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

Yeni ERITA\textsuperscript{a}, Silvi HERVIA\textsuperscript{b}, Bunga Febria MUKHTAR\textsuperscript{c}, Kamarul bin ISMAIL\textsuperscript{d}

\textsuperscript{a}Elementary School Teacher Education, Universitas Negeri Padang, Padang, West Sumatra, Indonesia; \textsuperscript{b}LPMP, Universitas Negeri Padang, Padang, West Sumatra, Indonesia, \textsuperscript{c}Alumni Universitas Negeri Padang, Padang, West Sumatra, Indonesia, \textsuperscript{d}Faculty of Human Sciences, Sultan Idris University of Education, Tanjung Malim, Perak, Malaysia.

*Corresponding author: yenierita@fip.unp.ac.id

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 has the use of clarifying the presentation of the material so that it is more varied (Sadiman & Haryono, 2012; Lestari, (2022). Because variations will liven up the learning atmosphere so that learning does not become a boring activity (Hamimah, 2021); Sa'dia, (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. Several kinds of learning media can be used by teachers in the learning process, one of which is video-based media KineMaster. KineMaster is a complete and easy-to-use video editing application for android and IOS users (Dnyana et al., 2020). KineMaster has advantages that lie in features that can record, provide images, animation, transitions, texts, voice recorders, and even sound effects (Indriani & Pangaribuan, 2020); (Putri & Mudinillah, 2021).

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:
1. Analysis
   Analyzed the need for product development learning new and analyzing appropriateness and condition product development learning new. Development product learning new started by existence problems in product learning which already applied. Problem could occur because of the product learning which thereis now already no relevant with needs target, study technology, characteristics participant educate and etc.
2. Design
   In product design learning, step design has similarities with designing activity study teach. Activity this is process systematic which started from set destination study, scenario or activity study teach, 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 readies implemented. Planning media learning using KineMaster for discusses the subject matter of theme 6 my ideals, sub-theme 1. The draft beginning will be evaluated alone by research. Next, conducted validation by one person expert media from circle lecturer UNP which was competent.
4. Implementation
   In the step, this implemented design and product which has to develop applied to the condition which actual that is in class. After product application then conducted evaluation beginning for give by come back on product applications next.
5. Evaluation
Results evaluation used for give bait come back to party product users. Revision made in accordance with results evaluation or needs which not yet could fulfilled by product new the.

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 information for knowing problem which thereis in process learning. Analysis needs which researcher do is with to do observation to primary school to interview with the guardian class IV. Based on results Interview with teacher guardian class IV SDN 23 Marapalam and SDN 10 Lubuk Begalung that is a teacher, not yet use media learning based IT, pattern learning which used still conventional which where learning centered on teacher and participant educate only accept information.

2) Curriculum Analysis
Destination analysis curriculum is for knowing description about design media learning which suitable for in develop in accordance with 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 Waldi, 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 with 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 in accordance with 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

\[ \bar{x} = \frac{90\% + 92.5\%}{2} = 91, 25\% \text{ (very valid)} \]

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 with 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 in accordance with 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:

\[ \bar{x} = \frac{81\% + 91\%}{2} = 86\% \text{ (Valid)} \]

3. Media Validity Test Results

Data collection of media validity test by Mr. Mansurdin, 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 in accordance with 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:

\[ \bar{x} = \frac{81\% + 92\%}{2} = 87\% \text{ (Valid)} \]

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 practicality 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” that is 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 Amelia & Arwin, (2021); Khaira, (2021); Asholahudin 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. Likewise with the opinion of Puryono, (2020) 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 Darnawati et al. (2021); Octavianty et al. (2021) increase the creativity of lecturers and students and increase lecturers' awareness of the importance of using technology by using the kinemaster application in learning. Supported again by Handoko et al. (2021) that 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.

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, this is supported by previous researchers Amelia, (2021); Mukhtar & Erita, (2022) that Kinemaster application-based learning media in integrated thematic learning in elementary schools is stated to be very feasible and very practical, Amelia, (2021), Mukhtar, BF, & Erita, Y. (2022); Rahayu et al. (2020). On another occasion also supported by Agustina et al. (2022); Reinita et al. (2021); Marleni & Asilestari, (2021) stated that The KineMaster-based animated video media developed is very valid, practical, and effective to be applied by educators and students in the learning process.

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 that the KineMaster-based learning media is valid and practical to use in learning in elementary schools.

References:


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