



Kinemaster Based on Video Media Development that Integrated Thematic Learning in Elementary School

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Abstract

This research is motivated by the lack of availability of IT-based learning media that can motivate and attract students' interest in learning. Thus, students are less interested and difficult to understand the learning material. This study aims to develop KineMaster learning media on integrated thematic learning that is valid and practical. This research is development research (R&D) with the ADDIE development model. The results of this study indicate that the resulting learning media reaches a validity level of 91.25% for the material, 86% for language, and 87% for media with a valid category, the level of practicality by teachers is 86% in the practical category and the level of practicality by students is 92% in the practical category. Thus, it can be concluded that the KineMaster-based learning media in integrated thematic learning in grade IV SD has been declared valid and practical for use in learning.

Keywords: media development, KineMaster, integrated thematic

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Introduction

Learning media is one very important aspect of improving the quality of learning. Media in learning activities the use of clarifying the presentation of the material so that it is more varied (Liando et al., 2022). Because variations will liven up the learning atmosphere so that learning does not become a boring activity (Emonson et al., 2022). In the world of education, the development of science and technology encourages efforts to update and utilize technology resulting in the teaching and learning process through the use of learning media (Ediyani et al., 2020); (Ratnasari & Haryanto, 2019); (Haleem et al., 2022). Several kinds of learning media can be used by teachers in the learning process, one of which is video-based media *KineMaster* (Asrida Ramadhani & Dinda Yarshal, 2023); (Widiya & Reinita, 2023); (Nur Afinia & Nuruddin, 2023); (Kasmawati et al., 2023); (Faradita et al., 2023). *KineMaster* is a complete and easy-to-use video editing application for Android and IOS users. *KineMaster* has advantages that lie in features that can record, and provide images, animation, transitions, texts, voice recorders, and even sound effects.

Based on the results of observations at SD Negeri 23 Marapalam and at SD Negeri 10 Lubuk Begalung, the author found that the SD already had adequate facilities and infrastructure, but this was not balanced with the creation of IT-based learning media. This is very unfortunate because now all technology but not implemented properly. Therefore, this study aims to develop *KineMaster*-based video media in Integrated thematic learning in Elementary Schools. This study aims to develop *KineMaster* learning media on integrated thematic learning that is valid and practical.

Methodology

This development research refers to the ADDIE model developed by Dick and Carry (1996) where the development stage consists of 5 stages, as follows (Emonson et al., 2022):

1. Analysis

Analyzed the need for product development learning new and analyzing appropriateness and condition product development learning new. Development of product learning new started by existing problems in product learning which already been applied. The problem could occur because of product learning which there is now already no relevant needs target, student technology, characteristics participants educate, etc.

2. Design

In product design learning, step design has similarities with designing activity study. Activity This is a process systematic that starts from a set destination study, scenario or activity study, designing device learning, designing Theory learning, and tool evaluation results study. Product design learning this still character conceptual and will underlying process development next.

3. Development

In this step framework which is still conceptual, the realized become product which ready implemented. Planning media learning using *KineMaster* to discuss the subject matter of theme 6 my ideals, sub-theme 1. The draft beginning will be evaluated alone by research.

Next, validation by one person expert media from circle lecturer UNP which was competent.

4. Implementation

In this step, this implemented design and product has to be developed and applied to the condition which actual that is actually in class. After the product application the conducted evaluation begins by coming back on product applications.

5. Evaluation

Results evaluation used to give bait come back to party product users. Revision made

under results evaluation or needs which not yet could be fulfilled by-product new.

Results

The results of the development of KineMaster video media in integrated thematic learning in class IV SDN 23 Marapalam, namely:

a. Analysis (Analysis)

1) Needs Analysis

Stage analysis needs this conducted collection of information for knowing the problem which is in process learning. Analysis needs which researcher to do observation to primary school to do interview the guardian class IV. Based on the results Interview with the teacher guardian class IV SDN 23 Marapalam and SDN 10 Lubuk Begalung is a teacher, not yet used media learning-based IT, pattern learning which is still conventional where learning centered on teacher and participant education only accepts information.

2) Curriculum Analysis

The destination analysis curriculum is for knowing the description of design media learning which is suitable for development under curriculum 2013.

b. Design (design)

At this design stage, researchers design applications that can be used by students in the learning process. As for what the researchers did for the design of video media, namely:

1. Setting study goals
2. Make Media Design which interesting
3. Design material

c. Development (Development)

At this stage, the learning media that have been designed are submitted to validators of material experts, linguists, and media experts to be validated. Then after being validated, revisions are made according to the results of the validation of the three validators.

1) Material Expert Validity Test Results:

The collection of material validity test data by Mr. Atri Walidi, M.Pd was carried out on December 10, 2021, for the first validation, and December 16, 2021, for the second validation. The results of the first validation of the acquisition of a score of 72 with a percentage of 90 in the "valid" category. Nevertheless, the first validation still received several suggestions for improvement, including several components that were further improved.

In the second validation, after making improvements to the validator's suggestions, they obtained a better score of 74 with a percentage of 92.5 in the "valid" category. Thus, it can be concluded that the designed learning media has a good and attractive appearance and is feasible to be tested in the field.

