

The Development of Drama Material Learning Videos with *Filmora* Software for Class VIII SMP Students

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Abstract:

Background: Learning Indonesian is one of the important and mandatory subjects for students at the elementary to tertiary level. The implementation of Education in the Industrial Revolution Era 4.0 can be seen through the use of learning media. Efforts to deal with the Industrial Revolution Era 4.0 is the development of learning media in the form of videos. One of the Indonesian language lessons that can take advantage of learning videos is drama learning. Learning drama texts in class VIII SMP is based on the Basic Competence (KD) of the Minister of Education and Culture Number 37 of 2018, found in Basic Competence 3.15 Identifying drama elements (traditional and modern) presented in the form of a stage or script and Basic Competence 4.15 Interpreting drama (traditional) and modern) that is read and watched or heard.

One application that can be used for drama learning is the *Filmora* application. *Filmora* software has various advantages of video organizing features compared to print and other audio media. Video is included in the category of audiovisual teaching media or listening teaching media. Audio video teaching media is teaching media that combines two materials, namely visual material and auditive material. Auditive material is shown to stimulate the sense of hearing, while visual material is to stimulate the sense of sight. With the combination of these two materials, educators can create a higher quality learning process, because communication takes place more effectively (Prastowo, 2012:301).

Materials and Methods: This study uses the Research and Development method. This development research adapts seven of the ten steps of Borg and Gall's development research. The research instrument used a Likert scale and a questionnaire.

Results: The overall feasibility of the learning video is based on a wide-scale trial for Class VIII of SMPN 1 Ambarawa, MTs Yasmida Ambarawa, and SMPN 26 Pesawaran covering three aspects, namely the attractiveness aspect, getting a result of 80.53 with the criteria "very feasible", the ease of use aspect getting a result of 85.17 with the "very feasible" criteria, and the benefit aspect gets 80.32 with the "very feasible" criteria. Meanwhile, the average result of the overall feasibility of using the three broad-scale class trials obtained a feasibility value of 81.40 with the "very feasible" criteria. The results of the study also found an N-Gain of 0.517 which was included in the moderate category of effectiveness.

Key Word: Material Learning Video; Drama; *Filmora*; Effectiveness.

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I. Introduction

Learning Indonesian is one of the important and mandatory subjects for students at the elementary to tertiary level. The implementation of Education in the Industrial Revolution Era 4.0 can be seen through the use of learning media. Efforts to deal with the Industrial Revolution Era 4.0 is the development of learning media in the form of videos. One of the Indonesian language lessons that can take advantage of learning videos is drama learning. Learning drama texts in class VIII SMP is based on the Basic Competence (KD) of the Minister of Education and Culture Number 37 of 2018, found in Basic Competence 3.15 Identifying drama elements (traditional and modern) presented in the form of a stage or script and Basic Competence 4.15 Interpreting drama (traditional) and modern) that is read and watched or heard.

One application that can be used for drama learning is the *Filmora* application. *Filmora* software has various advantages of video organizing features compared to print teaching media and other audio media. Video is included in the category of audiovisual teaching media or listening-view teaching media. Audio video teaching media is teaching media that combines two materials, namely visual material and auditive material. Auditive material is shown to stimulate the sense of hearing, while visual material is to stimulate the sense of sight. With the combination of these two materials, educators can create a higher quality learning process, because communication takes place more effectively (Prastowo, 2012:301).

Filmora's video media is also very in tune with learning drama texts. Through *Filmora* video media, drama learning material feels more actual and conveyed to students. According to the KBBI drama is a composition of poetry or prose that is expected to describe life and character through behavior (roles) or dialogues that are staged; a literary work in the form of a story or tale, especially involving conflict or emotion, which is specially prepared for theatrical performances. Usually drama learning contains messages or messages that can be taken by the reader or the audience.

There is research that is relevant to the researcher's research, namely research conducted by Merisa Selly Saputri (2019) entitled "Development of 2-Dimensional Animation Media with the Help of the Wondershare *Filmora* Application for Islamic Religious Education Subjects in Grade II Elementary Schools". Further relevant research, namely research by Sari Purnama (2018) entitled "Development of Video Media for Learning to Write Poetry for Class VIII Students of SMP Negeri 4 Padangsidempuan". The researchers observed the two studies as a comparison to the research that the researchers did.

The same research has not been found with this research, namely the Development of Drama Material Learning Videos with *Filmora* Software for Class VIII Junior High School Students. This reason also encourages the author to research and directly describe the process and feasibility of teaching media products in the form of videos with *Filmora* applications for drama learning. This research was conducted by juxtaposing overall language skills with drama material which is of course appropriate and guided by KD in the 2013 Curriculum. Researchers package language skills for drama material gradually from easy to difficult.

II. Material and Methods

Material Learning Video

The term video comes from the Latin word *vidi* or *visum* which means seeing or having vision. In the Indonesian Dictionary, video is a technology for sending electronic signals from a moving image. Video is a technology for capturing, recording, processing, storing, transferring, and reconstructing still image sequences by presenting scenes in motion electronically.

