

Utilization of Camtasia Application for Learning Media in Natural Science Subjects at Elementary School

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ABSTRACT

Background. During the COVID-19 period, all levels of life were severely disrupted, including the world of education, many educational institutions and governments decided to temporarily close their institutions such as schools and campuses. The COVID-19 pandemic requires the teaching and learning process to be carried out at a distance, this requires teachers to be able to take advantage of technological developments that exist today to help the learning process.

Purpose. The purpose of this research is to create lesson media for students so that lessons become more interesting and students are more enthusiastic in learning.

Method. This article uses descriptive qualitative research methods and meta-analysis. Qualitative descriptive is a process of providing a comprehensive description of a problem that develops with a creative idea that will be used as an innovative solution

Results. The result of this study is that the utilization of learning video media at State Elementary School 05 Sembilan Koto in Sembilan Koto sub-district, Dharmasraya Regency is very effective due to an increase in learning outcomes and the quality of education in the Elementary School. One example that can be taken is in the subject of Natural Sciences, where previously student scores at the 05 Sembilan Koto State Elementary School were initially low due to the impact of the COVID-19 pandemic. But after using Camtasia learning videos, the value of learning Natural Sciences increased.

Conclusion. Based on research and data from the results of the study, it can be concluded that providing material using a new media and in accordance with the development of the times is very necessary.

KEYWORDS

Camtasia, Science Learning, Video Learning Media

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INTRODUCTION

Indonesia and the world today are at war with a deadly virus, the Corona virus. This war period is also known as the COVID-19 pandemic. The COVID-19 pandemic is a disaster that is very heartbreaking for the world and the Indonesian people in particular. During the COVID-19 period, all layers of life were severely disrupted, including the world of education (Aristovnik dkk., 2020). Where many educational institutions and governments decided to temporarily close their institutions such as schools and campuses (Otrębski, 2022). This is because it is feared that if each institution operates normally, it can expand the spread of COVID-19 (Saleh, 2020). The COVID-19



pandemic requires the teaching and learning process to be carried out remotely (Kalman dkk., 2020).

The COVID-19 pandemic requires the teaching and learning process to be carried out remotely (Aftab dkk., 2021), which requires teachers to be able to utilize the technological developments that exist today to assist the learning process (Chai dkk., 2019). Learning is an activity that takes place interactively between internal factors in the learner and external factors or the environment so as to produce changes in behavior (Albelbisi & Yusop, 2019). The learning process involves two parties, namely students as learners and teachers as facilitators (Assen & Otting, 2022). Meanwhile, technology is a method or tool designed to assist humans in increasing their comfort and ensuring mastery of an application (Xu, 2022). In the world of education in the midst of the COVID-19 pandemic, teachers must be able to adapt to educational technology.

Educational technology is a study and ethical practice to facilitate or support learning and improve performance by creating, using, and managing appropriate technological processes and educational resources (Gao dkk., 2022). Technology here is usually in the form of applications used to create learning media. Examples of applications that are often used are Camtasia, Kinemaster, Zoom Meeting and so on. However, in the midst of the COVID-19 pandemic, apart from the Zoom Meeting application which is often used, there is also a video editing application (Silalahi dkk., 2022). One of the video editing applications that is often used is Camtasia. Camtasia is a software application that provides quite powerful and complete features whose main purpose is to create, edit and produce the best videos (Wang, 2021).

Camtasia provides features that can be used in editing learning media videos and is equipped with animations that are suitable for students, both high school, junior high school and elementary school (Setiyani dkk., 2019). Learning media in the form of animated videos can make it easier to present learning material in an online teaching and learning process (Nicolaou, 2021). This animated video is a computer program used in delivering learning that contains digital content with a combination of audio, text, images, and animation as a whole that is integrated (Wikandari dkk., 2021). Learning videos in the form of animation can really attract students' attention, especially during subjects that require a lot of simulation such as natural science subjects.

