Filmora Video Editing Application Training To Improve Students' Ability To Make Learning Videos In The Unima Sociology Education Study Program

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Abstract

This service is carried out to improve the competency of students in the Unima Sociology Education Study Program, especially as well as students outside Unima who are interested in taking part in this training with the aim of being able to understand how to use the Filmora editing application to create learning videos and in fact this competency can also be used as a basis for becoming a content creator. The methods used in this activity include lectures, discussions, questions and answers and of course direct practice. After carrying out the training, it can be concluded that there are several steps in implementing this training, namely making and distributing electronic pamphlets, several things directed by the lecturer regarding tools and materials that must be prepared by participants are (bring a laptop, install the Filmora application on the participant's laptop, prepare a learning video will be edited), implementation of training (checking participants' software and hardware completeness, opening the Filmora video editing application, uploading videos, adding videos to projects, adding video text, dividing videos, adding filters, adding overlays, adding elements, adding split screens, adding sound background, exporting video).

Keywords : *Training, Video Editing Applications, Filmora, Student Abilities, Learning Videos*

Abstrak

Pengabdian ini dilakukan untuk meningkatkan kompetensi mahasiswa Program Studi Pendidikan Sosiologi Unima khususnya maupun mahasiswa di luar Unima yang tertarik untuk mengikuti pelatihan ini dengan tujuan agar bisa memahami bagaimana cara menggunakan aplikasi editing Filmora untuk membuat video pembelajaran dan sebenarnya bisa juga kompetensi ini digunakan sebagaia dasar untuk menjadi seorang konten Kreator. Metode yang digunakan dalam kegiatan ini antara lain dengan ceramah, diskusi, tanya jawab dan tentunya praktek secara langsung. Setelah melakukan pelatihan maka dapat disimpulkan beberapa langkah dalam pelaksanaan pelatihan ini yaitu membuat dan menyebarkan pamflet elektronik, beberapa hal yang diarahkan oleh dosen mengenai alat dan bahan yang harus disiapkan oleh peserta adalah (membawa laptop, menginstal aplikasi filmora di laptop peserta, menyiapkan video pembelajaran yang akan diedit), pelaksanaan pelatihan (memeriksa kelengkapan software dan hardware peserta, membuka aplikasi edit video filmora, mengupload video, menambahkan video ke project, menambahkan teks video, membagi video, menambahkan filter, menambahkan overlay, menambahkan elemen, menambahkan layar terpisah, menambahkan suara latar belakang, mengekspor video).

Kata Kunci : Pelatihan, Aplikasi Edit Video, Filmora, Kemampuan Mahasiswa, Video Pembelajaran

INTRODUCTION

Education is a critical component of human life. Article 3 of Law No. 20 addresses the development of humans who believe and are committed to God Almighty, have noble character, are healthy, informed, capable, creative, independent, and become democratic and responsible citizens (Santie & Mesra, 2022).

The fast advancement of Information and Communication Technology (ICT) has aided numerous human activities. The advancement of information and communication technology may be used in the sphere of education; there are several learning alternatives that can develop from the usage of this technology (Mesra, Umaternate, 2021). The success of learning may be demonstrated in the learning process, which is professionally developed

and carried out by educators (Santie & Mesra, 2022).

Educators can use Information and Communication Technology (ICT), particularly computers and the internet, to aid learning in the classroom (Mesra, 2022). Learning videos are a means of acquiring audio and visuals that convey learning messages in the form of concepts, principles, processes, theories of applying information, and so on to aid in the comprehension of learning material (Imbar & Mesra, 2022).

Filmora is a video editing application, and the skills required for editing include creating videos and editing them with the Filmora editor. According to CompareCamp, video editing is a popular tool due to its extensive audio and video editing features (Mesra & Anton, 2023). This tool may be used to develop and modify videos based on the demands of students

or students, which can then be published through online media or submitted to lecturers as part of course tasks (Mesra, Pratiwi, et al., 2023).

According to the conclusions of a study (Putri et al., 2022), learning films improve student learning outcomes above traditional learning. As a result, using learning films in the online learning process has the potential to increase student learning results. Students will be able to learn through visual media on campus. Students will now be asked to experiment with producing their own videos at home. Researchers employed a guided exploratory learning model to enable students to learn online while using video courses.

