TRAINING ON THE USE OF CAPCUT APPLICATION AS DIGITAL-BASED LEARNING MEDIA AT SMPN 4 TAMBANG

Nurjanis[1], Firdaus El Hadi[2], Yudhi Martha Nugraha[3]

[1,2,3]Fakultas Dakwah dan Komunikasi Universitas Islam Negeri Sultan Syarif Kasim Riau

email: nurjanis@uin-suska.ac.id

Abstract

This article is the result of dedication that aims to explain the use of the capcut application as one of the effective digital-based learning media implemented at SMPN 4 Tambang Kampar Regency. This service activity is to introduce information literacy to students by identifying various sources of information based on their quality and credibility, technical skills to seek information as well as knowledge and techniques to avoid plagiarism and other unethical actions. One of the digital-based media is capcut which is an application for editing videos that previously had the name viamaker. Capcut has now become a favorite application that offers a variety of free features, including a variety of effects, so that the resulting content is better and more interesting. This devotion is by conducting several activities with a lecture, discussion and practice approach. Previously, teachers did not recognize the application as one of the learning media. However, after socialization, teachers then become more familiar with the application and are literate about the development of learning so that during teaching in class it appears more attractive and teachers are also able to develop themselves so as not to be left behind with the development of technology and information.

Keywords; Training, CupCut, Learning Media, Digital

Abstrak

Artikel ini merupakan hasil pengabdian yang bertujuan untuk menjelaskan tentang pemanfaatan aplikasi capcut sebagai salah satu media pembelajaran yang efektif berbasis digital yang di laksanakan di SMPN 4 Tambang Kabupaten Kampar. Kegiatan pengabdian ini adalah untuk memperkenalkan literasi informasi pada siswa dengan mengindentifikasi berbagai sumber informasi berdasarkan kualitas dan kredibilitasnya, ketrampilan teknis untuk mencari informasi serta pengetahuan dan teknik menghindari plagiasi dan tindakan tidak etis lainnya. Salah satu media berbasis digital itu capcut yang merupakan aplikasi untuk mengedit video yang sebelumnya memiliki nama Viamaker. Capcut saat ini telah menjadi aplikasi favorit yang menawarkan berbagai fitur gratis, termasuk beragam effect, sehingga konten yang dihasilkan lebih bagus dan menarik. Pengabdian ini dengan melakukan beberapa kali kegiatan dengan pendekatan ceramah, diskusi dan praktek. Sebelumnya para guru tidak mengenal aplikasi tersebut sebagai salah satu media pembelajaran. Namun, setelah dilakukan sosialisasi, para guru kemudian menjadi lebih mengenal aplikasi tersebut serta melek terhadap perkembangan pembelajaran agar selama mengajar dikelas tampil lebih menarik dan guru juga mampu mengembangkan diri agar tidak ketinggalan dengan perkembangan teknologi dan informasi.

Kata kunci ; Pelatihan, CupCut, Media Pembelajaran, Digital

INTRODUCTION

Internet access in Indonesia is increasingly widespread, Kominfo data in 2014 shows that 82 million Indonesians have been able to access the internet. This figure jumped from 71 million in 2013. Of that number, 80% of them are teenagers aged 15-19 years who access the internet from mobile phones. Most of their activities are accessing social media such as Facebook, Twitter where we are the second and third largest users in the world. In addition,teenagers also use the internet to play online games chat and shop (kominfo.go.id).

A survey conducted by http://www.marketing.co.id on 1500 teenagers shows the pattern of internet behavior. As many as 40% of teenagers are very active using the internet for up to 4 hours a day, they are considered heavy users. The use of search sites (27.2%) and activities on social networks

(22.1%) are the two most frequent activities carried out by teenagers. Some teenagers have understood that the internet can be used as learning material but not a few who access porn sites, online games and shopping sites excessively (kominfo.go.id)

Several cases of internet abuse such as access to pornography, kidnapping and fraud are also rampant in Indonesia. www.inet.detik.com reported that Indonesia was recorded as the country contributing to the world's largest surge in traffic to porn sites via smartphones and tablets. There was a growth of 457% during 2014.

