Application Of Wondershare Filmora Interactive Mulitimedia Learning To Improve Sociology Leraning Outcomes For Students At State SMA 10 Gowa

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Abstract.

This research aims to determine (1) the application of video-based interactive multimedia learning media assisted by the Wondershare Filmora application in sociology learning at SMA Negeri 10 Gowa, and (2) improving student learning outcomes through video-based interactive multimedia learning media assisted by the Wondershare Filmora application in sociology learning. in senior high school. This research uses Classroom Action Research (PTK). The research objects are Class X students of SMA Negeri 10 Gowa. Data sources in this research are interviews, observations, tests and documentation. The data in this research were analyzed using descriptive quantitative statistical analysis. Based on the research that has been carried out, the results obtained (1) through the application of Wondershare Filmora media can help teachers create interesting, unique and interactive learning media in the classroom learning process. (2) Based on the results of the first cycle and second cycle tests, 35 students were declared to have met the KKM. This research has implications for the application of video-based interactive multimedia learning media, learning in the classroom takes place actively and interactively, students appear more enthusiastic and motivated to pay attention to what is displayed and explained directly by the teacher. This can certainly improve student learning outcomes, especially in Sociology subjects for students at SMA Negeri 10 Gowa.

Keywords : Interactive Multimedia Learning, wondershare filmora and Sociology.

I.   INTRODUCTION

Education is a learning process carried out by students who are guided by teachers from not knowing to knowing and helping students to explore and develop their potential, such as personality, intelligence and creativity. Quality human resources are the hope for every country in creating good human resources [1].Learning is a process of interaction between students and educators as well as learning resources in a learning environment that is supported by educational resources, including educational staff, community, funding, facilities and infrastructure (UU No. 20 of 2003 concerning the National Education System). The learning resources referred to here can be understood as media used in the learning process. Learning media is media in the form of print or visual, audio or a combination of both, including hardware technology used in the learning process which can help students be more active in the learning process [2].So that students can learn effectively and not be bored, there needs to be improvements in the way the material is delivered to students [3]. One way is by using learning media. Learning media can create positive interaction and communication between students and teachers, as well as make it easier for students to receive the material provided. The use of learning media in class aims to make learning more effective and efficient, students will be interested and interested in participating in learning and make it easier for students to understand the lesson material. Learning media functions as a learning resource for students to obtain messages and information provided by the teacher, so that it can increase students' knowledge.Learning media is something that consists of materials, tools or techniques used in teaching and learning activities and helps students understand abstract problems [4].

In line with this, the learning process will be more meaningful if students can see, touch and experience for themselves the media used by the teacher, because the accuracy and use of learning media will greatly influence student learning outcomes [5]. Learning media can be interpreted as tools that teachers use to convey learning in order to achieve the expected learning goals [6].The use of varied learning media in

delivering material, especially digital media, makes students more enthusiastic about participating in the learning process. ICT-based learning media can make it easier for teachers to provide interesting learning materials and resources [7]. Currently, there are many media for presenting subject matter such as computers, recorder types, OHPs, televisions, projectors, CDs, in focus and so on [8]. One of the media that uses technology in the educational process is audio-visual media in the form of learning videos, one of which is the Wondershare Filmora application.The Wondershare Filmora application is a software that functions to edit videos and what you need to master, in editing is making videos and editing them using the editor from Filmora. According to CompareCamp, video editing software is very popular because of its various advanced features for editing audio and video [9]. This application can be used to create and change videos according to the wishes of the school, and can be published on internet media so that students can understand them during the school learning process.The success of the learning process with the Digital Learning Platform should use one-way and two-way models, one of which is determined by the technology users providing interaction services between teachers and students.

The facilities that support this interaction in online learning are provided by many digital platforms with various different equipment according to the interaction objectives to be achieved [10]. Wondershare Filmora software is an application for creating and editing videos in the form of a collection of images, or a combination of several videos into a new quality video, Wondershare Filmora is also used for editing videos using effects, transitions and elements to make learning media more interesting so that learning becomes interesting, especially in sociology learning for high school students.Based on the results of observations and interviews with students at SMA 10 Gowa and PPL students for Sociology Education at Megarezky University, the Minimum Completeness Criteria (KKM) for Sociology Learning is 75, while the average student learning outcome is 60.4 with a learning completion percentage of 32%. This is due to the lack of use of learning media which affects students' Sociology learning outcomes. This is in line with Sitanggang's opinion which states that the lack of use of learning media and the use of students' books as learning resources makes the learning process less interesting and influences students' level of learning motivation to be low, thus affecting the learning outcomes obtained [11]. Most of the learning process is still based on textbooks which still seem less innovative.