Learning is a mix of human factors, facilities, equipment, and processes that interact with one another to fulfill the learning's objectives (Sumual et al., 2023). 1 The term "learning" can be defined in a variety of ways. According to behaviorists, learning is the process of modifying student behavior by maximizing the environment as a source of learning stimulus (Mesra et al., 2022). Learning is a systematic activity with components, and each component of learning must function on a regular, interdependent, and complementary basis (Wunoy et al., 2023). Active learning may be viewed as a learning process with a vital feature, namely how pupils can actively study the subject matter offered in order to grasp it properly (Mesra, Tuerah, et al., 2023).

The learning process is the most fundamental activity in the whole educational process because the success or failure of education is determined by how a person's learning process occurs after the learning activity is completed (Lanawaang & Mesra, 2023). Meanwhile, teaching is primarily an activity performed by instructors who impart information to children at school. Teaching and learning are primarily regulating processes performed by the instructor (Ilata et al., 2022).

Learning components are learning aspects that always interact with one another during the learning process (Dolonseda et al., 2022). Meanwhile, the learning process is a system, which means that it is made up of components that interact with one another and with the total to achieve learning goals. Learning objectives, pupils (students), educational personnel (teachers), curriculum and learning materials, learning methods, learning facilities (tools, media), and learning evaluation are the primary components of learning (Mesra, 2023). Aspects of learning must also be examined. Human variables (facilitators and learning residents, for example), instructional material factors, learning time factors, facility factors, and learning aids are examples of these

aspects (Tuerah et al., 2023).

Based on the many points of view expressed above, it is possible to infer that the continuing learning process cannot be isolated from the components included within it (B & Mesra, 2023). Each component, which includes learning objectives, learning materials, teachers/instructors, students, techniques, educational media/tools, learning environment scenarios, and learning assessment, is interrelated and impacts each other in every teaching and learning process (Asip et al., 2023).

Video is a message-delivery medium that includes audio-visual media and listening media. The following is the function of learning video media: (a) Capable of attracting pupils' attention and fostering learning motivation. (a) Make teaching materials easier to understand by clarifying their meaning. (b) The teaching approaches are more diverse. More learning activities are undertaken by students (Friesem, 2017). According to (Zellatifanny, 2020), the use of audio-visual media as a learning medium with the goal of boosting the efficacy and efficiency of the teaching and learning process is predicted to increase students' reasoning capacity (Bouato et al., 2020).

Filmora is a video editing tool that is light in terms of the data it contains, which means it does not take up much hard disk space. Using Filmora demands a pretty quick turnaround time in editing videos from videos of educational institutions' learning process activities. Filmora also offers features that are small and simple to use. Aside from that, this program has effects for creating edited films (Mariyani et al., 2022).

Based on the phenomenon above, the author is very interested in carrying out service with the title Filmora Video Editing Application Training to Improve Students' Ability to Make Learning Videos in the Unima Sociology Education Study Program.

METHOD

The activity method that will be carried out in this service activity is Practicum and direct demonstration using the Filmora video editing application. Introduction and training are carried out at the Sociology Education Study Program, Manado State University. The training methods used are lectures, assignments, practice and demonstrations.

Of course, assessment is required when carrying out this task. The Four Levels Techniques for Evaluating Training Programs is one of Kirkpatrick's training assessment ideas, which he proposed in 1967. Kirkpatrick added that training program evaluation is required for three reasons: 1) to demonstrate the existence and use of funds to

achieve the goals and objectives of the program being carried out, 2) to determine whether the activities carried out will be continued or stopped, and 3) to gather information about solutions to develop the program in the future. Kirkpatrick defines four stages of training evaluation (D. Kirkpatrick, 1996).

We just employ two assessment phases in this training: response and learning. Participants in this program include Mande sub-district high school teachers. There were 21 high school teachers from various schools that attended this session. We sent a satisfaction questionnaire using gform to carry out these two assessment stages, which will later be used as evaluation material using the Kirkpatrick model (J. D. Kirkpatrick & Kirkpatrick, 2016).

We asked 17 questions to participants, 7 of which were to evaluate their responses, namely whether the material taught was in accordance with the training objectives, whether the material provided was in accordance with the schedule provided, whether the material taught was in accordance with the problems of conditions in the field, and whether the training material was easy to understand and interesting.

Does the content boost the participants' knowledge and abilities? Do I believe the training duration is adequate? Is the learning time each session too short for training activities?