According to Daryanto (2010: 88) video is anything that allows audio signals to be combined with sequential moving images. Video programs can be used in learning programs, because they can provide unexpected experiences for students, besides that video programs can be combined with animation and speed settings to demonstrate changes over time.

Videos is a series of motion pictures accompanied by sound that form a unit that is assembled into a plot, with messages in it for the achievement of learning objectives that are stored with the storage process on tape or disk media (Arsyad, 2004: 36 in Rusman et al. 2011: 218). Learning video according to Cheppy Riyana (2007) learning video media is media that presents audio and visuals that contain good learning messages that contain concepts, principles, procedures, knowledge application theory to help understanding of a learning material. Learning video is a visible and heard learning material (audio visual) that can be used to convey messages / subject matter. It is said to be seen to hear because the elements of hearing (audio) and elements of visual/video (visible) can be presented simultaneously.

Filmora App

The word application according to the Big Indonesian Dictionary is the application, use. Whereas *Fillmora* or full Wondershare *Filmora* Video Editor is an application or program released by Wondershare which is designed to process or edit videos and the video editing process with *Filmora* is relatively easy and simple but has a quality that is quite powerful.

Based on the above understanding, it can be concluded that the *Fillmora* application is the application or use of a program to process or edit a video that is made so that the editing process is faster with maximum results. easy to learn. The *fillmora* application is very helpful in online student learning activities, not only by reading assignments from the teacher via whatsapp group messages but can also guide students in carrying out activities such as observing, experimenting, identifying, making revisions and recording the results of listening to learning videos.

Drama

Drama is a form of literary work that aims to describe life by conveying conflict and emotions through action and dialogue. The actions and dialogues in drama are not much different from the actions and dialogues that occur in everyday life. Drama is a re-creation of real life or according to Aristotle's terms is the imitation of motion that utilizes elements of real activity. (E. Kosasih 2008: 81).

Etymologically, drama comes from the Greek word *dram* which means motion (Wiyanto, 2002:1). The definition of drama is: (1) written work for theater; (2) every situation that has a conflict and resolution of the story; (3) the type of literature in the form of dialogue, which is usually performed on stage (Yuldi, 2010: 4). In the Big Indonesian Dictionary (KBBI) drama has several meanings. First, drama is defined as a composition of

poetry or prose that is expected to describe life and character through behavior (acting) or staged dialogue. Second, stories or stories, especially those that involve conflict or emotions, which are specially prepared for theatrical performances. Lea Lina (2010:12-17) suggests the elements of drama include plot, message, language, dialogue, setting, technical instructions, themes and characters.

Study Design: This research is a research development or Research & Development (R&D). Research and development is a method that used to develop or validate products used in education and learning.

Research Subject: The subjects of development research in this study include (a) product assessment conducted by Andi Widiono, M.Pd. (material expert), Destu Kurniawan, M.Pd. (design expert), Joko Setyo Nugroho, M.Pd. (language expert), Indonesian language teacher respondents at SMPN 1 Ambarawa, MTs Yasmida Ambarawa, and SMPN 26 Pesawaran (b) product trials carried out in two stages, namely a small-scale test conducted at SMPN 1 Ambarawa with 10 respondents. students and a large-scale test, covering 32 students at SMPN 1 Ambarawa, 24 students at MTs Yasmida Ambarawa, and 34 students at SMPN 26 Pesawaran. Data analysis activities in this study used descriptive analysis based on the results of expert/expert data analysis and data analysis during product testing. The scoring rules according to Sugiyono (2015: 135).

Research Sources: The research sources used in this study were junior school students of class VIII, namely students of SMPN 1 Ambarawa, MTs Yasmida Ambarawa, and SMPN 26 Pesawaran for the academic year 2021/2022.

Data Collection: The data collection techniques used are:

1. Observation

Field observation techniques are carried out by direct observation of the learning process in the classroom. The aim is to obtain a description of the teacher's activities before and after applying the student worksheets during learning.

2. Documentation

Documentation is done by reviewing documents related to teaching materials of drama for junior high school/MTs students. Documentation is done in class in several junior school/MTs. The learning tools are in the form of syllabus, lesson plans, student worksheets, media, evaluation, and the condition of teachers and students in learning.

3. Interview

Interviews were conducted with teachers and students to find out firsthand the conditions of learning that were carried out related to the need for using the developed student worksheets and the attractiveness of its use so that it was expected to motivate students to learn.

4. Questionnaire

The questionnaire was given to experts/experts who have competence in the relevant field of study, junior high school/MTs, Indonesian language teachers, and class VIII students who received drama material. The purpose of distributing this questionnaire is to obtain an objective description of the feasibility of the student worksheets developed and the attractiveness of its use so that it is expected to motivate students to learn.

Data Analysis: Data analysis activities from the results of the questionnaire were carried out by finding the average Likert scale score based on each aspect. These aspects are the feasibility of content, language, presentation, and graphics. The average results of the questionnaire assessment are then calculated based on the following formula.

$$\text{Percentage} = \frac{\text{Total Score} \times \text{Number Score}}{\text{Maximum Score}} \times 100\%$$

The calculated score will indicate the feasibility level of the student worksheets based on the assessment of parkers/experts, practitioners, teachers, and students. The results of the percentage scores are then converted into qualitative data using the interpretation of scores according to Riduwan & Sunarto (2009: 23) based on the following table.

