



Video Editing Training to Improve the Quality of Teaching and Learning at SMK Palapa Bandarlampung

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Received	Accepted	Publish
22-September-2022	27-September-2022	October 2022

Abstract– The teaching and learning process is very important in the teaching and learning process. Learning objectives or instructional objectives are learning outcome behaviors that are expected to occur, be owned, or mastered by students after participating in certain learning activities. Previously, teachers found it difficult to develop learning video editing. This is due to the limitations of human resources who understand the use of information technology devices, especially video editing. From the results of the questionnaire distributed, 92.5% of respondents said they were satisfied with the video editing training that had been made. Thus, the learning video editing training that has been made by the teachers can be declared feasible and can be used as learning material.

Keywords: Learning; Teaching; Training; Video Editing

1. INTRODUCING

The teaching and learning process is very important in the teaching and learning process. Learning objectives or instructional objectives are learning outcome behaviors that are expected to occur, be owned, or mastered by students after participating in certain learning activities (Sadikin & Hamidah, 2020; Sulistiani et al., 2021). Learning objectives are the direction you want to go from the series of activities carried out in the learning process. This is usually formulated in the form of specific, actual, and measurable competency behaviors as expected to occur, have, or master students after participating in certain learning activities.

Many learning problems occur in the online learning process. During the online learning process, many obstacles were found. Especially in the delivery of material in the learning process and the delivery of student tasks that must be completed independently (Megawaty et al., 2021). In delivering material during the learning process from home, the media used is still not attractive to students, so many students do not understand the material taught by the teacher, so that the learning outcomes produced by students are almost mostly below the minimum completion that has been set. These obstacles usually occur because the teacher only gives assignments through powerpoint application which only takes from the textbook. The incomprehension of these students means that the learning outcomes of students are also still low and many students do not report the results of their experiments. From these problems, teachers should improve their learning process and want to improve student learning outcomes. One way is to use learning video media.

A video is an image that can move with the addition of sound. A moving image that contains a series of grooves and displays a message from part of an image to achieve learning objectives (Jayul & Irwanto, 2020). Learning video is a medium that is systematically designed based on the applicable curriculum and in its development applies learning principles, so that the program allows students to observe the subject matter more easily and interestingly. The benefits of learning using video in online learning include increasing student learning motivation, making students happy to learn, replacing teachers in providing material explanations, increasing interest in learning and student learning outcomes (Muazizah et al., 2016).

Learning media can be said to be a tool used in the learning process to convey messages, ideas, or ideas in the form of educator teaching materials to students in order to stimulate the



thoughts, emotions, interests and attention of students, so that educators and students can interact with each other in education. These media can be in the form of graphic, visual, electronic and audio tools that are used to facilitate the information conveyed to students.

2. IMPLEMENTATION METHOD

2.1 Place and Time

Community service at SMK Palapa Bandarlampung in the form of implementing video editing training to improve the quality of learning was carried out on September 15, 2022.

2.2 Target Audience

The target of this service activity is the academic community of SMK Palapa Bandarlampung, namely teachers. Teachers as filler learning materials really need to be equipped with video editing knowledge in improving the quality of learning.

2.3 Stages of Community Service

Community service activities are carried out according to the stages in Figure 1.

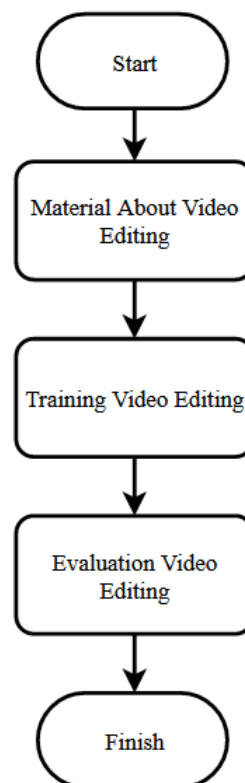


Figure 1. Stages of Community Service

3. RESULT DAN DISCUSSION

The results achieved through this PKM activity are coordination regarding the concept of making learning video editing from the material explained by the teacher. Training activities for making videos and video editing are :

1. Conceptualize the learning video to be made. If it is a learning video, it needs a good understanding of rpp. For example, whether a video will be created with the same length as rpp or compressed for example compressed to 15 minutes.
2. Determine how to record video, whether learning is carried out face-to-face or with online media. If you use the feeding application, the recording process can be done

independently, but if the face-to-face face-to-face needs a team that will record teaching activities and the preparation of more complex shooting facilities and infrastructure, such as lights for lighting, mics to produce quality audio and the ability to shoot or the right angle.

3. Create a learning video scenario from start to finish. It is very necessary to understand the RPP and all the necessary devices or materials in the learning process.
4. The results of the video recording can be processed / edited into a learning video. If you use an online application, it is necessary to ensure a good internet connection so that it is smooth and intermittent. Internet connection greatly affects the quality of the recording.
5. Ideally, the editing process uses a capable computer / laptop device so that the results are maximized. However, if you are constrained by tools, editing uses a cellphone. The thing to note is the size of the file to be edited, whether the mobile device or laptop can still process. The quality of recording from the beginning must be considered so that the device is still capable of processing.

Documentation of the community's involvement in video editing training can be seen in figures 2.



Figure 2. Activity Documentation

Documentation of activities before the implementation of video editing training in figure 3.



Figure 2. Documentation of Activities Before Implementation

4. CONCLUSION

Based on the interview conducted with the school, and the teacher is very happy and satisfied with this video editing training activity. Previously, teachers found it difficult to develop learning video editing. This is due to the limitations of human resources who understand the use of information technology devices, especially video editing. From the results of the questionnaire distributed, 92.5% of respondents said they were satisfied with the video editing training that had been made. Thus, the learning video editing training that has been made by the teachers can be declared feasible and can be used as learning material.

ACKNOWLEDGEMENT

We would like to thank the Universitas Teknokrat Indonesian for supporting the implementation of this Community Service activity. As well as to SMK Palapa Bandar Lampung who have collaborated as partners in this activity.

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