In natural science subjects, there is a lot of need for simulations that cannot only be explained through audio explanations without practice or demonstration, especially for elementary school students, where elementary school students or Madrasah Ibtidaiyah in general will not be interested in an explanation, without directly seeing the thing being explained. So here the role of the teacher is very necessary in explaining the lesson to students (Chang dkk., 2020). Teachers must be creative in creating learning videos so that students can be interested and not bored in participating in lessons, for that one solution that can be done is to create animated videos (Chiu, 2020).

In using animated videos as learning media, there are several things that are owned or paid attention to for elementary school students especially during online school activities, the videos created by teachers must be able to develop students' potential in learning while at home (Wikandari dkk., 2021). Animated videos are also necessary for learners not only to overcome the limitations of the experiences they have and they can but also can produce uniformity of observation, can arouse desire and learning activities, can instill basic concepts that are correct, concrete, and realistic related to their understanding, and provide a comprehensive experience from the concrete to the abstract.

Animated video learning media has something more when compared to other learning media such as printed media such as books, animated video learning media is also more interesting than direct explanation by the teacher. Animated videos are able to make the learning atmosphere more

active and fun because of the animation, writing, graphics and sound of the learning media used. In an online situation, animated videos are very suitable for use. Besides being more interesting, it can also improve the thinking ability of students who watch the animated video. And can increase the motivation of students to be able to express their ideas and be able to explain the concepts that have been explained. Teachers must also ask questions to stimulate students' thinking and be able to master the subject matter and accept different ideas and be able to respect different opinions and also respect the opinions of students and be able to apply a variety of varied methods, teaching methods that are in accordance with learning objectives (Exenberger dkk., 2021).

RESEARCH METHODOLOGY

This article uses descriptive qualitative research methods and meta-analysis. Qualitative descriptive is a process of providing a comprehensive description of a problem that develops with a creative idea that will be used as an innovative solution (Howard dkk., 2023). The development stages in the research carried out include; potential and problem stages, then the data collection stage, the stage of designing animated video products in the Camtasia application, the revision stage of the learning media video design using the Camtasia application and the stage of testing learning media video products using the Camtasia application. The next method is meta-analysis here which will provide various sources or scientific evidence related to the effectiveness of utilizing the Camtasia application for learning media in natural science subjects at the 05 Sembilan Koto State Elementary School. In addition, it is also expected to encourage new studies which are about learning natural science that is effectively used online (in the network) which still presents natural and socio-cultural aspects in it.

The systematic review and meta-analysis conducted summarizes all arguments related to the effectiveness of the Camtasia application for learning media in natural science subjects at Sekolah Dasar Negeri 05 Sembilan Koto from scientific sources and publications from research results, government websites, electronic media, books and other sources which by identifying effective natural science learning and bringing up social and natural aspects even though it takes place online due to the COVID-19 pandemic.

RESULT AND DISCUSSION

In the era of technological development is a problem as well as a problem for educators, where the role of humans has been replaced by technology or machines, so that unconsciously the role of educators will soon be replaced. Therefore, inevitably educators must be willing to develop their potential and innovate and make updates so that they can adapt to the times so that the role of a teacher cannot be replaced by anything (Jahanger dkk., 2022). As an educator, teachers must be able to adapt to the times, but this also must not exceed the competencies that must be possessed by a teacher. The competencies that teachers must have are stated in Law No. 14 of 2005 concerning Teachers and Lecturers explaining 4 educator competencies, namely; (1) professional competence, (2) pedagogic competence, (3) personality competence, and (4) social competence (Fernández-Batanero dkk., 2022). These competencies have a lot of influence on the quality of both educators and students. But besides that, learning media that attracts varied learning resources is also very influential on students (Ilyicheva dkk., 2022).