Table 1. Quantitative Data Conversion to Qualitative Table

No.	Percentage	Data Qualitative
1.	0% — 20%	Very Not Feasible
2.	21% — 40%	Not Feasible
3.	41% — 60%	Quite Feasible
4.	61% — 80%	Feasible
5.	81% — 100%	Very Feasible

The development of drama learning videos using *Filmora* software is carried out in several steps. The following are the steps taken to develop the product.

1. The preliminary stage is by making a product development design plan.
2. development stage
 - 1) Preliminary Test
 - 2) Creating the initial product shape (draft) and device
 - 3) Small-scale field trials with 10—30 subjects
 - 4) Improvements the product based on test results beginning.
 - 5) Large-scale trials on school with 30—90 subjects
 - 6) Improvements the main trial product.
3. The testing phase is by revising the final product and producing the final product.

The development research carried out is a type of development or research and development (R&D). This research and development at to produce a product in the form of drama learning videos with *Filmora* software. The product development process is carried out in four stages, namely practitioner or peer testing, expert or expert testing relevant to the field of study, small-scale field trials of 10-30 students, and large-scale trials of 30-90 students.

III. Result

This section contains the presentation of research results in the form of designing and implementing learning videos for drama material with *Filmora* software on Basic Competence 3.15 identifying the elements of drama (traditional and modern) presented in the form of a stage or script as well as Basic Competence 4.15 interpreting drama (traditional and modern) read and watched or heard that has been done. The stages carried out are as follows.

A. Preliminary studies

One of the basic needs in learning activities is the availability of learning media in accordance with learning targets/achievements. One of the problems in the implementation of drama material learning activities is about the availability of learning media, namely the lack of application of learning media in the form of learning videos that discuss drama material.

The potential that has been collected through interviews and observations is then analyzed so that the resulting product is in accordance with learning needs. Observations were made at SMPN 1 Ambarawa, MTs Yasmida Ambarawa, and SMPN 26 Pesawaran. Observations and interviews were conducted with Indonesian language teachers and students. Observations and interviews that have been carried out show that the learning videos used as learning media are in accordance with the Core Competencies (KI) and Basic Competencies (KD), but the learning videos still do not contain descriptions of KI, KD, and learning objectives. In addition, the existing learning videos are still not optimal, there is no description of the material and enrichment in the learning videos that are taught to students. With the teacher's approval obtained from the interview of the development of learning media,

The results of interviews conducted with Indonesian language teachers for class VIII at SMPN 1 Ambarawa, and SMPN 26 Pesawaran, showed that there were already learning media in the form of learning videos in teaching and learning activities in the classroom in drama learning. Meanwhile, MTs Yasmida Ambarawa has not used learning media in the form of learning videos in teaching and learning activities in the classroom in drama learning.

In addition, the learning videos used in drama learning can accommodate learning, but the learning videos used still do not contain basic competencies and learning objectives. In addition, the learning videos used still do not contain the basic material for drama. Then, the presentation of learning videos is quite easy, but there are still many students who have not achieved the expected learning objectives. This condition is certainly a concern in order to achieve the expected learning objectives.

Furthermore, in the realm of enrichment, learning videos still do not contain the expected enrichment, namely enrichment that accommodates learning objectives. The learning videos used are limited to dramatic examples, do not contain enrichment. Therefore, the development of learning media in the form of learning videos is needed to support and achieve learning objectives. In addition, learning videos are needed so that learning is more interesting for students to learn drama material, especially during the Covid-19 pandemic.

Based on the results of the interviews, it was found that the students stated that they were not satisfied with the availability of the existing learning videos. The available learning media or learning videos basically still have some shortcomings. Disadvantages include limited information on drama material, few examples, and lack of enrichment. This condition is contrary to the expectations of students. Students want interesting and complete learning videos to make it easier for students to learn drama material.

Based on interviews with teachers and students, it was found that there were limitations in the presentation of learning videos used in the learning process during the drama material. These details indicate that instructional media in the form of learning videos are needed in drama learning, precisely in Basic Competency 3.15 identifying the elements of drama (traditional and modern) presented in the form of a stage or script and Basic Competence 4.15 interpreting drama (traditional and modern) which is read and seen or heard. Therefore, the making of drama learning videos was followed up in order to make drama learning successful in Class VIII SMP.

B. Early Product Development

This section is a continuation of the preliminary study that has been carried out. Preliminary studies that have been carried out state that there is a need for developing learning media in the form of drama learning videos in . This material will be taught to Class VIII students in junior high school. The researcher then developed the product design design into the initial product of a drama learning video.

C. Early Product Development

In assessing the feasibility of learning drama videos with *Filmora* software, researchers collaborated with experts to validate the learning videos developed. These experts include peer assessments, namely Indonesian language study teachers, media and design experts, content content experts, linguistic experts, and students. The following are the results of the assessment of the experts.

