



## Implementation of The Carrier Model in Innovative and Interactive Training of Video Making

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**ABSTRACT**

*The purpose of this community service activity (PKM) is to improve the pedagogic competence of teachers in using technology in learning through training activities for making innovative and interactive learning videos assisted by the PEDATI model. Participants in community service are elementary, middle, and high school/vocational school teachers. Activities are carried out online with the Google Meet application. The implementation of this training uses three methods: the presentation method with change management materials, the PEDATI learning model on online learning materials with games and quizzes. The demonstration method of participants being interactively involved in Quiz games in online learning, the installation process and tutorials for developing learning videos using Camtasia, and the practical method by assigning participants to make learning videos according to their fields. The results obtained from the training are the availability of applications for making learning videos, insight into the development of learning videos, and the outcomes of learning video products with the Camtasia application made by teachers based on needs analysis according to student characteristics, subjects, and media used by teachers in classroom learning.*

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## INTRODUCTION

The COVID-19 pandemic and government policies regarding social distancing and physical distancing impact various sectors of life such as the economy, social and education. In education policy, all educational institutions are asked to stop the face-to-face teaching and learning process to learning at home. Learning activities that are usually carried out in schools have all been shifted to online-based learning.

Online learning is an alternative to problem-solving to improve teachers' understanding of pedagogic competence and learning materials, but it can still serve learning in incentives during the COVID-19 pandemic. It is also in line with the demands of 21st-century learning, which is more demanding to learn independently. However, in practice, there are many obstacles to online learning. From the research results (Haryadi & Selviani, 2012), there are several obstacles, including the unpreparedness of educators and learners in operating technological devices and economic limitations

in providing devices such as android, laptops, and quotas as network constraints. The same thing in the research of Muhammad Hafiz, Desniarti, and Yuan Anisa (2020) is that the obstacles experienced by teachers are related to learning applications, internet networks, learning management, and assessment. In addition, changing conventional methods to online makes it challenging to change their habits in learning so that both students and parents are not familiar with learning at home.

Efforts to overcome various problems of online learning are certainly a shared responsibility. The government has provided quota subsidies for students and teachers. Even from and School Operational Costs can also be allocated for quota spending for students and teachers. Not only that, the success of teachers in carrying out learning from the COVID-19 pandemic is the ability of teachers to innovate in designing and composing materials, methods, and learning media (Mu'minah, Iim Halimatul, 2021). Teacher creativity is the key to motivating students to stay enthusiastic about online learning and not become a psychological burden. Therefore, change management is needed as a motivation for teachers.

Innovative and interactive learning videos are alternative media in online learning. Research from (Hadi Sofyan, 2017) that learning video is one media that has audio and visual elements of motion. As a learning medium, the video acts as an introduction to information from the teacher to students. The ease of repeating videos and how to present information or material in a structured manner makes video one of the media that can improve students' ability to understand a concept. Other research from (Yudianto 2017) shows that video is the most appropriate and accurate learning media in conveying messages that will significantly help students understand.

In presenting interesting videos, of course, skills related to using technology for teachers are needed. Therefore, training for teachers is required to provide skills for teachers who present and develop their learning media in the form of videos. The focus of the training on making learning videos was chosen because through learning videos, and students could be accessed, watched, and heard. It is very effective in the process of delivering subject matter delivered by the teacher. It is in accordance with the research results (Busyaeri, Udin & Zainudin, 2016) who submitted the calculation of data associated with the correlation index number ( $r$ ) product moment between 0.800 - 1, which means it is in a very high correlation category. While the results of the calculation of the correlation between the use of video with student learning outcomes are 1.03, which means it has a very high relationship. Furthermore, research results (Miftahussurur & Pramono, 2016) showed that there was an increase in student learning outcomes with the percentage of learning mastery in the first cycle of 34.78% to 86.95% in the second cycle. So, from the two research results above, it can be concluded that learning videos can improve learning outcomes.

The application used in making learning videos is Camtasia studio. Camtasia Studio has many advantages, including the video quality is quite good, the operation is easy and simple, it can record web pages and other application software on the computer. In addition, it can easily combine different content differences in PowerPoint presentations and does not require a server (Gultom, Fransiskus, 2020). In addition, another form of interactive media is Quizizz. In their research, Unique Salsabila Hanifah et al (2020) showed that the quizizz application was very effective in learning. Based on the facts above, it is necessary to conduct training for teachers to make learning videos with the Camtasia studio application and how to upload them on the internet so that they can be accessed by students in their respective homes. In addition, the use of quizizz as an evaluation material is essential. Training efforts to make learning videos and upload them to social media and quizizz as learning media, of course, with the hope that the learning designed to continue during the Covid-19 pandemic while still prioritizing the health and safety of students as well as improvements for teachers in terms of ability to manage and apply technology to carry out online learning.

## METHOD

This training uses three methods, namely presentation, demonstration, and practice. The PEDATI model includes the stages of Learn, Experience, Apply, and Evaluate. The implementation of this model in PKM activities are:

1. Learn

Participants are provided with a series of digital media in various forms and types, namely the Camtasia application file and a video link to install it.

