

Utilisation of Kinemaster Application as Thematic Learning Media Development in Elementary School

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ABSTRACT

Background. Thematic learning at Al-Bina 01 Koto Baru IT Elementary School during the co-19 pandemic has decreased in terms of quality and in the learning process. After research, this happened because of the lack of effectiveness of the learning process and the teacher's lack of optimization in conveying information related to learning material.

Purpose. The purpose of this research is to create learning media for students so that teachers are easy to teach lessons and lessons become more interesting so that students are more enthusiastic in learning.

Method. The method applied in this research is based on the use of descriptive research methods. By using data analysis on the comparison of student grades carried out through collecting samples of thematic learning scores of a group of students at Al-Bina 01 Koto Baru Integrated Islamic Elementary School during face-to-face learning before the covid-19 pandemic and online learning after the covid-19 pandemic took place.

Results. The results of this study After the operation of this thematic learning video media to students, the survey proved that with the learning media video, the quality of student learning outcomes at Al-Bina 01 Koto Baru IT Elementary School has increased.

Conclusion. Based on the research and explanations above, it can be concluded that the positive and negative impacts of the covid-19 pandemic are very influential on the world of education. Especially the impact on the quality of education in Indonesia which occurs due to the forced change in the learning system from face-to-face to online learning throughout Indonesia.

KEYWORDS

Kinemaster Application, Media, Thematic Learning

INTRODUCTION

The impact of the Covid-19 pandemic has had a profound effect on all sectors of human life around the world, one of which is the education sector in Indonesia. Various kinds of impacts are caused, especially in the world of education, the impacts caused are positive and negative impacts. Negative impacts such as the forced shift of the education system from face-to-face to online learning. And this triggers a lack of learning effectiveness in the world of education. Then the only positive impact of the co-19 pandemic on the world of education

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is the transformation in the implementation of the learning system in various lines of activity, including the creation of learning media.

Learning media is everything that teachers can use in conveying learning materials and can stimulate students' thoughts, feelings, interests, and attention (Guo dkk., 2019). Learning media is also a unity that is not easily separated from the world of education, because with the help of learning media, information related to learning material can be conveyed optimally and can also be received optimally by students. In making learning media, teacher creativity is very much demanded, what teachers need to do is find ways to make learning understandable to students with the help of learning media, which of course also has to be innovative and educational (Echevarría dkk., 2019). Learning media does not have to be expensive and good, the most important thing here is the meaning and usefulness of the media in supporting the world of education, especially in the learning process (J. Kim, 2021).

Government policy towards education during covid-19 made all learning models in all education sectors based on online or distance learning (PJJ) and make learning media transformation happen (Tang dkk., 2021). In other words, learning media must also be made online or based on digital technology. In this case, teachers are required to be able to present learning as well as possible by using efficient and effective methods and creative tools to achieve learning objectives. As also applied at Al-Bina 01 Koto Baru IT Elementary School to online learning, and various problems occur in the teaching and learning process. Especially in the thematic learning process of Madrasah Ibtidaiyah / Elementary School (E. Kim dkk., 2019).

The process in thematic lessons is an integrated learning process concept that links various subjects to a particular theme so as to provide meaningful and enjoyable experiences for students (Zhu dkk., 2020). In other words, thematic learning prioritizes the involvement and activeness of students in the learning process carried out. Therefore, students get direct experience or real implementation of learning. Supporting thematic learning is also very necessary in this case, with the aim that students' understanding and knowledge can be maximized. The role of teachers in developing learning media must also be maximized in this case (Farhan dkk., 2019).

In the era of globalization 5.0, we cannot deny that life is closely related to information technology (Ulucak dkk., 2020). Focusing on online learning, in the era of globalization that we feel at this time there are many online learning media applications. However, not only there, making online learning media videos is also an alternative for teachers (Jain dkk., 2021). Because video is an electronic media that can combine audio and image technology to create a dynamic and interesting impression for students (Maloy dkk., 2019). That way, we can still realise an active, innovative, creative, effective and fun learning process (PAIKEM) (Chan dkk., 2019). Then video learning media also helps facilitate students in obtaining information and interpreting the subject matter delivered by the teacher (Rahma dkk., 2021).

