Research Article

Viva Video Digital Art as a Learning Media at SMA Negeri 8 Padangsidimpuan

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Abstract.
Video is an electronic media that is able to combine audio and visual technology together so as to produce a dynamic and interesting impression. The purpose of the study was to find out the assessment of expert validators in viva video learning media feasibility test based on BSNP questionnaire. The benefits of this research provide interesting and enjoyable learning activities so that students become more active in learning, as well as enrich the teacher's knowledge about alternative learning media. The average result of all aspects of the standardized due diligence based on the BSNP questionnaire before revision 3.12 with validity criteria is quite good {Quite valid and needs revision}. Meanwhile, after revision 3.76 with validity criteria both {Valid and do not need revision (feasible)}. The development of viva video media in electrolyte and non electrolyte solution material is expected to be applied to students in school.

Keywords: Viva Video; digital art; learning media; BSNP

1. Introduction

Minister of Education and Culture Nadiem Anwar Makarim said, "The principle of education policy issued during the Covid-19 Pandemic is to prioritize the health and safety of students, educators, education personnel, families, and the community." The existence of education units in the green zone becomes the first and main requirement that must be met for education units that will conduct face-to-face learning. The second requirement is if the local government or regional office/office of the Ministry of Religious Affairs gives permission. Third, if the education unit has fulfilled all the checklists and is ready to do face-to-face learning. Fourth, parents/parents approve their children to do face-to-face learning in the education unit. "If one of the four conditions is not met, the learners continue to Learn from Home in full," said the Minister of Education [1].

Pademi covid-19 has disrupted the learning process conventionally, so online learning is one of the alternatives that can solve the problem. The supporting factors of teachers

in the online learning process are the availability of smartphones, quotas and a stable internet network. In addition to the supporting factors in online learning there are also several factors inhibiting teachers in online learning. Teacher inhibition factors in online learning include not all students have smartphones and many parents are still busy working [2][3].

Online learning can bring about the responsibility and autonomy of students in learning, so that students are more able to foster self-reliance in learning [4]. Computers and smartphones to access the internet allow students to attend lectures conducted in the form of video conferences as well as those held in virtual classes using online learning applications [5][6][7][8]. The ergonomic dimensions of computers and smartphones provide a mobility guarantee that makes it possible to follow the defense from anywhere. The storage features offered by computers and smartphones also provide space to store teaching materials and re-access the teaching materials at any time [9].

In this case the addition of teaching materials in the form of learning videos affects the willingness of students to learn, so that students get a lot of information in the implementation of the learning process [10]. Social media allows people to share or exchange information, ideas, images, videos, and even more with each other through specific networks. Aspects of social media with its positive and negative effects, this media will affect society at large. VivaVideo itself is one of the most downloaded video editing apps at the moment [11]. Using this app, you can create slideshows, slow motion and video collages. In addition, there is also a Creative Video Camera Lense feature that can turn your face into a funny character. You can also get easy editing using VivaVideo. So even if you're still a beginner, you can still make edits without having to feel the slightest difficulty. Viva Video is an app video maker and video editor. This app has been designed specifically for smartphone media, to provide some information for the administration and to improve the media itself [12] [13].

According to the Law of the Republic of Indonesia number 18 of 2002, development is a science and technology activity aimed at utilizing proven rules and theories of science to improve the functions, benefits, and applications of existing science and technology or produce new technologies. Researchand Development is a research directed to produce products, designs, and learning processes [14][15][16].

The purpose of the study was to find out the assessment of expert validators in viva video learning media feasibility test based on BSNP questionnaire. The benefits of this research provide interesting and enjoyable learning activities so that students become more active in learning, as well as enrich the teacher's knowledge about alternative learning media.

2. Methods

This research was conducted at SMA Negeri 8 Padangsidimpuan address Plantation PK, Padangsidimpuan Tenggara, Padangsidimpuan City, North Sumatra 22733. Research and development (R&D) research method by combining ADDIE model (Analyze, Design, Development, Implementation, and Evaluation) and 4-D model includes (define, design, develope, and disseminate) so that this research uses DDD-E model (Decide, Design, Develop, Evaluate) [17].

TABLE 1: Average Value Validity Criteria.

Average	Description	Kriteria Validitas
> 4,20 – 5,00	Excellent	Very valid and no revision necessary (very feasible)
> 3,40 – 4,20	Good	Valid and no revision needed (feasible)
> 2,60 – 3,40	Good Enough	Fairly valid and needs revision
> 1,80 – 2,60	Not Good	Invalid, some of the contents of the book need to be revised
> 1,00 – 1,80	Very good	Un Invalid and needs total revision

Data collection techniques in this research in the form of qualitative and quantitative data obtained from interviews and feasibility test questionnaires on expert validators. Data analysis techniques are product feasibility in the form of qualitative data analysis obtained from the analysis of needs, questions in the questionnaire, criticism and advice from expert validators. Data from the questionnaire is qualitative data that is speculated through the Likert scale score of 1 and the highest score is 5.