In choosing learning media, there are many things that must be considered. In choosing media, it must be able to add and improve the experience and learning outcomes of students (Nasution dkk., 2022). As learning experience can be narrowed down as something that can and is able to provide an overview of the learning process that students undergo which is obtained through

the process of observation and personal experience (Maqableh & Alia, 2021). So here the role and creativity of the teacher is needed in choosing learning media that is suitable for use by students in supporting the learning process. Because the more concrete and mature the learning media used in learning, the learning experience of learners or students will increase (Anderson dkk., 2021).

Learning is a combination of several components, such as facilities, material procedures, media and so on (Chen dkk., 2023). Good learning media has several qualifications including; in accordance with learning objectives, practical, flexible, target grouping and the technical quality used must be in accordance with the needs of students (Jerry dkk., 2012). Learning media is currently needed especially in certain subjects in elementary schools. As is the case in the subject. Natural science learning in elementary schools that is developed to be an alternative for educators in utilizing local and natural potential as a learning resource to foster students' concern for the environment (Rukayah dkk., 2021). One of the learning strategies that can be developed is based on local wisdom and it certainly uses creative learning media and technology today by utilizing the environmental and cultural potential of the community in managing natural resources and technology as a learning resource (Lacka dkk., 2021). The effectiveness of learning can be created in various ways, one of which is the role of educators in choosing appropriate learning resources and media (Pande dkk., 2021).

A person's ability to understand something is a fundamental ability that must be possessed by students, this is because the ability to understand or understanding is a major ability in the revised Bloom taxonomy (Barari dkk., 2022). In understanding a concept in learning, especially learning natural science, it is also necessary to influence the learning media used by an educator in the learning process (Rusli dkk., 2020). In one study which was based on a problem, it was successfully proven that the use of animated video media, one with Camtasia, can be used as a solution in overcoming student problems, one of which is the low ability of students to understand a concept and can also increase student learning motivation (Maćkowski dkk., 2022). The ease of presenting videos that can be repeated during the learning process, makes it easier for students to understand the contents of the learning video, besides that the presentation of a structured and systematic material also makes it easier for students to understand material, especially about concepts, especially in learning natural science in elementary schools (Fraser dkk., 2019).

Based on the results of the observations made, it shows that teachers have a great desire to develop an effective and innovative learning media for students at State Elementary School 05 Sembilan Koto, especially natural science subjects, which are expected to stimulate students to be more creative and improve achievement in learning (Haryana dkk., 2022). However, there are several obstacles that are often found by teachers in the process of developing video learning media, including; lack of teacher ability to master the use of video editing software or video editing applications, the time the teacher has to make learning videos is limited and finally because of this the teacher only presents learning using or utilizing makeshift learning media without considering the effectiveness of the media (Meyer dkk., 2019). However, in grade four in natural science subjects there are also teachers who are able to create learning media using the Camtasia application. Analysis of learner characteristics when associated with learning video media is very influential (Rabiman dkk., 2021), and this has begun to be done by educators at the 05 Sembilan Koto State Elementary School.

Video learning media by utilizing the Camtasia application must adjust to the lesson plans that have been made previously, and in accordance with the potential possessed by grade 4 students at State Elementary School 05 Sembilan Koto, and must consider whether the media can increase student motivation or not. After being designed, the teacher will send a video when the online

lesson takes place and can also be through the teacher's YouTube account so that it can be seen by the entire wider community. Because with the spread of the video more and more people can understand a lesson.

Camtasia is a software developed directly by a company, TechSmith Corporation. Camtasia application itself is generally used to create videos, presentations through screencats and record all activities on a desktop or PC. Camtasia application cannot be used on android or other high school phones. Camtasia is a software using a laptop or PC where this application was founded on October 28, 2002. In the world of education Camtasia is very much used in making learning media videos, this is because Camtasia has several advantages but is also accompanied by several disadvantages (Anand dkk., 2021).



