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Kinemaster : Creating English Learning Videos in the Era of Disruption

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Abstrak

Penelitian ini mengkaji penggunaan aplikasi Kinemaster untuk pembuatan video pembelajaran bahasa Inggris di sekolah dasar. Penelitian ini menggunakan desain penelitian deskriptif-kuantitatif. Data dikumpulkan melalui kuesioner. Hasil temuan mengungkapkan bahwa: 1) 70% responden menyatakan belum mengetahui cara membuat video pembelajaran yang baik. 2) Hampir seluruh responden, sekitar 76%, mengaku sangat familiar dengan aplikasi KineMaster namun belum memahami cara memanfaatkannya. 3) 70% responden menyatakan belum mengetahui cara menggunakan software KineMaster untuk membuat film pembelajaran. 4) Dari beberapa tantangan yang terkait dengan pembuatan film pembelajaran, 60% responden melaporkan bahwa mengembangkan konten pembelajaran untuk video tersebut sangatlah sulit. 5) 85% responden merasa bahwa pemanfaatan alat Kinemaster membuat pembuatan film pembelajaran menjadi lebih mudah.

Kata Kunci: *Kinemaster, Video Pembelajaran, Bahasa Inggris*

Abstract

This study examines the usage of the Kinemaster applications for creating English learning videos in elementary schools. The study used a descriptive-quantitative research design. The data was collected via a questionnaire. The findings revealed that: 1) 70% of respondents said they didn't know how to create a decent learning video. 2) Almost all respondents, approximately 76%, claimed that they were extremely familiar with the KineMaster application but did not understand how to utilize it. 3) 70% of respondents indicated they didn't know how to use the KineMaster software to create learning films. 4) Of the several challenges associated with creating learning films, 60% of respondents reported that developing learning content for the videos was extremely tough. 5) 85% of respondents felt that utilizing the Kinemaster tool made creating learning films easier.

Keywords: *Kinemaster, Learning Videos, English*

INTRODUCTION

As a professional teacher, it is a must that a teacher be able to teach, manage lessons, and create instructional materials to assist pupils learn. However, many people consider that not all teachers are proficient in the use of information technology-based learning resources. They use pre-existing learning materials and then explain them to their students via lecture. Law No. 14 of 2005 requires teachers to have pedagogical, personal, social, and professional abilities. This suggests that teachers should always strive to improve. In fact, teaching is not an easy or simple job. Teachers are soldiers and fighters. Their struggle is to educate the nation's life. Teachers are responsible for the future of the nation's next generation as well.

The quality of knowledge imparted by a teacher is directly proportional to the quality of human resources (teaching personnel). In fact, teachers have the most important role in determining a country's educational advancement. According to research findings, the quality of education in Indonesia continues to lag well below that of other ASEAN countries. Many reasons contribute to Indonesia's education quality falling behind that of other ASEAN countries. One of the issues is that teachers' qualifications do not match their skills (Indriani, 2019).

One of the issues contributing to Indonesia's poor educational quality is a lack of qualified teachers. Many teachers continue to lack inventiveness in directing their classrooms in a reasonable and appropriate manner. Some of the current teachers are even hesitant about technology. In addition, during the COVID epidemic, teacher professionalism is required, particularly when sending materials remotely. The prohibition on face-to-face

meetings forced teachers to devise methods for ensuring the proper dissemination of materials.

The shift from traditional (offline) to online-based (cyber) learning models cannot be used to justify lowering the quality of education in Indonesia. To attain educational goals, instructors must master at least four (four) important success factors: (1) personality competence, (2) social competence, (3) pedagogical competence, and (4) professional competence (Hafizatul, 2020). Teachers can make a variety of efforts to maintain the quality of education in Indonesia throughout the pandemic, including developing unique and creative teaching materials.

English lessons are the most significant component of lessons since they are always tied to the globe. On a global scale, most learning media employ English. We commonly require samples of video slides that blend visuals, sound, and writing in a single application, such as those given by the Kinemaster application, to generate engaging learning movies. The usage of learning materials in the form of videos created in this manner can increase students' interest and motivation to learn during online learning (Wuryanti & Kartowagiran, 2016).

During the pandemic, most Indonesian educational institutions relied mainly on video tutorials as their primary source of instructional materials. Learning videos offered by individual teachers are the most crucial component of online learning activities. Video-based instruction captures students' attention more effectively. The use of learning videos is frequently related to the adoption of a Learning Management System (LMS). Learning Management System (LMS) is software or data-based software that includes administration, documents, teaching materials or equipment, and activity reports (Chu et al., 2010).

