International Journal of Multidisciplinary Research and Publications
ISSN (Online): 2581-6187

Capcut-Based Videos for Learning Writing Explanation Texts for Junior High School Students: Feasibility Tests and Its Effectiveness

Febyana Arlin[1], Herman Budiyono[2], Hary Soedarto Harjono[3]
[1,2,3]Magister Pendidikan Bahasa dan Sastra Indonesia, Universitas Jambi
Email: febyanaarlin81@gmail.com

Abstract— *This research aims to determine the feasibility and effectiveness of video based on the Capcut application. This research uses the Research and Development (R&D) type of research, which refers to the ADDIE model. The data collection instruments for this research used questionnaires and test sheets. Data analysis techniques in this research use qualitative and quantitative. The feasibility level of Capcut applied videos based on validation results is 79% in the "good" category from material experts and 91.1% in the "excellent" category from media experts; therefore, it is suitable for use in learning. The effectiveness of the video resulting from the development of the Capcut application is measured based on the results of student assessments using a one-on-one pattern. Three students were involved in the review, scoring 90%, 84%, and 80%, respectively. Therefore, it can be interpreted or grouped into the "excellent" category. Apart from that, based on the N-Gain test, an average of 0.90 or around 90% was obtained, which is in the "high" or "very effective" category. It means that videos based on the Capcut application are very effective in learning to write explanatory text.*

Keywords— *Learning videos, Capcut application, writing explanatory text.*

I. INTRODUCTION

"Bahasa Indonesia" is one of the mandatory subjects taught at all levels of education in Indonesia, from elementary to higher education. Apart from being a unified language, the "Indonesian" subject is also a means of studying national culture and introducing "Indonesian" as a world language. Various topics are taught in these subjects, including literature, understanding text or narrative, language structure, and so on (Tawakkal, 2018). Thus, it can be understood that ex-related topics are an essential part of the "Indonesian" subject.

The topic of the explanatory text is the subject "Indonesian," which contains the cause and effect of a natural and social event or phenomenon. By the applicable curriculum, through this text, students are expected to be able to explain and write down the cause-and-effect process of events in a structured and systematic manner. Therefore, through learning explanatory texts, students are trained and guided to develop analytical, critical, and creative thinking skills. As stated by Rukmini (2021), explanatory text is a text that can express students' ideas in written form about phenomena, so critical thinking skills are needed,

Apart from aiming to develop critical and creative thinking skills, learning explanation texts also provides several other benefits. Darlisa Muhamad et al., 2023) explain that writing is one of the four basic language skills (speaking, listening, writing, and reading). Writing is a productive skill used to produce language and convey meaning. Explanatory text is also helpful in considering and giving various reasons for a natural or social event or phenomenon. Students must master writing explanatory texts because many daily activities require knowing the causes and effects of something that can happen.

The material for writing "explanatory text" has not been mastered optimally by students. Implementation of learning on the topic "explanatory text" is still often delivered or taught using the lecture method. The lecture method has yet to encourage students to learn actively and optimally; instead, it is passive, making the class atmosphere boring and unpleasant. The impact is that student learning outcomes could be more optimal. According to Ardiyana (2021), there are five disadvantages of the lecture method, namely 1) educators who use the lecture method must have excellent and exciting communication skills, 2) the lecture method used by educators is limited to the experience mastered by the educator, 3) the lecture method creates an atmosphere becomes monotonous, 4) the use of the lecture method can make students passive and less involved in class, 5) educators tend to treat students the same.

One media that can arouse students' interest in learning is video. Video is a medium that contains audio-visual elements, so it is called audio-visual, like video, with something related to education (Prananda, 2020). Therefore, learning videos can be used as a tool in the teaching and learning process. Apart from that, the audio-visual video contains images that can be displayed through a projector, thus producing an image that looks alive on the screen (Arsyad, 2008). It can give a good impression and be fun in gaining knowledge and learning.