Meanwhile, ten questions to evaluate learning are whether the resource person opened the training in a fun way, whether the resource person has the ability to master the material well, whether the resource person has the ability to deliver the material within the time constraints, and whether the resource person has the ability to direct participants to focus on the material. training, does the resource person have the ability to create an active and communicative environment during the training, is the resource person able to satisfactorily answer each question, Is the resource person able to interact verbally with the participants? Are the training facilities representative? Does the committee give good service? Is the training information supplied by the committee timely?

The reactions of participants to the program's implementation are critical for evaluating future training. Later, the committee's varied contributions and assessments will be used to make adjustments and modifications in preparation for the next training. The reaction of this participant is connected to the following step, which is the learning level. Only the perception of the training participants about the pleasure value of the training program in which they participated was examined at the response stage, which did not indicate the growth in skills achieved

by the training participants (Widyastuti & Purwana, 2015). This differs from learning in that what is measured at this stage is how much knowledge, abilities, and attitude have grown before and after individuals participate in the program (Darman, 2020).

RESULT AND DISCUSSION

Before beginning the training phase, all students are advised to record the learning process in class using a personal laptop camera or smartphone camera. The video took more than 2 hours to record. Student training is addressed in steps of developing learning material with Filmora (Mariyani et al., 2022), specifically:

Pre-Production Process (Stage 1). Students must grasp the hardware and software requirements for the learning media production process at this level. The following are the pre-production phases of learning material for instructors:

a. Coursework

When producing learning materials, it is critical to refer to the curriculum. The syllabus is the primary source for identifying the competencies that will be taught to students through the use of learning video media.

b. Choosing instructional materials

The selection of material is critical, and instructional video makers must be familiar with and comprehend the information provided. As a consequence, students should be able to acquire answers to their queries regarding the subject.

c. Evaluation of Achievement Goals

Educational video designers must comprehend their audience's objectives, whether they are middle or high school students, young individuals, or the elderly. To allow for the proper distribution of materials and information.

d. Required Equipment

Computers/laptops,digitalcameras/smart phones, paper, pencils/pens, whiteboards, Wondershare Filmora, Corel Video Studio, Sony Vegas, and other video production tools must be acquainted to students.

The Manufacturing Process Stages. In this production approach, students create films sequentially because they benefit from the availability of previously established concepts and schedules, especially during pre-production.

Production Stage. The learning film is ready for publication at the end of the video production process. This stage includes the publication of videos in file form. During the training, a question and answer session is also held to ensure that the setting is not overly stressful and that the knowledge obtained

may be passed on to the students.

Participants who took part in the Filmora Video Editing Application training are shown in figure 1 below,

Figure 1. List of Training Participants

No.	NPM	Nama	Program Studi
1	21606004	KARITA LIMBONG RARA'	87204
2	21606006	APRIANI PERBINA BR BARUS	87204
3	21606011	OXINCE GLEDIS RAKINAUNG	87204
4	21606017	REGINA PRISKILA TAKAALI	87204
5	21606020	RENLY MICHAEL KABENARAN	87204
6	21606021	FEBRIANINGSI PONTOH	87204
7	21606022	CHRISTI CECILIA LANDI	87204
8	21606026	NONIATI HALAWA	87204
9	21606028	REJUNIKA LISTRA BR BANGUN	87204
10	21606032	ANGGREINY VERONIKA PESIK	87204
11	21606033	MIRANTY PRISCILA JACOBUS	87204
12	21606038	LAMEK ORUW	87204
13	21606039	VANESA SAROINSONG	87204
14	21606040	DENI TABUNI	87204
15	21606041	YUVITA NATALIA TUNYANAN	87204
16	21606042	CLARISSA KAINDE	87204
17	21606045	FRENKI KEVIN ARNOL BATAS	87204
1	21606001	IRENE PUTRI NAULI SINAGA	87204
2	21606002	YOSEPIA YULIANA BETAUBUN	87204
3	21606005	RAHMAN SIMANJUNTAK	87204
4	21606007	ZEFANIA FEBRIANI SINGAL	87204
5	21606008	MAJESTI KEYSA TAMARA	87204
6	21606012	FITHO MAMONTO	87204
7	21606013	INJILIA LIDYA WATUPONGOH	87204
8	21606015	WARDINA TAFNAO	87204
9	21606018	ANGGELLIKA EREINE P. RANTUNG	87204
10	21606019	NADIA TORSIN PAPENDANG	87204
11	21606023	FIRNALIA SANGKAENG	87204
12	21606029	MARCELLA BRIGHITA RONDONUWU	87204
13	21606030	HARTMEN KEYRI LENGKONG	87204
14	21606031	DANIELO OGI	87204
15	21606035	JOHANES VIDRY TALOKON	87204
16	21606048	ANGELIA YUDIASTRID SUPIT	87204
17	21606049	MEISI RUT MAALINU	87204
18	21606050	YUDIT ESTEFANUS TUMINDIGA	87204