1. Expert Test Results

Testing is carried out by experts through filling out a feasibility questionnaire learning video by Andi Widiono, M.Pd. as a material expert, Joko Setyo Nugroho, M.Pd. as a linguist, and Destu Kurniawan, M.Pd. as a design expert. The results of the questionnaire on the feasibility of learning drama videos with *Filmora* software by experts are described as follows.

Table 2. Results of Material Validation Evaluation

No.	Indicator	Evaluation				Description
		SB	B	CB	TB	
1.	The level of relevance of learning media with the applicable curriculum	√				
2.	The language used in the learning description		√			
3.	Easy to understand language	√				
4.	Conformity between the content of the exercise and the learning objectives		√			
5.	Conformity between the content of the summary and the core points of the learning content		√			
6.	Compatibility of components as learning media	√				
7.	Clarity of material description	√				
8.	The attractiveness of packaging learning media	√				
9.	The breadth and depth of learning media content	√				
10.	Consistent presentation of material			√		
Amount		6	3	1	0	

Table 3. Results of Evaluation of Language Validation

No.	Indicator	Evaluation				Description
		SB	B	CB	TB	
1.	Language suitability (diction) in video-based learning media		√			
2.	The language used in the learning videos is easy to understand	√				
3.	Kabakuan sentence structure in learning video media	√				
Amount		2	1	0	0	

Table 4. Hasil Evaluasi Validasi Desain

No.	Indicator	Evaluation				Description
		SB	B	CB	TB	
1.	The attractiveness of the display of learning media		√			
2.	Clarity of learning objectives	√				
3.	The accuracy of the use of the typeface	√				
4.	The attractiveness of the use of colors used in			√		

	designing learning media					
5.	The suitability of the use of variations, types, sizes, and shapes of letters in learning media	√				
6.	Clarity of writing or typing	√				
7.	The attractiveness of the language used in learning media		√			
8.	Ease of language used in learning media	√				
9.	The suitability of the image with the content of the material		√			
10.	The accuracy of the arrangement of paragraphs for the description of learning materials		√			
Amount		5	4	1	0	

2. Practitioner Test Results

Product trials are carried out by colleagues/practitioners. Colleagues/practitioners are Indonesian teachers who will use drama learning videos with the *Filmora* software developed. The peer/practitioner test was conducted by Indonesian language teachers in class VIII at SMPN 1 Ambarawa, MTs Yasmida Ambarawa, and SMPN 26 Pesawaran. The assessment was carried out by Dechintya Eka Wiranti, S.Pd. as assessor 1, Eko Sutanto, S.Pd. as assessor 2, and Ririn Nurhasanah, S.Pd. as appraiser 3. Assessment by peers/practitioners aims to assess the feasibility of the designed drama learning video, so that it can be used in drama learning by the teacher concerned. The following are the results of evaluations from colleagues/practitioners.

Table 5. Evaluation Results of Colleagues/ Practitioners for Learning Video Trial

No	Statement	Max Score	Teacher Score 1	Teacher Score 2	Teacher Score 3	P(%)	Validity Level	Description
1	The level of relevance of learning media with the applicable curriculum	4	4	4	4	100%	Very Valid	No revision needed
2	Helping the teacher in delivering the material	4	3	3	4	83.3%	Valid	No revision needed
3	Make students active when learning takes place	4	4	3	4	91.7%	Very Valid	No revision needed
4	Conformity between the content of the material with KD	4	4	4	4	100%	Very Valid	No revision needed
5	Conformity between the content of the exercise and the learning objectives	4	4	4	3	91.7%	Very Valid	No revision needed
6	Clarity of material description	4	3	4	3	83.3%	Valid	No revision needed
7	The attractiveness of packaging learning media	4	3	3	3	75%	Valid	No revision needed
8	Clarity of evaluation questions with learning media	4	4	3	4	91.7%	Very Valid	No revision needed
9	Meet the criteria of learning media	4	4	4	3	91.7%	Very Valid	No revision needed
10	Ease of use of learning media	4	4	4	4	100%	Very Valid	No revision needed
Jumlah		Amount	40(x3) = 120	37	37	36	91.7%	Very Valid

Based on the data from the results of testing by colleagues/practitioners above, the calculation of the feasibility of learning drama videos with *Filmora* software is as follows.

$$\text{Attraction value} = \frac{\text{generated value}}{\text{max value}} \times 100$$

Maximum Value of Questionnaire : $4 \times 10 = 40$

Practitioner Value 1 : $\frac{37}{40} \times 100 = 92.5$

Practitioner Value 2 : $\frac{37}{40} \times 100 = 92.5$

40

$$\text{Practitioner Value 3} : \frac{36 \times 100}{40} = 90$$

$$\text{Practitioner Average} : \frac{92.5+92.5+90}{300} \times 100 = 91.7$$

The above percentage obtained results of 91.7%. If this figure is converted in a scale conversion table, then the achievement level of 91.7% is in very good qualification. Thus, it can be concluded that the learning video media does not need revision.