2. Explore

Participants are given facilities in discussion forums in WhatsApp groups and online assistance by the committee to deepen the material provided during the training.

3. Apply

Participants are facilitated to apply what they have learned by being given the task of making learning videos using the Camtasia application individually.

4. Evaluation

Participants are asked to collect learning videos to be evaluated and assessed for mastery of the material.

The presentation method is the presentation of material orally by the speaker using organized ideas and thoughts. Submission of material using PowerPoint slide media. The presentation method was applied by all presenters in this training, starting with material on Change Management, BDR (Learning From Home), My Quizizz to Camtasia material.

The demonstration method presents the presenters by involving trainees in the Quizizz Mentimeter and Kahoot games so that the presentation is interesting and interactive between the presenters and the participants. The teacher hopes that they can make quizzes in online learning to motivate students to be active on camera in participating in online learning. In this training, the fourth speaker carried out the practical method by showing the stages of using Camtasia to make innovative and interactive learning media. Training participants are given the task of making learning videos using the Camtasia application according to the learning context chosen by the teacher and needed by students at school.

## RESULTS AND DISCUSSIONS

Community service activities were carried out by Masters in Educational Technology FKIP University Tanjungpura Pontianak on June 12, 2021. This PKM was in the form of training activities for making innovative learning videos that aim to increase teachers' knowledge and abilities in the use of information technology to create animations, videos, and interactive media, others that can support the achievement of the desired learning objectives. The teacher is one of the important elements in the progress of education. Without the knowledge that is continuously developed, teachers will be left behind in the current era. Moreover, the needs of students are also growing following the advancement of information technology. Meanwhile, the use of technology among teachers is still a concern. This condition is also influenced by the lack of supporting facilities for the development of learning technology, and human resources who master technology are still inadequate.

This training was attended by 119 elementary, middle, and high school/vocational teacher participants where participants were given the material on Change Management, BDR (Learning From Home), My Quizizz, and material on efforts to develop interactive learning videos using the Camtasia software application so that the learning provided by teachers becomes more interesting. The first material on change management is given, hoping that teachers can adapt to technological advances in digital literacy. Students' potential can optimally develop in online and offline learning. The challenge of teachers to prepare themselves and their awareness to change themselves to face the digital natives generation (Dewi Salma, 2018).

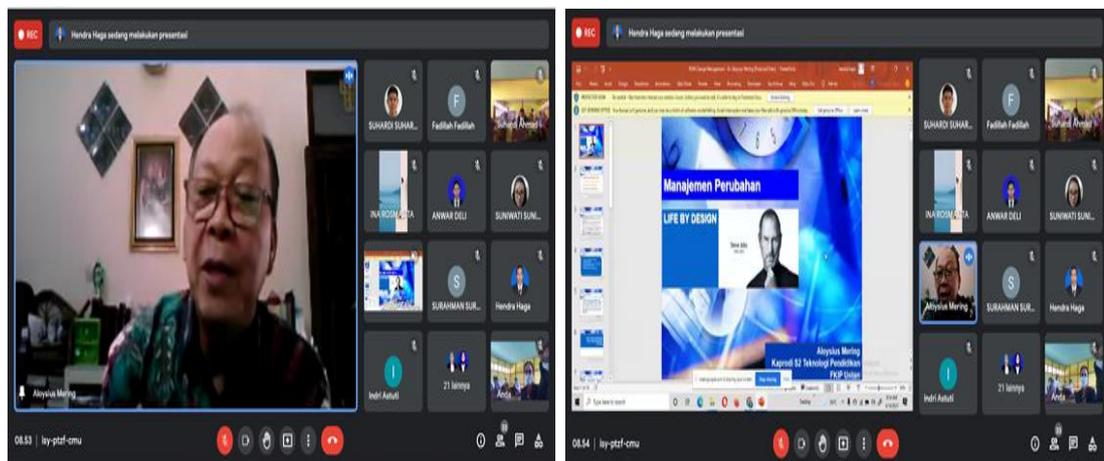


Fig. 1 First Material Presentation

The second material is about fun online learning with the PEDATI model design, allowing students to study, explore, apply and evaluate learning materials through online classes (Chaeruman, 2018). The third resource person explained creative online learning with innovative games, thus enabling students to be active in online learning through learning games and Quizizz and Kahoot. Digital games in learning will increase by using specific platforms in learning, Pershing in (Dewi Salma, 2018). The results of research conducted by Maria Herlinda (2021) showed an influence of online games on the interest in learning physical education of the students of SMP Brothers Makassar. By integrating game-laden media into the learning process, it can create a pleasant learning atmosphere to influence student learning outcomes so that student learning outcomes increase (Ita Kurnia, 2021). The Quizizz application is an online learning medium featuring games, quizzes, discussions, and surveys.

