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Influence of the CapCut Application on the ICT Learning Performance

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Abstract

In today's digital age, the integration of technology into education has become paramount. CapCut, a versatile video editing application, has emerged as a valuable tool for educators. This study explores the multifaceted utility of CapCut in enhancing Information and Communication Technology (ICT) learning outcomes among Indonesian students. The purpose of this study is to investigate the impact of using the CapCut application on the learning outcomes of the seventh-grade students at State Islamic Junior High School (MTs Negeri) 2 Sidenreng Rappang. This research comprises a group of 38 students, where two significant variables are scrutinized: the independent variable, which pertains to the particular utilization of CapCut (X), and the dependent variable, which concerns the ultimate result of ICT learning in the seventh-grade class (Y). The techniques employed for data collection encompass observation, testing, and documentation.

Keywords

CapCut Application, ICT, Education Technology, Multimedia Learning, Quantitative

1. Introduction

In today's digital age, the integration of technology into education has become paramount (Cornu, 1995; Raja & Nagasubramani, 2018). As educators seek innovative ways to engage students and facilitate learning, they often turn to versatile tools that can breathe life into educational content. Capcut is one such tool, celebrated for its flexibility and creative potential. This application empowers users to craft educational materials, from short informative videos to comprehensive learning applications (Salehudin et al., 2023). Beyond its adaptability, CapCut

offers a plethora of features that make it a valuable asset in the realm of education. This discussion explores the multifaceted utility of CapCut in enhancing Information and Communication Technology (ICT) learning outcomes in the Indonesian education landscape.

Capcut is a versatile tool for creating learning applications (Abdullah et al., 2021). Users can produce both short and long videos to suit their needs. Furthermore, this application offers various video formats, such as portrait, landscape, and square, allowing users to tailor their videos for different social media platforms. Additionally, CapCut enables users to easily share their created videos on social platforms or save them directly to their devices. Therefore, CapCut stands out as an excellent choice for educators and teachers seeking to create engaging and accessible learning applications. Moreover, CapCut offers a user-friendly interface for managing created videos, allowing users to organize their videos into groups or sessions for easier access (Mai et al., 2022)

In terms of education in Indonesia, ICT is a subject that is often overlooked, despite its significant relevance (Mahdum et al., 2019). Historically, the importance of ICT in education has been underestimated, but recent developments have shed light on its critical role in preparing students for the digital age. In response to this recognition, the new 2022 education program has placed renewed emphasis on ICT education, starting from junior high school and continuing through senior high school. This subject equips students with essential knowledge about data and communication technology, computer devices, programming, and various tips and tricks for effectively using different computer systems, aligning education with the demands of our increasingly digital world.

As education systems around the world adapt to the digital era, Indonesia is no exception. The reintroduction of ICT as a core subject in the 2022 education program signifies a fundamental shift in recognizing the importance of technology literacy (Falloon, 2020). It prepares students to navigate the complexities of our modern information age, fostering essential skills and competencies that are increasingly valuable in a wide range of academic and professional contexts. With ICT education woven into the fabric of the curriculum, Indonesian students are better poised to excel in a world where digital fluency is a prerequisite for success, ensuring that they are well-prepared for the challenges and opportunities of the future.

The CapCut application offers a comprehensive and engaging set of video editing features, including filters, animations, and layouts. These features are accessible online and can be invaluable for creating learning applications and other educational content. Video applications in the field of education provide numerous benefits, including making complex concepts more understandable and visible to students (Haleem et al., 2022). Because of this, researchers are motivated to delve deep into this research at State Islamic Junior High School (MTs Negeri) 2 Sidenreng Rappang. It is believed that by harnessing applications like CapCut, student learning outcomes and innovative thinking can be enhanced, motivating students to take their studies seriously and serving as a valuable innovation-based learning tool in the global educational landscape. This motivation stems from the recognition that technology, particularly versatile applications like CapCut, has the potential to revolutionize the educational experience and empower students to thrive in an increasingly digital world.

2. Literature Review

The term "application" refers to utilization or usage. Essentially, an application is a pre-packaged program designed to improve the functionalities of a user or another application, serving a specific intended function (Sarro et al., 2018). These applications are usually crafted to execute commands from users who may not possess extensive programming knowledge or interest. Many applications are developed to aid in a variety of tasks, including generating reports and handling printing.