D. Product Trial

Product trials in the form of drama learning videos with *Filmora* software were carried out based on the results of the questionnaire assessment by students as users of drama learning videos. The students being taught are students of class VIII SMP. Products are assessed based on three aspects, namely 1) the attractiveness of learning videos, 2) the ease of use of learning videos, and 3) the usefulness of learning videos in learning. There are four alternative answers, namely very interesting (point 4), interesting (point 3), less attractive (point 2), and not interesting (point 1). The results obtained from student assessments are further categorized into the range of assessment percentages. The trial was carried out in 2 stages, namely small-scale trials and large-scale trials. Here's the description.

1. Small-Scale Trial

Small-scale trials were conducted by teachers on limited students. A small-scale trial was conducted on 10 students to determine the student's response to the feasibility of using drama learning videos with *Filmora* software. The test was conducted on eighth grade students of SMPN 1 Ambarawa, Pringsewu Regency.

Table 6. Small-Scale Learning Video Test Results

Research subject	Attractiveness		User Ease		Benefits		Appropriateness	
	Quantity	Mark	Quantity	Mark	Jml	Quantity	Mark	Quantity
1	35	87.50	22	91.67	10	83.33	67	88.16
2	30	75.00	20	83.33	8	66.67	58	76.32
3	28	70.00	23	95.83	11	91.67	62	81.58
4	29	72.50	24	100	9	75.00	62	81.58
5	29	72.50	20	83.33	8	66.67	57	75.00
6	32	80.00	24	100	11	91.67	67	88.16
7	30	75.00	22	91.67	10	83.33	62	81.58
8	29	72.50	18	75.00	9	75.00	56	73.68
9	35	87.50	18	75.00	11	91.67	64	84.21
10	32	80.50	22	91.67	10	83.33	64	84.21
Average	30.9	77.25	21.3	88.75	9.7	80.83	61.90	81.45

The results of the small-scale test calculation above show that the drama learning video with the *Filmora* software developed is feasible to continue because it has met the feasibility value. The feasibility value obtained in the small-scale trial as a whole gets a score of 61.90 with a value of 81.45 and belongs to the very good criteria and deserves to be tested in learning for large classes.

2. Wide-Scale Trial

A wide-scale product trial was applied to a number of students in Class VIII of SMPN 1 Ambarawa, MTs Yasmida Ambarawa, and SMPN 26 Pesawaran. The trials were carried out in different classes. One test class in each school and the same level. The large-scale trial was conducted in Class VIII 2 SMPN 1 Ambarawa, Class VIII 1 MTs Yasmida Ambarawa, and Class VIII 1 SMPN 26 Pesawaran. Class VIII 2 SMPN 1 Ambarawa has 32 students, Class VIII 1 MTs Yasmida Ambarawa has 24 students, and Class VIII 1 SMPN 26 Pesawaran has 34 students. This broad-scale test was conducted to determine the feasibility of the product for students in drama learning at school.

Table 7. Results of the Wide-Scale Learning Video Test in Class VIII 2 SMPN 1 Ambarawa

Research subject	Attractiveness		User Ease		Benefits		Appropriateness	
	Quantity	Mark	Quantity	Mark	Quantity	Mark	Score	Mark
1	32	80.50	22	91.67	11	91.67	65	85.53
2	29	72.50	23	95.83	10	83.33	62	81.58
3	32	80.00	19	79.17	11	91.67	62	81.58
4	30	75.00	24	100	9	75	63	82.89
5	35	87.50	20	83.33	9	75	64	84.21
6	30	75.00	21	87.50	11	91.67	62	81.58
7	35	87.50	23	95.83	9	75	67	88.16
8	35	87.50	22	91.67	9	75	66	86.84
9	32	80.00	20	83.33	8	66.67	60	78.95
10	30	75.00	21	87.50	10	83.33	61	80.26
11	32	80	21	87.50	9	75	62	81.58
12	29	72.50	23	95.83	12	100	64	84.21
13	37	92.50	22	91.67	10	83.33	69	90.79
14	29	72.50	20	83.33	10	83.33	59	77.63
15	32	80.50	18	75.00	8	66.67	58	76.32
16	32	80.50	22	91.67	9	75	63	82.89
17	33	82.50	17	70.83	11	91.67	61	80.26
18	36	90.00	23	95.83	10	83.33	69	90.79
19	30	75.00	20	83.33	9	75	59	77.63
20	32	80.00	21	87.50	10	83.33	63	82.89
21	35	87.5	22	91.67	8	66.67	65	85.53
22	37	92.5	19	79.17	10	83.33	66	86.84
23	34	85.00	22	91.67	9	75	65	85.53
24	30	75.00	20	83.33	10	83.33	60	78.95
25	30	75.00	18	75.00	11	91.67	59	77.63
26	30	75.00	21	87.50	9	75	60	78.95
27	31	77.50	18	75.00	10	83.33	59	77.63
28	37	92.50	20	83.33	10	83.33	67	88.16
29	28	70.00	17	70.83	10	83.33	55	72.37
30	33	82.50	18	75.00	9	75	60	78.95
31	29	72.50	23	95.83	9	75	61	80.26
32	30	75.00	22	91.67	10	83.33	62	81.58
Average	33.63	84.08	20.69	86.20	9.63	80.21	62.44	82.15

