

Training on Making and Developing Learning Video Media Using Software Wondershare Filmora Against the History Teacher of SMA Negeri 3 Palu

Carles Kapile, Nuraedah*, Fajar Nugroho

Universitas Tadulako

Corresponding Author: email.nuraedah_74@untad.ac.id

Abstrak

Online learning implemented at SMA Negeri 3 Palu requires every teacher to change and innovate in their learning strategies, the use of appropriate media and support for online learning will determine the success of students' learning. The implementation of community service aims to provide knowledge to history teachers at SMA Negeri 3 Palu regarding the creation and development of learning video media using Wondershare Filmora software. This service activity was attended by history teachers and students, they were very enthusiastic in participating in service activities. The output produced is a learning video media developed by a history teacher that is in accordance with the direction and guidance of the service team with suggestions and input from students regarding interesting media to use in online learning.

Article Info

Article History:

Received 1 November 2021

Revised 10 November 2021

Accepted 20 November 2021

Available online 15 January 2022

Keywords:

Media,

Video,

History

INTRODUCTION

The Learning from Home Program issued by the Ministry of Education and Culture through Circular Number 15 of 2020 is implemented through distance learning using various learning platforms or e-learning systems (Kemendikbud, 2020:21). One of the learning platforms that is widely used in the implementation of PJJ is google classroom, this is because google classroom is considered a simple application because it is easy to operate. Through this application, teachers can share material in the form of powerpoints, e-books, links, videos, and other forms, for students to learn (Susanti, 2020:103). The application of distance learning or online learning is very different from the implementation of face-to-face learning, in addition to the selection of platforms that must support the network conditions of students, the use of appropriate media also affects the achievement of learning objectives. Learning media serves to activate the power of imagination so that students' motivation is encouraged to actively learn because learning media are made to make learning attract the attention of students (Arsyad, 2011:57).

The use of learning video media is considered more practical and efficient in terms of delivering the material provided by the teacher, through video learning the teacher can explain various kinds of material or other forms of activity to students. Community service activities carried out by the Service Team aim to provide knowledge to history teachers at SMA Negeri 3 Palu regarding the creation and development of learning media using Wondershare Filmora software. According to Rahman (2020:47) through the filmora

application, history teachers make it possible to create, edit, trim and convert all kinds of videos in the context of delivering material, assignments, or other learning activities.

Based on observations made by the Service Team at SMAN 3 Palu, history teachers have difficulty in delivering material and require learning media that support the achievement of history learning objectives. Therefore, service activities need to be carried out to provide knowledge to teachers regarding the creation and development of learning video media that can be developed using Wondershare Filmora software.

METODE

Community service activities are carried out at SMA Negeri 3 Palu with the target of History teachers and students. The implementation of the service is organized into three activities, namely; 1) Initial observations on July 22, 2021, 2) implementation of service on July 27, 2021, and 3) implementation of the mentoring process on August 3, 2021. The selection of locations and targets is based on needs related to service materials that can be applied during the application period of online learning so that the objectives from history learning can be achieved and support the implementation of PJJ which also helps minimize the spread of the Covid 19 virus in the Central Sulawesi region.

RESULTS

The implementation of the FKIP UNTAD DIPA service activities, the 2021 FKIP UNTAD Competitive Service Program Scheme for English noun vocabulary was carried out by 2 senior lecturers of History Education FKIP UNTAD, namely Dr. Nuraedah, M.Pd, and Drs. Charles Kapile, M. Hum and a young lecturer, Fajar Nugroho, S.Pd., M.Pd. There are also 2 students namely Faizin and Moh. Fiqran who plays a role in administrative management and in the process of implementing service. During the implementation of service activities, the service staff will continue to follow the health protocols that have been set by the government, namely by wearing masks, maintaining distance and providing hand sanitizers for service participants.

The implementation of community service activities can be broken down into several stages, namely as follows:

1. Early Stage

The initial stage of the implementation of the community service activities begins with conducting initial observations at SMA Negeri 3 Palu which aims to ensure the condition of the facilities and infrastructure needed to support the implementation of community service activities as well as meet with school principals and history teachers to discuss the form of service activities that will be carried out. In the process of this stage, the Service Team coordinates with partners regarding the implementation of service activities. Administrative completeness such as permits, assignments and proposals for community service are also submitted and given to partners for the smooth implementation of activities.

2. Implementation Stage

In general, the PkM implementation went smoothly according to the target set by the service team with the number of participants who still followed the government health protocol. The indicators can be seen from several things, including: the enthusiasm of students who are good in participating in community service activities, even though the pandemic period but the students appointed by the history teacher are still trying to come to school to participate in the socialization as well as a positive response from the principal, vice principal and history teacher, as well as support and participation from teachers during service activities.