In addition to pornography, the problem of fraud through the internet, especially social media, is also rampant. http://www.reskrimsus.metro.polri.go.id notes that there are at least six modes of fraud to kidnapping through the internet. These modes include selling fictitious goods, e-mail fraud, account hijacking, credit card abuse, fraud with the lure of gifts, and romance fraud. In 2013, the police handled no less than 600 cases of internet fraud (www. tempo.com). This number is expected to increase. Fake news is often circulating on the internet, causing people to make wrong decisions such as fake news about the eruption of Mount Kelud and Mount Slamet some time ago (www.solopos.com). During last year's presidential election, various memes criticizing the two presidential candidates circulated uncontrollably in cyberspace.

To introduce information literacy to students. Firstly, identifying different sources of information based on their quality and credibility. Second, the technical skills to search for information. Third, knowledge and techniques to avoid plagiarism and other unethical acts. Each topic will be explained below ;

First, information sources can be categorized into 3: primary, secondary and tertiary. Primary sources are the original sources when the information has not been interpreted. Primary sources include: research reports, sales reports, speech scripts, letters (physical and electronic), artwork, photographs, diaries, travel notes, interviews, documentation of activities. Secondary sources provide information that has been interpreted, analyzed or summarized. Examples of secondary sources: books, journals, magazines, scientific and popular articles, news, criticism etc. Tertiary sources are compilations of various data such as abstracts, bibliographies, encyclopedias, databases, manuals etc. The most qualified and credible sources of information are primary sources because they have not been influenced by third-party viewpoints and presentation techniques (Wilson, 2011).

Second, information seeking skills begin with the ability to identify and find ways to search from various sources. There are at least 5 sources of digital information search: (1) the internet, (2) table of contents and index, (3) library, (4) data base, (5) RSS feed. Internet search techniques relate to general and specialized search methods related to a particular field. Teachers also need to understand domain names (edu, gov, org etc.). How to search with images-sound, video through software or specific websites. The most advanced skills are related to searching scientific sources (www.researchgate.com, www.doaj. org, www.googlescholar etc). Furthermore, finding sources through the table of contents, index and searching in pdf files helps to find sources quickly. The library also has a collection search system that information users need to know about. These include catalogs, periodicals, indexes, abstracts and reference books. Data bases also provide a lot of information. Some of them are popular AGRICOLA, AGRIS/CARIS, EBSCO or Expanded Academic ASAP. Searches can be conducted using keywords, word combinations, subjects, authors, time, language and publication type. Finally, RSS feed is a technology that allows us to subscribe to certain websites automatically. Users can utilize it like a storage box to keep abreast of certain issues (Wilson, 2011).

Third, intellectual rights need to be introduced to students to ensure they can produce without violating the rights of others. The main value that needs to be instilled in students is honesty in their work. If someone uses someone else's work in their work, they must include that person's contribution. Intellectual Property Rights or abbreviated as "IPR" are rights that arise as a result of human brain processing that produces a product or process that is useful for humans (Samsudin, 2016: 1). In general, IPR includes 2 parts, namely: Copyrights and Industrial Property Rights which include: Patents; Trademarks; Industrial designs; - Integrated circuits layout designs; - Industrial designs; - Industrial designs.

METHODS

This community service activity was completed using the lecture method with material presentation techniques and discussions.   While the location of this service was carried out at the SMP Negeri 4 Tambang School, which was originally the SMP S LKMD Tarai Bangun Based on the Decree of the Head of the Sports Education Office of Kampar Regency which is a Local Away from SMP Negeri 2 Tambang. And based on the Decree of the Kampar Regent dated July 24, 2006 Number 2190/425/2006, it was changed to SMP Negeri 4 Tambang. SMP Negeri 4 Tambang is located on Jalan Suka Karya Desa Tarai Bangun KecAmatan Tambang Kabupaten Kampar. with a land area of 9,975 m^2 The interest of new students who register to SMP Negeri 4 Tambang in the last 3 years has increased. The School and Madrasah Accreditation Board (BAN S/M) gives the status of Accredited A.