The form of learning media videos that can be reflected by teachers, for example, is in the form of videos that include supporting music, face-to-face teacher videos, explanations and interesting material animations (Meyer dkk., 2019). Regarding thematic learning media, of course, teachers are more required to make learning videos that are more creative, innovative and efficient (Oyebode dkk., 2020). Therefore, learning media videos cannot be created just like that. However, a supporting application is needed to process and edit the video (Dos Santos dkk., 2019). The kinemaster application is one of them, which is a supporting application in processing and editing these learning videos. The use of kinemaster application is an effective alternative that can be used by teachers in making creative learning media videos (Salehudin dkk., 2021).

The kinemaster application is a software application used in processing and editing videos and photos with complete features (Imran dkk., 2021). The app was released on 26 December 2013 for the first time. It is called the best video editing application because of its complete features such as support for all media including audio, video, text, effects, and various tools that can produce high-quality videos (Sarugaku dkk., 2019). In addition, the kinemaster application is also an easy-to-use application. Therefore, the use of kinemaster application in making learning videos is very comprehensive.

Judging from the various problems that occur in the process of supporting online learning at Al-Bina 01 Koto Baru Integrated Islamic Primary School, one of them is the process of making effective and fun learning videos. Given the known decline in the quality of learning, interest and attention of students of AL-Bina 01 Koto Baru Integrated Islamic Elementary School to this online-based learning. Therefore, teachers are alert to find ways to make learning goals well achieved. And one of the ways or alternatives that teachers find is the existence of professional and easy-to-use video processing and editing applications. So, the purpose of this investigation is to understand the effect of the usefulness of the kinemaster application as a supporting application in making learning media videos, especially in thematic learning (Elghaish dkk., 2022).

RESEARCH METHODOLOGY

The method applied in this research is based on the use of descriptive research methods (Guillén-Gámez dkk., 2021; Mihalache, 2019). By using data analysis on the comparison of student grades carried out through collecting samples of thematic learning scores of a group of students at Al-Bina 01 Koto Baru Integrated Islamic Elementary School during face-to-face learning before the covid-19 pandemic and online learning after the covid-19 pandemic took place. Then we connect the comparison results with the learning system and media applied by educators in the learning process carried out (Sapp dkk., 2019). The goal is that we know the impact of the online learning process during the pandemic and the face-to-face learning process before the pandemic. As well as to find out the effect of the kinemaster application in making learning media. Which is presented in a bar chart.

RESULT AND DISCUSSION

Thematic learning is a learning approach with the concept of linking several subjects from several learning materials in one unit that is packaged in a form. Thematic learning prioritises students' activeness in the teaching and learning process. Then than that, students get direct experience or real implementation of learning (Dewantara, 2020). Both individuals and groups are required to actively explore and discover concepts or information and scientific principles holistically, meaningfully and authentically. This learning is also a subject pattern that integrates learning attitudes by using themes, knowledge, skills, skills and values (Blanco Cano & García-Martín, 2021).

According to Thematic learning is a form of integrated learning, which supports student participation in learning, actively involves students in the learning process and creates an atmosphere of problem solving according to student needs, thematic learning allows students to learn and play with a high level of creativity (Syamsuddin dkk., 2021). In line with what was said Thematic integrative learning is integrative learning with one theme which in the learning process is associated with the actualisation of daily life and the world of students, thus creating active learning for students. In thematic learning, teacher creativity is required in choosing and developing learning themes (Li dkk., 2023).

