

HOW CAPCUT APPLICATION COMPLETE VIDEO ASSIGNMENT : A STUDY OF STUDENTS PERCEPTION IN HIGHER EDUCATION IN INDONESIA

Noraini binti Abdullah¹, Muh. Arief Muhsin²

Universitas Muhammadiyah Makassar, Makassar, South Sulawesi, Indonesia

*Correspondence: nabdullah@bg.unismuhmakassar.ac.id

Abstract

The purpose of this paper was to study more deeply how the Capcut application can help students complete their task such as English video tasks and the types of obstacles that they may through in running the editing application as EFL students. This study uses qualitative approach which employed a few of EFL student by interviewing them to enrich the data. The findings of this study are as follows: the results of the data analysis have confirmed that CapCut as an editing application was useful for EFL students in terms of improving their skills in learning English. There were also challenges that they faced during editing in CapCut which are different from the general trials while using this application. The originally of this study has been confirmed, considering the fact that only few studies on the utilizing and challenges of CapCut. In this research, examiners were interested in developing how helpful and useful CapCut also what the trials that EFL students may face while editing in the application. Hence, as a teachers and students majoring in English, we need to understanding deeply this investigation to create more supportive and interesting learning tools in learning English in the future.

Article History:

Keywords:

CapCut, EFL students, useful, challenges, editing

1. Introduction

Since 2020 to 2022 learning in the education filed will be carried out online (Firmansah et al., 2021). Therefore, online learning which has been implemented in the last few years has required many students and even teachers in Indonesia to study applications and online platforms in the technology field. For example, online platforms such as Google Meet, Zoom, Skype as well as editing applications such as Canva, CapCut, Pinterest and others. Despite Covid-19, in today's digital era, where technology is increasingly integrated into everyday life, understanding how students utilize these applications can provide valuable insights for the development of relevant and effective teaching methods. The application that was currently in the spotlight was CapCut. CapCut was a video editing application for creating quality content without needing to master in-depth technical skills (Insania S, 2021). Developed by Bytedance, one of the advantages of CapCut is the ease of accessing the application. This application can be accessed either from the application on a mobile device or directly from a browser which only have need of an internet connection. Capcut also displays features that are easy to understand by many people. The effortlessnes of log into CapCut makes students choose to use CapCut as it can facilitate them in editing their video assignments, especially students majoring in English (Dwi Rahayu, 2022).

However, we cannot deny that the ability to use editing applications like this can cause a number of problems in using CapCut for both students and teachers.

One of them was the public's need to understand how extent the use of Capcut application can help students in the context of learning English, especially in video assignments related to English language skills. Hence, teachers must pay attention to the use of the CapCut application for students so that misuse does not occur while they applying that application in editing. Apart from that, previous research explains the ease of use of CapCut application, such as video editing features, can be said as complete in this application (Syahmewah, 2023). This also raises questions about how effective this application in supporting the student learning process, as well as how students perceive the use of this technology in the context of learning English, for example when it is works as a learning media either in class or when editing video assignments. Previous researchs have provided valuable insights into students' understanding about the role of technology in English language learning. A number of studies shown that students tend to consider using CapCut or similar applications as an effective tool of improving English language skills such as speaking skills (Dwi Rahayu, 2022) They stated that this application allowed them to create more creative and interactive speaking videos, as well as providing flexibility in improving and perfecting their presentations before submission (Nursita, 2023). Overall, the results of previous research illustrated that Capcut has significant potential in supporting English language learning, especially in the context of video assignments, also enriching students' learning experiences in terms of creativity and interactivity (Syahmewah, 2023).

