Development of Learning Media Based on Wondershare Filmora Software on Integrated Thematic Learning Elementary School

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Abstract. This study aims to determine the validity and practicality of learning media-based Wondershare Filmora software in integrated thematic learning. This type of research is R&D (Research and Development). This means that research is responsible for the results of new products or improvements to existing products. This study uses a 4-D development model. Consists of defining, designing, developing and disseminating. The subjects of the pilot study were 3 experts, 1 class teacher and 30 third grade elementary school students. The instruments used were expert validation sheets, and teacher and student response questionnaires. The results showed: (1) Wondershare Filmora software in integrated thematic learning theme 6 Energy and its Changes in Elementary School was declared very valid with an average score of 94,12% media experts, material experts 90.67% and linguists 97.50%, (2) Teacher and student responses to software-based learning media trials Wondershare Filmora in Elementary School obtained a very practical category with an average value of 92.50% teacher responses and 95.83% student responses.

Abstrak. Penelitian ini bertujuan untuk mengetahui validitas dan praktikalitas media pembelajaran berbasis software Wondershare Filmora dalam pembelajaran tematik terpadu. Jenis penelitian ini adalah R&D (Research and Development). Artinya penelitian bertanggung jawab atas hasil produk baru atau penyempurnaan produk yang sudah ada. Penelitian ini menggunakan model pengembangan 4-D. Terdiri dari pendefinisian, perancangan, pengembangan, dan penyebaran. Subyek penelitian terdiri dari 3 orang ahli, 1 orang guru kelas dan 30 siswa kelas III SD. Instrumen yang digunakan adalah lembar validasi ahli, angket respon guru dan siswa. Hasil penelitian menunjukkan: (1) Software Wondershare Filmora pada pembelajaran tematik terpadu tema 6 Energi dan Perubahannya di SD dinyatakan sangat valid dengan skor rata-rata ahli media 94,12% ahli media, ahli materi 90,67% dan ahli bahasa 97,50%, (2) Respon guru dan siswa terhadap uji coba media pembelajaran berbasis

software Wondershare Filmora di SD memperoleh kategori sangat praktis dengan nilai rata-rata tanggapan guru 92,50% dan 95,83% tanggapan siswa.

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INTRODUCTION

Education plays an important role in ensuring the survival of the nation and state, because education is a means to improve the quality of existing resources in the future. This is in line with the statement of Elisa, Leni, Hadiyanto, Fitria (2019) which states that education "is an activity or a planned process carried out by related components to develop self-potential, maximize abilities, increase knowledge, increase spiritual soul and have a personality." which are expected. to suit the purpose of education itself. To achieve this, the government seeks to improve the quality and management of education by making various efforts such as improving the curriculum, facilities and infrastructure, the quality of human resources, and also increasing the budget (Fitria eats all, 2020).

Currently, the Indonesian government is implementing the 2013 Curriculum as the newest curriculum. At the elementary school level, the curriculum applies an integrated thematic approach that connects several subjects (Desyandri, et al, 2019). Sumantri (2016) states that the characteristics of thematic learning are student-centered, fun and in accordance with student interests. Students seek information independently from the results of interactions with the learning environment, while teachers only act as facilitators, mediators and mentors (Ilahi & Desyandri, 2020). In addition, to improve the quality of learning, innovation and the application of interesting learning processes are demands for teachers (Arwin, Yunisrul, & Zuardi, 2019).

Learning is basically a process of interaction and communication between teachers and students, where teachers are teachers and students are learners (Fitria, 2017). Learning is a system because in it there are components that are closely related, namely; objectives, materials, methods, media and evaluation (Susilana & Riyana, 2018). All components must be present in every lesson in order to achieve learning objectives (Suryandaru & Setyaningtyas, 2021). The learning process must provide direct experience to develop student competencies (Fitria, 2017). Media is basically used to streamline the delivery of messages. According to Jalinus and Ambyar (2016:4). The purpose of the innovation of learning media development is to make it easier for users to convey and receive material while at the same time creating an active learning environment so that it can affect the improvement of student learning outcomes (Vikiantika, Kurnia & Rachmawati, 2021). Media is "everything related to software and hardware that can be used to convey the content of teaching materials from learning resources to students, which can stimulate thoughts, feelings, attention, and interest in learning in learning". in such a way that the learning process becomes more effective. Rusman, Kurniawan, and Riyana (2015) classify learning media into audio, visual, and audio visual media. Audio-visual media can be in the form of films, television, and learning. videos. The existence of learning media will reduce misinterpretations, shorten time, and provide the same experience to students (Daryanto, 2016; Sadiman, et al, 2014).

