

Implementation of Video-Based Learning Media Using Adobe Premiere in Improving Students Learning Interest in Practical Work and Entrepreneurship Subjects

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ABSTRACT

Learning media greatly influences students' interest in learning. One of the best software programs currently available is Adobe Premiere. This study aims to determine the implementation of video-based learning media and measure the increase in student interest in learning through the application of Adobe Premiere video-based learning media, as well as to determine the relationship between the two. The study uses a quantitative approach with a descriptive research method based on assumptions. The study population consists of all students in grade XI at SMAN 2 Kuta Baro Aceh Besar, with a sample of 47 students from grade XI Science/Social Studies who are enrolled in the Vocational and Entrepreneurship subject. Data collection was conducted through a questionnaire with evaluations based on the Likert scale. The research results showed: 1) The video design using Adobe Premiere had a duration of 9 minutes and 6 seconds, containing profiles, materials and examples of materials, video tutorials, and assignments completed by students. 2) Based on the data obtained from the research data recapitulation, it was found that the implementation of video-based learning was successfully applied with a percentage of 68.9% and was in the moderate category. Meanwhile, student interest after the implementation of the learning media was found to have increased in the moderate category with a success rate of 68.1%. The research results indicate that the use of video-based learning media has a positive effect on increasing student learning interest, thereby rejecting the null hypothesis (Ho) and accepting the alternative hypothesis (Ha).

INTRODUCTION

In recent decades, there has been rapid growth in technological development, particularly in the field of information and communication technology. The existence of various technologies has had a major impact on various aspects of life, including education. The application of technology has brought about significant changes in learning activities. One of the most notable impacts is the adoption of information and communication technology, which has transformed the learning process from traditional to more modern and interactive, enabling the development of students' competencies and self-development (Erikson & Erikson, 2019). Effective learning is evident in how it addresses students' needs and the demands of the modern era (Purnasari & Sadewo, 2020). Teachers and students can now access educational information from all over the world via the internet. Education in Indonesia is expected to adapt to technological advancements. Teachers and students can learn outside the classroom, engage in interactive learning by accessing lesson materials anytime, and communicate with fellow students or teachers through online learning (Xu et al., 2023).

The subjects of Vocational Studies and Entrepreneurship have been implemented starting from the junior high school level. These subjects are intended to foster creativity and entrepreneurial spirit in students, beginning in their teenage years, as a new innovation (Ernita, 2022). Therefore, appropriate learning models and media are required. Learning media greatly influence students' interest in participating in a lesson and understanding it in more detail (Ibrahim et al., 2023). The selection of appropriate media can support abilities that lead to better communication synchronization (Lee, et al., 2023).

Currently, many problems are still found in the classroom learning process. One of the problems frequently experienced by teachers is the lack of a conducive learning environment during the learning process (Arianti, 2019). This leads to issues related to students' discomfort and lack of discipline in the classroom. Student discipline is formed as a result and impact of the educational process conducted from the family to the school, which in turn shapes attitudes and behavior. Students' attitudes when participating in classroom learning are one of the things that teachers need to pay attention to in order to change their way of thinking in achieving learning outcomes (Zhang et al., 2022). Therefore, teachers must be able to increase students' interest, one of which is by making the learning process follow the digital era, such as replacing learning media with learning videos (Syaparuddin & Elihami, 2020). Creating educational videos is crucial for determining the themes and materials to be taught in accordance with the current curriculum and following the Lesson Plan (RPP). The selection of software for creating educational videos can be influenced by various factors. One popular software for creating and editing videos, which offers several advantages, is Adobe Premiere (Sari et al., 2022). Adobe Premiere presents editing menus and tools in an easy-to-understand and accessible manner. Users can quickly learn and understand the basic functions of the menus and tools provided without needing extensive training (Zaini & Nugraha, 2020).

