Development of Digital Learning Video Based on the Cyberlink Power Director Program in the Era of Learning Freedom in Education Economics Courses

Deni Adriani[1], Putri Kemala Dewi Lubis[1], Muhammad Andi Abdillah Triono[2]

[1] *Program Study of Economic Education, Economics' Faculty, Medan State University, Indonesia*
[2] *Management Study Program, Faculty of Economics, Medan State University, Indonesia*
E-mail: Deni_adriani@unimed.ac.id

ABSTRACT

Learning freedom Program launched by the Minister of Education is supported by the current pandemic situation. Various activities in all areas of life have changed drastically. This situation encourages various creativity carried out by lecturers so that students can learn actively a The purpose of this study is to produce digital learning videos based on the cyberlink power director program which are used as learning media in the era of Learning freedom in educational economics courses. To know the effectiveness of student achivement after using digital learning videos. To know responses of student about using of digital learning videos. Development's procedur that used in this learning media's development is Model's ADDIE. The model consists of five steps, they are: (1) analize, (2) Design , (3) development , (4) implementation and (5) evaluation. Based on the research finding, it is known that the development of digital learning videos based on the cyberlink power director program that will be used as learning media in the era of Learning freedom uses the Model's ADDIE. The results of the development of digital learning videos in educational economics courses with practical categories can be used and expected can to improve student learning achivement..

Keywords: *Learning Video of Digital, Cyberlink Video Director Program, Learning Freedom.*

1. INTRODUCTION

Using learning media in the teaching and learning process can support interest and motivation to follow the learning process. one of integral from efforts part to improve learning achivement is innovation it is learning media innovation. growing awareness of the importance about learning media developing is one of the indicators to improve quality of education.

Learning with using media can help students to build the same perception of learning, so there is no misunderstanding in understanding the subject matter. The development of science and technology has had an impact on various fields, including in the field of education. These developments have provided renewal efforts in the utilization of technological results which are then manifested in learning media [1].

Learning media, one of which is video, is really needed what else in the era of independent learning now that leads to the digitization of teaching materials to make students easy to get learning media from anywhere to be applied in their respective places. This means that the presence of media in the form of digital learning videos that can be accessed online is of course a smart step in welcoming the era of independent learning.

Based on the experience of teaching in educational economics courses over the last 3 years, it is known that there are still many students whose learning outcomes are low. This indicates that the lecture process that has been carried out so far is still not optimal. The limited learning media used by lecturers in educational economics courses is thought to be one of the causes of students' difficulties in understanding lecture material. This condition was exacerbated by the COVID-19 pandemic that hit all corners including Indonesia which resulted in significant changes in the implementation of the learning process. The limited face-to-face activities encourage lecturers to utilize information technology that can support the learning process.

2. THEORETICAL STUDY

Media is from Latin and it is plural form of the word medium in literally means intermediary or introduction

[2]. The media is a communication tool to make teaching and learning process more effective [3].

Furthermore, it is explained that learning media are everything that can be used to distribute messages from the sender to recipient so that it can stimulate the thingking, feelings, concerns, and interests of students in such a way that the learning process occurs in order to achieve learning objectives effectively. Messages or information imformed through the media in the form of content or teaching materials must be accepted by the recipient of the message by using one of a combination of several of their senses [4].

Thus learning media is anything that can imform and distribute messages from sources in a planned manner so as to create a conducive learning environment where the recipient can do the learning process efficiently and effectively.

One type of learning video is a digital learning video. Digital learning videos can be interpreted as audio-visual media that presents learning materials that are digital or through computer software[5].

Cyberlink Power Director is a digital video editing program to create professional films or movies, videos, and photos slideshow compiled with music, sound, special effects, transition effects, and many more. Power Director is a row of the semi-professional best video editing application for Android phones. In addition, it is a digital video editing program to help creating professional-looking digital video films with photo slideshows, compiled with music, sound, special effects, and transmission effects Then, Power Director can be uploaded via SHAREit and Bluetooth [6].

Making learning videos using the PowerDirector 18 application. According to Wikipedia that PowerDirector is software of video editing developed by Cyberlink. PowerDirector runs on Windows 7 to Windows 10, while on June 4, 2014 the Android version was released for the first time [7].