Study by Hayuni Alfi Sakinah (2022) explored the use of CapCut in improving English speaking skills among high school students. This research shows that the use of this application allows students to create interesting digital storytelling which may improve their pronunciation, vocabulary, grammar and comprehension. Also, Andhika & Sapto Wahono, (2024) conducted research on the use of CapCut in teaching English writing skills at the college level. They found that students who used CapCut to create video essays or textual presentations tended to be more engaged in the writing process, increasing their creativity and improving their written communication skills. Additionally, a study by Samuel Juliardi Sinaga et al. (2024) investigated the impact of using CapCut in improving their language and visual literacy. The results of this research show that this application not only provides students with technical skills, but also helps improve their understanding of aesthetics and visual narrative. In addition, Mesra et al. (2024) also analyzes the use of CapCut in improving the skills and competitiveness of education students in creating interesting and quality educational video content. This study found that using CapCut that the ability of students to create quality video content will increase your competitiveness in gaining opportunities as a professional educator in today's digital era. In general, the research results show that CapCut was very beneficial for students in helping them improve their skills in English as well as their confidence and readiness in the world of work in the future.

However, this is different from the results of research by Attiya Layla Burhan (2024) which shows that the utilize of CapCut within the learning handle moreover has challenges such as pedagogical challenges, where the resulting learning content must be in accordance with the learning objectives, which suggests that the teacher ought to go with and pay consideration to the utilize of CapCut within the learning prepare. Apart from that, Alumulai & Paramasivam (2023) made research about the use of the technology such Capcut in online speaking assessment. She found that students face challenges basically poor internet connections and technical issues which result in a negative perception of online speaking assessment, which they perceive as resulting in them feeling on edge and freeze and panic. Another study by Lubis S., Z., N. & Nasution S., L. (2023) stated that online application such as CapCut is an interesting application or facilities on gadget which affect the less study because they addicted to use gadget until students are less focused on following lessons and are lazy about doing school assignments. Plus, study by Octia et al. (2024) found CapCut can incur high cost if teachers do not have appropriate devices or do not have stable internet access. This can cause teachers to not be able to use CapCut for learning. The results of this research are the same as the results of survey by Ula (2023) which also stated that CapCut can be used offline, but there are not many features, filters and templates available if it is created offline. Therefore, users need the internet to access more widely all types of existing features.

These research differences highlight the need to investigate the technical difficulties students face in using Capcut for English language learning. Thus, this is what differentiates this research from

previous research, this study focuses on how helpful the CapCut application is and what challenges they face in using the application, for example technical obstacles, such as a lack of understanding of the application features, and limited access to necessary devices. Besides, this research focuses more on students' perceptions and direct experiences in using CapCut as a tool to complete their video assignments. Data from this research will provide insight into how students in specific university settings respond to the use of CapCut in the context of learning and creativity. Thus, this research may provide new contributions to our understanding of the effectiveness of CapCut use in higher education, as well as highlight issues that are unique and relevant in the specific context of these institutions.

The main aim of this study was to understand more deeply how the Capcut application can help students complete their English video tasks and types of trials that they may through in running the editing application. By understanding this, it can provide more comprehensive knowledge of the potential and challenges in integrating technology in English language learning, as well as providing a basis for developing more effective and inclusive learning strategies. Besides, it can also increase the effectiveness of English language learning in the educational environment, by providing valuable information for developing a curriculum that is more adaptive to technological developments.

2. Method

Research Design

This study uses qualitative research which qualitative research was a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and carrying out in a natural setting (Royadi et al., 2019). Qualitative research focuses on emphasizing an understanding of problems in social life based on realistic conditions or natural settings that are holistic, complex, and detailed (Rijal Fadli, 2021) It's means that qualitative investigation only focuses on describing phenomena. Therefore, editing application such as Capcut can help students in doing their tasks, the researcher will conduct interviews by making ten questions containing questions about the participant's experiences in running the apps, the difficulties they face while editing as well as their understanding about the application. The most significant reasons and obstacles that they faced will be known from their answers.

Research Subject

Participants in this research were five of English students from the English Language Education Study Program at Muhammadiyah University of Makassar. The students were randomly selected from several semester levels, starting from the fourth semester to the seventh semester. The interviews were conducted at a time mutually agreed between the researcher and the interview participants, with the aim of ensuring that students were not burdened with their academic schedule. This is important to ensure participants can focus and provide quality responses in the interview. Researchers maintain the confidentiality of participants' identities and ensure participants give consent before conducting interviews. Research ethics involve protecting participant privacy and appropriate use of data.