The use of learning media is still very less visible among students who still tend to get bored while following the learning process and students are engrossed in their own activities during learning.This research aims to produce learning media in the form of learning videos using the Wondershare Filmora application, which is valid and practical to use. The reason for using the Wondershare Filmora application is that this application is equipped with various interesting and easy to learn features, has various interesting templates, can also upload music according to the material, various styles of moving animated writing forms and many other things [12]. Apart from that, learning videos created with the Wondershare Filmora application can also be used by students in learning independently or in groups, at school or at home, and wherever they are in the future.From the description above, it can be seen the importance of learning media and the variety of media offered in the learning process. However, there are still many teachers who only use a few media and some are not even able to develop them at all, resulting in boredom and boredom that plague students in the classroom. Teachers should have media in teaching and managing the class so that learning can be more interesting and even missed. As a result of this condition, most students experience boredom and do not understand the material presented, because teachers predominantly use the lecture method. Ideally teachers can use half or all of the learning media to present various kinds of scientific disciplines, the aim is to make the learning and teaching process in the classroom more interesting so as to foster students' interest in learning.

II.   METHODS

This type of research is Classroom Action Research (PTK) is a research activity in a classroom context which is carried out to solve learning problems faced by teachers, improve the quality and results of learning and try new things in learning in order to improve the quality and results of learning. Classroom action research is divided into two cycles, each cycle consisting of planning, acting and observation. This

research was carried out in the XSMA Negeri 10 Gowa class. Meanwhile, the sample in this study consisted of 35 students, 14 men and 21 women.

Data collection techniques use interviews, observations, tests and documentation. Meanwhile, analysis by calculating the percentage and average of student learning outcomes to determine the increase in student learning outcomes by comparing learning outcomes in cycle I and cycle II uses the formula:

1). Student learning outcomes are categorized as successful if 80% of the total number of students achieve a KKM score of ≥ 75 in the science learning content. Can be formulated:

$X = (\sum X)/n$

Information:

X: Average score

$\sum X$: Total score

N: The total number of students

2). Calculating student learning completeness can be formulated as follows: (Sudjana, 2016).

$DP = J/n \times 100\%$

Information:

DP: Percentage value or results

A: Total percentage complete

N: The total number of students

The results obtained from this formula are then matched with the following table to obtain the criteria.

Table 1. Standards for describing criteria for student learning outcomes

No Qualification Attainment Level

No.	Achievement	Qualification
1.	81% - 100%	Very good
	61% - 80%	Good
3.	41% - 60%	Fairly good
4.	21% - 40%	Not good
5.	0% - 20%	Very poor

III.   RESULT AND DISCUSSION

A.   Application of video-based interactive multimedia learning media assisted by the Wondershare Filmora application in sociology learning at SMA Negeri 10 Gowa.

1.   Planning

At this planning stage, the researcher prepares what will be used in creating learning media. The first step is for the researcher to find out what material will be discussed when carrying out the research so that the researcher can plan the learning video concept that will be used during the learning process. Of course, this video must be interesting so that students don't feel bored when watching it, and can motivate students to learn and this can influence student learning outcomes.The application of video-based interactive multimedia learning media with the help of the Wondershare Filmora application in sociology learning at SMA Negeri 10 Gowa requires careful planning to ensure its effectiveness. The following are the planning stages in studying sociology at SMA Negeri 10 Gowa:

Table 2. Planning stages for video-based interactive multimedia learning with

the help of the Wondershare Filmora application.

No	Stages	Implementation
1.	Identify Learning Objectives	Researchers determine the learning objectives to be achieved through video-based interactive media with the help of the Wondershare Filmora application.
2.	Topics and Learning Materials	Researchers determine sociological topics and materials that will be taught through video-based interactive media with the help of the Wondershare Filmora application
3.	Plan Scripts and Video Content	Researchers create scripts or manuscripts for learning videos by utilizing various Filmora features to add text, images, graphics and visual effects that support student understanding

Planning and continuous evaluation carefully, the use of video-based interactive multimedia learning media with the Wondershare Filmora application can improve the quality of sociology learning at SMA Negeri 10 Gowa and increase student involvement in sociology learning.