Figure 1. Camtasia opening screen

The advantage possessed by the Camtasia application is that it has the ability or software that can record all screen activity or what is often called a webcam, camtasia is also equipped with very good audio, the Camtasia application also provides video editing features that the video is recorded up to dozens of layers of video and edit screens consisting of text, audio, and video. Camtasia application is also equipped with quite a lot of tools and complete and also available other standard features. In addition, the Camtasia application also has a small size or light weight, but has an elegant and modern application display design so that users are not bored when working on an editing project. And another advantage possessed by Camtasia is the rendering feature without the need to save project results on a PC or laptop but can be directly sent or uploaded to YouTube, Google Drive, Vimeo an



Figure 2. Camtasia main screen

The advantages possessed by Camtasia are one of the reasons why teachers at State Elementary School 05 Sembilan Koto make Camtasia as an application in making their learning media, especially in natural science subjects. Teachers at State Elementary School 05 Sembilan Koto utilize the video editing feature and also screen recording in the process of making their learning media. Based on interviews conducted, teachers stated that the Camtasia application is very easy to use or apply. The features contained in the Camtasia application are very easy for natural

science, then teachers can also edit videos according to their imagination without any limits in entering video layers.

In addition to the advantages of course there are also disadvantages contained in the Camtasia application, including sometimes the frequent occurrence of unsupported files that are entered or in other formats that are less supportive if added in the video editing project that is being edited and other shortcomings cannot record the screen about the game, and can still be hacked or broken into using cracks and patches. Camtasia application when compared to several similar applications such as Adobe Premiere is still categorized as camtasi incomplete features, but the features in Camtasia can also be said to have entered the category of sufficient or standard.

Camtasia has several features or main controls that function as the main controller in the use of the Camtasia application, all of these navigations or controls we must understand so that in the use of users easily understand and do editing or project creation, the main navigation that is often used includes, (1) Record which is often also used to record all activities on a laptop or PC, (2) Edit is often also used to edit a recording that has been taken previously either on a laptop or PC recording or recording using another camera, (3) navigation procedure is often also used to produce or produce recordings that have been edited, (4) and the last is share using the last part in editing activities which are then shared or made in CD, DVD, and so on.

In utilizing the Camtasia application for learning media, it starts from the process of formulating a lesson plan. The animated video created must be in accordance with the lesson plan, followed by the video editing process. The steps in editing animated learning videos on natural science learning are as follows; (1) Double-click on the Camtasia icon on your laptop or PC, then the main page of the camtasia application "Welcome Window" will appear, (2) Click "Record the screen" until the Camtasia studio application work area appears, (3) Next click the "click to begin recording" button, and if you want to pause in recording you can use CTRL+SHIFT+F9 and F10 to stop or you can also use ESC, (4) When finished with the previous process, a dialog box will appear, then select the place to save the results of the video we want then click "save", (5) After the video is saved, then select one of the icons in the albert box to see the result of the recording or editing in the form of a video or not, or whether it goes through the editing process first.

In utilizing the Camtasia application as a way to create learning media, of course, it requires equipment that can be used in the video editing process or recording results, including; (1) audio, in the audio management of the Camtasia application itself can do perduction of sounds that are not needed or sounds that mengangau video (noise), (2) zoom-n-pan, commonly used in adjusting the size of objects, such as increasing the size of the object or also used to direct the focal point, (3) spit, used to give a touch of the effect of moving the recording or video between transitions, (4) cursor effect is a tool used in giving a touch of effect to the cursor, (5) voice narations, used for adding sound or audio material to recordings or videos that are being edited or edited, (6) visual properties is a place to give animation to objects that are being edited, (7) record camera is an icon for adding new videos to the material. Furthermore, the process of saving the edited video results can use the "produce and share" icon, after which the Production Wizard window will appear, then select the type or form of video file you want to produce.

Based on interviews conducted with teachers at State Elementary School 05 Sembilan Koto, 80% of the teaching staff there made video lessons two days before learning began. This is due to the lack of time for teachers to provide learning media for students, coupled with the poor signal connection there, making it difficult to find references and other tools needed in making videos. In looking for references to making videos on the Camtasia application, students at State Elementary

School 05 Sembilan koto will usually also search through the internet using Google, journals and other videos from YouTube.

