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The Effect of Capcut Application on Creative Thinking and Learning Achievement of Grade VI Students in Science Subjects at SDN Tambaksari 04

Dwi Arianti
Magister Pendidikan Dasar, Universitas Muhammadiyah Purwokerto

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ABSTRACT

Evaluate the effect of using the Capcut application on Creative Thinking and learning achievement of grade VI students in science subjects at SDN Tambaksari 04, Cilacap Regency. The study was conducted for two weeks, starting from March 13 to July 26, 2024. The research method used was quasi-experimental research, which aims to identify the causal relationship between the use of the Capcut application and the variables studied, by minimizing other factors that might affect the results of the study. Starting from the understanding that technology has the potential to improve the quality of learning, this study highlights the Capcut application as an interesting and innovative learning media. In the context of 21st century learning, where high-level thinking skills are the main focus, the use of technology is considered to be able to stimulate students' Creative Thinking and improve their learning achievement. Through this study, the author hopes to gain a deeper understanding of how the use of the Capcut application can affect Creative Thinking and student learning achievement. The results of this study are expected to provide valuable insights for educators in developing effective and innovative learning strategies, as well as contributing to the development of technology in the context of education.

Corresponding Author:
Dwi Arianti
Magister Pendidikan Dasar, Universitas Muhammadiyah Purwokerto
Email: dwiarianti019@gamil.com

1. INTRODUCTION

Entering today with the advancement of globalized technology has affected various aspects of life in the fields of politics, economy, culture, art and even education. Technological progress in the development of this era is something that we cannot avoid in life, because technological progress goes according to scientific progress (Maritsa et al. 2021).

The rapid development of the times makes the role of education very important in preparing students to have 21st century skills, one of which is creative thinking (creativity) (Muhammad Rafik et al. 2022). In the 21st century, Indonesia needs superior, creative, and innovative human resources, in the world of education, a school curriculum is needed that can develop these aspects in order to help students develop their skills and potential (Nurmala, Triwoelandari, and Fahri 2021).

The low interest and motivation of students in learning Natural Sciences (IPA) at the VI grade level at SDN Tambaksari 04 is an interesting phenomenon to study. This is related to students' lack of creativity in dealing with science materials, low learning achievement in the subject, and the use of less attractive learning media.

Creativity is an important element in science learning, because students need to be able to apply new ideas in understanding complex concepts.

However, limited student creativity can hinder effective learning. When students are less able to apply their creativity, they tend to face difficulties in understanding the material well, which in turn can lead to boredom and lack of motivation to learn. The use of uninteresting learning media is also a contributing factor to students' low interest in learning science. Learning media that is monotonous or not in accordance with the needs and interests of students can make the learning process boring and less effective. When students are not interested in the media used, they tend to lose focus and cannot gain a good understanding of the material being taught.

Therefore, further research is needed to identify learning strategies that are more effective in improving students' creativity and science learning achievement at grade VI level at SDN Tambaksari 04, including the development of learning media that are interesting and in accordance with students' needs. By integrating more innovative approaches and paying attention to students' individual needs, it is expected that science learning can become more interesting and inspire students to learn better at the school. However, in addition, teachers must really choose applications that can create real-like animations that can make students more enthusiastic, not bored and as if the learning will be real world (Kholifah et al. 2023). In the teaching and learning process, the presence of media has an important meaning. Because in these activities the unclear material or material presented can be helped by presenting the media as support. The complexity of the material to be conveyed to students can be simplified with the help of the media. Media can represent what the teacher is less able to say with certain words or sentences. Even the abstractness of the material can be concretized by the presence of the media. Thus students are easier to accept and digest the material delivered with the help of the media. In the ever-evolving digital era, technology has become an integral part of learners' daily lives. They tend to be more responsive to learning methods that utilize technology and are more engaged in interactive learning. Therefore, the use of applications such as Capcut can provide an interesting and innovative learning experience.

Based on the results of observations made by researchers, the problem at SD Negeri Tambaksari 04 is the existence of a learning method that is applied by summarizing or summarizing each chapter that has been delivered by the educator. With this, students feel bored because of several factors such as too much reading, too monotonous, boring, etc. In this case, it makes learning less effective, therefore the researcher makes the learning less effective. In this case, it makes learning less effective, therefore researchers conducted research on whether there was an effect of using the Capcut application in science subjects.

In the world of education, especially schools, the presence of Capcut certainly gives a new color to the teaching and learning process at school. The use of Capcut application in the learning process will feel more interesting because teachers and students are both assisted in the teaching and learning process. For teachers, the Capcut application helps to make it easier to deliver material and for students it makes it easier to receive the material taught, students can be creative in making material in the Capcut application and students can increase their achievement because they experience directly searching and evaluating the materials to be made in the Capcut application. The assumption of the researcher, that if a teacher conveys a material or material during the teaching and learning process using the Capcut application, the material or teaching material can be conveyed properly. Researchers conducted this research taking the research location at SDN Tambaksari 04, for various reasons including SD Negeri Tambaksari 04 applying the Capcut application as a learning medium, because all schools do not necessarily use the Capcut application as a learning medium depending on the facilities and infrastructure they have.

Based on the description above, the authors are interested in conducting research in the context of preparing a TESIS with the title: The Effect of Capcut Application on Creative Thinking and Learning Achievement of Grade VI Students of Ipadi Subjects SDN Tambaksari 04.

2. RESEARCH METHODS

The type of research used is quasi-experimental research. Quasi-experimental research is a way to find a causal relationship between two factors that are deliberately caused by the researcher by reducing or setting aside other disturbing factors (Mertayasa, 2021: 301-308). Quasi-experimental research is research intended to determine whether or not there is an effect of "something" imposed on the subject of investigation. The quasi-experimental research method is an experimental method to study the effect of certain variables on other variables, through trials in special conditions that are deliberately created (Wulaningayu & Wikanta, 2021: 1-11).