Cyberlink Power Director is a row of the best video editing applications for Android phones whose class is semi-professional. The Power Director application in learning can motivate students to develop a passion for creativity, especially in using gadgets. The specialty of this application is that it is easy to operate by students and teachers. Without using an active internet network, media products can still be uploaded provided that someone already has this application. This application can already be shared with the Share IT application or Bluetooth can be given directly from the teacher to the students. Power Director can also be downloaded via the Playstore page with an internet network [8].

Based on some of the opinions above, information is obtained that Cyberlink Power Director is a row of the best video editing applications for Android phones whose class is semi-professional. The specialty of this application is that it is easy to operate by students and lecturers. Without using an active internet network,

media products can still be uploaded provided that someone already has this application. This application can already be shared with the Share IT application or Bluetooth can be given directly from lecturers to students.

Independent learning is ability of the creative thinking students in search knowledge from various sources. Students are released to choose to learn from various learning sources and are acquited from pressure (as Ki Hadjar put it, schools have to be a learning park for students). Freedom to learn is also one of the initiative programs of the Minister of Education (Nadiem Makarim) who wants to create a happy learning atmosphere, both for students and teachers. Therefore, teachers who have professional competence are required to teach by creating independent learning so that the learning process can make students more creative to gain knowledge in depth which creates a happy atmosphere [9].

Thus the development of learning videos based on the cyberlink power director program in the era of independent learning in question is the availability of digital learning video media that can be accessed online by students so that they can optimize the learning process. Thus, students have the independence in obtaining media according to their needs without being limited by space and time.

3. RESEARCH METHODS

This research is development research. The research and development (R&D) method is a "research method used to research so as to produce certain products, and then test the effectiveness of these products". This research develops a new product like animated video media in the research methodology course.

The development procedure that be used in the development of these teaching materials is the Model's ADDIE that proposed by Romiszowski in [10] The model consists of five steps, they are: (1) analysis , (2) Design , (3) development , (4) implementation and (5) evaluation.

4. RESULTS AND DISCUSSION

Presentation of Learning Video Development Results. The results of this study the firts is digital learning videos, the second is expert assessments of video content or material, language assessment and presentation, the third is student responses to animated videos that have been made, the fourth is student responses from economic education study programs in the learning process is based on the learning activities given in the learning video, and th last the results of the student's final test to see student achievement in the material provided. After doing the ADDIE Model which consists of five steps, they are: (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation. The following is a description of each stage is done.

4.1 Phase of Analysis

This stage is done to analyze the needs in the lecture process and collect information related to the learning video products that will be developed including:

4.1.1. Analysis of Syllabus

At this stage, an analysis of the syllabus of educational economics courses is carried out which includes a lecture contract and Semester Learning Plan (RPS). One of the important things in analyzing the RPS is the formulation of learning outcomes, in this case the competencies that must be achieved in each stage of learning that must be mastered by students are described.

4.1.2. Analysis of Student

Based on the initial analysis of identifying problems that have been faced when carrying out learning so that interesting learning media are needed. This identification is done through observation during the lecture process. This identification obtained several problems faced by students, namely many students who were less enthusiastic in participating in the teaching and learning process due to the monotonous learning atmosphere, namely learning with conventional methods with a lecturer-centered learning approach and only using teaching materials that contained a lot of writing so that students were less interested in participating. the lecture process that causes less than the maximum learning outcomes obtained by students.

Therefore, learning videos were developed that can help lecturers in carrying out more enjoyable lectures so that students look more enthusiastic in participating in the learning process.

4.1.3. Concept analysis

This stage is to identify the main concepts that will be included in the learning video.

4.2 Phase of Design

4.2.1. Instrument Arrangement

In compiling the criteria reference test at this stage, the researcher developed the instrument used to assess the feasibility of the learning video to be developed (validation instrument), and developed an instrument to assess the student's process skills (test instrument).

4.2.2. Selection of Format

Test instruments Preparation that are in accordance with the preparation of lecture objectives which become a benchmark for student abilities which refers to Bloom's taxonomy. The next stage is the selection of the learning video format and the initial design of the learning video.