In utilizing the Camtasia application, teachers at Primary School 05 Sembilan Koto often observed students' responses and learning outcomes. Based on the observations made, it can be concluded that the level of enthusiasm of students will be higher if learning using videos. Students' response to learning will be higher. This is evidenced by more students asking questions or releasing their expressions such as laughing, sadness and others according to the video shown by the teacher during the learning process. This proves that the learning media video using Camtasia is able to provide a pleasant atmosphere for students at State Elementary School 05 Sembilan Koto. When learning is done in a fun way it shows that one of the pedagogic abilities has begun to be implemented.

The level of learning success is strongly influenced by the learning media used. Based on observations made by teachers during the learning process using animated video media, student learning outcomes at State Elementary School 05 Sembilan Koto much improved. This is evidenced by student scores, which previously did not reach the predetermined average, have begun to show progress. Learning outcomes are not only about the scores that students get after doing tests or exercises, but also seen in students' memories of the learning that has just been done. How can students' ability to remember the learning whether it can last long or not (Talukdar dkk., 2020). A learning is said to be successful if it is measured in the following aspects: (1) The success of a learner in finding or completing a series of tests, whether formal tests, summative tests or skills tests which achieve an average success rate of 60%, (2) It can also be measured in terms of success in relation to the standards of a competency and also the basic competencies which have been set by the curriculum, as well as the ideal level of competency achievement which is 75%, (3) Measured in terms of the achievement of vocational or practical skills depends on the level of risk and difficulty of the material presented by the learning media that has been displayed.

The utilization of Camtasia application in State Elementary School 05 Sembilan Koto is very large. In conducting observations and research, researchers provide learning through animated learning videos previously created using the Camtasia application. Researchers also gave questionnaires to respondents totaling 25 students in grade four at State Elementary School 05 Sembilan Koto by giving 3 questions about the benefits of learning using the Camtasia application. The questions asked were (1) learning with learning videos using the Camtasia application is fun, (2) learning media videos using the Camtasia application are easy to understand, (3) learning videos using the Camtasia application are not boring.

Table 1. Questionnaire results

Criteria	Weight (%)	Excellent	Good	Fair
Fun level result answer	40%	Very enjoyable	Less fun	Doesn't look fun
Response to material	40%	Very easy to understand	Less easy to understand	Doesn't look fun
Boredom level	20%	Very boring	Less boring	Doesn't look boring

The data from the questionnaire results show that learning using Camtasia learning videos is very fun, as well as easy for natural science and most importantly not boring. This is due to the success of a teacher in making video learning media using the Camtasia application.

A pleasant learning atmosphere greatly affects student learning outcomes. A pleasant learning atmosphere has several characteristics among them; (1) Relaxed, a relaxed learning is very influential on the level of student understanding. As is the case with the use of video learning media when watching videos the atmosphere will relax and this can make a pleasant learning atmosphere, (2) Free from pressure, an enjoyable learning is one that is free from pressure and flows according to the actual situation, (3) Safe, an enjoyable learning is one where learners feel safe and comfortable in the environment, (4) The awakening of interest in learning, a successful learning is learning that is able to increase students' interest and enthusiasm for learning, one of which can be done by using learning video media using the Camtasia application, (5) Interesting, a pleasant learning atmosphere is learning that attracts students' attention. One of the interesting learning is to use interesting learning media such as animated video learning media using Camtasia.

Learning Media Utilization of Animated Media for Distance Learning.

The use of the Camtasia application also greatly increased during the COVID-19 pandemic as distance learning was implemented, which required teachers to rack their brains in finding suitable media for distance learning. Distance learning is not very effective, if it is related to the level of student understanding of the material. It is very burdensome for students and also guardians or parents of students, because there are so many educators who teach the material only via WhatsApp. Student guardians said that learning conducted via WhatsApp was very ineffective because the material was only conveyed via voice notes, some only gave assignments without any explanation of the material, and based on interviews conducted with students who were doing distance learning said that learning using WhatsApp was very boring and difficult to understand.