Research Object

The object of this study was CapCut. Interviews were recorded for data analysis purposes and researchers used an interview guide that included questions related to students' experiences in using the CapCut application. By understanding the background of this research, researchers can collect relevant data and gain in-depth knowledge about the usefulness of the CapCut application for students in the academic field of Muhammadiyah University of Makassar. This research was conducted in the period May 2024 to July 2024. Interviews were conducted in various places that had been agreed upon by the researcher and participants. The place chosen is a place that provides a comfortable and calm environment for students. The researcher ensured that the interview atmosphere was maintained well so that the students felt relaxed and comfortable in sharing their experiences in using CapCut.

Instruments

Interviews were used as a data collection method that allowed researchers to obtain perspectives and direct experiences from participants regarding the use of the CapCut application for them in carrying out video assignments. The main purpose of the interviews in this research was to gain a deeper understanding of the reasons that helped them complete assignments through the use of the CapCut application. Through interviews, researchers hope to gain deeper knowledge of how important technology is in the current era. This objective includes identifying the benefits of using CapCut along with the challenges of using it. To achieve this goal, examiners create an open, safe, and supportive interview environment for participants. By creating a comfortable atmosphere, participants feel more motivated to share their experiences and views honestly. Additionally, researchers also targeted to ensure that all participants were given equal opportunities to speak and that their perspectives were valued and respected. By understanding the purpose of the interview, examiners can design relevant and effective questions and conduct the interview in a way that enables them to achieve their objectives. The results of this interview will be used to find out their perceptions on using the CapCut application which could be useful in the future.

Techniques Data Analysis

Qualitative data analysis was carried out by identifying general patterns and themes that emerged from the interview. Interview transcript data was analyzed thematically, with each interview studied to discover participants' unique perspectives on the benefits and challenges of using CapCut. Researchers looked for similarities and differences in participants' experiences, and noted important quotes that described their experiences with the app. From this analysis, it was found that the majority of participants stated that CapCut helped them increase creativity in creating educational video content. They mentioned that features such as visual effects and ease of use of the application interface were very supportive in expressing their ideas visually. However, challenges faced include technical difficulties such as occasional app crashes, as well as limitations in the free features available. Qualitative data analysis like this provides deep insight into how applications like CapCut influence the learning process and student learning experiences, as well as providing a foundation for further improvement and development in the use of technology in education.

3. Results and Discussion ← 12pt, Times New Roman, Bold

3.1 Results

In analyzing the data collected, we will delve into various aspects illuminated by the indicators outlined in the research questions such as the using of CapCut as a learning tool, the increased of creativity and English skill in using CapCut, CapCut as a learning support, and challenges faced by the students in using CapCut within the context of English language education.

Indicator Aspects	Questions	Key Findings
The Use of Capcut for EFL Students	<ol style="list-style-type: none">1. Do you know about CapCut?2. Have you ever tried to use it before?3. While studying English, have you ever used CapCut as your tools such in editing video?	The CapCut application was widely used by students to edit videos because it was easy to use and has features that help in editing video assignments.