Sukma, Indrawati, and Suriani

(2020) explained the characteristics of low-grade students, namely having a short concentration range so they need support to be interested in what they are learning. Media that attracts attention can make the learning process more optimal. In accordance with Media Divine and Desyandri (2020) it can support learning, motivate and grow student interest. Media can also stimulate students' thoughts, feelings, attention, and abilities in the learning process (Arwin, Yunisrul, & Zuardi, 2019). Learning media such as videos can increase interest in learning (Pagarra & Idrus, 2018). Atoel (in Purwono, et al., 2014) explains that this media can eliminate the limitations of space, time and sensory abilities. In addition, this media can also be used in distance learning conditions. This is because the use of video can be an alternative in delivering teaching materials which is quite effective because it is open and has a wide reach (Rusman, Kurniawan & Riyana, 2015).

With the advancement of information technology today, the shortcomings that are usually associated with media such as learning videos can be eliminated. For example, the high cost of taking pictures which can be minimized by the presence of footage and even sound effects that can be downloaded for free and legally (Febliza & Afdal, 2015). One of them is Wondershare Filmora software. Wondershare Filmora is software that is used to make home movies, making it easy for us to make our own videos by providing various built-in templates, filled with fashion features that are equipped with all timelines, which can be customized with various features for setting scenes and editing videos (Nurpavitra and Sudjanarti 2019). The advantage of this software is that there are always feature updates in editing and there are many templates available that can be downloaded for free. The Wodershare Filmora software is quite easy to use, especially for beginners in using video editor software. This software can be downloaded at various software provider sites.

Tegeh, et al. (2019). Conducted development research entitled "Development of Learning Video Media With 4D Development Model in Hindu Religion Subjects". Learning media was developed using Wondershare Filmora software. The results of this study indicate that the validation of material experts obtained a score of 93.8% with a very valid category. Media expert validation got a final score of 98.6% with a very valid category. The results of the learning design expert review show that the product has a very good predicate (93.8%). The results of the individual test show that the product has a very good predicate (94.76%), the small group test results show the product has a very good predicate (95.9%). The results of the field test show that the product has a very good predicate (95.98%). The effectiveness of the development shows that the Hindu Religion learning video developed is effective in increasing the learning outcomes of Hinduism (tcount = 11,368 > ttable = 2,042 at a significance level of 5%). meaning that the product is proven to be effective in significantly increasing the learning outcomes of Hinduism.

Lestari, Hermawan, and Heryanto (2018) Elementary School Teacher Education Study Program, University of Education Indonesia. Conducted development research entitled "Development of Learning Media Using Wondersahre Filmora for Elementary School Thematic Learning". The results of the study showed validation from media experts and material experts with "Very Good" quality with an achievement rate of 97%. From the user's point of view, the response was very positive, the teacher's assessment was 96% and the students 98.5% with the interpretation of "Very Good". So that the learning media developed is declared valid and practical for thematic learning for grade I elementary school. Therefore, the purpose of research and development regarding software Wondershare Filmora is for integrated thematic learning to measure the level of validity and practicality of the media.

METHOD

This is a Research and Development research. According to Sutarti and Irawan (2017) development research in education is a process used to develop and validate educational products. According to Sugiono (2017) development research is research that develops a product or makes improvements to existing products and then tests the effectiveness of the product. This research was conducted in class III SDN 03 Koto Baru Simalanggang with the research subject of one

teacher and 30 students consisting of 19 boys and 11 girls. The development design used in this research is 4-D with. The stages of the 4-D model consist of the definition stage, the design stage, and the develop stage. and dissemination stage. The research instrument used in this study was a validation sheet to measure the validity of the media filled out by experts, and a practicality sheet to determine the level of practicality of the media filled out by teachers and students.

RESULTS AND DISCUSSION

Results

Media validation data was obtained from a media expert. This validation is done by providing a questionnaire assessment of the learning media. The media validation questionnaire contains 17 questions with a score range of 1 to 5 so the maximum score is 85. Data analysis of the learning media aspects can be seen in the following table 1.