Tabel 1Meanwhile, the schedule of service activities can be seen in the following table:

Saturday, October 15, 2023			
MEET	**MATERIAL**	**OJ**	**NARASUMBER**
08.00 - 09.30	Opening		Committee / Organizer
09.30 - 11.00	Presentation of material about Ditigal related to the use of cupcut application	2	Yudhi Marta Nugraha, Mds
11.00 - 12.00	**Coffee Break**		
12.00 - 13.30	Continuation of material about the use of the cupcut application	1	Yudhi Marta Nugraha, Mds
13.30 - 14.30	Presentation of material about Ditigal related to the use of cupcut application: practice	2	Firdaus El Hadi, M.Soc.sc
14.30 - 15.00	**Coffee Break**		
15.00 - 16.30	Presentation of material about Ditigal related to the use of cupcut application: practice	1	Firdaus El Hadi, M.Soc.sc
16.30 - 17.30	Dawah-based Digital Literacy	2	Nurjanis, MA
17.30 -18.00	**Closure**		

RESULTS AND DISCUSSION
Introduction to CupCut App

CapCut is an app for video editing on Android developed by Bytendance Pte. Ltd. Previously, CapCut had the name Viamaker. But after some time passed, the developer decided to change its name. CapCut is a favorite application for many people, because it offers a variety of free features, including a variety of effects, so that the resulting content is better and more interesting. Not only that, CapCut is also quite easy to understand. CapCut has even become one of the most popular apps on PlayStore, due to the number of users who have downloaded and used this app. It is recorded that millions of Android users entrust their video editing to this one application.
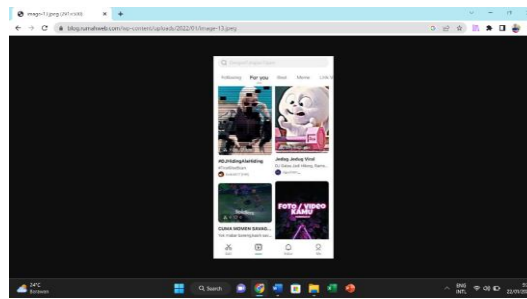Features
Template

Figure 1. Template

Templates are a great feature to use if you want to edit videos automatically. So, you don't need to add effects, organize your videos, and so on. This CapCut feature provides a number of templates that can be used immediately. All you need to do is enter the required number of photos or videos, and the video will be edited automatically, according to the template used. There are many template options that you can customize according to your taste and video needs.
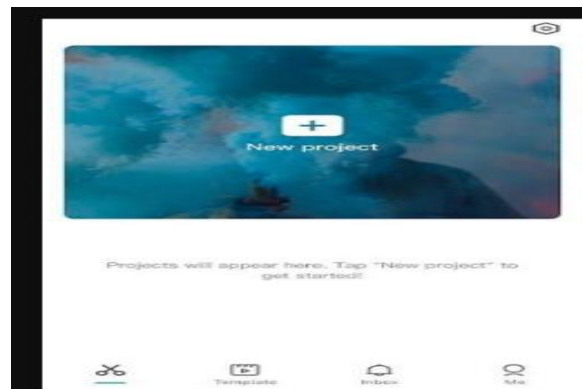
New Project

Figure.2. New Project

For those of you who want to create a video from scratch and exactly to your liking, the New Project feature is the way to go. In this CapCut feature, you can "tweak" the video through a number of tools that have been provided including Edit, Audio, Text, Effect and Filters.

Activity Description

Community service is the implementation of the practice of science, technology and cultural arts directly in the community institutionally through scientific methodology as a dissemination of the Tri Dharma of Higher Education as well as a noble responsibility in an effort to develop community capacity, so as to accelerate the growth rate of achieving national development goals.

Service Result

Communication platforms (media) in the current digitalization era have driven significant changes at the community level. However, from the rapid changes regarding the use of media in digital communication, there are still differences in mastery and skills in utilizing the technology contained in communication media.

For example, the emergence of social media as part of new media offers a variety of unique and interesting sharing features, one of which is the use of the Capcut Application as a Digital-Based Learning Media Holding training and socialization activities in improving video processing skills as part of community service activities is none other than opening public awareness that audio-visual presentations are more interesting to present as content and need to be improved in terms of creativity, unique, up to date (update).

Cupcut is encouraged by creativity for the benefit of the general level, but nowadays teachers, especially educators, also innovate with social media as a support for the learning process and

competencies possessed where teachers are at the forefront in providing knowledge to students by packaging technical learning with media.