The implementation of thematic learning can be done in 2 (two) ways, namely: first, at each meeting material from various subjects is provided; second, only mono subjects are presented at each meeting held. Judging from the meaning, in this second way, the theme is as a unifier in binding its integration. In this connection, it means that in presenting one learning material, one theme can strengthen other learning materials (Hudon dkk., 2022). Thematic learning always strengthens concept understanding because of the synergy of understanding between concepts grouped on topics. Therefore, thematic learning is called integrated learning and integrative learning.

Some characteristics of thematic learning are: a) Thematic learning provides realistic knowledge and a meaningful learning process in encouraging children's development and needs, b) The selection of suitable activities in the thematic learning process is measured from the interests and needs of students, c) Long-lasting achievement results due to a memorable, meaningful and fun learning process, d) Assist students in developing creativity and learning skills, e) Presents a realistic learning process by linking problems that exist in the student's environment, so that students are able to understand learning quickly, f) Assist students in developing social skills, such as co-operation, tolerance, interacting and being critical of other people's ideas.

According to Thematic learning has 6 (six) characteristics, namely: first, the centre or focal point of thematic learning is students; second, thematic learning supplies realistic and meaningful experiences to students; third, it unites several learning materials and media in one theme without being seen that it is different materials and subjects; fourth, thematic learning presents concepts from various subjects in a learning process; fifth, thematic learning is flexible and; sixth, thematic learning is very concerned about the suitability of learning development results from the interests, talents and needs of students who are educated (Hamel dkk., 2021).

The benefits of thematic learning that uses themes are as follows: a) Reducing overlapping learning materials due to savings in integrating basic competencies, indicators, and subject content, b) With learning materials or content that acts not as an end goal, but as a suggestion or tool, this creates students who are able to observe meaningful relationships. With themes the learning process and materials are not fragmented, thus realising whole and integrated learning, c) Improved mastery of learning concepts in inter-subject integration.

Then the principles used in thematic learning are 4 (four), namely: first, the principle of theme exploration; second, the principle of learning management; third, the principle of evaluation and fourth, the principle of action-reaction (Zhang dkk., 2019). Each will be described as follows:

Theme exploration principle

The principle of theme exploration is the main point or main principle in thematic learning. That is, the main focus in thematic learning is how the subject matter of each subject is interrelated and overlapping. There are several things that must be fulfilled in theme exploration: a) The subject matter chosen should be small-scale but can be used easily to bring together different subjects, b) Significant subject matter, meaning that the theme chosen for research should be one that can equip students for further learning, c) The chosen theme should be synchronised in improving the psychology of child development, d) The subject matter developed should occupy most of the students' talents and interests, e) Considering authentic events that occur in choosing themes during the learning period, f) Considering the prevailing curriculum and the relevance of society in the selection of themes, g) Considering the availability of learning resources in selecting themes.

Learning management principles

Learning process management can be optimised when teachers can adapt to all processes. This means that teachers can position themselves as moderators and mediators in the learning process: a) The educator should not be the sole actor who dominates the conversation in the learning process, b) Assignment of individual and group responsibilities should be clear for any task that requires group collaboration, c) Teachers should consider ideas that are sometimes completely unthinkable in planning.

Principles of Evaluation

Evaluation is basically the centre of all activities. Some positive ways that can be implemented in the thematic learning process are: a) Offers students more opportunities for self-assessment alongside other forms of assessment, b) Teachers should ask students to test their learning outcomes against benchmarks to achieve their intended goals.

Action-Reaction Principle

In all cases, the teacher must act on the act of education and not focus on a narrow aspect, but on a unified and meaningful whole. Topic learning makes this possible and teachers need to find tips to bring out what has been achieved(Beijaard, 2019).

After we see some explanation, it is concluded that the teaching and learning process in which there are various subjects from various learning process materials that are integrated in the form of one subject matter to promote meaningful experiences for students is called thematic learning. Then in the learning process, students are more required to be active and with a learning process that relates to everyday life and the world of students(Forcael dkk., 2022). Therefore, the right learning media becomes a reference in the thematic learning process. Teacher creativity in developing students' skills and knowledge is also prioritised in this case(Fischer, 2020). The use of appropriate learning media in thematic learning is a benchmark for the creativity of the teacher himself(Chao dkk., 2020).