Apart from that, videos can be displayed with a duration of less than 20 min, which contain the content of learning messages displayed with pictures and sound with the presentation starting from the opening, discussion of the material, closing, and conclusions (Kristanto, 2011). Video is a medium that educators can use to deliver material whose time can be adjusted to the situation and conditions. A video containing audio and images can be displayed with a more significant tool, and the size of its use can be adjusted according to needs. Therefore, learning videos must be developed according to the material's nature, the student's character, and the environment's supporting capacity. It is intended so that the development of learning videos has more comprehensive benefits.

One application that can be used to develop videos is the

Febyana Arlin, Herman Budiyono, and Hary Soedarto Harjono, "Capcut-Based Videos for Learning Writing Explanation Texts for Junior High School Students: Feasibility Tests and Its Effectiveness," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 6, Issue 7, pp. 79-83, 2023.

Capcut application. The Capcut application is an Android application that can be used to create learning media apart from Kine Master and Inshot, which are often used (Pratama and Amrukkah, 2021). The Capcut application is a free all-in-one (many features in one application) video creation application that helps people create extraordinary videos (Norzaimi et al., 2021). This application offers many exciting features for developing long and short videos, from cutting videos, inserting text, photos, and animations, inserting videos into videos (overplay), and adding music, stickers, and other features. This application is beneficial in learning activities to create exciting and not monotonous material. Interactive learning is direct learning by teachers and students involving their minds, sight, hearing, and other skills (Anyan, 2022).

Based on the background above, the author conducted this development research to determine the feasibility of Capcut application-based videos in learning to write explanatory text. Apart from that, this research also intends to evaluate the effectiveness of videos based on the Capcut application for learning to write a descriptive text.

II. Research Methods

The type of development the author uses in this research is research and development. Research and development is an analysis used to produce a particular product and test the effectiveness of the product to be researched. The Research and Development method is used to create a specific product. It can perfect a product with the conditions and criteria set to produce a quality product through various stages of testing (Ernawati, 2018). This development uses the analysis, design, development, implementation, and evaluation (ADDIE) framework. ADDIE is a coherent and systematic framework for organizing design and development research activities (Rusdi, 2019).

The steps for developing this research can be seen in the ADDIE framework illustration.

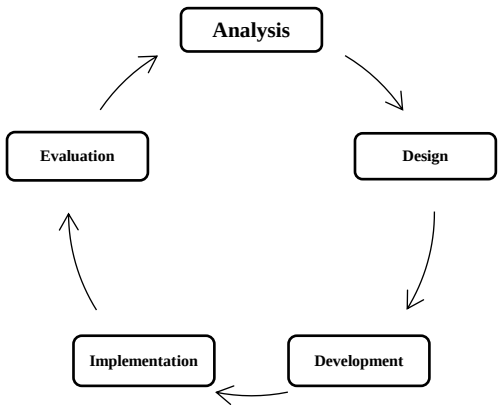

Figure 1. ADDIE framework

The development stage in this research has an arrangement and steps based on the objectives, needs, and product characteristics to be produced.

The subjects of this research were 36 class VIIIK students. This research data is qualitative and quantitative data. Qualitative data is data in the form of words, and quantitative data is data in the form of numbers. Qualitative data was obtained through input and suggestions from supervisors and material and media experts. Apart from that, quantitative data consists of student responses to videos and answers to exam papers given to students. Quantitative data was obtained from validation results, evaluation trial results, and field assessments. Data is a source of information to support the success or failure of research. Data will be selected to support research (Siswantoro, 2008).

The instruments in this research are questionnaires and test sheets. The author carries out the data collection technique to research the object to be studied. Data collection techniques are the most strategic method or step in research to obtain data (Sugiyono, 2016). Data collection techniques in this research were questionnaires and test sheets. The questionnaire in this research was used to get information to assess the product being developed, and the test sheet was used to see the effectiveness of the learning video for writing explanatory text. This data analysis technique uses qualitative and quantitative methods. Qualitative data was analyzed based on input from material and media experts. In addition, quantitative data comes from calculations and evaluations validated by material and media experts, assessment groups, and field calculations.