The techniques and methods used by researchers in this service are carried out by interviewing, observing, socializing, and training, so that the duration spent in the field takes 30 days. Based on the results of observations made by researchers in the field, before the start of the service activities, researchers held socialization and training on the use of the CapCut application, educators still did not care, not even aware that in introducing technology-based learning through social media (internet network) at this time the trend that is predicted to continue to increase is the use and utilization of video to convey messages to students or learners and audiences of fellow educators and the general public.
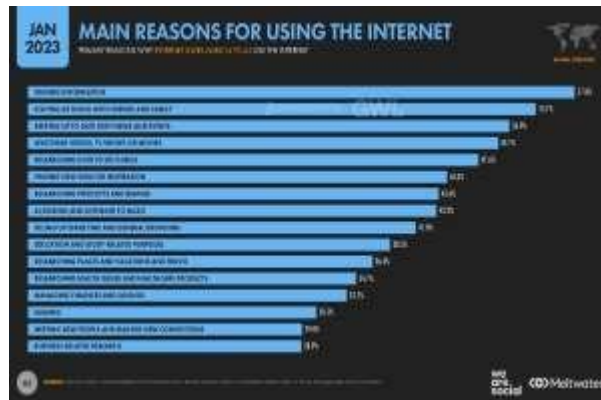

Figure. 3 Data on Internet Users and Reasons (Source: We Are Social)

Based on this data, it is clear that the behavior of internet users as well as social media users has shifted habits to get information, from information based on text to getting information through audio visual (video). The data obtained from the observation results show that the condition of the SMPN 4 Tambang Teacher in Kampar Regency before the service in developing the potential and understanding of social median, especially the use of CapCut, is still considered very low, even in its implementation it has not led to the utilization of audio-visual elements as a basis for creating content / ideas in supporting the creativity and competence of teachers to disseminate, share various information and express themselves in order to be more innovative in the teaching and learning process in the school environment and in the classroom, of course. This means that when viewed from these conditions there are problems in the readiness of the human resources owned by SMPN 4 Tambang.

In fact, the existence of good human resources is an important asset in developing learning to achieve good achievements and grade indexes, because they are indirectly agents of change as well as content creators. Having quality human resources, tourism can be a sustainable resource and provide positive educational, economic, social, and environmental benefits for learners and fellow teachers.

"....We realize that social media is currently becoming a hegemony for all people, especially for the communication process and we are also its users. We also observe a lot of content and tend to see a lot of content that is presented using audio-visual techniques that are packaged as interestingly as possible..." (Interview result with "P" Teacher of SMPN 4 Tambang, September 23, 2023).

The quote above illustrates that teachers at SMPN 4 Tambang have actually used and utilized social media as part of their daily lives, even the content they often see today is more interested in content presented with audi visual techniques (video). Introducing applications using video can be a very effective tool in informing potential, starting from : teacher capacity building, learning innovation, diversity and teacher creativity in the learning and education process. The reasons for using video as a medium in disseminating information are: (1) Visual appeal, video offers a powerful visual experience. By using images, color, movement, and sound, videos can easily capture the attention of viewers and get them emotionally involved. The use of visually appealing images and videos can make a stronger impression than promotions with text or still images, (2) Powerful

Narrative, meaning that utilizing video allows for more in-depth stories and better narrative development. By combining images, sound, music, and dialog, video can create a compelling and engaging story. This helps in building an emotional connection with the audience and makes them more connected to the message, (3) Experience Closer to Reality, In video content can indirectly show the experience offered by the tourist destination or product being promoted and disseminated information. This allows the audience to get a more real picture of what they will experience if they choose to visit or use the product or service.

"....The potential of teachers at SMPN 4 Tambang Kampar is very diverse and varied. If grouped, there may be three types of potential, ranging from : pedagogical potential, creativity potential, and analytical ability" (Interview with "J", SMPN 4 Tambang Teacher, September 23, 2023).

After conducting the socialization and training process, the part that will be the role of the researcher is to conduct the evaluation and monitoring process. The data obtained showed that there was a change where the community began to compile and form cupcut introduction content that was planned to continue to be developed as part of the learning potential. Although it still involves students, this collaboration is gradually becoming a model in making the transition to increased promotion carried out by softselling utilizing the development of digital transformation through digital communication media platforms such as Instagram and TikTok on the basis of the content presented in the form of audio visuals that are attractive for consumption by netizens, because the optimization process is carried out virtually.