2. Implementation

At this stage the researcher applies the learning video that has been created for use in the classroom learning process. When the learning video is finished and saved, then upload it to YouTube so it can be easily accessed anywhere by teachers and students. Learning videos that have been previously made in the teaching and learning process in class X, especially in sociology learning. The researcher displayed the video via an LCD that had been prepared by the school. The video that will be displayed is played via cellphone after it is connected to the LCD, it will automatically appear and play on the LCD. After the video is played, students can pay attention to the video being displayed and teachers can use the video as a learning medium which can help deliver material in the teaching and learning process and this activity. continues to be carried out from research cycle I to cycle II.The application of video-based interactive multimedia learning media with the help of the Wondershare Filmora application in sociology learning at SMA Negeri 10 Gowa at the implementation stage requires researchers to take certain steps so that the learning process runs smoothly and effectively. The implementation stages include:

Table 3. Stages of implementing video-based interactive multimedia learning with the help of the Wondershare Filmora application.

No	Stages	Implementation
1.	Technical preparation	The researcher ensures that all necessary technical devices, such as computers, projectors, screens and sound, function properly before the lesson begins.
2.	Student preparation	The researcher instructed students on how to access the learning videos by ensuring students had access to the necessary devices and knew how to use the required Filmora applications.
3.	Video playback	During the lesson, the researcher played the learning video according to plan by ensuring the sound and images went well, and ensuring students could see and hear clearly.

Implementing video-based interactive multimedia learning media with the help of the Wondershare Filmora application requires active monitoring, interaction with students, and flexibility in overcoming problems that may arise. With good planning and preparation, sociology learning at SMA Negeri 10 Gowa can be made more interesting and effective.

3. Observation

At this stage the researcher made observations of videos that had been used in classroom learning. Based on the results of observations by the homeroom teacher as observer, the results of the observation sheet given to observers regarding the implementation of learning videos via the Wondershare Filmora application in cycle I still need improvement in terms of the videos displayed, such as duration, characters, color and audio selection in learning videos. In cycle II of implementing learning videos assisted by the Wondershare Filmora application, improvements were made to the learning videos that will be used in cycle II. Then the observation sheet was given back to the observer to see and assess the learning process in class X in sociology learning at SMA Negeri 10 Gowa.

4. Reflection.

At this stage, based on the results of observations through observation sheets that have been filled in by observers, namely, the classroom teacher, the researcher studies and reviews to determine the next steps. Researchers have improved the quality of the learning videos that will be displayed in cycle II so that student learning outcomes can improve in accordance with the predetermined KKM. After improvements were made, the results obtained from the observation sheet which had been filled in by the observer based on his observations were good, because the students were able to achieve learning outcomes in accordance with the KKM in sociology learning at SMA Negeri 10 Gowa.

**5.		Advantages and Disadvantages of the Wondershare Filmora application.**

The results of data analysis from the questionnaire instrument regarding the advantages and disadvantages of using the Digital Learning System (DLS) in the Wondershare Filmora application in the sociology learning process at SMA 10 Gowa, which was carried out using the Huberman analysis model, resulted in the following data description conclusions.

Table 4. Strengths and weaknesses of using the Digital Learning System (DLS) in the Wondershare Filmora application in the sociology learning process at SMA 10 Gowa.

| Advantages	Disadvantages
1. **Interesting Learning**: Interactive multimedia videos on the Wondershare Filmora application make learning more interesting and capture students' attention. With a variety of visual, sound, and interactive elements, students are more likely to engage in learning.	1. **Dependence on Technology:** Interactive multimedia learning relies on technology, and if there are problems with the hardware or software, learning can be disrupted.
2. **Visualization of Abstract Concepts**: Sociology often involves abstract concepts that are difficult to understand only through text. Learning videos using the Wondershare Filmora application make it possible to visualize concepts in sociology learning.	2. **Variable Content Quality:** The quality of videos and multimedia content may vary. Teachers need to invest time in creating or selecting high-quality videos.
3. **Deep Understanding**: Interactive videos can provide a deep understanding of sociology topics using real-life examples, case studies, interviews, and visual materials on the Wondershare Filmora application.	3. **Possible Interruptions:** A less controlled learning environment, students are tempted and distracted by multimedia elements or lose focus on learning.
4. **Ability to Interact:** The Wondershare Filmora application allows teachers to create interactive videos with elements of sociology learning material.	4. **Difficulty in Evaluation**: Measuring student understanding and achievement of learning objectives in interactive multimedia learning becomes more difficult than in traditional teaching.
5. **Ease of Access:** Videos can be accessed anytime and anywhere by students who have internet access. This enables independent learning and facilitates learning outside the classroom.	5. **Internet Connection Limitations:** Several students at SMA 10 Gowa experienced problems with slow or intermittent internet connections, making accessing videos a problem

Based on the findings above, it is important to note that the use of interactive multimedia learning media with applications such as Wondershare Filmora in sociology learning at SMA Negeri 10 Gowa can provide many benefits if managed well. Teachers need to consider student needs, select appropriate content, and ensure that the use of this technology supports learning objectives.