III. Results And Discussion

This development research is described based on three things according to the problem formulation: the steps for developing videos based on the Capcut application, the feasibility of videos based on the Capcut application, and the effectiveness of videos based on the Capcut application. The steps for developing a video based on the Capcut application are the same as the research conducted by Hapsari and Zulherman (2021) by analyzing, designing, developing, implementing, and evaluating. In the analysis process, the author explores the characteristics of the video that will be produced by first analyzing the Learning Objective Flow (LOF) that will be used, as well as the teaching module and Learning Objective Achievement Criteria (LOAC) to limit the research so that it does not deviate. At the design stage, the author designs the development team and schedule and determines the material's structure to be developed as a storyboard.

The next stage of development is developing the video that the author has made, then validating the five Terry and media experts to see whether the created video is feasible or not being tested on students, along with the results of validation tests by material experts and media experts.

TABLE 1. Material Expert Validation Results

No	Aspect	Score	Maximum Score	Percentage	Eligibility Criteria
1	Relevance of the material	26	35	74,28	Good/Decent
2	Material truth	30	35	85,71	Good/Decent
3	Depth of material	30	35	85,71	Good/Decent
4	Language	12	15	80	Good
Rata-rata				81,42	

Referring to Table 1, the total score for the material aspect,

Febyana Arlin, Herman Budiyono, and Hary Soedarto Harjono, "Capcut-Based Videos for Learning Writing Explanation Texts for Junior High School Students: Feasibility Tests and Its Effectiveness," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 6, Issue 7, pp. 79-83, 2023.

the expert gave a score of 26 points out of a maximum score of 35 points. Therefore, the feasibility percentage is 74.2% in the "good" or suitable for use category. From the aspect of truth and depth of material, it obtained the same score, namely 30 points out of a maximum score of 35. Thus, the percentage of suitability for these two aspects is 85.71% in the "good" or suitable for use category. From the aspect of the language used in the developed learning videos, the score obtained was 12 points out of a maximum score of 15 points, with a feasibility percentage of 80% in the "good" or suitable for use category. Overall, the rate achieved, according to material experts, was 81.42% with the type "good" and ideal for use.

The following assessment is by a learning media expert from Jambi University, specifically a digital learning media expert. The results of the evaluation of the development learning videos are shown in Table 2 below:

TABLE 2. Media Expert Validation Results

No	Aspect	Score	Maximum Score	Percentage (%)	Criteria
1	General View	35	40	87,5	Very good
2	Clarity of material content	33	35	94,28	Very good
3	Sequence of materials	33	35	94,28	Very good
4	Language	14	15	93,3	Very good
Average				92,34	Very good

Referring to Table 2, it can be seen that the expert gave a score of 35 points out of a maximum score of 40 points on the general appearance aspect of the video. Therefore, the feasibility percentage is 87.5% in the "Very Good" or suitable for use category. From the clarity of content and order of presentation of material, it obtained the same score, namely 33 points from a maximum score of 35. Thus, the percentage of suitability for these two aspects is 94.28% in the "Very Good" or very suitable category. From the aspect of the language used in the developed learning videos, the score obtained was 14 points out of a maximum score of 15 points, with a feasibility percentage of 93% in the category "Very Good" or very suitable for use. According to material experts, the rate achieved was 92.34% with the type "Excellent" and very suitable for use.

Then, in the implementation stage, the author tests the students using student response questionnaires and pre-test and post-test sheets. The following are the results of the one-on-one evaluation.

In the first evaluation stage, the first student obtained an average score of 90% with an excellent interpretation, the second obtained an average score of 84% with a perfect interpretation, and the third obtained an average score of 80% with a reasonable interpretation. The following implementation stage is the author's evaluation of small groups, namely 18 students. The following are the results of the small group evaluation.