<p>The Increased of Creativity and English Skill in Using Capcut</p>	<ol style="list-style-type: none"> 1. How CapCut actually help you in editing your video task? 2. In your experience, did this application help you in improve your English skill? 	<ol style="list-style-type: none"> a) CapCut features like cutting, adding text, filters, effects, and transitions make videos more attractive. According to one respondent, the experience of making videos about culture using CapCut as a tool shows the creativity aspect in using the application. b) CapCut was also easy to use and useful because its features, such as adding subtitles, help beautify and complete the video task as what stated by one of the respondents. c) Students also mentioned that CapCut allows users to focus on listening skills, because before editing text, users can listen to the audio carefully and write the appropriate text. This shows that CapCut can help in the development of English skills such as listening and writing.
<p>Capcut as a Learning Tools</p>	<ol style="list-style-type: none"> 1. In your opinion, do CapCut can be used as a tool for teacher or educators in teaching process in the future? 2. How interested are you in using this application as a tool in your learning process? 	<ol style="list-style-type: none"> a) CapCut provides convenience and complete features that support creativity in creating more creative and interesting videos to teach for students. b) CapCut was helpful as a learning tool for English students, especially for beginners in the field of editing as this application is easy to use. c) CapCut can also increase student motivation and self-confidence to learn using CapCut as an interactive learning media.
<p>Challenges Faced in Using Capcut</p>	<ol style="list-style-type: none"> 1. For your opinion, do you think CapCut is easy to use when you are editing your video assignment? If yes, explain it why? 2. Do you ever face difficulties in use this application? How do you feel and how does it affect your learning process? 	<ol style="list-style-type: none"> a) Challenges faced by EFL student in integrating English learning into the video content they create. For example, they may have difficulty composing a script, writing appropriate text, or conveying a message clearly in English. b) The limitations of the free version also become an obstacle in using CapCut, this is because there are several templates or features that must be paid for before accessing,

		<p>which can hinder their editing process because they have to pay.</p> <p>c) Another challenge was that CapCut do not yet have an auto transcript audio feature from videos, so when we want to write subtitles or text, we need to listen and writing alertly which were the students who are not very good in writing and listening skills will experience difficulties.</p>
--	--	---

The research findings will be described explicitly in the following sections, offering a thorough examination of every aspect and its corresponding cues based on the interview feedback:

1. The Use of CapCut for EFL Students

The use of CapCut for EFL students refers to how CapCut can be used as a learning tool for students majoring in English in their studying process, especially for completing their assignments in the form of videos. This aspect illustrates that CapCut was an editing application that students can rely on to complete their tasks that require video editing. Based on the interview results, students chose to use CapCut because CapCut was very easy to access and has features that can help them produce complete videos with translations that can be added when editing the video. Also, the exist of effects and filter in this application helpful to beautify and make a high-quality video. This shows that the CapCut application was extensively used by EFL students because this application was easy and has supportive menu. This can be proved by a statement from one of the students:

“CapCut is easy to access and useful because while using it we can add subtitles and there are various features that we can use to beautify and complete our videos for example subtitle and effects”

2. The Increased of Creativity and English Skill in Using Capcut

The use of CapCut in improving creativity and English language skills was also an indicator aspect in this research. This point provides an overview of how this application can improve students' skills, for example the four skills in English such as speaking, reading, listening, writing and video editing skill. This study finding proves that CapCut can help students hone their skills, although it's not significantly, but it can hone their listening skills. This was because when editing the video that require subtitles, they must listen to the audio carefully before adding the text. This can make them focus and practice their listening skills. Apart from that, editing skills can also be trained while running CapCut because it was very suitable for the beginners in the world of editing which is it can help improve students' basic editing skill. It can be supported by statements from one of the respondents:

“CapCut allows users to focus on listening skills because before editing subtitles we can listen carefully to the audio and also write appropriate

subtitles. Also, this is quite helpful for us to improve a basic skill in editing as beginners who are not yet experts in the field of editing”

3. CapCut as a Learning Tools

CapCut as a learning tool was also the main finding in this study, where this indicator was to examine how CapCut can be a supporting tool for English students. These findings prove that CapCut can be a media learning for students majoring in English because this application was very useful for creating an interesting classroom environment. The research results illustrated that CapCut can provide convenience and complete features that can encourage teachers or lecturers to create more creative and interesting videos or teaching materials to teach students. Apart from that, this application was also useful as a learning tool for EFL students because this application can encourage student involvement in learning English because the learning atmosphere through creative video results can attract their interest in learning. This can be proved by the answer from one student who said:

“In my opinion, as we know, second language learning is often considered boring by Indonesian students. With this application, educators have the potential to create more creative and interesting teaching content such as videos, presentations and other visuals which can be increase student involvement in learning because our learning is more interesting and effective”