Achieving results is the consequence of effectively and decisively dealing with one's current situation. Learning outcomes are closely tied to the acquisition of skills aligned with predefined goals. They serve as a tool to measure the extent to which students grasp the material presented by their teachers (van Alten et al. 2020). Learning outcomes, therefore, play a pivotal role in education and experiential development. As noted by Tomy & Pardede (2020), learning outcomes signify the point at which an individual becomes aware of behavioral changes within themselves through educational and developmental experiences. Consequently, it is essential to include learning assessments in the educational process, as assessment itself is a significant variable and a key benchmark for evaluating the outcomes of educational experiences.

An application comprises a collection of elements (structures, classes, reports) designed to perform specific interrelated tasks, such as financial applications, asset management applications, and so on. Applications are program cycles or techniques developed to address specific user needs (Liao et al., 2020). Applications serve as tools to streamline and expedite the educational experience without imposing a burden on users.

CapCut is a mobile video editing application that incurs minimal additional costs and does not require an internet connection to operate. Furthermore, CapCut boasts a comprehensive feature set and offers numerous templates, simplifying the video editing process for users. This application empowers users to edit videos and create captivating content enriched with various elements and effects. It is worth noting that CapCut was formerly known as Viamaker, with its recent name change initiated by the developer.

In the general public's perception, software is often associated with programming on a computer or mobile device, necessitating third-party intervention for execution (Syamsunir & Agussalim, 2021). Applications store data that can be accessed by clients according to their specific needs and purposes. However, from a broader perspective, applications can be regarded as efficient, well-structured data repositories, simplifying users' ability to manage and track various tasks.

3. Research Method

This research employs an individual methodology and utilizes quantitative data collection. According to Sugiyono & Lestari (2021), quantitative information is an examination technique that relies on positivistic (substantial) data. Research information is presented as numbers to be measured, involving measurements as a test tool, and is related to the problem being explored to derive a conclusion.

Table 1. Research design

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2

Information:

O1 : Pretest Score

O2 : Posttest value

X : Treatment of the experimental group using the *Capcut application*

The population for this study comprised all seventh-grade students at the research site, totaling 228 students with details shown in Table 2.

Table 2. Population

NO	CLASS	AMOUNT
1	VII A	38
2	VII B	38
3	VII C	37
4	VII D	38
5	VII E	38
6	VII F	39
Total		228 People

The sample used in this research is the Irregular Bunch Examination, which is carried out randomly on groups, rather than individual subjects. Irregular samples are selected by randomizing the existing population, without separating one subject from another. The number of sample is drawn from a total population. For this study, the researcher selected an irregular sample, specifically from class VII D and above, comprising 38 students. The expert divided the sample into two groups: 19 students in Group A (Exploration group) and the remaining students in Group B (Control group), totaling 19 students. The details of the test quantities can be seen in Table 3.

Table 3. Irregular Sample

Class	Female	Male	Population
VII D	22	12	38
Total			38

Due to the irregular nature of the exams, students were divided into two groups: students with odd numbers were assigned to the experimental group, and students with even numbers were assigned to the control group. For additional details, please refer to Table 4.

Table 4. Group of Sample

No	Group	Amount
1	Experiment	1 9

2	Control	1 9
	Amount	3 8

4. Results And Discussion

From the results of directed examinations involving documentation and various decision tests as instruments for gathering information, the following results were obtained. Information variable X pertains to information on ICT learning outcomes using the CapCut (Exploratory Gathering) application. Additionally, there is information on variable Y, which involves information on ICT learning outcomes utilizing Traditional Learning (Control Gathering). To work with the investigative cycle, the collected information will first be introduced and then dissected. Subsequently, hypothesis testing will be conducted, involving the average work estimation strategy explained in Table 5..

Table 5. Speculation Testing

No	Sample Code	Score	Mark
1	Ahm	18	90
2	Ald	17	85
3	And	13	65
4	Asa	16	80
5	Asr	15	75
6	Fad	18	90
7	Mis	15	75
8	Mhk	14	70
9	Mhr	17	85
10	Mha	14	75
11	Gra	14	70
12	Ais	14	70
13	Ani	17	85
14	Fdl	16	80
15	Pol	18	90
16	Nik	14	70
17	Nra	14	70
18	Sal	14	70
19	Usw	14	70

To determine whether the use of the CapCut application has an effect on the ICT learning outcomes, the information presented in Table 5 was analyzed using SPSS-21, and the results are presented in Table 6 to Table 9.