At this stage, the author carried out a pre-test and post-test; at the pre-test stage, the average score was 1,049, and the post-test was 1,491. After the data was obtained from the pre-test and post-test results, the two scores were compared using the N-Gain formula. Based on the results of this comparison, a value of 0.58 was obtained in the moderate or quite effective category. Based on the results of this comparison, learning videos based on the Capcut application for learning to write explanatory texts are pretty effective as learning media in junior high schools.

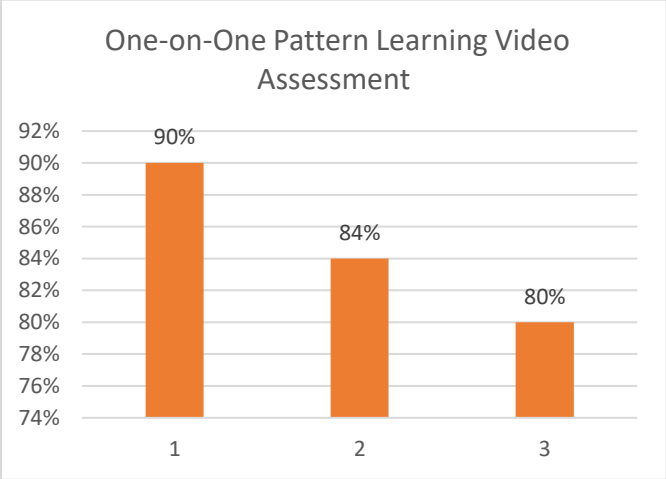

Figure 1. One-on-one Evaluation Results

TABLE 3. Small Group Evaluation Results

No	Coding Respondent	Pre-test	Post-test
1	A	57	88
2	AHM	69	88
3	CM	75	100
4	CFF	45	100
5	EG	63	82
6	EMA	75	100
7	FO	50	88
8	FS	57	88
9	FMA	50	88
10	JAM	50	82
11	KAW	45	82
12	KAPOK	50	88
13	KCH	50	88
14	MDA	75	82
15	MRA	50	88
16	MA	50	82
17	SR	75	82
18	WTZ	63	95
Total		1.049	1.491
Average		0,58	
Category		Moderate/Fairly Effective	

To strengthen the arguments in this research, the data that has been obtained is then analyzed using the T-test. The results of the T-test using SPSS 25 software can be seen in Table 4 below.

Referring to Table 4 above, it is known that the significant value of the relationship between the Pre Test and Post Test is 0.000, less than 0.05, and the calculated t value is -10.848 and the t table value is (with df = 17 in two tail 0, 05 obtained a t-table value of -2.10982). Seeing the significant value of 0.000, which is smaller than alpha 0.05, and the calculated -t value (-10.848) < -t table (-2.10982), it can be decided that the test results are rejecting H0, meaning there is a difference between the pre-test values with post-test scores. Thus, there is a

Febyana Arlin, Herman Budiyono, and Hary Soedarto Harjono, "Capcut-Based Videos for Learning Writing Explanation Texts for Junior High School Students: Feasibility Tests and Its Effectiveness," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 6, Issue 7, pp. 79-83, 2023.

significant influence or a significant difference between the pre-test and post-test scores in this study. In other words, the use of developed videos in learning positively contributes.

TABLE 4. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 Pre_Test - Post_Tes	-30.11111	11.77679	2.77582	-35.96757	-24.25465	-10.848	17	.000

IV. Discussion

The steps for developing a video based on the Capcut application are the same as previous research conducted by Rinaldo et al. (2020), Zulpa (2022), Andre (2022), and Anisya (2023), namely by analyzing, designing, developing, implementing and evaluating. In the analysis process, the author analyzes the initial needs, characteristics of students, and the learning environment; the author completes the development team development schedule design and determines the material's structure to be developed as a storyboard.

In the next stage of development, the author develops the video that the author has made; then the author validates the material experts and media experts to see whether the video developed is feasible or not tested on students; at this stage from the material expert validation, a score of 79 is obtained in the good category, and The results from media experts obtained a score of 91.1% in the excellent category, while previous research conducted by Rinaldo (2020) using video media obtained a score of 75% in the category suitable for testing. Apart from that, research conducted by Zulpa (2022), Andre (2022), and Anisya (2023) shows that the learning video media developed is compelling and shows improvement in the learning process.