The results of the wide-scale test calculation in Class VIII 2 SMPN 1 Ambarawa above show that the attractiveness component of learning videos gets an average value of 84.08, the ease of use of learning videos gets an average value of 86.20, and the benefits of learning videos with an average value of 80.21. Overall, according to the components of attractiveness, convenience, and usefulness of learning videos, an average score of 62.44 was obtained with the feasibility value of learning videos of 82.15. Based on the data described above, it can be concluded that the trial of using tutorial video drama using *Filmora* software on a wide scale. Class VIII 2 SMPN 1 Ambarawa overall achieved the criteria of being very good or suitable for use in learning.

Table 8. Results of the Wide-Scale Learning Video Test in Class VIII 1 MTs Yasmida Ambarawa

Research subject	Attractiveness		User Ease		Benefits		Appropriateness	
	Quantity	Mark	Quantity	Mark	Quantity	Mark	Score	Mark
1	29	72.50	20	83.33	10	83.33	59	77.63
2	32	80.00	18	75.00	8	66.67	58	76.32
3	28	70.00	22	91.67	10	83.33	60	78.95
4	36	90.00	17	70.83	10	83.33	63	82.89
5	29	72.50	20	83.33	9	75	58	76.32
6	30	75.00	20	83.33	9	75	59	77.63
7	30	75.00	22	91.67	11	91.67	63	82.89
8	37	92.5	20	83.33	10	83.33	67	88.16
9	32	80.00	23	95.83	8	66.67	63	82.89
10	29	72.50	19	79.17	11	91.67	59	77.63
11	32	80.00	20	83.33	10	83.33	62	81.58
12	33	82.50	17	70.83	11	91.67	61	80.26
13	29	72.50	20	83.33	10	83.33	59	77.63
14	31	77.50	19	79.17	10	83.33	60	78.95
15	28	70.00	22	91.67	11	91.67	61	80.26
16	31	77.50	23	95.83	11	91.67	65	85.53

17	30	75.00	20	83.33	9	75	59	77.63
18	28	70.00	18	75.00	9	75	55	72.37
19	32	80.00	18	75.00	10	83.33	60	78.95
20	32	80.00	22	91.67	8	66.67	62	81.58
21	32	80.00	18	75.00	9	75	59	77.63
22	36	90.00	20	83.33	10	83.33	66	86.84
23	28	70.00	19	79.17	8	66.67	55	72.37
24	30	75.00	22	91.67	11	91.67	63	82.89
Average	31	77.50	19.96	83.16	9.71	80.90	60.67	79.82

The results of the wide-scale test calculation in Class VIII 1 MTs Yasmida Ambarawa above show that the attractiveness component of learning videos gets an average value of 77.50, the ease of use of learning videos gets an average value of 83.16, and the benefits of learning videos with an average value of 80.90. Overall, according to the components of attractiveness, convenience, and usefulness of learning videos, an average score of 60.67 was obtained with a feasibility value of 79.82. Thus, it can be concluded that the trial of using drama learning videos with *Filmora* software in the large class VIII 1 MTs Yasmida Ambarawa overall achieved the criteria of being very good or suitable for use in learning.

Table 9. Results of the Wide-Scale Learning Video Test in Class VIII 1 SMPN 26 Pesawaran

Research subject	attractiveness		User Ease		Benefits		Appropriateness	
	Quantit y	Mark	Quantit y	Mark	Quantit y	Mark	Score	Mark
1	31	77.50	22	91.67	11	91.67	64	84.21
2	28	70.00	20	83.33	10	83.33	58	76.32
3	28	70.00	19	79.17	9	75.00	56	73.68
4	30	75.00	17	70.83	9	75.00	56	73.68
5	33	82.50	23	95.83	10	83.33	66	86.84
6	36	90.00	22	91.67	12	100	70	92.11
7	32	80.00	20	83.33	11	91.67	63	82.89
8	29	72.50	18	75.00	8	66.67	55	72.37
9	31	77.50	21	87.50	10	83.33	62	81.58
10	38	95.00	20	83.33	11	91.67	69	90.79
11	37	92.5	22	91.67	11	91.67	70	92.11
12	32	80.00	22	91.67	11	91.67	65	85.53
13	33	82.50	21	87.50	8	66.67	62	81.58
14	31	77.50	23	95.83	9	75.00	63	82.89
15	38	95.00	21	87.50	8	66.67	67	88.16
16	32	80.00	23	95.83	8	66.67	63	82.89
17	29	72.50	19	79.17	11	91.67	59	77.63
18	29	72.50	21	87.50	11	91.67	61	80.26
19	37	92.5	22	91.67	9	75.00	68	89.47
20	36	90.00	22	91.67	9	75.00	67	88.16
21	31	77.50	22	91.67	10	83.33	63	82.89
22	32	80.00	22	91.67	8	66.67	62	81.58
23	32	80.00	17	70.83	12	100	61	80.26
24	29	72.50	20	83.33	9	75.00	58	76.32
25	36	90.00	22	91.67	10	83.33	68	89.47
26	31	77.50	17	70.83	10	83.33	58	76.32
27	30	75.00	23	95.83	11	91.67	63	82.89
28	29	72.50	18	75.00	9	75.00	56	73.68
29	36	90.00	22	91.67	11	91.67	69	90.79
30	30	75.00	20	83.33	10	83.33	60	78.95
31	31	77.50	19	79.17	9	75.00	59	77.63
32	28	70.00	20	83.33	9	75.00	57	75.00
33	31	77.50	20	83.33	11	91.67	62	81.58
34	32	80.00	23	95.83	10	83.33	65	85.53
Average	32	80.00	20.68	86.15	9.85	79.86	62.50	82.24