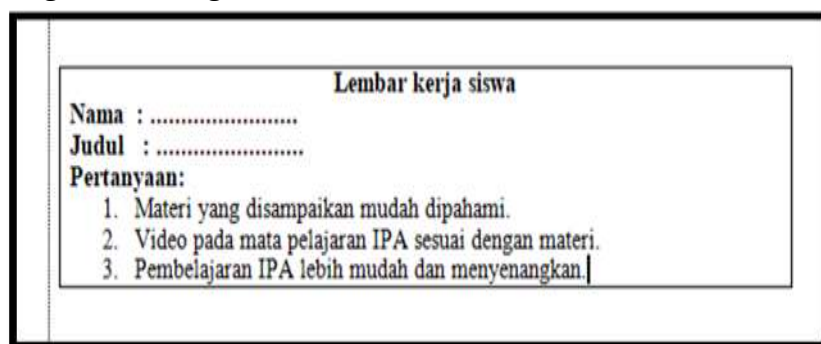
One of the media used now is learning media using Camtasia video animation application. Camtasia has a very big influence on the success of learning. Camtasia application is very coco, it is used because it is more interesting and suitable for use in elementary school students. Some of the advantages of using animated videos as learning media include; (1) Learning media using video can explain an event, process, or situation and phenomenon in a real and visible way through the illustrations shown, (2) Makes it easier to explain or reproduce explanations when linked with other media such as text or image media, (3) Learning media using video is very easy to repeat or play back. This will further increase students' understanding of related material that is less understood without getting bored, (4) Learning media using video is very easy in teaching a material about behavior or psychomotor, because it can be seen from the illustrations shown in the video or can be seen from the students' response to the video, this is returned to how the level of creativity of the teacher in creating the video, (5) In conveying information, learning media using video is faster than others such as text or images, this is because the text, images and audio are put together so that they can appear at the same time, (5) Learning media using video can display a simulation or illustration clearly in accordance with the procedural or steps and procedures that have been set.

Another advantage of video learning media is that the size of the video displayed is very flexible and can be adjusted to user needs, and video is one of the media or teaching materials that is rich in information and straightforward, this is because students can see directly from various media after uploading, such as cellphones, televisions or computers or PCs.

In addition to having the advantages of learning media using video also has several disadvantages, including; 1) some of the students who take part in learning are less concentrated

and do not take an active role in the learning process, this is because they think that learning using video media is very easy for natural science so that these students underestimate learning using animated video learning media, 2) sometimes the explanation given by the video is not appropriate, or cannot make students understand the material and do not master the material being taught. Based on some of these shortcomings, the thing that needs to be done by students is to repeat or or the teacher can give more emphasis when learning using video learning media.

To prove the utilization of learning media using videos during distance schooling, the researcher gave a questionnaire to students at State Elementary School 05 Sembilan Koto about the utilization of learning media using Camtasia videos.



Lembar kerja siswa

Nama :,

Judul :,

Pertanyaan:

1. Materi yang disampaikan mudah dipahami.
2. Video pada mata pelajaran IPA sesuai dengan materi.
3. Pembelajaran IPA lebih mudah dan menyenangkan.

Figure 3. Questionnaire Sheet

From the questionnaire conducted on parents and students at State Elementary School 05 Sembilan Koto, the data results show that the first question contains the material delivered by the teacher. The material conveyed by the teacher is very easy in natural science when using learning video media, but there are some students who state that the learning material conveyed using animated video media is difficult in natural science. The second question regarding natural science learning delivered, in accordance with the material. Based on the data, the material presented is in accordance with the illustration material displayed in accordance with the material being taught, such as in natural science learning about the universe.