At this stage, the material expert validation obtained a score of 79% in the good category for use in testing. From the results, the media expert obtained a score of 91.1% in the excellent category for use in the student testing phase. Meanwhile, in previous research conducted by Rinaldo et al. (2020) using learning videos, they obtained a score of 75% in the good category and worth trying. Apart from that, according to research conducted by Zulpa (2022), Andre (2022), and Anisya (2023), it shows that the learning video media developed shows an improvement in the learning process.

Then, at the implementation stage, the author tested it on students using student response questionnaires and pre-test and post-test sheets. At this implementation stage, the author gives questionnaires to students to be evaluated one by one; at the one-on-one evaluation stage, the first student gets an average score of 80 with a reasonable interpretation, the second student gets an average score of 84 with excellent performance, and the second student gets an average score of 84 with a perfect interpretation. The third student obtained an average score of 90 with perfect interpretation.

The writer evaluated a small group of 18 students in the following implementation stage. At this stage, the writer carried out a pre-test and post-test. At the pre-test stage, an average score of 55.8 was obtained, and the post-test score was 95.8. The two scores are compared using the N-Gain formula after the data is obtained from the pre-test and post-test results. Based on the results of this comparison, a value of 0.90 was obtained in the high/very effective category. So, based on the results of this comparison, the Capcut application-based video for learning to write explanatory text is very effective as a learning medium in class VII of SMP Negeri 11 Jambi City.

For educators, especially in Indonesian language studies, the Capcut application can be an alternative for teaching students to create exciting learning videos, and videos based on the Capcut application can be used well as learning media in schools. However, there are still areas for improvement in writing and appearance. For further research, we can develop different learning media with exciting and creative discussion subjects with even more up-to-date applications. We can be creative in the world of education.

V. Conclusion

Based on the objectives and data of this research, videos based on the Capcut application are very suitable for learning to write explanatory texts in class VII of SMP Negeri 11 Jambi City. It is based on the assessment of material and media experts, namely 79% with "good" criteria and 91.1% with "excellent" criteria. Furthermore, videos based on the Capcut application are very effective for learning to write explanatory text in class VII of SMP Negeri 11 Jambi City. It is based on student assessment results using a one-on-one pattern, with each student obtaining a presentation score of 80%, 84%, and 90%. Apart from that, based on the N-Gain test, a score of 0.90 was obtained in the "high" category, meaning "very effective."

References

[1]. Alfarobby, M. I., & Parmin, M. (2012). Pengembangan Media Video Menulis Berita Berbasis Literasi Informasi Untuk Pembelajaran Menulis Teks Berita Bagi Siswa Kelas VIII SMP. *Ejournal. Unesa. Ac. Id*, pp. 1-17.

[2]. Akhiruddin. (2019). Belajar Dan Pembelajaran. Gowa: *CV Cahaya Bintang Cemerlang*.

[3]. Anyan, A., & Setyawan, A. E. (2022). Keefektifan Video Pembelajaran Interaktif Dalam Meningkatkan Motivasi Belajar Siswa SMK Pada Masa Pandemi Covid-19. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 13(1).

[4]. Anyan, A., Ege, B., & Faisal, H. (2020). Pengembangan Media Pembelajaran Interaktif Berbasis Microsoft Power Point. *JUTECH: Journal Education and Technology*, 1(1).

[5]. Ardiyana, D. P. Y. (2021). Metode Pembelajaran Guru. *Yayasan Kita Menulis*.

[6]. Arsyad. (2008). Media Pembelajaran. Jakarta: Raja Grafindo Persada.

[7]. Arifin, M. (2022). Media Pembelajaran Berbasis ICT. *Medan: Umsu Press*. (Online). Diakses 19 September 2022.