Source: (Committee Documentation)

Steps for Implementing Training:
1. Create and distribute electronic pamphlets

In the preparation process for this training, the committee of student lecturers was directed to create an electronic pamphlet which will later be distributed on social media so that it can reach many people, especially the target of this activity, namely sociology students of all generations.

Figure 2. Electronic Training Pamphlet

Source: (Committee Documentation)

There are several techniques to conduct promotional activities, marketing, or information distribution. One method is to distribute booklets. The pamphlet's content might be anything relating to

products or services, although it is generally instructional in character. The brochure, according to PRI Graphics, concentrates on information about the product or service, its advantages, and how it is utilized. The distribution of pamphlets is a very successful method of raising awareness. As a result, most pamphlets have appealing graphics.

2. Providing Mandatory Preparation

Directions for Participants. Still in the preparation stage, the lecturer gives directions to participants both online and offline regarding the materials or tools that must be prepared by participants when carrying out the training later

Figure 3. Giving Directions to Participants

Source: (Committee Documentation)

Several things directed by the lecturer regarding the tools and materials that must be prepared by participants are as follows:
a. Bring a Laptop
b. Installing the Filmora Application on the Participant's Laptop
c. Preparing Learning Videos to be edited

3. Implementation of Training
    a. Check the completeness of participants' software and hardware

At the beginning of the training, the lecturer first double-checks whether the participants have brought the tools and materials needed for this training and whether the tools and materials are ready to be used in the training.

Figure 4. Checking Participants' Software and Hardware Completeness

Source: (Committee Documentation)

b. Open the Filmora Video Editing Application

There are several well-known video editing software programs, ranging from Adobe Premiere Pro to Final Cut Pro, which is designed particularly for Apple users. However, the term Filmora download has lately been increasingly famous and is one of the applications that is popular with video editors, particularly novices

Figure 5. Initial appearance of the Filmora application
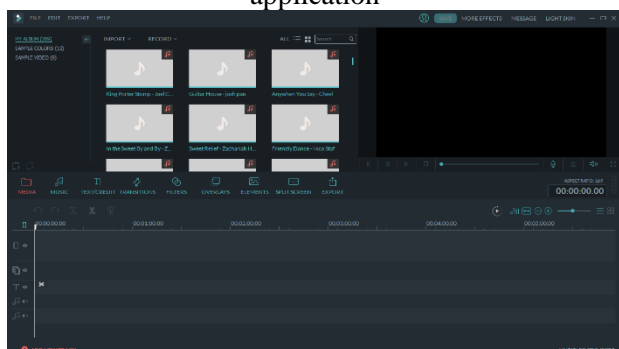
Source: (Committee Documentation)

Participants are needed to pick the aspect ratio supplied, namely 16: 9 and 4: 3, from the start screen, and there are also four menu options that you can utilize to generate films using Wondershare Filmora:

Full Feature mode: In this menu selection, participants may utilize all of the application's functions, including video editing, sound, and video cutting.

Participants who do not want extensive video editing can utilize this option. Easy option: This is an easy function available for novices.

Cutter in an Instant: This function is available for people who only wish to trim films with basic capabilities.

Action Cam Accessories: This tool is available to customers who wish to alter movies, such as photo brightness, video speed, and so on.

c. Uploading Videos

Before entering a video, participants can see what video and image formats are supported by this application. Then the videos and images will appear in the import media section, participants just have to choose which video to use and edit

Figure 6. Uploading Videos
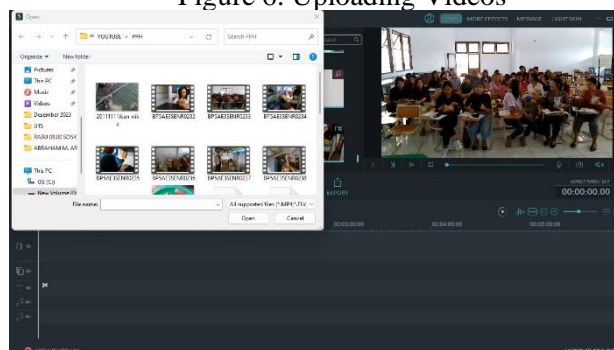
Source: (Committee Documentation)

d. Adding Videos to Projects

Here are two ways to add videos to the timeline:

Find the video clip that participants want (previously uploaded videos) in the Media Library. Then, drag and drop it onto the participant's Filmora app timeline. Or participants can also do this by right clicking on the video clip in the media library, and the Insert, Overwrite, Append, Add to New Track, and other more specific editing options will appear.