Based on the type of problem discussed in this study, the researchers used a type of pre- experiment design. (Rahayuningsih, Eka, & Muslim, 2021: 43). pre-experiment research is a researcher who observes a main group and intervenes throughout the researcher.

This method used in this study is to use a *quasi* experimental method (*quasi esperiment*). According to Sugiyono (2015: 114) *quasi-experimental* research is "research that has a control group, but cannot function fully to control outside variables that affect the implementation of experiments". The form of quasi-experimental *design*

used is using a *nonequivalent control group* design, which is a quasi-experimental design by looking at *pretest* and *posttest* differences between experimental classes and control classes that are not randomly selected.

The experimental class was chosen in class IV b and the control class in IV c. The research design according to Sugiyono (2015: 116) can be seen in Figure 1 as follows.

R_1	O_1	X	O_2
R_2	O_3		O_4

Figure 1. Research design

Description:
R_1 : Experimental class
R_2 : Control class
X : Experimental class treatment using *Problem based learning* model.
O_1 : *Pre-test* scores in experimental class
O_2 : *Post-test* scores in the experimental class
O_3 : *Pre-test* score of control class
O_4 : *Post-test* scores in the control class

The population in this study were students at SDN Tambaksari 04 in the 2016/2017 academic year which amounted to 138 students consisting of 6 classes. In this study, the sample was grade VI students at SDN Tambaksari 04 totaling 52 students consisting of 25 students of Class VIa and 27 VIb.

The data collection technique used is *simple random sampling* technique, said to be *simple* (simple) because taking sample members from the population is done randomly without regard to the strata in the population. Researchers took random samples from 6 classes, Class 6 A = 30 students, while class B = 27 participants.

Data Analysis Techniques using Multiple Linear Regression Test and t Test. Multiple Linear Regression Test is used to test whether there is an effect of contextual learning on the critical thinking of students in integrated learning, then simple linear regression analysis is used to test the hypothesis. While the t test is used to compare the average of two groups that are not related to one another. The two groups that are the samples of this study, namely the experimental group and the control group, will be compared on the average posttest score. According to Sugiyono (2016: 27 the posttest value.

RESULTS AND DISCUSSION

This study involved two groups of students, namely the experimental group that used CapCut application in the learning process and the control group that did not use the application. The pretest and posttest scores of each student were recorded and analyzed. Testing the data analysis requirements in this study can be seen as follows:

1. Descriptive Statistics:

Experimental Group:

- Pretest Average : 65.67
- Posttest Average : 89.33
- Pretest Standard Deviation : 9.80
- Posttest Standard Deviation : 9.11 Control Group:
- Pretest Average : 67.50
- Posttest Average : 83.75
- Pretest Standard Deviation : 11.20
- Posttest Standard Deviation : 7.69

From the data above, it can be seen that the average posttest score in both groups is higher than the average pretest score. However, a more significant increase was seen in the experimental group.

2. Normality Test

The normality test was conducted using the Shapiro- Wilk Test.

Table 3. Experimental Group Normality Test Results

Normality Test	Pretest	Posttest
Statistic W	0.948	0.909
P-value	0.110	0.011

Source: Processed by the author, year 2024

Table 4. Control Group Normality Test Results

Normality Test	Pretest	Posttest
Statistic W	0.969	0.962
P-value	0.411	0.329

Source: Processed by the author, year 2024

The normality test results showed that the pretest and posttest data in the control group were normally distributed (p value> 0.05), while the pretest data in the experimental group were normally distributed, but the posttest data were not normally distributed (p value <0.05).

3. Hypothesis Test

To test the hypothesis whether there is a significant difference between the pretest and posttest scores in the two groups, paired t-test and Mann-Whitney U test were used.

Hypothesis tested:

- Null Hypothesis (H0): There is no significant difference between pretest and posttest scores.
- Alternative Hypothesis (Ha): There is a significant difference between pretest and posttest scores.

Experiment Group

Table 5. Hypothesis Test Results (Paired t-test) Experimental Group

Paired t-test	Valu e
Value of t	-15.95
P-value	< 0.001

Source: Processed by the author, year 2024

Control Group

Table 6. Hypothesis Test Results (Paired t-test) Control Group

Paired t-test	Value
Value of t	-6.87
P-value	< 0.001

Source: Processed by the author, year 2024

The results of the paired t-test showed that the t values in both groups were significant (p value <0.05), which means that there was a significant difference between the pretest and posttest scores in both groups.

Mann-Whitney U test

Table 7. Hypothesis Test Results (Mann-Whitney U) Between Groups

Mann-Whitney U test	**Value**
U-value	220.00
P-value	< 0.05

Source: Processed by the author, year 2024

The Mann-Whitney U test results show that the U value is significant (p value <0.05), which means there is a significant difference between the increase in posttest scores in the experimental group and the control group.

4. CONCLUSIONS

Based on the results of the data analysis, it can be concluded as follows:

1. The average posttest score is higher than the average pretest score in both groups, indicating an increase in the learning achievement of grade VI students in science subjects at SDN Tambaksari 04.
2. The use of CapCut application has a positive impact on the learning achievement of grade VI students in science subjects at SDN Tambaksari 04. This is evidenced by a significant increase in the posttest scores of the experimental group compared to the control group.
3. There was a significant difference in creative thinking and learning achievement between students who used the CapCut app and those who did not. The experimental group showed more significant improvement than the control group.

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