4. Challenges Faced in Utilizing CapCut

In running CapCut as an editing application, we cannot deny that there are several obstacles faced by students when editing videos in this application. Barriers in using CapCut are one of the new findings from this research. The research results found that CapCut was sometimes difficult to use when the students want to integrate English learning into the video content, they create such as composing a script, writing appropriate text, or conveying a message clearly in English. Besides, another problem such as limited free features were also one of the challenges faced by students. This was because there are attractive templates in this application but they have to paid when they want to use it. In addition, for EFL students they sometimes experience difficulty in editing because they need to listening the audio repeat and write it correctly because the application not yet have the menu of auto detect audio. This proves that technical problems and limited free features cause difficulties for EFL students. The statement can be supported by an explanation from one of the sources in the interview:

“In my experience, I have faced difficulties to write a text such as the script while editing. Additionally, I have a problem with paid templates that are very interesting to use but it cannot be accessed for free. Also, as English students I definitely have felt difficult in hearing the audio many times to translate because this application does not have auto transcript audio feature”

To sum up, four aspects above described that EFL students had a positive experience in using CapCut as a tool for learning. However, they also faced some technical challenges such networks problem, crashes application and lack of expertise in listening and translation skills but it's not decreased their interest in using CapCut because of its benefits in supporting creativity and interactive learning. Plus, they also believe that CapCut has the potential to be used by teachers or lecturers as a creative and interesting learning tool in the English language learning process in the future.

3.2 Discussion

CapCut has emerged as a prominent tool among EFL students for enhancing their multimedia assignments and projects. Previous study cases have consistently highlighted its widespread adoption and the benefits it offers. For instance, studies by Salahuddin et al. (2023), Arlin et al. (2023), Deng & Syafwin, (2022) and Hanum et al. (2024) underscore the popularity of CapCut due to its user-friendly interface and versatile editing features. This finding indicates a preference among EFL students for CapCut, citing its simplicity in accessibility and effectiveness in completing their assignments, for example in video editing tasks. Additionally, this investigation main point is the challenges that EFL students through while using CapCut as their study aid in learning English language.

The results of earlier research have found that 100% of the students interviewed knew about the CapCut, which was a video editing application that very helpful because this application was easy for users to understand and it's able to provide positive energy to users (Trivol Yasman & Dwi Mutia Sari, 2024) This data can be supported by other study by (Syahmewah, 2023) which states that CapCut was one of the perfect video editing applications because this application offers various essential video editing features without requiring additional complicated software. The same research also stated that CapCut application allows users to carry out interesting video editing with various features that not difficult to understand and it was understood by many people (Dwi Rahayu I., 2022) Another study from (El Hadi et al., 2024) explained CapCut was a favorite application for many people, because it offers a variety of free features, including a variety of effects, so that the resulting content is better and more interesting. Based on the examines regarding the use of CapCut by EFL students, we can conclude that previous research is in line with this study which shows that CapCut was used by the students because the application was simple to access and has features that are effortless to run when completing their assignments. Therefore, EFL students choose to use this application in editing their assignments such as video assignments.

Apart from the increasingly popular use of CapCut among students, improving skills and creativity in using the CapCut application was also a highlight in this research. Mulyana et al. (2023) stated that CapCut can improve students' abilities with learning media made from this application, CapCut can also growth students' interest, learning motivation and English-speaking skill. Students' writing skill also can be developed with the CapCut application. Apart from that, Aprilliana & Efendi (2022) found that using the CapCut application could improve students' writing skill such as advertising text based on the results of experiments they had carried out. Therefore, CapCut was not just helpful as an editing application, but CapCut was also useful in improving student skills. In addition, students' creativity can also buildup in running CapCut, for example the creative in compiling learning materials using the Capcut application. This statement can be supported based on the data achieved by Nursita (2023) that there was an enhancing in student innovation in making learning videos during the research. Besides, Bayu Syamsuddin et al. (2023) stated 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 study results from previous studies show similarities with the results of our findings in this research that illustrated students' explanations about their experiences while using this application were able to rise their listening skills and also their basic editing skills. Thus, it can be said that this application was also effective in helping hone students' skills and creativity.