When teaching and learning activities take place both offline and online (Marjuni & Harun, 2019), media is required to communicate information or teaching materials so that students can easily comprehend them and enjoy the learning model because it is enjoyable and fascinating. To address these objectives, teachers must be able to adapt to developments in science and technology that continue to evolve in parallel with human knowledge gains (Smaldino et al., 2012).

If teachers are unable to keep up with technological advances, they will be left behind and may be abandoned by scientific progress, proving what Muhammad Iqbal said decades ago: "Silence means death, walking means progress; whoever remains in place will undoubtedly be crushed by this era." Learning media can also be utilized to clarify concepts

that are difficult to convey verbally (Supiyarto et al., 2015). Learning media can integrate a variety of digital components, including photos, videos, animations, and even music.

Learning media refers to all instruments, both material and non-material, that can be utilized as mediators between teachers and students to help them understand a lesson (Swandi et al., 2015). In the learning process, media serves as a tool. However, learning media cannot fully replace the role of teachers. The availability of teaching materials attempts to help students grasp the subject matter taught, both inside and outside of the classroom. Learning media can be used to clarify messages, as well as as a solution for restricted space, time, senses, and energy to create enthusiasm for learning, to create environments that allow youngsters to learn autonomously, to motivate all kids (Rudi Susilana - Learning Media, Nature...Pdf, n.d.).

When we run out of words, the learning material that we produce will be one of the options. An entertaining learning movie can assist students understand the problem (Abdullah et al., 2014). This appears to imply that every instructor must be creative, original, and discerning when selecting and distributing learning materials, including instructional films. In developing learning materials, it is good to synergize learning components that complement each other such as video, audio, games or simulations into one comprehensive learning media that we will make (Suki & Suki, 2007).

Learning videos are a form of learning media. A video or film (live image) is a collection of fast scrolling images that appear to be genuine (Rudi Susilana - Learning Media, The Nature...Pdf, n.d.). "In addition to a series of moving images, a video that is integrated with sound will form its own track". (Rusman, 2012, p. 1). In addition to guiding students' understanding to learning objectives, learning films must include learning messages in order to achieve the appropriate learning orientation.

Some of the advantages of video learning material are:

- 1) students will receive the same material,
- 2) make it easier to teach the material,
- 3) be a solution when space and time are limited,
- 4) can be repeated according to student needs, and
- 5) leave a lasting effect on students (Rusman, 2022)

When creating learning videos, we must do more than just create a compelling tale. According to Ismaniati (2012), the indicators that must be met while creating learning videos are: 1) Have clearly defined learning objectives; 2) Have distinct subject matter as learning material for students organized by existing sub-chapters; 3) Multiply illustrations (motion

pictures) to make the material presentation more attractive; and 4). Use a clear voice that is easily heard.

Making movies for learning materials requires the following steps: 1) Identify the primary issues in the provided topic, 2) Have a clear image of what the video will do. 3) Create a brief summary of the video flow. 4) Create a storyboard. 5) Draft a production script (Kurniawan et al., 2018).

RESEARCH METHOD

This research employs a descriptive quantitative method. Asep Saepul Hamdi and E. Bahruddin (2014) focused on objective phenomena and analyzed them objectively. Descriptive approaches in quantitative research are frequently employed to describe a situation. This research method does not manipulate or alter existing independent variables; instead, it describes a condition exactly as it is. The data for this study were gathered via a questionnaire. The research process is organized into three stages: 1) observation, 2) action, and 3) responding.

First, the researchers chose and identified their research subjects. During this stage, the researcher chose teachers and students as research subjects. Second, the research's primary phase. Based on the results of the initial observation, the researcher provided instruction on how to utilize the Kinemaster application as well as how to create learning movies. In the last phase, research efforts are primarily focused on feedback linked to what was taught during the training on creating kinemaster application-based learning videos.

RESULT AND DISCUSSION

Kinemaster application training in making English learning videos was conducted in 1 semester of lessons with an assessment at the end of the semester. The research design used was descriptive quantitative. The research subjects were obtained from all PGMI UMRI Semester VI students and several MI / PGSD teachers in the Muhammadiyah Pekanbaru disdakmen area.

a. Understanding of creating learning videos

According to the questionnaire results on instructors' understanding of generating learning films, almost 70% of respondents said they were unfamiliar with the kinemaster application and did not understand how to use it to create videos. While 30% stated they knew how to create videos. Basically, this finding demonstrates a significant difference.