Based on the author's observations during the School Field Introduction (PLP) period at SMAN 2 Kuta Baro Aceh Besar, it was found that when participating in craft and entrepreneurship lessons, the students appeared unenthusiastic. The students in the classroom did not pay attention to the teacher teaching at the front of the classroom and were busy with their own activities. The reason they gave was that they were uninterested and did not understand what the teacher was saying because the teacher only dictated what was in the textbook and then had them work on group assignments. One of the reasons for this is that the teacher's background is not in the relevant field (Wahyuni et al., 2019). Based on these issues, the author chose to conduct research on the application of video-based learning media using Adobe Premiere to increase students' interest in learning the subjects of Crafts and Entrepreneurship at SMAN 2 Kuta Baro and to observe the effects that occurred after learning using this media and the process of its application.

LITERATURE REVIEW

Media can be a means of exchanging or conveying messages. A medium is called educational media if it exchanges messages in a learning context. The use of media is very important; it is impossible to organize learning activities without using media. Media is flexible because it can be used for all levels of students and in all learning activities. Learning media can be defined as media that contains educational data or messages and can be used in learning contexts. Educational media is media that conveys messages or data containing learning objectives or goals. Educational media is very important in helping students acquire concepts, skills, and competencies that have not yet been learned (Fadilah et al., 2023).

Adobe is one of the world's largest computer software companies specializing in graphics, animation, video, and web development. Adobe Debut is a video editing program created by Adobe Frameworks. Adobe Debut is a video editing program that is widely used by offices, production houses, television stations, and professionals in the field. In terms of editing, Adobe produces a number of highly advanced software programs, such as Adobe Photoshop, 3D Studio Producer, Adobe After Effects, Adobe Illustrator, Adobe Prelude, and others. Adobe Debut itself is more specialized in arranging images, recordings, and sounds. To add animation to videos, you can use Adobe After Effects. Adobe Frameworks products are intentionally designed to be coordinated with each other, making it easier to separate application capacities for users (clients), especially those with basic needs, to help students avoid boredom (Zaini & Nugraha, 2020).

METHODOLOGY

This study uses a quantitative research design with a descriptive approach. The research was conducted in May–June 2024 at SMAN 2 Kuta Baro, located in Cot Keueng Village, Kuta Baro Subdistrict, Aceh Besar. The selection of the location and time was adjusted based on the researcher's considerations during the observation period. The population consisted of 47 students in grade

XI at SMAN 2 Kuta Baro for the 2023/2024 academic year. The sample was determined using a non-probability technique, employing saturated sampling, where the selected sample comprised the entire population (Amin et al., 2023). Data collection was conducted using a questionnaire. The questionnaire instrument, based on the Likert scale, consisted of a list of statements regarding the implementation of video-based learning media and the enhancement of students' learning interest. The measured variables were broken down into variable indicators. Each of the five alternative responses was assigned a numerical value (score), as follows:

Attitude	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

After collecting the data, it will be processed using various statistical analysis techniques to obtain the desired results.

1. Descriptive Analysis Technique

Quantitative data analysis techniques aim to analyze, summarize, and describe numerical data to provide a clear picture of a phenomenon. The data is analyzed statistically using SPSS version 25.0. The results will be presented in the form of a frequency distribution table. The first step in creating a frequency distribution table is to use class intervals with the formula:

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Category Level}}$$

All results obtained are presented by verifying the data from the questionnaire results that have been obtained.

1. Prerequisite Analysis Test

A prerequisite test is conducted to determine whether the data collected can be analyzed. There is concern that the data may not meet the requirements for statistical techniques.

a) Normality Test

The normality test is considered important because if the data is normally distributed, it can be considered representative of the population. This normality test uses the Kolmogorov-Smirnov test in SPSS software. It can be used to compare samples with reference probability distributions.

b) Linearity Test

This test is conducted to determine the linearity of data, i.e., whether two variables have a linear relationship or not.