Figure 4. Example of natural science learning

The material presented was very appropriate to the video shown, about the introduction of the planets in the solar system. Only a few of the respondents who were asked questions felt that the material presented by the teacher was difficult in natural science or too heavy. The material provided by the teacher is also in accordance with the learning objectives and also the ability of the students. Which can be noted in the second question, the material is easy to understand and understand.

The method used by the teacher in delivering material in distance learning is very easy for students to understand, which can be seen from the number of respondents who answered agree to the question asking about the method used in video learning media using the Camtasia application. This means that the method is suitable and easy for students to understand. However, there were

also a few respondents who felt unsuitable and understood the methods used in the learning process using video media remotely which were presented by the teacher. But after when the researchers asked a questionnaire to grade 4 students about natural science subjects about questions regarding learning media using the Camtasia application, there was a fairly good response. Some students stated that they could better understand the concept of natural science learning through animated video media from Camtasia and had an effect on improving their learning achievement.

The data obtained has also been confirmed by the results of respondents, which show the results of the choice of respondents feeling that the media used is very suitable for the needs and interests of students. However, some of the respondents, although a small proportion, felt that it was not suitable or did not match the interests of the students. With the existence of learning videos using the Camtasia application, many of the students feel helped in understanding the material, even material that has not been studied in the previous meeting can be studied in the next meeting. As well as learning does not feel long and boring and it is also evidenced that even in the midst of a pandemic and lectures from the percentage of grades 4 students in natural science subjects remain in a good percentage.

According to parents, distance learning is not very effective especially if the media used by teachers is not creative. Based on a questionnaire conducted on parents of students at State Elementary School 05 Sembilan Koto, the data shows that most parents support the use of video learning media using the Camtasia application. This is because the use of Camtasia is very suitable. In accordance with the learning objectives and does not deviate from the initial design of the learning. Videos edited using the Camtasia application have clear results and the resulting sound is also clear without any other distracting sounds.

The utilization of Camtasia application is actually not only as a learning media. There are many more benefits of Camtasia applications, such as in the business world. There are so many presentations that we can do, and one of the supports so that the results of the presentation or product advertisement can run well, it can also use the Camtasia application. In addition, the Camtasia application can also be used by content creators in the process of editing their videos before uploading them to their YouTube or Instagram channels. In the world of entertainment, the Camtasia application can also be used for the process of editing videos or short films made by creators and film directors.

The utilization of the Camtasia application is diverse, but in general, the monitoring of learning media is very influential. Which is in the process of editing a video that will later be displayed in a learning process both online and offline learning. Videos that are in accordance with learning objectives will be produced by competent creators, and have tools or media that support or fulfill the process of creating learning media. As well as that a good learning media is learning that is in accordance with the initial design and learning objectives and the goals of Indonesian education, namely educating the nation's life.

CONCLUSION

Based on research and data from the results of the study, it can be concluded that providing material using a new media and in accordance with the development of the times is very necessary. This is in order to improve student learning outcomes and also increase motivation for student learning outcomes. Learning media that is in accordance with the times such as using learning media that can be heard and seen, and of course has all three aspects of education, namely psychomotor, affective and cognitive aspects. The learning media created must be learning media

that can still be reached by the thinking of children in elementary school. The appropriate form of learning media is animated video learning media using the Camtasia application.

Based on the responses given by students at State Elementary School 05 Sembilan Koto, many students feel helped by the existence of learning videos for understanding student material, and can create a pleasant and not boring learning atmosphere. As well as using animated video learning media makes teachers more creative and innovative and can keep up with technological developments in accordance with the times despite being in the COVID-19 pandemic. However, the lack of tools and also the weak signal sometimes also greatly affect the process of uploading videos if the learning situation is online (in the network). As well as the equalization of teachers in the use of media is also not all. Although not all classes have used the Camtasia application, it has had a considerable effect on student learning outcomes at the 05 Sembilan Koto State Elementary School.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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