to the Ministry of Education and Culture in (Reinita & Wahyuni, 2020) Integrated thematic learning is learning using themes as a unifying learning activity that combines several subjects at once in one face-to-face meeting to provide meaningful experiences for students. Based on this opinion, it can be concluded that integrated thematic learning is learning that links several subjects into one particular theme so that this learning can make the learning process more effective and efficient. Thematic learning is integrated learning that combines several subjects in one unit packaged into a themes that emphasize students' mindset by connecting several subjects which will provide meaning experiences for students, and thematic learning that focuses on concentration and actively involve students (Anggraeni et al., 2022).

METHOD

This research was conducted in class V SDN 11 VII Koto Sungai Sarik. This research was conducted on December 10, 2022. The subjects of this study were teachers and students in class V SDN 11 VII Koto Sungai Sarik with a total of 20 students consisting of 10 female students and 10 male students. In addition, those involved in this study were researchers as practitioners and class teachers as observers (Nurzayyana et al., 2021).

The research method that the author will carry out research and development with the development model used in this study is the ADDIE model. The ADDIE model consists of five steps, starting from analysis, design, development, implementation, and evaluation. The development research that will be carried out is the development of integrated thematic learning media based on animated videos using the Adobe Premiere Pro application for class V SD.

The ADDIE model was developed by Dick and Carry in 1996 (in Rahmadina & Sari, 2022). This ADDIE model will be used by the author in conducting development research later. The reasons for choosing the ADDIE model are based on the considerations that: (1) this model is developed systematically and is based on a theoretical foundation of learning design; (2) this model is arranged programmatically with systematic sequences of activities in an effort to solve learning problems related to learning media as one of the learning resources in accordance with characteristics and needs of students; (3) this model has five steps or stages that are easily understood and implemented to develop product development such as learning media. The steps of its use are analysis, design, development, implementation, and evaluation.

In implementing the ADDIE model, there are validation and practicality activities, this is useful for testing how valid and practical the learning media we use is. For validation, there are 3 experts, namely linguist validator, media expert validator, and material expert validator. As for practicality, it is carried out by distributing questionnaires to class teachers and students. If the results of validity and practicality meet the requirements and are above average, then it can be said that the learning media made are feasible and appropriate for use in elementary schools.

Sources of data in this study are the results of validation and practicality. Data collection techniques in this study were collected using document analysis, observation, test and non-test results. The instruments used in this study were analysis documents, observation sheets, test and non-test sheets.

RESULTS

There are five stages used, namely analysis, design, development, implementation, evaluation in the development of Animation Video Using Adobe Premiere Pro Application in Class V Elementary School:

Analysis Stage

At the stage of analysis carried out, namely: (1) Needs analysis, which was carried out by observing SDN 11 VII Koto Sungai Sarik and conducting interviews with the homeroom teacher of class V. Based on the results of interviews with homeroom teachers for class V SDN 11 VII Koto Sungai Sarik, namely teachers have not used IT-based learning media, the learning process is only one-way, meaning that it is only teacher-centered while students only listen to information conveyed by the teacher without any feedback on the topic of learning being studied.

Design Stage

In the Design stage or the Animation Video Using Adobe Premiere Pro Application media design stage based on this Indonesian Language Learning approach, there are several stages including designing the front cover, author profile, the theme used and the colors. The development of animated video-based learning media using the Adobe Premiere Pro application in integrated thematic learning of the theme 8 sub-themes 2 of learning 1 in class V SD with reference to the ADDIE model has produced valid learning media.

Development Stage

This stage is also known as the development stage where at this stage there is a validation process for the developed media. Validation carried out by three validators. After doing the first validation,

the researcher got suggestions and made revisions according to the directions from the validator to produce media that was said to be valid.

Implementation Stage

This implementation stage is the stage of testing a product that has been validated previously, when it has obtained a valid score, the next step is to try out the media to determine the practicality of the developed media, it is known from the questionnaire distributed to students and teachers.

Evaluation Stage

The final stage is evaluation, this evaluation can be seen through questionnaires that have been filled in by teachers and students as a response to the practicality of the developed media.