Figure 7. Adding Videos to Projects
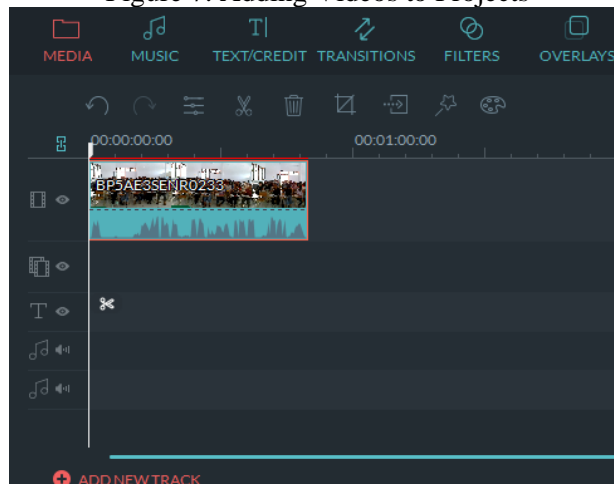
Source: (Committee Documentation)

e. Adding Video Text (Title, etc.)

Participants learn how to alter and customize text, making it simple to generate text and titles that meet their needs. Participants, for example, can drag a text style choice from the title collection and place it onto the timeline. Participants may also add a title effect to the timeline by right-clicking on it and selecting Apply.

Figure 8. Adding Video Text (Title, etc.)
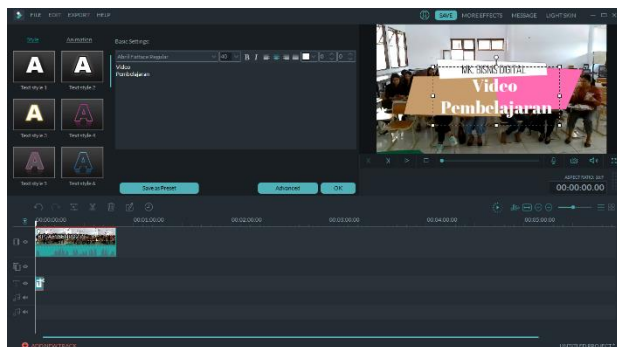
Source: (Committee Documentation)

Double-click on the timeline to access the text editing window. Participants can adjust the style (font, size, color, alignment, transformation, and compositing) and animate their text from here. Title Group Controler allows you to change the title. When you double-click the track's title, the controlerl group title will show.

To change the position, enter values into the X and Y boxes. To change the size of the title template, use the scale slider. To change the template's orientation, use the rotation slider.

To access the Advanced text alter panel and alter participant text in additional ways, click the Advanced button. Participants can add additional text boxes, shapes, or pictures to previously produced title effects in the Advanced Text Edit window. Participants can change the following text effects in the Advanced Text Edit panel: font, color, animation, opacity, fill, embroidery (color and size), and shadow (style, color, and size).

There are two methods for removing text from videos: Select the text to be deleted and press the delete key on the keyboard. Select by right-clicking on the text in the timeline.

Favorite text, select the text you wish to add to favorites by right-clicking on it in the Title menu. Alternatively, choose the text that participants like, then click the "heart" form at the upper right until it glows red. Favorite texts may be found on the left - Favorites.

f.   Split Videos

You may divide or edit a video clip to remove unneeded bits. You may edit the beginning and/or end of a video clip to break it into two independent segments.