Another aspect that was the main point in this research was how CapCut as learning tool for EFL students. Marliani Rahmania et al. (2023) investigated the use of Capcut for students in making learning videos in the classroom. The results of her investigation shown that the videos produced from CapCut are useful for students because they can improve their understanding of the material. Furthermore, Capcut can also help teachers while teaching, where they can repeat back the course through learning

videos made in the CapCut application when their students don't understand about their study material (Saragih et al., 2023). Other study from (Firmansah et al., 2021) found that learning videos edited using the CapCut application also create a more enjoyable learning atmosphere where the video footage are combined with music which does not make students bored while studying. The previous case study was in line with the results of this research where students majoring in English agree that CapCut is an application that supportive as learning tool for them. This was because CapCut can create interesting videos to teach to students plus it is very helpful for students who are still beginners in the field of editing. It can be said that CapCut as a study aid was really useful in doing the learning activities not only for students but also for educators.

Last but not least, in utilizing CapCut we cannot deny that students also face challenges, which was one of the indicators highlighted in this research. CapCut also has a drawback that sometimes when using this application there was a problem with the accuracy of several features such as removing the background and body effects. Generally, the only drawbacks in using CapCut were technical problems such as application crashes, bugs and networks problem (Aliya Izetti, 2023). Other than that, problem issues include content planning, choosing the right music, time creativity and optimizing video quality (Irfai, 2024). However, the result in this study illustrated for EFL students, the obstacles they faced while running CapCut were the way they integrate English learning into the video content they create, such as composing scripts, writing appropriate text or conveying messages clearly in English. In addition, the limitations of the free version also make it a challenging experience for EFL students because they have to pay for their CapCut account if they want to use helpful features such as the auto video translator. In addition, CapCut also does not have an audio to text transcription feature, so it is difficult for them to write subtitles or text, they have to listen to the audio many times so that they can write the subtitle correctly. This can illustrate that the difficulties that EFL students face are different from students in general, where their challenges tend to be more difficult to add English language learning and their skills in English.

As CapCut offers significant advantages such as user-friendly features and creative opportunities, EFL students encounter challenges such as technical issues and integrating English language skills effectively into their video projects. These findings underscore the dual role of CapCut as both a valuable learning tool and a platform that requires strategic navigation to optimize educational outcomes. CapCut remains instrumental in facilitating engaging and effective learning experiences, both for students and educators alike, in the realm of multimedia education.

4. Conclusion

This study has identified several benefits of running CapCut for EFL students as well as the challenges that may hinder them as English language learners in editing in the CapCut application. The findings of this study provide valuable insight for teachers, students and editors how CapCut can be used for technology-based learning in the English department. Based on the data results, several benefits of using CapCut are how the use of this application is easy and helpful, the way this editing application can improve writing and listening skills in learning English plus how CapCut can support language learning as a study tool. Meanwhile, the obstacles they faced are technical problems such as network problems, application crashes, plus them through difficulty in adding their English learning into video form which requires English writing and listening skills. Hence, students who are not really experts in writing and listening skills experienced a little struggle. From the results of these findings, educators and students of EFL student may develop their use of CapCut as a learning medium in the classroom.

Recommendations for future research include delving deeper into the difficulties that can be encountered in using CapCut as an English language student, and testing the effectiveness of various learning strategies using CapCut on English language skills. The implication of the findings of this study is educators, researchers, and practitioners must work together to develop effective study strategies to create interesting learning media for students majoring in English. With creative learning media, it is hoped that the quality of students' English learning can be improve. The conclusion of this investigation shows that CapCut is not only a useful editing application for students majoring in editing and art but may also useful for students majoring in English. Therefore, efforts should be made to identify the benefits and overcome the challenges in running CapCut as a supporting tool to increase students' skills and interest in study English.