The results of these interviews are evidence that teachers and in general are familiar with various smartphone applications, but there are still weaknesses where not all people master the basics of creating and editing video content that attracts netizens. Participants in the training will be introduced to the basic features in the capcut application itself, for example by introducing the following features: (1) Import video feature: Select the video you want to optimize from your gallery or smartphone storage and import it into CapCut. (2) Clip cut and merge feature: CapCut app can cut unnecessary parts or merge multiple clips into one longer clip. (3) Add effects and filters feature: CapCut provides various effects and filters that can enhance the visual appearance of trainees' videos. Trainees can then add color filters, transition effects, text, stickers, or other creative elements. (4) Background music feature: Trainees are also asked to be able to add music to the video in order to give it a different feel. Participants are given education to use royalty-free backsound (copyright), this is done to create literacy of usage rights for music in accordance with copyright laws. (5) Features Adjust brightness, contrast, and saturation: Participants were taught to adjust the brightness, contrast, and saturation levels of the video to better suit their preferences and expectations. (6) Stabilize video feature: This feature can be used when the video looks shaky or unsteady. (7) Resolution and aspect ratio features: Trainees can adjust the resolution and aspect ratio to suit the platform or media they will be using. (8) Save and share feature: After editing the video, the trainee is asked to save the result and share it to the social media platform that will be used according to the trainee's preference.

Activity Documentation

Figure. 4 Dokuemtasi

Figure. 5 Dokuemtasi

CONCLUSION

In the implementation of community service at SMAN 4 Tambang, Kab. Kampar Riau Province with the title socialization of cupcut application utilization as a digital-based learning media there are several factors that affect digital. As known, digital literacy is the ability to understand and use information from various sources, which can be accessed through computers. According to Paul Gilster in the book Digital Literacy, the development of this computer occurred in the 1980s. Then, computers were used in a limited environment and then spread in the 1990s. Through this device, information can be accessed and disseminated through the internet network. However, today the use of digital media in the current era of digital literacy is still low, especially for teachers as the leading sector to convey and transfer knowledge to students, where teachers are required to be extra in exploring their abilities so that they are not left behind by students who are very receptive to progress. So from the findings and results of community service, several important points can be concluded, namely: First, the low understanding of teachers at SMPN 4 Tambang, Kab. Kampar in operating the cupcut application as a learning media and supporting the dissemination of information and knowledge to students. Second, it is influenced by the lack of interest in making presentation materials in class, where the weak understanding of the teacher is more monotonous and uses old methods such as just giving a speech in front of the class. Third, it is quite an interesting factor such as age which is difficult to accept new learning methods, because the average age above 40 years is less difficult to implement changes and developments.

BIBLIOGRAPHY

Achmad, Z. A., Fanani, M. I. D., Wali, G. Z., & Nadhifah, R. (2021). Video Animasi Sebagai Media Pembelajaran Efektif bagi Siswa Sekolah Dasar di Masa Pandemi COVID-19. JCommsci Journal Of Media and Communication Science, 4(2), 54–67. https:// doi.org/ 10.29303/jcommsci.v4i2.121

Adkhar, B. I. (2016). Pengembangan Media Video Animasi Pembelajaran Berbasis Powtoon Pada kelas 2 Mata Pelajaran   Ilmu Pengetahuan Alam di   SD   Lab   School   Unnes.   https://lib. unnes.ac.id/24027/1/1102411080.pdf

Afriani, L., & Fitria, Y. (2021). Pengembangan Media Pembelajaran Berbasis Teknologi Berbantuan Adobe Flash Cs6 untuk Pembelajaran pada Masa Pandemi Covid-19. Edukatif :Jurnal Ilmu Pendidikan,   3 (4), 2141–2148. https://doi.org/ 10.31004/ edukatif. v3i4.1171

Agustian, N., & Salsabila, U. H. (2021). Peran Teknologi Pendidikan dalam Pembelajaran. Islamika, 3(1), 123–133. https://doi.org/10.36088/islamika.v3i1.1047

Andiyani, L., Mahpudin, & Cahyaningsih, U. (2019). Penggunaan Media Dakota Dalam Meningkatkan Hasil Belajar Matematika Siswa Sekolah Dasar. Literasi Pendidikan Karakter Berwawasan Kearifan Lokal Pada Era Revolusi Industri 4.0, 218–223.