Table 6. Statistics

		Control	Experiment
N	Valid	19	19
	Missing	0	0

Table 7. Summary of Control Group Values

		frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	1	5.3	5.3	5.3
	70.00	7	36.8	36.8	42.1
	75.00	3	15.8	15.8	57.9
	80.00	2	10.5	10.5	68.4
	85.00	3	15.8	15.8	84.2
	90.00	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

Table 8. Recapitulation of Experimental Group Scores

		frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	4	21.1	21.1	21.1
	75.00	5	26.3	26.3	47.4
	80.00	4	21.1	21.1	68.4
	85.00	4	21.1	21.1	89.5
	95.00	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Table 9. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Control	19	65.00	90.00	77.1053	8.21851
Experiment	19	70.00	95.00	79.2105	7.68533
Valid N (listwise)	19				

Based on the calculations above, it is evident that the reference group's test results, given by students, have an average score of 77.1053, while the normal score obtained from the experimental group's test results is 79.2105. It should be noted that the test group using the CapCut application achieved higher scores than the control group using conventional learning methods. This suggests that the use of the CapCut application has an impact on ICT learning outcomes, as demonstrated by the involvement of the CapCut application in their learning experience. Therefore, it can be inferred that the CapCut media significantly aids students in comprehending the presented material, thus influencing their learning outcomes.

This investigation was primarily focused on ascertaining whether the utilization of the CapCut application has an impact on ICT learning outcomes. The study encompassed a sample of 28 seventh-grade students at the research object. To select students for both the experimental and control groups, a randomized group examination approach was employed. Based on the outcomes

derived from the examination results, it becomes evident that the ICT learning outcomes of seventh-grade students at the research object who were exposed to the CapCut application outperformed those of their peers who relied on traditional learning methods or course books. The implications stemming from these examination results should be considered in the context of the students' final exam scores.

The calculation results show that the value of the exploration group is 78.75, while the value of the control group is 78. This figure demonstrates that the exploration group's value is higher than that of the control group (79.2105 > 77.1053). This supports the hypothesis that there is an impact of using the CapCut application on ICT learning outcomes for seventh-grade students at the research object, which is accepted. By accepting this working hypothesis, the null hypothesis, which states there is no impact of involving the CapCut Application on ICT Learning Outcomes for seventh-grade students at the research object, is rejected. Thus, it can be reasonably concluded that the use of the CapCut application does influence ICT learning outcomes for seventh-grade students at the research object. This is evidenced by the inclusion of the CapCut application in learning activities, which leads to more satisfactory learning outcomes when compared to using books in educational experiences.

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5. Conclusions

The utilization of the CapCut application within educational contexts significantly influences the ICT learning outcomes of seventh-grade students at the research object. This is due to the fact that educators and students, by harnessing the CapCut application, can effectively enhance the delivery of educational content and engage students more proficiently. The examination results corroborate this assertion through data analysis, revealing an average value of Mx = 84.07, which surpasses My = 76.14. This discrepancy in average scores underscores the impact of the CapCut application on the ICT learning outcomes of seventh-grade students at the research object. The final test results also indicate that students exposed to the CapCut application exhibit a positive influence compared to their peers who adhere to traditional learning methods relying on course books.

The integration of the CapCut application into educational practices is intrinsically tied to educators' responsibilities in conducting effective learning activities. This encompasses the implementation of strategies for the efficient delivery of educational materials and the increased utilization of innovative approaches within instructional experiences. To further enhance students' learning experiences with the CapCut application, educators, serving as facilitators, can offer additional opportunities for growth by incorporating the CapCut application into various educational activities, ultimately augmenting student learning outcomes. It is expected that students will actively engage in learning activities by effectively employing the CapCut application and actively participating in their own learning processes, thereby contributing to the ongoing development of their learning outcomes. The CapCut application stands as a valuable instructional tool, particularly in the realm of ICT subjects. This research aims to make a meaningful contribution to the Instructional Innovation Study Program by exploring and providing valuable insights into effective learning methodologies involving the CapCut

application. The findings of this study should be presented as a valuable resource for further exploration and serve as a foundation for the refinement of educational strategies..

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