3. Results and Discussion

3.1. Decide

One of the learning media that is considered to be able to contribute in an effort to improve students' thinking ability on the subject of electrolyte and non-electrolyte solution is viva vidio learning media. This media is designed to help students in clarifying the purpose of learning in order to know the meaning of learning, so that students are interested in learning it and know the benefits of learning electrolyte and non-electrolyte solutions in everyday life. Pre-research is conducted to find out the needs of educators and students about science process skills on electrolyte and non electrolyte solution

materials. Field reviews are conducted by interviewing educators. The lack of use of learning media using viva video in chemistry lessons.

3.2. Design

How to edit a video using viva video as follows, By Chinese developer, QuVideo.

1. Open and enter the application, select it and click the "edit" menu

2. Insert an image or video, click "add" at the bottom of the right corner

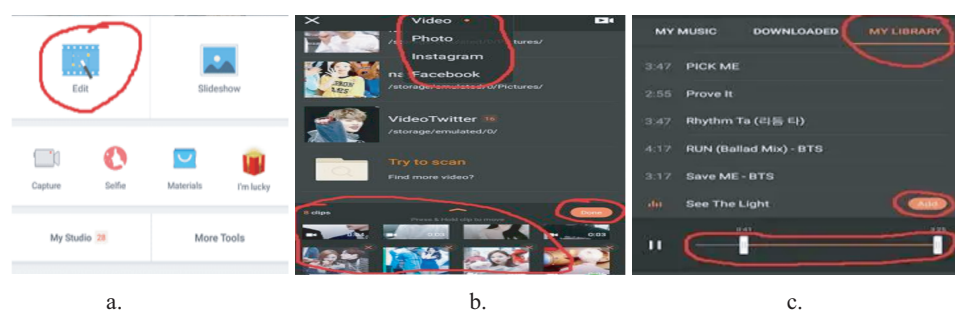3. At the bottom it says "1 clip"which means to have entered 1 video or image after that click "done"

a.   b.   c.

Figure 1: Video Editing Stage.

1. Adding a video theme, there are several themes at the bottom of the column such as party theme, simply me, 2017 country, what's up, etc.

2. Edit the sound of the video, choose the menu "music", if you want to eliminate the music on the original video, press the audio symbol "original audio in the video is off"
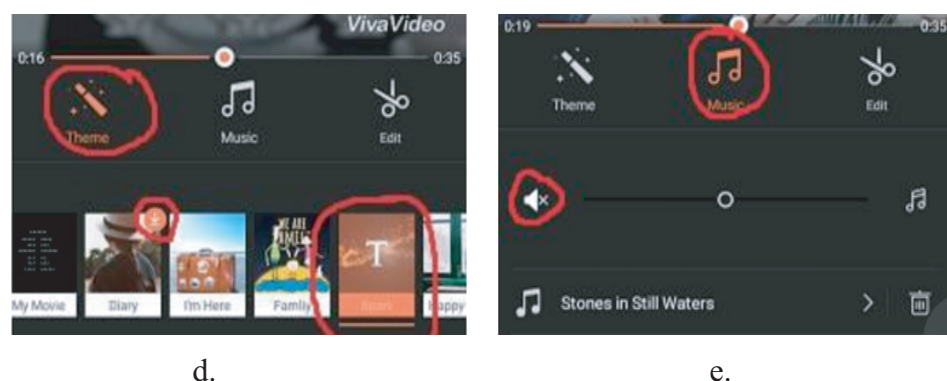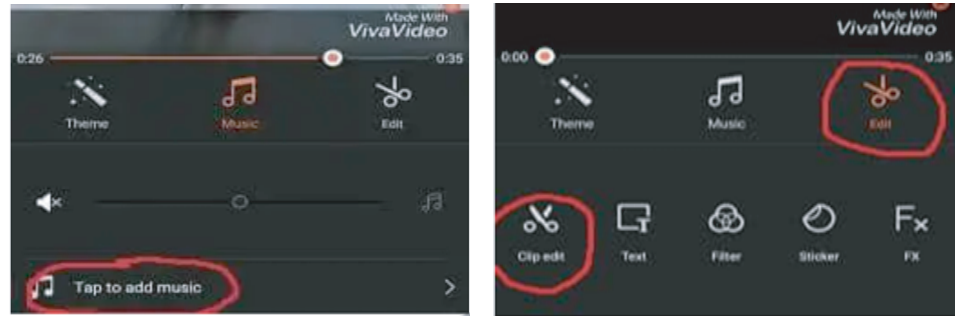

d.   e.