The realization of service activities are as follows:

- a. Giving a welcome greeting to the Service Team from Wakasek as well as opening the event for the implementation of service activities.
- b. Explanation of the condition of History Learning during the Pandemic, by Drs. Charles Kapile, M. Hum.
- c. Explanation of Video Media in History Learning, by Dr. Nuraedah, M.Pd.
- d. Presentation related to the Wondershare Filmora application, by Fajar Nugroho, S.Pd., M.Pd.
- e. Question and answer activities carried out by the Service Team with service participants.

3. Final Stage

At this stage, mentoring activities are carried out after the material presentation activities are completed. In this activity, the service team accompanies and guides teachers in creating and developing history learning video media using Wondershare Filmora software. This mentoring process can run quite intensively, because students who are included in the service can help in the mentoring process, so that communication and mentoring processes can run smoothly.

DISCUSSION

The implementation of the service activities went well and smoothly with satisfactory results, the service participants consisted of History Teachers and students participated in the service enthusiastically. This can be seen in the number of participants asking questions and providing responses/feedback during the discussion session. The provision of material related to the development of learning video media was welcomed by service participants, because it was considered relevant and needed in the online learning situation that was taking place during the pandemic.

The process of mentoring teachers in the activities of making and developing video learning media is carried out systematically and in detail, the editing steps are followed properly and correctly. During the activity, students provide input and suggestions to the teacher regarding videos that can attract the interest of other students. Making and developing videos using Wondershare Filmora software produces learning videos that can be directly shared with students, this will certainly make it easier for students to understand historical material because videos can be played continuously and accessed anytime and anywhere. Videos do not depend on a stable internet network because they can be watched offline. At this stage the Service Team also conducts question and answer activities and discussions with the teacher so that the editing process runs smoothly.

Learning videos are very much needed by history teachers in order to explain learning material to students, because basically learning history is not just learning to memorize rows of numbers, the date and year of an event, but history teaches about events or stories of the past that have meaning and life values. which can help students run the present well and organize the future even better (Susanti, 2020: 103). The task of the teacher during the COVID-19 pandemic is not as easy as usual learning, apart from preparing and teaching the teaching material, the teacher still has to guide and nurture his students towards maturity so that when they finish taking learning there is a change from the students, namely to become more responsible human beings, with good personality. and moral (Slameto, 2013:22). In this case, through the video, it is hoped that the teacher will be able to develop the skills of students and integrate character education into every history learning activity.

History learning at the secondary education level during the COVID-19 pandemic has indeed become more difficult in its implementation, but with good learning planning. History teachers must be able to explore the creative pedagogy of students and be able to apply divergent thinking in creating a fun learning process. This will have an impact on the successful implementation of character education that teachers do to students in history learning activities (Firmansyah, 2021: 4060). In addition, the selection of the right media and learning resources will also greatly affect the achievement of history learning objectives during the pandemic.

CONCLUSION

Community service activities aim to provide knowledge to history teachers at SMAN 3 Palu about the process of making and developing learning video media using Wondershare Filmora software. The implementation of service activities takes place smoothly and produces satisfactory service outcomes in accordance with what has been planned. The history teachers were very enthusiastic in participating in this activity and the students also gave a lot of feedback and input in the process of developing learning video media. Learning videos are really needed during a pandemic because SMA Negeri 3 Palu applies online learning, so that the delivery of material by history teachers can be conveyed optimally to students.

REFERENCES

- Arsyad, A. 2011. *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Firmansyah, dkk. 2021. Urgensi dan Implementasi Pendidikan Karakter dalam Pembelajaran Sejarah pada Masa Pandemi Covid 19. *Dalam Jurnal Research % Learning in Elementary Education*. Vol. 5 No 5 Hal. 4053-4063.
- Kemendikbud RI. 2020. *Surat Edaran Kementerian Pendidikan dan Kebudayaan Nomor 15 Tahun 2020 Tentang Pedoman Penyelenggaraan Belajar Dari Rumah Dalam Masa Darurat Penyebaran Corona Virus Disease (Covid 19)*. No 15.
- Rahman. 2020. *Mengenal Berbagai Macam Software*. Serpong: Surya.
- Slameto. 2013. *Belajar Dan Faktor-Faktor Yang Mempengaruhi*. Jakarta: PT Rineka Cipta.
- Susanti, Sri. 2020. Praktik Pembelajaran Sejarah pada masa Pembelajaran Jarak Jauh. *Dalam jurnal Historis: Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*. Vol. 5, No. 2. Hal. 102-106.

ATTACHMENT



Figure 1: Pelaksanaan kegiatan pengabdian oleh Tim Pengabdian