Learning media are tools that support the implementation of the teaching and learning process, ranging from books to the use of electronic devices in the classroom(Nakajima & Goode, 2020). The meaning of media itself is a tool used to convey information from one party to another. The tools used in learning media can be in the form of graphic, visual, electronic, and audio tools that are used to facilitate the information conveyed to students. Real learning conditions can be created with learning media(M. Wang dkk., 2022). Through the use of learning media, abstract messages can be converted into concrete messages(Hermansson dkk., 2022). Learning media can improve the learning process and results depending on the mindset of students. This happens because the stage of thought development, from concrete to abstract, is followed by the stage of human thought.

The role of learning media is very important in the success of the teaching and learning process. The role of learning media is mainly to provide material to students(Clarke & Unsworth, 2020). This shows that the level of quality and learning outcomes is also influenced by the quality of the learning media used. To obtain quality learning media and have a relevant influence on the teaching and learning process, it is necessary to select good and appropriate learning media and plan its application(Maloy dkk., 2019). With the right selection of learning media, the learning media can be used effectively and not in vain. The following is a description of several learning media selection criteria that we make a benchmark, namely:

The learning media used must be relevant and significant with regard to the objectives to be achieved

Every learning that is carried out has certain goals and objectives. Therefore, with the use of media in order to support the achievement of the objectives of the learning itself. It

takes media that can support the learning process towards the goals it will achieve. Therefore, overlapping or other interests that can affect the achievement of goals will not occur.

The selection of learning media must be able to encourage learning towards the goals achieved. So, there is a continuity of relationship between the media and learning objectives. If this is difficult to do, of course the media cannot be used as a learning tool. Then what can be done is the need to find another type of media that is more suitable.

Consider the properties of the media to be used in the context of the learning process

In using learning media, it must fulfil the relevant requirements. Because if it is not related, surely learning does not go well and is full of obstacles. Therefore, the first stage that we need to do, we need to pay close attention to the use and form of media in the learning process. Of course, a mismatch of features can trigger a mismatch with the learning process itself.

The selected learning media can accommodate the learning material

The media used in the learning process can support learning materials. To design aids in the learning process should match the existing requirements, hence the need for support in learning materials. If these elements are not met, it would be better if the learning media is not used. Because if it is still operated, of course, the results will be disappointing and not as expected.

The ease with which we can obtain the media

In addition to the above criteria, it is very important to pay attention to how easy it is to get the media. Because the risk of damaging learning media can always arise. Therefore, it is absolutely necessary to find a new media replacement. That is why it is very important to keep in mind how easy it is to get the media. Obviously, it is easier to get replacement media when it is damaged and needs to be replaced.

The selected learning media should be easily accessible

Fulfilment of criteria such as accessibility as a support in achieving learning objectives is also very much needed. This is important because of the realistic link to the skills and experience of the user. If the media is difficult for users to use, then the media cannot be used.

Indeed, this is a new problem that arises before the old problem is solved. Difficult access can prevent users from using existing media properly. Media should support the learning that is being done. In fact, it can even hinder the optimisation of the learning process because users cannot access or use it. This is automatically redundant and useless as the user should benefit from it, in reality the opposite is true.

The learning media used does not waste time

Selection of effective and efficient learning media as a tool in the learning process. Here, it does not take a long time to prepare the media to be used. Because various learning media are time-consuming and in fact it can hinder the learning process carried out because the preparation takes a long time. This is certainly detrimental to the learning process itself, because time that can be used directly for learning is actually used in the preparation of time-consuming media.

Learning media should be consistent with the way students think

It should be emphasised that learning media should be consistent with the way students think about learning communication. This ability can arouse students' interest to like and enjoy the learning process, and vice versa.

On the other hand, media can certainly divert students' way of thinking so that they are more interested in the learning process. If not, of course learning media cannot be used. Because learning media cannot fulfil the criteria as effective learning media.