Figure 2: Theme Add Stage and Video Sound Editing.

1. Edit the sound/backsound theme, select "my library" then select the music you want

2. Add text to video,choose "text" menu

f. g.

Figure 3: Stage Of Voice Editing/Backsound Themes and Text On Video.

3.3. Develop

The assessment of media experts is carried out by filling out the assessment questionnaire of each part of the existing assessment of 2 aspects and each section there is a statement of 10 statements assessed by 2 media experts. The following are the results of media validation:

TABLE 2: Media Expert Validator Assessment.

Due Diligence	Before Revision		Average	After Revision		Average
	Lecturer	Teacher		Lecturer	Teacher	
Content Eligibility	2.45	3.34	2.90	3.22	3.78	3.50
Language Eligibility	2.78	3.20	2.99	3.69	3.80	3.75
Presentation Eligibility	3.22	3.42	3.32	3.35	4.20	3.78
Grafikan Feasibility	3.10	3.44	3.27	3.58	4.10	3.84
Average	2.89	3.35	**3.12**	3.54	3.97	**3.76**
Criteria	**Valid Enough**			**Valid**		

The results of the feasibility test based on the BSNP poll are: (1) Standard feasibility content of the average value before revision 2.90 and the average value after revision 3.50. (2) The standard of language feasibility of the revision average value is 2.99 and the average value after revision is 3.75. (3) Standard feasibility of presenting the average value before revision 3.32 and the average value after revision 3.78. (4) the standard of eligibility for graphing the average value before revision 3.27 and the average value after revision 3.84.
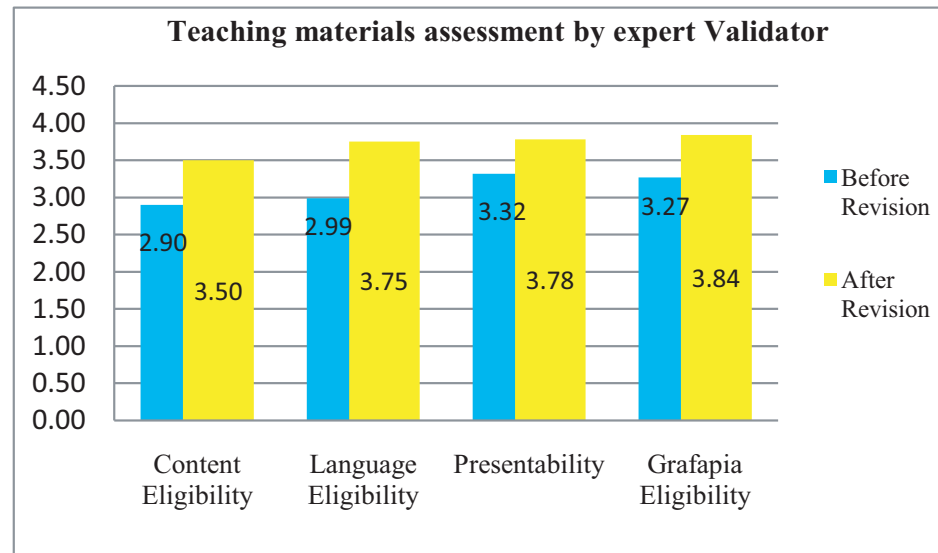
Teaching materials assessment by expert Validator

Figure 4: Average Feasibility Test Value Based on BSNP Questionnaire.

3.4. Evaluation

The average result of all aspects of the standardized due diligence based on the BSNP questionnaire before revision 3.12 with validity criteria is quite good {Quite valid and needs revision}. Meanwhile, after revision 3.76 with validity criteria both { Valid and do not need revision (feasible)}.

Learning Technology is born from the reality of education and the movement of audio visual communication. Learning Technology was originally seen as equipment technology, related to the use of equipment, media and means to achieve educational goals or in other words teach with audio-visual aids. One of the learning media based on audio-visual is video media. The video is able to provide infor-masi that can be observed directly by the student [18][19]. Nowadays, video plays a role with integration into traditional classrooms, the delivery of information in the classroom especially online. Video is a type of learning media, this video media is very helpful for educators in delivering material that is difficult to convey and difficult to understand by learners, the advantage of this video audio visual media is that it can provide experience for learners in the learning process [20][21].

4. Conclusions

The development of Viva Video Digital Art as a Learning Media at SMA Negeri 8 Padangsidimpuan using DDD-E (Decide, Design, Develop, Evaluate). The average result

of due diligence based on BSNP on expert validator assessment on that is with validity criteria both {Valid and no need to revise (feasible)}. The development of viva video media in electrolyte and non electrolyte solution material is expected to be applied to students in school.

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