We can quickly inject learning messages into learning films by presenting a variety of animations, sounds, and graphics that students will enjoy. The use of animated learning media tries to make difficult subjects easier for students to understand while also making abstract notions more real. It is not uncommon to employ animated videos on learning material to increase student learning results (Arsyad and Sujaini, 2004). The findings of this type of research can be utilized to support the need for creating learning materials with a high level of animation in order for difficult material to be grasped (Suryani, 2015).

Either concepts, principles, or extra information regarding a topic. The use of animations and practical examples can tremendously aid in the comprehension of some abstract topics covered in English lessons. Furthermore, the usage of animation helps lessen misconceptions induced by misperceptions in students' thinking (Dalacosta et al. 2009).

b. Knowledge of Kinemaster application.

According to the study results, 76% of respondents were familiar with the Kinemaster application. Based on the results of this questionnaire, it appears that the kinemaster application is familiar. However, not everyone is able to use it.

Even with this Kinemaster application, teachers may simply convert data in the form of images, recordings, and audio into a comprehensive video. The generated video can then be published on several free platforms, including YouTube. Students can also play it offline by downloading it.

c. Understanding how to use the Kinemaster application.

Data from multiple instructor and student responders revealed that approximately 70% did not grasp how to utilize the kinemaster application, while 30% stated they could.

When teachers and students use the KineMaster app, they may upload numerous photos, videos, and audios related to the topic to create learning video materials. As long as they are familiar with the Kinemaster program, they can make a variety of entertaining learning movies.

Kinemaster is a simple video editing application. Despite its simplicity, the options it offers are rather extensive. The buttons and controls are structured in a way that makes them straightforward to operate. The kinemaster software has three primary panels: the screen panel on the left, the function button panel on the bottom, and the timeline panel, which displays the duration of the video.

d. Obstacles to operating a kinemaster

After reviewing various journal references about obstacles to using KineMaster for beginners, such as design and layout, specs, and training material development, the researcher then poured it into the questionnaire for this research. The survey results showed that 50% of respondents said they had difficulty using the KineMaster application because they were less agile in using cellphone media, especially without the assistance of mouse, as if it were carried out using a computer. The findings of this questionnaire suggest that the majority of respondents require assistance in utilizing the KineMaster program.

The second issue is the design and layout of instructional materials. As many as 60% of respondents said it was difficult to develop the arrangement of educational videos. This condition requires respondents (students and teachers) to seek advice and information on how to design the layout of learning videos when learning to use the Kinemaster application, so that the learning videos they create can capture students' attention and interest in watching them through to completion.

The third challenge the researchers faced was that the respondents' cell phone specifications did not enable this application. Although just 20% of the participants' cell phones were not supported, they struggled to create student-friendly instructional films. Suki & Suki, 2007. The author discovered the final obstacle, which is the respondents' talent and artistic spirit in generating the material contained in the instructional video. Up to 80% of respondents reported difficulty producing or assembling the material for the learning video.

e. The value of the Kinemaster tool for creating learning videos

According to the questionnaire results, 85% of respondents believe that the KineMaster application is highly beneficial and helps pupils grasp learning videos. Furthermore, using KineMaster application-based learning films in the learning and teaching process can greatly increase students' interest and motivation to learn, especially if they are full of imagination, invention, and creativity. Positive feedback from teachers and students when using learning videos indicates that students find learning more enjoyable because they do not have to read a lot of text.

CONCLUSION

Using the Kinemaster program as one of the learning resources, which is focused on engaging learning videos, might enhance students' motivation to learn. The findings of the study on the use of the Kinemaster program to make learning movies reveal that:1)

70% of respondents said they didn't know how to create effective learning films. 2) Almost all respondents, approximately 76%, stated that they were familiar with the KineMaster application but did not fully understand how to utilize it. 3) 70% of respondents stated that they did not understand how to use the Kinemaster app to generate learning films. 4) Of the many challenges in creating learning videos, 60% of respondents said it is tough to create learning materials that would be included in the films. 5) 85% of teachers and students agreed that using the Kinemaster application as one of the video-based learning media is more fun and focused because it can be played by the smartphone user himself, as well as because it is self-contained and portable.

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