Table 1. Category of Learning Media Development Practicality

No	Score In Percent	Category
1	0% - 20%	Not Practical
2	21% - 40%	Not enough Practical
3	41% - 60%	Enough Practical
4	61% - 80%	Practical
5	81% - 100%	Very Practical

Based on the results of observations at SDN 11 VII Koto Sungai Sarik, the learning process is still teacher-centered. It was found that there are problems that arise in the ongoing learning activities, namely the implementation of the use of learning media has not been maximized. The use of learning media so far has only been in the form of conventional media in the form of images and these images are only obtained from images contained in the LKS book and the teacher's handbook. Meanwhile, schools are equipped with various adequate facilities and infrastructure, such as computers and info cus. With the existence of adequate facilities and infrastructure, teachers can use it to create technology-based learning media.

The development of animated video-based learning media using the Adobe Premiere Pro application in integrated thematic learning of the theme 8 sub-themes 2 of learning 1 in class V SD with reference to the ADDIE model has produced valid learning media. This can be seen based on the results of learning media validation by expert validators. The validation results obtained a percentage of 98% for material, 100% for linguistics and 96.84% for media with very valid categories. These results illustrate that the learning media developed are valid and can be used in classroom learning.

The development of animated video-based learning media using the Adobe Premiere Pro application in Indonesian language learning in class V SD has produced practical learning media. This can be seen from the results of the teacher's response showing a practicality percentage of 95% in the very practical category. The results of the students' responses showed a practicality percentage of 96.25%. These results illustrate that the developed learning media can help the learning process in the classroom.

DISCUSSION

Based on this development research, it aims to determine the level of validity and practicality of developing learning media in thematic learning using the Adobe Premiere Pro application. In this study, researchers used the ADDIE model consisting of five stages, namely: Analysis, Design, Design, Development, Implementation, Evaluation (Fitra et al., 2023).

The analysis phase consists of analyzing the problem with 3 aspects, namely needs analysis, curriculum analysis, and material analysis. Then at the design stage, the researcher designs learning media products using the Adobe Premiere Pro application in integrated thematic learning for class V and prepares instruments to be used when conducting product validation. Then the development stage consists of testing the validity of the learning media and revising the product based on expert input in order to achieve product perfection. Next is the implementation stage. Products that we have validated, if 3 validators say they are valid, then we can implement them on students, or try them out on trial subjects, namely in class V SDN 11 VII Koto Sungai Sarik.

The developed learning media can be declared feasible to be tested for practicality in elementary schools because it has been validated by material experts, media experts and linguists. Based on the opinion of Reinita, (2022) application-based learning media that are feasible to develop consist of six intros, front menus, instructions for use, learning materials, evaluation, identity profiles for developing teaching media. From the results of the validation, researchers have revised the learning media that was developed (Anarli et al., 2023).

Based on the observations obtained, the researchers concluded that the implementation of video-animation-based integrated thematic learning using the Adobe Premiere Pro application had an impact on improving student learning outcomes, so that this classroom action research was carried out very well.

CONCLUSION

The development of animated video-based learning media using the Adobe Premiere Pro application in integrated thematic learning of theme 8 sub-themes 2 learning 1 in class V SD with reference to the ADDIE model has produced valid learning media. This can be seen based on the results of learning media validation by expert validators. The validation results obtained a percentage of 98% for material, 100% for linguistics and 96.84% for media with very valid categories. These results illustrate that the learning media developed are valid and can be used in classroom learning.

The development of animated video-based learning media using the Adobe Premiere Pro application for learning Indonesian in class V SD has produced practical learning media. This can be seen from the results of the teacher's response showing a practicality percentage of 95% in the very practical category. The results of the students' responses showed a practicality percentage of 96.25%. These results illustrate that the developed learning media can help the learning process in the classroom. Based on the observations obtained, the researcher concluded that the implementation of video-animation-based integrated thematic learning using the Adobe Premiere Pro application had an impact on improving student learning outcomes, so that this classroom action research was carried out very well.

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