5. References

- Aliya Izzati (2023). Online: <https://kelas.work/blogs/gunakan-berbagai-fitur-utama-capcut-berikut-untuk-video-editing>
- Alumalai, L., & Paramasivam, S. (2023). University Students' Perception of Online Speaking Assessment. *International Journal of Linguistics*, 15(6), 101. <https://doi.org/10.5296/ijl.v15i6.21503>
- Salahuddin et al. (2023). Pengembangan Video Pembelajaran Berbasis Aplikasi Capcut Terhadap Keterampilan Membaca Teks Puisi Siswa Kelas VIII di SMPN 29 Kabupaten Tebo. *INNOVATIVE: Journal of Social Science Research*, 3(2), 7694-7702.
- Andhika, D., & Spto Wahono, S. (2024). Utilizing Capcut To Foster Creative Writing Skills In Efl Students: A Digital Media Approach. 12(2). <https://doi.org/10.25134/erjee.v12i2.9808>
- Aprilliana, G., & Efendi, R. (2022). Penggunaan Aplikasi Capcut Untuk Meningkatkan Keterampilan Menulis Teks Iklan Pada Siswa Kelas Viii Smpn 4 Jampangtengah Kabupaten Sukabumi. *Triangulasi Jurnal Pendidikan: Kebahasaan, Kesastraan dan Pembelajaran*, 2(2), 48-53. <https://journal.unpak.ac.id/triangulasi>
- Arlin, F., Budiyo, H., & Harjono, H. S. (2023). Capcut-Based Videos for Learning Writing Explanation Texts for Junior High School Students: Feasibility Tests and Its Effectiveness Capcut-Based Videos for Learning Writing Explanation Texts for Junior High School Students: Feasibility Tests and Its Effectiveness. In *International Journal of Multidisciplinary Research and Publications (IJMRAP)* (Vol. 6, Issue 7). Online.
- Attiya Layla Burhan, R. & Tatang (2024). Efektivitas Aplikasi Capcut dalam Pembuatan Content Pembelajaran Bahasa Arab. *Jurnal Pendidikan Tambusai*, 8(2), 25535-25542.
- Bayu Syamsuddin, N., Tahir, H., & Hermansyah, S. (2023). Influence of the CapCut Application on the ICT Learning Performance (Vol. 3, Issue 4).
- Deng, L., & Syafwin, M. (2022). Using the Capcut Application as A Learning Media. In *Journal International Inspire Education Technology* (Vol. 1, Issue 1).
- Dwi Rahayu SMP Negeri, I., & Jombang, G. (2022). Penerapan Aplikasi Capcut Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Kelas IX-A SMP Negeri 2 Gudo. *Jurnal PETISI*, 03(02).
- El Hadi, F. & Martha Nugraha, Y. (2024). TRAINING ON THE USE OF CAPCUT APPLICATION AS DIGITAL-BASED LEARNING MEDIA AT SMPN 4 TAMBANG. *Communnity Development Journal*, 5(1), 1063–1070. <http://www.reskripsus.metro.polri.go.id>
- Firmansah, S., Jaya, F., & Seituni, S. (2021). Kecamatan Jangkar Kabupaten Situbondo. *Jurnal Nasional Holistic Science*, 1(2), 21–24. <https://doi.org/10.30596/jcositte.v1i1.xxxx>
- Hanum, I., Umar, A., Rosmaini, R., & Febriana, I. (2024). Effectiveness of Using Capcut Video Learning Media in Curriculum Analysis Courses for Indonesian Language and Literature Education Study Program Students, FBS UNIMED. <https://doi.org/10.4108/eai.24-10-2023.2342327>
- Hayuni Alfi Sakinah. (2022). The Effect of Implementing Digital Storytelling on Students' Speaking Skills through Capcut at the First Grade of SMAN 9 Pekan Baru. *Thesis*.
- Irfai (2024). Online, <https://ir.faiilla.id/2024/01/03/apa-tantangan-dalam-belajar-capcut/>
- Insania S. (2021). Analisis Penerapan Sistem Pembelajaran Daring pada Mata Pelajaran IPS Terpadu Siswa Kelas VIII SMP Negeri 2 Pasuruan. *Thesis*.
- Lubis, S., Z., N., & Nasution, L. S. (2023). Study Of The Problem Of Gadget Addiction In Elementary School Students And Strategies For Handling It. *International Journal of Students Education*, 1(2), 232-238.
- Marliani Rahmania, D., Haq Mustafa, A., Fitriani, H., Handayati, S., Nur Aeni, A. (2023). Penggunaan Media Video Animasi Berbasis Capcut sebagai Media Dakwah dalam Pembelajaran PAI di Sekolah Dasar. *Journal on Education*, 06(01), 3680–3688.
- Mesra, R., Santa Monica, W., Ertami Anton, E., & Kesuma Sari, D. (2024). Pelatihan Capcut Video Editing Untuk Meningkatkan Skill Dan Daya Saing Mahasiswa Pendidikan Di Dunia Kerja. *Communnity Development Journal*, 5(3), 5381–5391.