Based on the explanation above, the results of the material aspect validator obtained the following results:

The first validation is 90 and the second validation is 92.5

$$\frac{90\% + 92.5\%}{2} = 91,25\% \text{ (very valid)}$$

2) Language Validity Test Results

The data collection of the language validity test by Mr. Dadi Satria, S. Pd, M. Pd was carried out on December 11, 2021, for the first validation, and December 16, 2021, for the second validation.

The results of the first validation of the acquisition of a score of 26 with a percentage of 81 in the "fairly valid" category. Based on the suggestions from the validator, the revisions that must be made are that there are still inappropriate uses of EBI and the use of less communicative language.

In the second validation after making improvements at the validator's suggestion, he got a better score of 29 with a percentage of 91 included in the "valid" category.

Thus, it can be concluded that the designed learning media has a good and attractive appearance and is feasible to be tested in the field.

Based on the explanation above, the results of the language aspect validator obtained the following results. The first validation is 81 and the second validation is 91

$$\frac{81\% + 91\%}{2} = 86\% \text{ (Valid)}$$

3. Media Validity Test Results

Data collection of media validity test by Mr. Mansuridin, S. Sn, M.Hum held on December 9, 2021, for the first validation and December 15, 2021, for the second validation. Results in the first validation with the acquisition of a score of 91 with a percentage of 81 in the "fairly valid" category. Based on suggestions from the validator, the revision that must be done is to make the media more varied with a more colorful background. In the second validation after making improvements at the validator's suggestion, he got a better score of 103 with a percentage of 92 included in the "valid" category. Thus, it can be concluded that the designed learning media has a good and attractive appearance and is feasible to be tested in the field. Based on the explanation above, then the results of the media aspect validator obtained the following results. The first validation is 81 and the second validation is 92.

$$\frac{81\% + 92\%}{2} = 87\% \text{ (Valid)}$$

d. Implementation

The final product has been validated and revised, then small-scale trials are carried out. A small-scale trial was conducted in class IV of SDN 23 Marapalam. The research subjects were 26 people consisting of 13 people in shift A and 13 people in shift B. The research was conducted on Tuesday, January 11, 2021, in shift A, then continued on Wednesday, January 12, 2021, in shift B. The purpose of this implementation is to know the practicality of the product.

1) Practicality Trial Results (Teacher's Response)

Taking teacher responses to practical learning media is carried out by the homeroom teacher for grade IV (A, B, and C) at SDN 23 Marapalam. This practicality test data collection was carried out on January 11 and 12, 2021. The results of the practicality of the teacher's response were 86 percent, it can be said "very practical" including the first category with a percentage of 81.26-100.00. It can be concluded that the developed learning media is practical to use.

2) Practical Test Results (Students)

The taking of student responses to the practicality of video media based on KineMaster was carried out by 26 students of class IV SDN 23 Marapalam, consisting of 13 shifts A and 13 shifts B. Practicality test data collection by students was carried out on Tuesday, January 11th, 2021 in shift A, then continued on Wednesday, January 12, 2021, in shift B. The final result of the practicality of student responses in shifts A and B, which is 92 can be said to be "very practical" which is included in the first category with a percentage of 81.26-100.00. Based on this explanation, it can be concluded that in general students find it helpful in understanding the learning material. In addition, students also feel happy and motivated to learn. for that, the practicality of this KineMaster-based video media is very practical to use.

e. Evaluation

The evaluation stage is the final stage of research implementation. The evaluation was obtained based on the implementation stage, namely the teacher and student response questionnaires.

Discussion

Referring to the results of the assessment of the validator of KineMaster-based learning media as seen from the material validator, language validator, and design validator, it is stated that the KineMaster-based learning media developed belongs to the valid category. This can be seen from the results of the assessment carried out by each validator such as material validators 91.25%, language validators 86%, and media validators 87%. With the results obtained, KineMaster-based learning media that has been packaged nicely can be used in learning in elementary schools. These results are supported by research by (Amrullah et al., 2021), who stated that through the KineMaster application, a teacher can easily develop learning media so that it can be adapted to the situation, conditions, and environment of students (Hamama & Maulida, 2022).

Likewise the opinion of (Baryanto et al., 2023); states that efforts to improve the quality of education through the use of media such as KineMaster in the teaching and learning process. Then on another occasion also stated by (Rahman et al., 2023), increase the creativity of lecturers and students, and increase lecturers' awareness of the importance of using technology by using the kinemaster application in learning. The KineMaster application is very useful for doing video editing work for people who don't use computers and people who have limited background knowledge of applications (Shalikhah et al., 2023); (Mustafa, 2022); (Makmuroh, 2021).

Based on the results of practicality in terms of teachers obtained 86% in the very practical category, and in terms of students obtained 92% are in the very practical category, that Kinemaster application-based learning media in integrated thematic learning in elementary schools is stated to be very feasible and very practical (Siburian, 2023). The KineMaster-based animated video media developed is very valid, practical, and effective to be applied by educators and students in the learning process (Stephany Sirait et al., 2023); (Amelia & Arwin, 2021).

Conclusion

KineMaster-based learning media based on the validity test that has been carried out has been declared valid both by the material validator, language validator, and design validator and from the practicality test, the results are practical for use in learning. So, the KineMaster-based learning media is valid and practical to use in learning in elementary schools.

Conflicts of Interest

The authors declare no conflict of interest.

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