4.2.3. Initial Design of Learning Videos

At the design stage of the development of the semester course plan (RPS). on this stage, development of a learning video design was obtained which consisted of establishing basic competencies, indicators and subject matter according to the syllabus and lesson plans. Preparation of test instruments that are in accordance with the preparation of lecture objectives which become a benchmark for student abilities which refers to Bloom's taxonomy. The next stage is the selection of learning videos and the initial design of learning videos. The learning video formats included in this study include a description of the learning objectives, the main points of the material, a description of the material and a summary of the material.

Based on the components of the learning video that have been selected. Then the process of compiling learning videos is carried out. The preparation of the learning video begins with paying attention to the course syllabus that has been designed in advance which is the main reference in compiling the material in the learning video.

4.3 Phase of Development

The development is the third step in implementing the ADDIE design model of learning system . on this stage the learning video design is in the form of mapping the RPS which will be used as a guide to develop learning videos..

4.3.1. Developing Learning Videos

Based on the result analysis of the material in the syllabus of the educational economics course, 8 learning videos were developed as follows:

- The basic concept of education economics
- Investment in human resources
- Educational and environmental organizations
- Human capital
- Financing the world of education
- Improving the quality of education
- Management of educational institutions towards efficiency
- Children's future education

The following is an example of a learning video that has been developed as shown below:

Figure 1. Initial Display of Learning Videos

Based on the main points of the learning material above, 8 learning videos were developed using the Cyberlink Power Director application.

4.3.2. Expert Validation

The validity of the learning videos can be seen is an assessment in terms of material, presentation design, and language. The researcher chose two validators to assess the instructional video design. The results of validation from experts in the suggestions form and comments are used to revise the learning videos made. The instrument that used is a combined closed and open questionnaire.

In the validation of this material, the researcher chose two material experts who would check the suitability of the material developed in the learning video relevant to the course RPS, then the validator assessed it using a rating scale instrument. The validation components of this material are divided into three parts, namely the feasibility of content, presentation, and language. For more details, see the description below:

Table 1. Validation results of Expert

Aspect	Average score	Category
validation of Content	4.15	Valid
validation of Language	4.04	Valid
validation of Presentation	4.21	Valid

Table 1 based on the validation from the experts, the learning video for the education economics course with a total average score of 4.13 is categorized as valid. That means the learning video has content feasibility. With language that easy to understand and attractive presentation. The next step is done by researchers is the development stage, that is revision. The learning videos that have been validated are then revised according to validator's suggestions . As suggested by validators, including media validators, it is better to reproduce images that are relevant to the material to encourage students to think critically and improve the layout to make it more interesting. Apart from that, there are still several other suggestions that are not described in detail, but a revision process has been carried out according to the suggestions from the two validators to improve the draft of educational economics learning videos. For the time being, only three stages of development have been carried out and the next two stages will be continued in

September when the odd semester lectures for TA.2021/2022 begin.

5. CONCLUSION

The development model is used in the development of teaching materials is the ADDIE Model. They are the (1) analysis, (2) design, (3) development, (4) implementation , and (5) evaluation . Visually, the stages of the ADDIE Model resulted in an initial draft of an educational economics learning video. Furthermore, the draft of the learning video was validated by 2 experts.

Expert validation was done on three aspects, they are material content validation, language validation and presentation of learning videos. The total score for the assessment of the feasibility of the content is 4.15 with a valid category. while, for the validation of the feasibility of the language, the total score of the assessment is 4.04 with a valid category and the total score for the validation of the feasibility of presenting learning media is 4.21 with a valid category. The overall learning video draft was declared valid for use with an average total score of 4.13. This means that the assessment of material content, language, and presentation of learning videos is in the valid category to be used with revisions in accordance with the validator's suggestions.

The next stage, the plan is that the draft of the learning video is given to five students which is called a limited trial. This learning video draft was assessed based on the criteria in the assessment questionnaire and the student responses amounted to 3 assessment criteria. However, this stage will be continued when lectures begin in September 2021.

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