The results of the wide-scale test calculation in Class VIII 1 SMPN 26 Pesawaran above show that the attractiveness component of learning videos gets an average value of 80.00, the ease of use of learning videos gets an average value of 86.15, and the benefits of learning videos with an average value of 79.86. Overall, according to the components of attractiveness, convenience, and usefulness of learning videos, an average score of 62.50 was obtained with a feasibility value of 82.24. Thus, it can be concluded that the trial of using drama learning videos with *Filmora* software in the broad class of Class VIII 1 SMPN 26 Pesawaran overall achieved the criteria of being very good or suitable for use in learning.

The test is based on three components, namely the attractiveness of learning videos, the ease of use of learning videos, and the usefulness of learning videos in drama learning. The test obtained an average feasibility value, namely in Class X VIII 2 SMPN 1 Ambarawa the feasibility value was 82.15, Class VIII 1 MTs Yasmida Ambarawa obtained a feasibility value of 79.82, and Class VIII 1 SMPN 26 Pesawaran obtained a feasibility value of 82.24. If converted in the learning video development assessment table, then the drama learning video with *Filmora* software is included in the very good category according to the assessment of students as users or respondents.

Table 10. Test Results of Using Broad-Scale Learning Videos

Class	attractiveness		User Ease		Benefits		Appropriateness	
	Amount	Mark	Amount	Mark	Amount	Mark	Score	Mark
VIII 2 SMPN 1 Ambarawa	33.63	84.08	20.69	86.20	9.63	80.21	62.44	82.15
VIII 1 MTs Yasmida Ambarawa	31	77.50	19.96	83.16	9.71	80.90	60.67	79.82
VIII 1 SMPN 26 Pesawaran	32	80.00	20.68	86.15	9.85	79.86	62.50	82.24
Average	32.21	80.53	20.44	85.17	9.73	80.32	61.87	81.40

Analysis of learning video components using *Filmora* software on Basic Competencies 3.15 identifies elements of drama (traditional and modern) presented in the form of a stage or script and Basic Competence 4.15 interprets drama (traditional and modern) that is read and watched or heard in class VIII junior high school get the results of calculating the feasibility value of using learning videos. The assessment of the learning video includes the attractiveness component with a score of 80.53, ease of use a score of 85.17, and the value of usefulness 80.32. Meanwhile, the overall average result of the feasibility of using the three broad-scale class trials obtained a feasibility value of 81.40. The results of the analysis indicate that the attractiveness, convenience, and the usefulness of the learning video is very good and suitable to be used as a drama learning video for Class VIII Junior High School. The feasibility of using instructional videos in learning also shows an increase in student achievement in understanding drama.

IV. Discussion

A good learning video must accommodate the learning objectives as outlined in the basic competencies. These basic competencies are translated into indicators of competency achievement, goals, and learning itself. The learning video developed refers to Basic Competence 3.15 identifying the elements of drama (traditional and modern) presented in the form of a stage or script and Basic Competence 4.15 interpreting drama (traditional and modern) that is read and watched or heard. Drama learning videos for Class VIII SMP were developed and compiled based on three aspects of feasibility. These three aspects include content/material, language and design.

A. Content Aspect

Drama learning videos using *Filmora* software for Class VIII SMP are divided into two main materials, namely 1) identifying elements of drama and 2) interpreting or interpreting drama content which is translated into several topics, such as 1) understanding drama, 2) drama characteristics. , 3) types of drama, 4) elements of drama, and 5) examples of drama. The contents of the drama learning video with *Filmora* software for Classes for Class VIII SMP are as follows.

- 1) The opening of the video by showing the culture of Lampung, introduction of researchers and institutions, and greetings.
- 2) The basic competencies to be achieved, namely Basic Competence 3.15 identify the elements of drama (traditional and modern) which are presented in the form of a stage or script and Basic Competency 4.15 to interpret drama (traditional and modern) that is read and watched or heard.
- 3) Learning objectives.
- 4) Drama material includes the meaning of drama, characteristics of drama, types of drama, elements of drama, and examples of drama.
- 5) Enrichment for students that accommodates Basic Competencies 3.15 identifies elements of drama (traditional and modern) presented in the form of a stage or script and Basic Competencies 4.15 interprets drama (traditional and modern) that is read and watched or heard.
- 6) Invitation to apply Covid-19 prevention protocols.
- 7) Closing.