Andriani, E. Y. (2019). Pengembangan Media Pembelajaran Video Animasi untuk Meningkatkan Kemampuam Berikir tingkat tinggi dan hasil Belajar di Sekolah Dasar. Jurnal Teknologi Pendidikan Dan Pembelajaran, 509, 31–36.

Ariana, S. (2017). Manajemen Pendidikan: Peran Pendidikan dalam Menanamkan Budaya Inovatif dan Kompetiti.

Astini, N. K. S. (2020). Pemanfaatan Teknologi Informasi Dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19. Lampuhyang, 11(2), 13–25.

Azizah, S. (2016). Pengembangan Media Pembelajaran Matematika Berbasis Muvizu di kelas 2 Sekolah Dasar. JKPM (Jurnal Kajian Pendidikan Matematika), 1(2), 180–192.

Cole, R. S., & Todd, J. B. (2003). Effects of web-based multimedia homework with immediate rich feedback on student learning in general chemistry. Journal of Chemical Education, 80(11), 1338.

Fatmawati, N. L. (2021). Development of Powtoon Animated Videos as English Learning Media for Elementary School Students during the Pandemic. INSANIA : Jurnal Pemikiran Alternatif Kependidikan, 26(1), 65–77.

Hendri, S., Handika, R., Kenedi, A. K., & Ramadhani, D. (2021). Pengembangan Modul Digital Pembelajaran Matematika Berbasis Science, Technology, Enginiring, Mathematic Untuk Calon Guru Sekolah Dasar. Jurnal Basicedu, 5(4), 2411–2420.

Jauharil Maknuni. (2020). Pengaruh Media Belajar Smartphone Terhadap Belajar Siswa Di Era Pandemi Covid-19 (The Influence of Smartphone Learning Media on Student Learning in The Era Pandemi Covid-19). Indonesian Education Administration and Leadership Journal (IDEAL), 02(02), 94–106. https://online journal.unja.ac.id/ IDEAL/article/ view/ 10465

Johari, A. (2014). Penerapan Media Video dan Animasi pada Materi Memvakum dan Mengisi Revrigeran Terhadap hasil Belajar Siswa. Jurnal of Mechanical Engineering Education, 1(1). https://ejournal.upi.edu/index.php/jmee/article/viewFile/3731/2653

Kamlaskar, C. H. (2007). Development and evaluation of an interactive multimedia simulation on electronics lab activity: Wien Bridge Oscillator. International Journal of Instructional Technology and Distance Learning, 4(3), 13–30.

Maharani, O. D. (2017). Minat Baca Anak-anak di Kmpoeng Baca Kabupaten Jember. Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian, 3(1), 320–328. https://doi.org/10.26740/JPRD.V3N1.P320-328

Munir. (2015). Multimedia: Konsep& Aplikasi dalam Pendidikan. Alfabeta.

Nashar. (2004). Peranan Motivasi dan Kemampuan Awal dalam Kegiatan pembelajaran. Delia Press. Purnomo, H., Mahpudin, & Sunanto, L. (2020). Pengelolaan Kelas Di Era 4.0. Jurnal Elementaria Edukasia, 3(1), 112–119. https://doi.org/10.31949/jee.v3i1.2112

Ramdani, A., Jufri, A. W., & Jamaluddin, J. (2020). Pengembangan Media Pembelajaran Berbasis Android pada Masa Pandemi Covid-19 untuk Meningkatkan Literasi Sains Peserta Didik. Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran, 6(3), 433.\ https://doi.org/10.33394/ jk.v 6i3.2924

Santoso, T. N. B., & Hastutiningtyas, K. N. (2021). Pengembangan Media Game Edukasi Sebagai Sistem Informasi Alternatif Ice Breaking Pembelajaran Di Masa Pandemi. Ecodunamika : Jurnal Pendidikan Ekonomi, 4(1), 1–6.

Sugiyono, P. (2016). Metode Penelitian Manajemen(Pendekatan Kuantitatif, Kualitatif, Kombinasi (Mixed Methods), Penelitian Tindakan (Action Research, dan Penelitian Evaluasi). Alfabeta Cv.