Material validation data was obtained from a material expert. Validation is done by providing an assessment sheet in the form of a questionnaire. The media validation questionnaire for material experts contains 15 questions with a score range of 1 to 5 so the maximum score is 75. Material validation is carried out to see the suitability of the series of materials in the media that has been developed. Details of the data analysis of the material aspects before and after the revision can be seen in the following table 2.

Tabel 1. Media Expert Validation Results

No.	Rating Points	Evaluation	
		Evaluation I	Evaluation II
1	The usefulness of the media is to help teachers deliver learning materials.	4	4
2	The usefulness of the media is to make it easier for students to understand the learning material	4	5
3	The use of the media to facilitate the learning process	3	5
4	The media has flexibility of use	4	4
5	Letters can be read clearly	3	5
6	Font size compatibility	4	5
7	Letter color composition	3	5
8	Opening attraction	3	5
9	Background suitability	5	5
10	The suitability of the image with the material	4	5
11	Selection of background color	5	4
12	Layout suitability	4	5
13	Program attraction	4	5
14	Use of music and sound effects	4	5
15	Narrative quality	4	4
16	Narrative clarity (intonation and pronunciation)	5	4
17	The media duration shows the effective video duration	5	5
	Maximum Score	**85**	**85**
	Earning Score	**68**	**80**

Table 2. Material Expert Validation Results

No	Rating Points	Evaluation	
		Evaluation I	Evaluatio II
1	Accuracy of material with syllabus	4	4
2	Compatibility with KD	4	4
3	The suitability of the topic with the material	4	4
4	Accuracy of language use	3	5
5	The accuracy of the order of presentation of the material	4	4
6	Giving examples with pictures	4	5
7	Attract students' interest and attention	3	5
8	According to the characteristics of students	4	4
9	Provide learning opportunities for students	5	5
10	Helping students learn	4	4
11	Provide learning motivation to students	4	5
12	Learning flexibility	4	5
13	Give a good impact for students	4	4
14	Make it easier for teachers in learning	4	5
15	Helping the learning process	4	5
	Maximum Score	**75**	**75**
	Earning Score	**59**	**68**

Language validation data was obtained from an expert. Validation is done by providing an assessment sheet in the form of a questionnaire. The language validation questionnaire for linguists contains 8 questions with a score range of 1 to 5 so the maximum score is 40. Material validation is carried out to see the suitability of the language with the PUEBI used in the media that has been developed. Details of the data analysis of language aspects before and after the revision can be seen in the following table 3.

Table 3. Linguistic Expert Validation Results

No	Rating Points	Evaluation	
		Evaluation I	Evaluation II
1	Language convenience	4	5
2	The language rules used are good and correct	4	5
3	The size and type of font used is clear	4	5
4	Use of effective and efficient reading (clear and concise)	4	5
5	Use of communicative language	4	4
6	Good and correct use of PUEBI	4	5
7	The word chosen is the type of word that is known to the students	4	5
8	The word chosen is a short and straightforward word.	4	5
	Maximum Score	**40**	**40**
	Earning Score	**32**	**39**

The trial was conducted on a limited scale at SDN 03 Koto Baru Simalanggang, to Class III students. This trial was conducted to obtain information about the practicality of learning media. This trial was conducted for two days because the media tested were two lessons with a total of 30 students as practitioners consisting of 11 female students and 19 male students. To obtain student responses, several procedures were carried out, firstly preparing the learning media that would be broadcast, conducting the learning process using the media, and the second day at the end of the learning process given a questionnaire which would be filled in to see student responses after watching software

Wondershare Filmora. The calculation of practicality results from student responses can be seen in the following table 4.