The content in the drama learning videos with *Filmora* software for Class VIII SMP is very good in terms of the relevance of learning media to the applicable curriculum, easy-to-understand language, conformity of learning media components, clarity and material, and attractiveness of media packaging. Then, for the aspect of the suitability of the content of the exercise with the learning objectives and the suitability of the content of the summary with the core points of the learning content, it is assessed in the good category.

B. Language Aspect

The language used in the learning video is adjusted to the development of the VIII grade junior high school students. The presentation of the material uses a language that is in accordance with the language in the realm of video-based learning media. In addition, the language terms and language used in the learning videos are easy to understand. The standard of sentence structure in the developed learning video also makes the learning video appropriate and in accordance with the rules, so that users can also know the standard of sentence structure. In addition, the use of language has also been validated by experts so that the language used in drama learning videos with *Filmora* software for Class VIII SMP is considered valid.

C. Design Aspect

Drama learning video for Class VIII SMP using *Filmora* software. Utilization of *Filmora* really helps video display to be more attractive. The learning videos developed have a resolution of 1440p. The 1440p resolution is very good and clear, making it easier for users to see and understand the learning video that is playing. Then, the images displayed in the learning videos are relevant images. Then, the learning video that was developed contains examples in the form of a dramatic video with a clear display and clear and clear sound. This supports the clarity of audio and visual video.

D. Effectiveness Test

The effectiveness test was carried out using a pretest – posttest design. Testing the effectiveness of the learning videos developed was carried out using a learning plan (RPP) developed by the Indonesian language teacher in each test class by utilizing drama learning videos with the *Filmora* software that had been developed. The effectiveness test of drama learning videos using *Filmora* software for Class VIII SMP was carried out in three test classes, namely Class VIII 2 SMPN 1 Ambarawa, Class VIII 1 MTs Yasmida Ambarawa, and Class VIII 1 SMPN 26 Pesawaran. The test was accompanied by a Lampung language teacher in each school and in each class. Class VIII 2 SMPN 1 Ambarawa accompanied by Dechintya Eka Wiranti, S.Pd., Class VIII 1 MTs Yasmida Ambarawa accompanied by Eko Sutanto, S.Pd.,

Table 11. Comparison of Pretest and Posttest Results

No.	School name	The number of students	KKM	Average Score		N-Gain
				Pre test	Post test	
1.	Class VIII 2 SMPN 1 Ambarawa	32	70	48.13	72.50	0.48
2.	Class VIII 1 MTs Yasmida Ambarawa	24	65	37.92	72.50	0.56
3.	Class VIII 1 SMPN 26 Pesawaran	34	65	39.12	70	0.51
Average				41.72	71.67	0.52

Based on the data above, it can be seen that the average score of each test class studied experienced a significant increase. Post-test results have increased compared to pre-test by using drama learning videos with *Filmora* software. The average pre-test result in Class VIII 2 SMPN 1 Ambarawa was 48.13 and the post-test result using drama learning videos with *Filmora* software was 71.50. Then, the average pre-test result in Class VIII 1 MTs Yasmida Ambarawa was 37.92 and the post-test result using drama learning videos with *Filmora* software was 72.50. Furthermore, the average pre-test result for Class VIII 1 SMPN 26 Pesawaran was 39.12 and the post-test result using drama learning videos with *Filmora* software was 70.

Based on the following N-Gain index criteria:

- a. Score (g) 0.70 high category
- b. Score 0.30 (g) 0.70 moderate category
- c. Score (g) < 0.30 low category

it can be concluded that the video drama learning with *Filmora* software for Class VIII SMP that was developed is considered effective to be used as a learning medium in learning at Basic Competence 3.15 identifying drama elements (traditional and modern) presented in the form of a stage or script and Basic Competence 4.15 interpret

drama (traditional and modern) that is read and watched or heard. In the following, detailed data is presented on the effectiveness test of drama learning videos using *Filmora* software for Class VIII SMP.

V. Conclusion

The results showed that (1) the learning media in the form of a drama learning video was successfully developed with *Filmora* software in Class VIII SMP. (2) the overall feasibility of the learning video based on a wide-scale trial for Class VIII SMPN 1 Ambarawa, MTs Yasmida Ambarawa, and SMPN 26 Pesawaran includes three aspects, namely the attractiveness aspect, getting 80.53 results with the criteria "very feasible", the ease of use aspect getting results 85.17 with the "very feasible" criteria, and the benefit aspect gets 80.32 with the "very feasible" criteria. Meanwhile, the average result of the overall feasibility of using the three broad-scale class trials obtained a feasibility value of 81.40 with the "very feasible" criteria. (3) Based on the trial of drama learning videos using *Filmora* software for Class VIII SMP which was carried out at Class VIII 2 SMPN 1 Ambarawa, VIII 1 MTs Yasmida Ambarawa, and VIII 1 SMPN 26 Pesawaran, the N-Gain result was 0.517. These results indicate that the effectiveness of the drama learning video product with *Filmora* software for Class VIII SMP in this test is in the medium category.

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