Figure 9. Split Videos
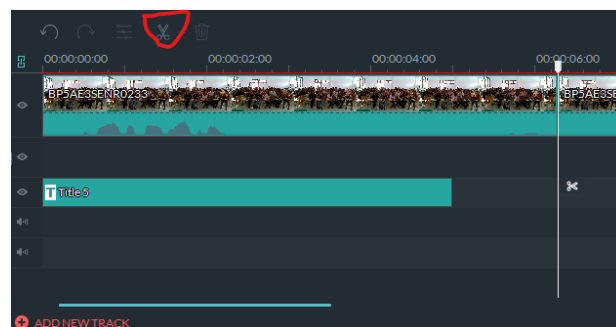
Source: (Committee Documentation)

Video Clips Divided

Separate chosen clips. Place the Scrubber where you want the clips to be separated, then click this button.

1)   Split Videos in Timeline Using the Split Button

To split a video, click the video in the timeline, move the playhead to the place you want to divide it, and then click the split button on the playhead.

2)   Using the Split icon, divide the video into many parts.

Move the playhead to the location of the clip you wish to divide in the timeline after clicking the video.

To begin, click the scissors symbol above to split it into two clips.

3)   Use the Split Option to Split Videos

Select the video and put the playhead where you want to split the clip, then right-click and select Split from the context menu.

4)   Rapid Separation Mode

Import your movie to the timeline, then click the "Quick Split Mode" icon to split your film. Simply choose the portions you wish to separate and then click the mouse to quickly and effortlessly split lengthy clips.

Trim Video

Participants can utilize the trim option to eliminate undesired portions from the video's beginning or finish.

1)   Crop in the Preview Window using Enter and Exit.

Participants can utilize Mark In and Mark Out points in the Preview pane to divide the video into parts without first importing them into the timeline.

To see a video in the Preview window, double-click it in the Media Library. Use the player controls to choose when the trimmed clip should begin, then click the Participant button when you reach the video frame that you wish to use as the starting point. Click the Mark Out button to specify
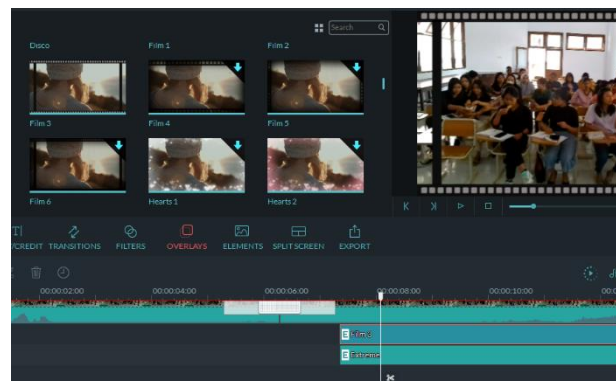
where Participants want the last frame to start. Drag the clip from the Preview window to the timeline to load the video segment that the Participant wants to save.

2) Remove Video from Timeline

Hover your cursor over the left or right border of the movie until the trim tool appears, then select the video on the timeline that you wish to cut. Crop out undesired bits by dragging the boundaries of the Participant clip forward or backward.

g. Adding Filters

Filters in Filmora can expand the creative possibilities of participants. The idea is to radically alter the appearance and feel of Participants' films with a few clicks.

Figure 10. Adding Filters

Source: (Committee Documentation)

Wondershare Filmora allows users to apply as many filters as they wish. Here are three methods for adding filters to videos. Run the Participant project, then navigate to the Effects tab and pick the filters that Participant wishes to include in the Participant project.

Move the Participant's mouse over the filter effect that he or she desires. Click the plus icon in the middle when participants see it. The effects will then be added to the timeline. Drag the filter precisely above the video clip in the Participant's timeline that the Participant wants to see.

h. Adding Overlay

Wondershare Filmora allows users to apply as many overlays as they wish.

Figure 11. Adding Overlay

Source: (Committee Documentation)