2. Correlation Analysis Test

Correlation analysis techniques are used to determine the relationship between variable X and variable Y, using the Product Moment correlation test with SPSS version 25.0 software.

RESEARCH RESULT

The learning media created in this study used Adobe Premiere software, and the video was 9 minutes and 6 seconds long. The learning video was divided into four parts: profile, material, video tutorial, and exercises for students to complete. The video was created based on the material being studied, namely crafts made from waste materials.

The first section includes a video profile consisting of the subject name and the material to be taught. The second section of the educational video covers the material presented during the lesson, which includes an overview of the main topics and examples of the material. The next section features a tutorial video on how to make a tissue box from used cardboard and seashells. The final part of the educational video contains practice assignments for students to complete after watching and understanding the material taught through the educational video.

Before conducting the research, a questionnaire test was first conducted to determine whether the measurement tools used were valid or not. According to Sugiyono (2019:188), respondent testing should be conducted on at least 30 respondents to ensure the results approach a normal curve. The significance level used is >0.05 , and an item is considered valid if the calculated r value is greater than the table r value (Janna & Herianto, 2021). In accordance with the rules for finding the table r , df ($N-2$, >0.05) where N is the number of data tested. Table $r = df$ ($30-2$) = 0.361.

To answer the research questions and objectives, descriptive statistical data analysis was used, by finding the mean and standard deviation values, which were then categorized according to the frequency percentage values.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Penerapan Media	47	14.00	26.00	40.00	36.29	3.249
Peningkatan Minat	47	8.00	32.00	40.00	36.93	2.390
Valid N (listwise)	47					

After obtaining the mean and standard deviation of each variable, the next step is to categorize the values using the interval distance calculation formula.

	Kategori
$X < \text{Mean} - 1.SD$	Rendah
$\text{Mean} - 1.SD \leq X < \text{Mean} + 1.SD$	Sedang
$\text{Mean} + 1.SD \leq X$	Tinggi

Based on the interval distance calculation formula, it can be concluded that the learning implementation variable was successfully implemented with the highest frequency occurring in the moderate range with a percentage of 68.9%. In the variable of increased interest in learning, the highest frequency value also occurred in the moderate category with a percentage of 68.1%.

Variabel	Kategori	Kriteria	Frekuensi	Persentase (%)
Peningkatan	Rendah	$X < 34.54$	8	17%
Minat	Sedang	$34.54 \leq X < 39,32$	32	68,1%
Belajar	Tinggi	$39,32 < X$	7	14,9%
Jumlah			47	100%

Based on the results of the Pearson Correlation Coefficient calculation, r calculated $> r$ table, 16 items can be declared valid for use in the study, while invalid items cannot be used and must be eliminated. Variables x and y are tested to see whether they have a positive or negative effect, by looking at whether the significance value > 0.05 can be interpreted as meaning that variables x and y have a positive effect. Meanwhile, to determine the level of influence between variables x and y , refer to the correlation coefficient r interval table.

After conducting the correlation test, a significance value of $0.000 < 0.05$ was obtained, which means that the application of learning media has a positive influence on increasing the learning interest of students at SMAN 2 Kuta Baro. To determine the level of influence between the two variables, the Pearson Correlation value of 0.641 is used, with the interval table range referring to Sugiyono (2017: 276).

Interval Koefisien	Interpretation
0,800 - 1,00	Very Strong
0,600 - 0,799	Strong
0,400 - 0,599	Fairly Strong
0,200 - 0,399	Weak
0,000 - 0,199	Very Weak

Based on the coefficient interval table, it is known that the level of influence between the variable of learning media application and the variable of increasing student learning interest is in the range of 0.600-0.799, with the interpretation that the influence of the two variables is strong. After obtaining the results of the correlation test between variables, the conclusion of this research hypothesis can be drawn. Since there is a positive relationship between the two variables, H_0 is rejected and H_a is accepted, meaning that the use of Adobe Premiere in making learning videos has a significant impact on students'

interest in learning in the subjects of Crafts and Entrepreneurship. The next step is to find the contribution of variable x to variable y using the formula:

ID: $R^2 \times 100\%$, yielding a result of 41.08%. This means that learning with Adobe Premiere videos contributes to increasing students' interest in learning by 41.08%. In addition to educational videos, there are other factors that can influence students' interest in participating in vocational and entrepreneurship education.