Table 4. Results of Student Responses to Media Trials

No	Name	Learning Media Practicality Question Number										Maximum Score	Earning Score
		1	2	3	4	5	6	7	8	9	10		
1	AHW	4	4	4	4	4	4	4	4	4	4	40	40
2	AN	4	4	3	4	4	4	4	4	4	4	40	39
3	US	4	4	4	4	4	4	4	4	4	4	40	40
4	AQA	4	4	3	4	4	3	4	3	4	4	40	37
5	A A	4	4	4	4	4	4	4	4	4	4	40	40
6	A	4	4	4	4	4	4	4	4	4	4	40	40
7	A A	4	4	3	4	4	4	4	3	4	4	40	38
8	A A	4	4	4	4	4	3	4	4	4	4	40	39
9	AP	4	4	4	3	4	4	3	4	4	4	40	38
10	AAL	4	4	4	4	3	4	4	3	4	4	40	38
11	ERT	4	4	4	4	4	4	4	4	4	4	40	40
12	FA	4	3	3	4	4	3	4	3	3	4	40	35
13	FJ	4	4	4	4	3	4	4	3	4	4	40	38
14	FA	4	4	4	4	4	4	4	4	4	4	40	40
15	H	4	4	4	4	4	4	4	4	4	4	40	40
16	MFZ	3	4	4	3	4	4	3	4	4	4	40	37
17	MIA	4	4	4	4	4	4	4	4	4	4	40	40
18	M N	4	4	4	4	3	4	4	4	3	4	40	38
19	MAA	4	4	3	4	4	4	4	4	3	4	40	38
20	MR	4	4	4	4	4	4	4	4	4	4	40	40
21	NR	4	4	3	4	4	4	4	4	4	4	40	39
22	N	4	3	4	4	4	4	3	4	4	4	40	38
23	RPA	3	4	4	3	4	4	4	4	3	4	40	37
24	RA	4	3	4	4	3	3	3	4	4	4	40	36
25	RN	4	4	4	4	4	4	4	4	4	4	40	40
26	RF	4	4	4	4	4	1	4	4	4	1	40	34
27	RAZ	4	3	4	4	3	4	4	3	4	3	40	36
28	SUMS	4	4	4	4	4	4	4	4	4	4	40	40
29	SAUCE	4	4	3	4	4	3	4	4	3	4	40	37
30	ZRK	4	4	4	3	4	4	3	4	4	4	40	38
	Total											**1200**	**1150**

Trials for teachers were carried out to obtain the level of practicality of the media. Practical data were obtained from filling out the questionnaire sheet. But before that, the researcher gave an explanation regarding the media and the use of media, after that the teacher was given an assessment sheet. The results of filling in the teacher's response questionnaire can be seen in the following table 5.

Table 5. Results of Teacher Responses to Media Trials

No.	Question Indicator	Evaluation
1	Material according to the syllabus	4
2	Material according to basic competence	4
3	The suitability of the order of presentation of the material	3
4	Language according to the characteristics of students	4
5	Examples according to the material	4
6	Attract students' interest and attention	4

7	Learning media is easy to broadcast	4
8	Flexible use	3
9	Easy learning	3
10	Interesting media to use	4
	Maximum Score	**40**

Discussion

From media validation data it can be seen that the number given by the validator for the feasibility level of learning media after revision is 94.12%, from the data from the validation of the material, it can be seen that the number given by the validator for the feasibility level of learning media after revision is 90.67 %, From the linguistic validation data that the number given by the validator for the feasibility level of learning media after revision is 97.50% based on the level of interpretation criteria, so in a case The whole for the media aspect is in the "Very Eligible" category so that it can be said to be valid and a trial is carried out.

From the final value of the practicality of student responses, which is 95.83%, can be said to be "very practical" in the assessment category of Riduwan and Sunarto (2012:23) which is the first category with a percentage of 81-100% for that the results of the practicality of software Wondershare Filmora is otherwise practical to use.

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CONCLUSIONS AND SUGGESTIONS

The learning media developed have been in accordance with the needs in the field and the demands of the curriculum.software-based learning media Wondershare Filmora in integrated thematic learning designed with attractive images and animations, and the use of easy-to-understand language. Thus, it can be concluded that the Wondershare Filmora is declared valid and can be used in the learning process. it can be seen from the results of the validity test of 3 experts, namely media experts 94.12%, material experts 90.67%, and linguists 97.50%.

The third grade teacher stated that the Wondershare Filmora software-based learning media in integrated thematic learning for class III was very practical to use with a percentage of 92.50%. The results of student responses to software-based learning media Wondershare Filmora is also very practical, this is known from the percentage yield of 95.83%. It can be concluded that teachers and students are satisfied with this media because it can help teachers in the learning process.

Suggestions for further development of this product is the need for research on a broader aspect. Learning media is expected to be tested on a wider scale, with a more diverse number of students and experts, so that the resulting product can be useful and achieve a better level of feasibility, practicality, and effectiveness.

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