[8]. Darlisa Muhamad, Adriani, & Hud, S. (2023). Peningkatan Kemampuan Menulis Teks Eksplanasi Menggunakan Media Pembelajaran Gambar Fenomena Alam Siswa Kelas VIII SMP Nasional Banau Kota Ternate. *Jurnal Ilmiah Wahana Pendidikan*, *9*(June), 698–707.

[9]. Fauziah, M. (2021). Penggunaan Media Video Iklan Layanan Masyarakat dalam Pembelajaran Menulis Teks Eksplanasi Siswa Kelas XI SMAN 10 Kabupaten Tangerang Tahun Pelajaran 2020/2021.
[10]. Hadi, S. (2017). Efektivitas Penggunaan Video Sebagai Media Pembelajaran Untuk Siswa Sekolah Dasar. *Prosiding TEP &PDs.*
[11]. Hamid, Abi Mustofa, D. (2020). Media Pembelajaran. *Yayasan Kita Menulis*.
[12]. Herung, A. G., Ratu, D., & Polii, I. (2022). Pembelajaran Menulis Teks Prosedur Dengan Menggunakan Model Citizen Prosedur. *Kompetensi*, 2(04), pp. 1289-1294.
[13]. Jannah, Z. R., Harjono, H. S., & Suryani, I. (2022). Pengembangan Video Berbasis Aplikasi Canva untuk Pembelajaran Menulis Teks Prosedur. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan*, 13(2), pp. 389-398
[14]. Kristanto, A. (2011). Pengembangan Model Video Pembelajaran Mata Kuliah Pengembangan Media Video/Tv Program Studi Teknologi Pendidikan Universitas Neegeri Surabaya. *In Tesis*.
[15]. Rahmatullah, R., Inanna, I., & Ampa, A. T. (2020). Media Pembelajaran Audio Visual Berbasis Aplikasi Canva. *Jurnal Pendidikan Ekonomi Undiksha*, 12(2), pp. 317–327.
[16]. Riyana, C. (2022). Media Pembelajaran. Jakarta: *Direktorat Jendral Pendidikan Islam Kementerian Agama Republik Indonesia*. (Online). Diakses 20 Juli 2022.
[17]. Rizkia, A. T., Pratiwi, W., & Syafroni, R. (2023). Pembelajaran Menulis Teks Eksplanasi dengan Media Audio Visual pada Kelas VIII SMP Negeri 4 Klari. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 9(1), pp. 12-19.
[18]. Rohma, U. S. (2021). Pengembangan Media Audio Visual Berbasis Aplikasi Canva Materi Bangun Ruang Limas. *Jurnal Pendidikan Matematika*, 5(2), 61–70.
[19]. Rukmini, S. (2021). Pengaruh Pendekatan High Order Thinking Skill (Hots) Terhadap Kemampuan Menulis Teks Eksplanasi. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *4*, 129–140.
[20]. Rusdi, M. (2019). Penelitian Desain dan Pengembangan Kependidikan. In Depok: PT Raja Grafindo Pesada.
[21]. Sari, P. (2018). Pengembangan Media Video Pembelajaran Menulis Puisi Siswa Kelas VIII SMP Negeri 4 Padangsidimpuan. *In Prosiding Seminar Nasional Pendidikan Bahasa dan Sastra Indonesia I Unimed*-2018 Vol. 1, pp. 89-94. FBS Unimed Press.
[22]. Sugiyono. (2016). In Metode Penelitian Kuantitatif, Kualitatif dan R&D (p. 13).
[23]. Tawakkal, M. I. (2018). Peningkatan Keterampilan Menulis Puisi Dengan Strategi Pikir Plus Menggunakan Media Gambar Peristiwa. *JEC (Journal of Education and Counseling)*, *1*(2), 104–112. https://doi.org/10.32665/jec.v1i2.57
[24]. Vijay, M., Rini, T. A., & Cholifah, P. S. (2023). Pengembangan Video Animasi "Vivi dan Jeje" untuk Pembelajaran Menulis Teks Petunjuk bagi Siswa Kelas IV SDN Bunulrejo 3 Malang. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, *3*(1),50-64.