The learning media chosen should be relevant to the atmosphere and environmental conditions

The use of learning media in the learning process should pay attention to the situation and atmosphere. For example, we are in a place where there is no electricity, therefore the use of media that requires electricity cannot be used. Or vice versa, in rural schools, which of course do not have technical knowledge, sophisticated facilities cannot be used. For the proper use of learning media, its use must be adjusted to the conditions and situations of ongoing learning.

Taking into account the relevance of the teacher's ability and the effectiveness of the media in using the selected learning media

Relevance to the teacher's ability means, how the learning media can later be used and applied by the teacher optimally. Because, no matter how good and sophisticated the learning media is made, if the teacher has difficulty in using it. Then, the learning media is not optimal and optimal in its use. Paying attention to the effectiveness of learning media is also important. Because, just like what was explained earlier, if the learning media is ineffective and wastes time. Then, the learning media cannot be said to be the right learning media because it is not optimal and optimal in using the learning media.

Besides learning media, a learning process also requires a model or strategy used by the teacher in delivering learning materials. Unlike the term learning method or strategy, a learning model is a specific application framework of a method, approach, and learning technique (Lauriola dkk., 2022). The learning model is a framework that provides a systematic description of how to carry out learning to help students learn to achieve certain goals (Smith & Moore, 2020). That is, a learning model is a general description, but it still has a specific purpose. Of course, learning methods also include aids in the learning process and maximising the use of learning media.

According to There are 3 (learning models), namely :

Concept Attainment Model

In this model, the emphasis is on understanding the nature of concepts, concept construction strategies, and specific reasoning concepts in communication. The nature of the concept is the main thing that students must understand before learning concept construction strategies in teaching materials. The ability of students to understand the essence of concepts followed by learning strategies to form curriculum concepts allows students to easily convey teaching materials through teachers, either through activity sheets or through the use of other means. In addition, teaching materials that students understand can be taught by mastering the concept of logical thinking.

Picture Word Inductive Model

The lessons of this model for students are language proficiency, reading skills, and conceptualisation in reading and writing. Language proficiency is something that greatly helps students understand, own, and master teaching materials. Reading and writing skills are two interrelated skills that help in forming concepts from teaching materials. The application of this model will encourage students to express themselves through reading and writing, in addition to fostering a reading culture for students.

Research or Observation Training Model

Students are expected to master observation strategies and have a creative spirit in research. Observation strategies and enthusiasm for research can encourage students to

continue exploring their ideas and become accustomed to learning in their own way. Their skills will be easier to develop and sensitivity to the problems around them will always encourage them to find solutions. The application of this model has the advantage that students have scientific process skills, learning independence and tolerance for uncertainty (Loey dkk., 2021).

Judging from the current situation of the world of education, the change in the learning system from face-to-face to online-based learning (Pal & Vanijja, 2020). Making teachers more extra in carrying out their responsibilities as an educator. Where almost all lines of activity in the world of education are carried out through virtual interaction (Cabero-Almenara & Palacios-Rodríguez, 2021). The creation of innovative learning media is also a benchmark in this case. Therefore, the influence of learning media used is certainly a measure in online-based learning. And learning media innovation is very necessary in this case. Then what we will review is how much influence the online learning system has on the quality of student learning outcomes (Baber, 2020).

In addition, the application of the right learning model is also a benchmark in the optimal learning process. If the learning model used is in sync with the learning media, then an effective and efficient learning process will be realised (Hassan dkk., 2020). Students can optimally utilise their potential through the learning models that teachers have developed with the integration of learning media (Abbas dkk., 2019). The learning models developed are mainly based on differences in various student characteristics. Since students have different personality traits, habits and learning modalities that vary from one individual to another, teachers' teaching models should not be limited to a particular model, but should vary (Mailizar dkk., 2021).