**B.		Increasing student learning outcomes through video-based interactive multimedia learning media assisted by the Wondershare Filmora application in sociology learning at SMA Negeri 10 Gowa.**

Improving student learning outcomes in sociology learning at SMA Negeri 10 Gowa through video-based interactive multimedia learning media with the help of the Wondershare Filmora application can be an interesting and effective approach. Based on the results of tests conducted by researchers, it shows that the percentage of student learning completeness in the pre-cycle was 40%, then in Cycle I with the application of interactive video multimedia learning media assisted by the Wondershare Filmora application in the teaching and learning process, the percentage of student learning completeness rose to 55%, and in research cycle II, the percentage of student learning completeness increased to 95%.

Table 5. Student learning outcomes in video-based interactive multimedia learning with the help of the Wondershare Filmora application in pre-cycle, cycle I and cycle II

No	Stage	Average	KKM Percentage
1.	Pre-Cycle	65.5	40%
2.	Cycle I	73.5	55%
3.	Cycle II	90.2	95%

Fig 1. Percentage of Student Learning Completeness
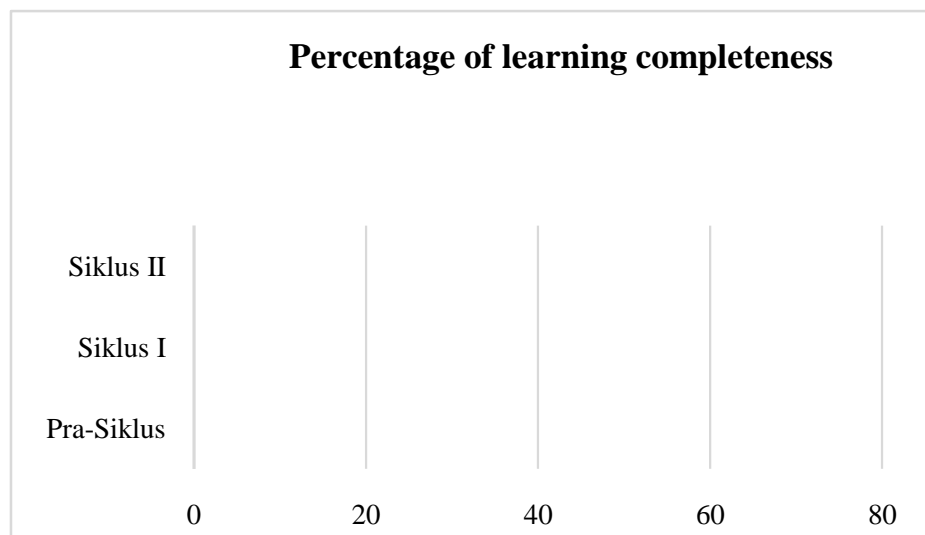
This finding is in accordance with the results of Al'aliyah's research in 2017, which obtained an N-gain score effectiveness level of 0.35, as well as a student success rate with an average increase of 67.73, which means it has the potential to have a good impact on learning outcomes and student attitudes in learning, as well as the video-based learning process with with the help of the Wondershare Filmora application, so it can be concluded that the research carried out was successful and valid [13].Research results in cycle II through the implementation of video-based interactive multimedia learning media with the help of the Wondershare Filmora application in sociology lessons at Keilas There were 31 students who met the KKM and 4 people who did not meet the KKM.

Through the improvement of learning videos with the help of the Wondershare Filmora application, learning in the classroom takes place actively and interactively, students appear more enthusiastic and motivated to pay attention to what is shown and explained directly by the teacher.With the increase in sociology learning outcomes at SMA Negeri 10 Gowa, it illustrates that the use of learning media will ensure a more interesting understanding of students, the media is also able to arouse and bring students into a happy and happy atmosphere, so that there is emotional and mental learning involved. Therefore, the use of learning media is very necessary in conveying information and messages from teachers to students.

IV.   CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that through the application of Wondershare Filmora media it can help teachers create interesting, unique and interactive learning media in the classroom learning process. Then, based on the results of the first cycle and second cycle tests, 35 students were declared to have met the KKM. This research has implications for the application of video-based interactive multimedia learning media, learning in the classroom takes place actively and interactively, students appear more enthusiastic and motivated to pay attention to what is displayed and explained directly by the teacher. This can certainly improve student learning outcomes, especially in Sociology subjects for students at SMA Negeri 10 Gowa with the percentage of student learning completion increasing to 95% in cycle II.

V.   ACKNOWLEDGMENTS

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