Here are three methods for adding overlays to videos. Start the Participant project, then navigate to the Effects tab and pick the overlay you want Participant to apply to the Participant project. Position the Participant's mouse over the desired overlay effect. Click the plus icon in the middle when participants see it. The effects will then be added to the timeline.
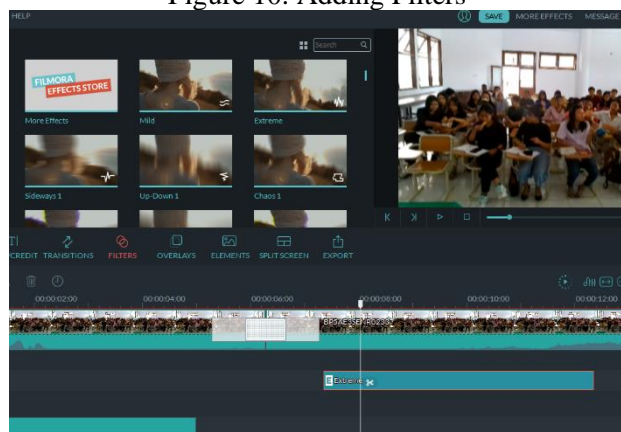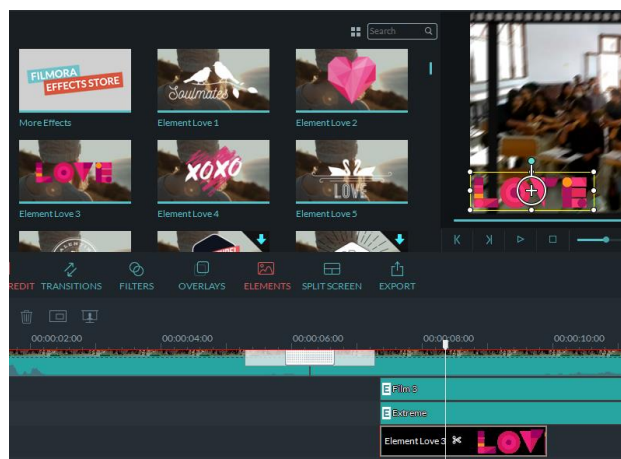
Drag and drag the overlay directly over the video clip that the Participant wishes to add to their timeline. The effect will be applied to the full video clip this manner.

i. Adding Elements

Elements are employed as screen decoration, and unlike filters or overlays, they may be used in a variety of ways. Because the element does not alter or change the full picture, but merely a portion of it while leaving the rest unaffected. The elements that adorn a film go well beyond the core output itself. Text, handcrafted photos, cartoons, abstractions, augmented reality, and many more types of components are accessible in Filmora. And part of the pleasure is that each piece in Filmora has its own animation. The picture below is the Filmora window that occurs when you select an element choice. As indicated in the illustration, some components include explosions or text.

Figure 12. Adding Elements

Source: (Committee Documentation)

First and foremost, we will select the desired object, which in this case is as specified. The components will be downloaded and shown in a new window. The pieces may then be organized and customized to our taste. When you double-click an element on the screen, a new page will display in the window to assist with modification. When you scroll to the bottom of the window, you will notice more choices such as: Transform, Compositing, Stabilization, Chroma key (green screen), Lens shadow, and Drop shadow. These components are animated, and the length of this animated film can be lowered but not expanded.

j. Adding Split Screen

Split Screen, often known as multi-screen, is the presentation of two or more video clips on one screen at the same time. This is handy when you wish to compare two clips or photos, or combine two or more types of content into your film at the same time.

Figure 13. Adding Split Screen
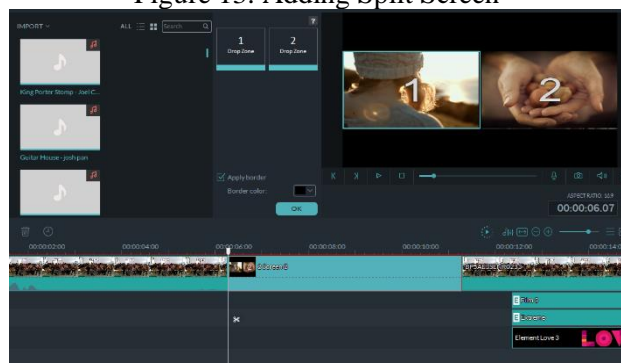
Source: (Committee Documentation)

Use Split Screen effects on videos.
To access the layout library, click the Split Screen tab. Filmora presently has

roughly 30 split-screen preset templates that allow up to 6 clips to be played back at the same time. To preview the layouts, double-click the preset thumbnails, and then drag the layout you wish to use into a video track on your timeline, as demonstrated below:

Split Screen may be used in Filmora.
To open the editing window, double-click the Split Screen effect on the timeline. You may then add clips to your split screen arrangement and edit and animate each one. The split screen's duration is set to 5 seconds by default. To change the duration, drag the edges of it ahead or backward on the timeline.