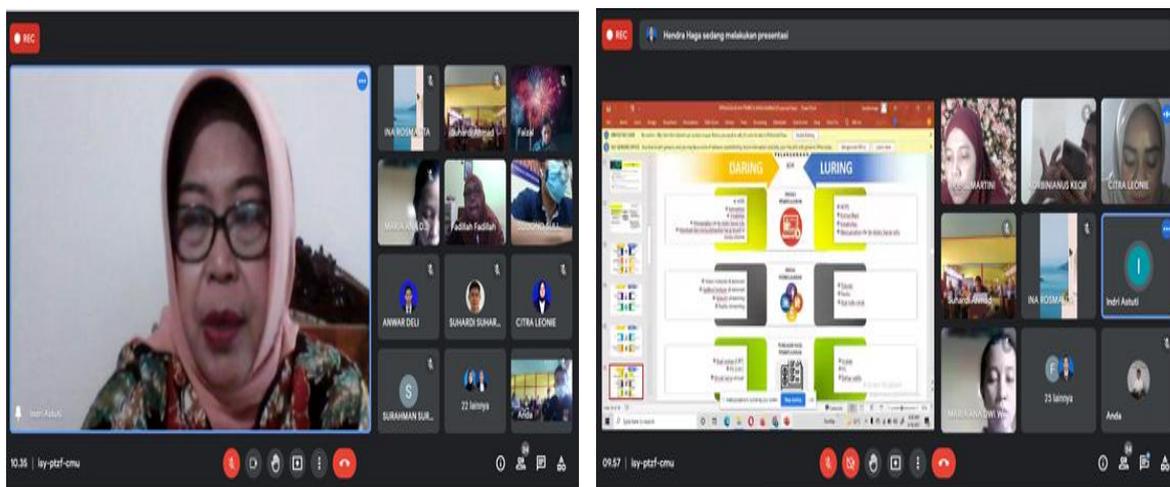


Fig. 2 Second Material Presentation



Fig. 3 Presentation of the Third Material

The fourth speaker was about the benefits of the Camtasia program for making learning videos, getting to know Camtasia tools and their uses, creating shape objects, inserting an image and sound objects, creating animation effects, and making interactive learning videos by utilizing the Camtasia program. There have been many studies related to the use of the Camtasia application. One of them by Eva Margaretha Saragih (2019) was using audio-visual media based on the Camtasia application.

Students understand better in learning Mathematical Logic because students are more active in the learning process and can foster critical thinking. Then the average mathematics learning outcomes of students in learning using Camtasia Application-Based Audio-Visual Media on Mathematical Logic material showed a higher average in the experimental class. In comparison, the average in the control class was lower. Furthermore, research conducted by Fransiskus Gultom 2020, the results of research and data analysis can be concluded that there is an effect of using Camtasia Studio 8 learning media on student learning outcomes in class VII of the Riama Private Junior High School Medan, where student learning outcomes whose presentation uses the Camtasia Studio 8 learning media are higher compared to using ordinary learning media for class VII SMP Private Riama Medan. Video learning media has more value than ordinary printed learning materials. Video learning media can motivate students to learn with high motivation because they are interested in multimedia systems that can present animation, sound, graphics, and text displays (Dedi Leman, 2021).



Fig. 4 Camtasia Application Display

Based on the discussion held after the presentation of the material, it can be seen that the participants can understand the urgency of developing learning media, can recognize the function of the Camtasia program, can create interactive learning media according to the fields/subjects taught by each teacher. After the training activities, teachers were also asked to make a learning video with Camtasia as an assignment. Participants who still do not understand the training material are provided with assistance by students through the Whatsapp group.



Fig. 5 The results of the learning videos made by the trainees

This Community Service activity has been carried out well thanks to the support of various factors, including:

1. Communication of the implementing team went well so that coordination in the preparation process, division of tasks, training, and simulations could occur well.

2. The socialization participants have great enthusiasm to get information and knowledge about how to make innovative learning videos.
3. The resource persons presented in this activity are people who are competent in the field of educational technology.

The obstacles faced during this PKM activity were:

1. There is a limited capacity for google meet, so that it is not enough to accommodate all participants who have registered. As a solution, the implementing team conducted live activities on Facebook and Instagram. Participants who took part in the live activities were still given the same certificate as participants in the Google Meet forum.
2. In some sessions, there was an overlapping sound because the laptops were gathered in a closed room.
3. During the online PKM, the weather was rainy, so the internet network was not smooth.

## CONCLUSION AND SUGGESTION

### A. Conclusions

Based on the results of the implementation of this community service activity and the description of the discussion above, it can be concluded several things as follows:

1. PKM activities help teachers in Pontianak City to create fun and innovative learning videos by integrating learning games.
2. PKM activities are conducted online with 119 participants.
3. Mentoring of training participants is carried out through the WhatsApp group.

### B. Suggestions

The suggestions given for the improvement of the next PKM activities are:

1. This program should be carried out on a broader scale so that more teachers can benefit from it.
2. The trainee teachers are expected to apply the knowledge gained to improve the quality of learning in their respective schools and transmit the knowledge gained to other teachers in the school.

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