DISCUSSION

Overall, learning media is known to be very important for learning activities. Students can also better understand the objectives and goals of teaching topics to develop superior curiosity and more specific learning knowledge. The use of learning media can influence the classroom learning process and help teachers deliver topics. Using materials such as videos and other learning media, students can ask questions and encourage them to respond positively to the learning process they are doing in class by the teacher.

Based on the research results, it is known that the application of media has an influence on increasing the learning interest of students at SMA N 2 Kuta Baro. This is known from the acceptance of the proposed hypothesis, which states that there is a significant impact of the application of video-based learning media using Adobe Premiere in increasing the learning interest of students at SMAN 2 Kuta Baro with a Pearson Product Moment " r " value of 0.641%, which is in the strong category.

In this era of increasingly advanced and rapidly developing technology, it is only natural to update learning media with the aim of increasing students' interest and motivation. One way to do this is by creating video-based learning media using the Adobe Premiere application, which can be used by individuals to create and edit learning videos as desired. Teachers are encouraged to be innovative when planning the learning process to enhance students' learning interest, such as by using engaging video-based learning media to prevent students from feeling that the learning process is monotonous. The use of learning media that leverages technology is highly recommended in learning activities, as it is expected to assist teachers and students in achieving good learning interest and outcomes (Prayudha et al., 2024). Educational video media can help students focus their attention on the material being presented during the learning process. Therefore, the material presented in the educational video must be in line with the material being taught with the help of software that can be used.

Furthermore, Amarta et al. (2023) stated that Adobe Premiere-based educational video media can be used as an alternative in compiling and planning a unique and interesting learning process to stimulate students' motivation and interest in learning in the classroom. Halawa's (2022) research shows that using learning media can influence students' interest and learning outcomes in a subject, as students can directly observe the objects being taught. Additionally, the use of educational games can also enhance students' interest and learning

outcomes at SMKN 3 in the subject of clothing components (Fadhilah, N., et al., 2018).

The results of the research observation indicate that students actively engage in learning activities by understanding the concepts of the material being taught, analyzing information obtained during the learning process, and solving problems through video-based learning media. Students' interest in learning is influenced by many other factors, not only by using learning media such as video-based Adobe Premiere, but also by rewards and teaching methods used during the teaching and learning process (Rohmah, 2019). The use of appropriate teaching methods and media can increase students' interest and enthusiasm for learning so that the learning process can be conducive to high student activity.

CONCLUSIONS AND RECOMMENDATIONS

The implementation of video-based learning media using Adobe Premiere in the subjects of Crafts and Entrepreneurship at SMAN 2 Kuta Baro can be considered successful, with a percentage of 68.9% falling into the medium interval category. This can be seen in the students' active participation in learning and involvement in classroom activities.

Student learning interest after the implementation of video-based learning media using Adobe Premiere can be measured using the interval distance calculation formula, yielding the highest percentage in the moderate category at 68.1%. This result indicates that learning media can gradually increase student learning interest by fostering a desire to know and learn what is presented in the video, participating in class diligently without disrupting others.

Through correlation testing, it was found that variable *x* (application of learning media) has a strong positive effect on variable *y* (improving student learning). This supports the research hypothesis that H_0 is rejected and H_a is accepted, meaning that the use of Adobe Premiere in creating learning videos has a significant impact on improving students' interest in learning in the subject of Crafts and Entrepreneurship.

The expectation for teachers is to be more creative in creating educational media. One way to do this is by creating creative and engaging educational videos/tutorial videos.

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