- Muliyana, D., Murni, A., & Saragih, S. (2023). Pemanfaatan Aplikasi Tiktok dan Capcut Sebagai Media Pembelajaran Berbasis IT. *SEMINAR NASIONAL AMIKOM SURAKARTA (SEMNAS)*.
- Nursita, D. I. (2023). Penerapan Aplikasi Capcut Untuk Meningkatkan Kreativitas Mahasiswa Institut Agama Islam Uluwiyah Mojokerto. *Journal on Education*, 05(04), 17843–17848.
- Octia, A., Jatmiko, & A., Mustofa, I., (2024). LITERATUR REVIEW PENGGUNAAN MEDIA ARTIFICIAL INTELLIGENCE PLATFORM CAPCUT TERHADAP HASIL PEMBELAJARAN PENDIDIKAN AGAMA ISLAM. In *Jurnal Kajian Agama Islam* (Vol. 8, Issue 6).
- Rijal Fadli, M. (2021). *Memahami desain metode penelitian kualitatif*. 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1>
- Royadi, D., Susiana, N., Andhara Khumaida, F. (2019). Effectiveness Management of Qualitative Research in Writing Scientific Papers. *ATM*, 3(1).
- Samuel Juliardi Sinaga, Sartika Evitauli Sianturi, Jelita Pakpahan, Ayen Sitohang, & Risna Veronika. (2024). Penggunaan Aplikasi Duolingo Dalam Meningkatkan Literasi Berbantuan Aplikasi Capcut. *SAMBARA: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 8–21. <https://doi.org/10.58540/sambarapkm.v2i1.522>
- Saragih, M., Daeng Badjie, S., Widyaloka Medan, A., & William Carey, S.-M. (2023). *PUBLIKASI KEGIATAN PENGABDIAN MASYARAKAT (PUNDIMASWID) Implementasi Aplikasi CapCut Dalam Pembuatan Video Pembelajaran Terhadap Guru-Guru SD Bharlin School*. 2(1), 2963–7848. <https://doi.org/10.54593/pundimaswid.v2i1.176>
- Syahnawah, R. (2023). PENGARUH PENGGUNAAN TEMPLATE PADA APLIKASI CAPCUT YANG MEMUDAHKAN MAHASISWA UNTUK MENGEDIT VIDIO SEBAGAI MEDIA PEMBELAJARAN. In *Journal of Physics and Science Learning* (Vol. 07).
- Trivol Yasman, & Dwi Mutia Sari. (2024). Penggunaan Aplikasi Capcut Bagi Kalangan Anggota Aktif UKKPK Universitas Negeri Padang. *Jurnal Riset Rumpun Seni, Desain Dan Media*, 3(1), 248–260. <https://doi.org/10.55606/jurrsendem.v3i1.2668>
- Ula (2023). PENGEMBANGAN MEDIA PEMBELAJARAN MELALUI APLIKASI CAPCUT UNTUK MENINGKATKAN HASIL BELAJAR YANG KOGNETIF DI KALANGAN MAHASISWA. *Jurnal Galaxy Eyes*, 1(1), 1-10.