In Filmora, you may change the duration of the split screen.
Insert clips into your split screen
After selecting the video drop box in the preview window, drag the video clip from your media library to the split-screen window. You may rearrange your clip within its box by clicking and dragging it.

k. Adding Backsounds

Drag the album's imported music audio tracks to the Timeline beneath the Video section. Check that the music and video audio are not overlapping. The participants can then cut and alter the location of the music audio and movie to their liking. When participants establish their places, they may check the music audio in real-time in the preview box to confirm it is as planned.
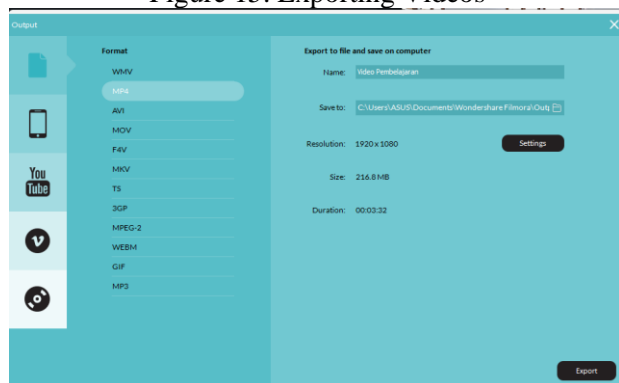
Figure 14. Adding Backsounds
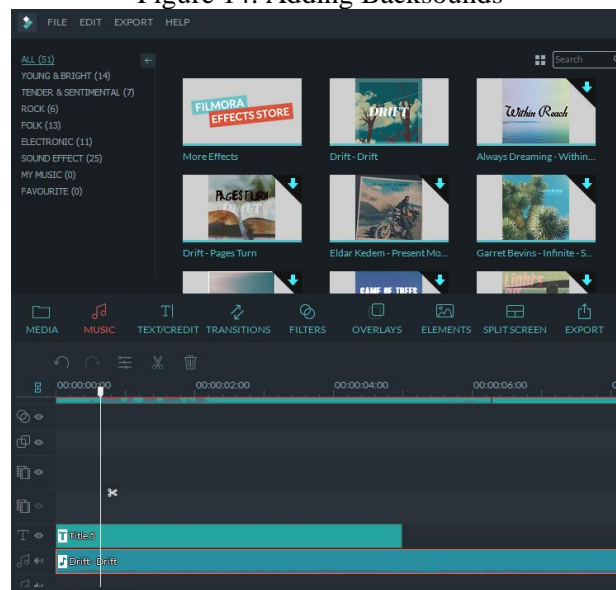
Source: (Committee Documentation)

l. Exporting Videos

The Exporting Workflow. When you have finished editing, you will export the

video. The exporting procedure is as follows:
Figure 15. Exporting Videos

Source: (Committee Documentation)

1. First, go to Filmora and click the "Export" option.
2. Locate the Export Button Locate the "Export" button.
3. Upgrade to the Most Recent Filmora Unleash Your Creativity For Windows 7 or later (64-bit)
4. You will notice Create Video, Select Clip Range, Export Selected Clips, Export to Device, Upload to Youtube, Upload to Vimeo, Upload to TikTok, and Burn DVD are the eight export choices.
5. Five Exporting Options Eight Exporting Options
6. If you're not sure which element to pick, go with the first one, "Create Video." You will see all additional exporting possibilities.
7. Select the export method and click the "Export" button. Your video will appear at the selected place.

Those are the steps and progress of this service process with the theme Filmora video editing application training to improve students' ability to make learning videos in the UNIMA Sociology Education Study Program. Furthermore, the results of the service projects that have been created by each student in the Unima Sociology Education Study Program will be used as replacement scores for the final semester exam (UAS) scores for the students.

CONCLUSION

Based on the implementation of the service regarding Filmora video editing application training to improve students' ability to make learning videos in the UNIMA sociology education study program, it can be concluded that several steps in implementing this training are create and distribute electronic pamphlets, several things directed by the lecturer regarding the tools and materials that must be prepared by participants are (bring a laptop, installing the filmora application on the participant's laptop, preparing learning videos to be edited), implementation of training (check the completeness of participants' software and hardware, opening the video editing application filmora, uploading videos, adding videos to projects, adding video text, split video, adding filters, adding overlays, adding elements, adding splitscreen, adding background sound, export video).

SUGGESTION

After carrying out this service regarding Filmora video editing application training to improve students' ability to make learning videos in the UNIMA Sociology Education Study Program, then for further service the use of the Filmora application can be further developed, for example to create content on social media such as YouTube, TikTok, Instagram, and so on to improve student competence and also prepare students to be able to compete in the world of work after their study period ends.

ACKNOWLEDGMENTS

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