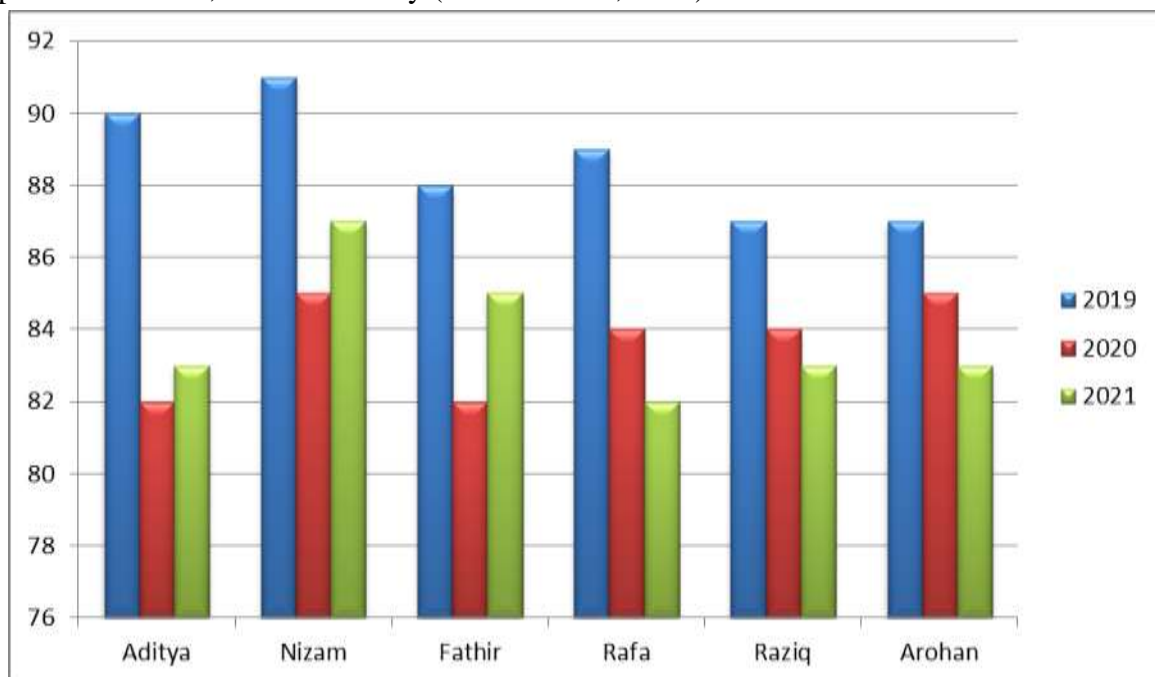


Figure 1. Bar chart of Thematic Learning score of 5th grade students at Al-Bina 01 Integrated Islamic Primary School Koto Baru in recent years

From the bar chart above, we can conclude that the value of thematic learning in class 5 of Al-Bina 01 Koto Baru Integrated Islamic Primary School has decreased in 2020, namely at the beginning of the pandemic. This happened because at the time of the implementation of new online learning, it caused difficulties for students, teachers and parents in the learning process (Howitz dkk., 2020). Moreover, this situation makes it very difficult for students to understand learning material. Judging again from the 2021 curve, which has dominantly increased, and getting survey

results, namely the teachers of Al-Bina 01 Koto Baru Integrated Islamic Elementary School have made innovations in thematic learning. The innovation made is innovation in learning media by making video media through supporting applications in video editing, namely the kinemaster application.

Kinemaster application is a software application used in processing and editing videos and photos with complete features. This application was released on 26 December 2013 for the first time. It is called the best video editing application because of its complete features such as support for all media including audio, video, text, effects, and various tools that can produce high-quality videos (Z. Wang, 2021). In addition, the kinemaster application is also an easy-to-use application. Therefore, the use of kinemaster application in making learning videos is very comprehensive.

The utilisation of the kinemaster application as a support for making thematic learning media videos is considered effective, creative and innovative for teachers (Sensors, 2023). This is because the kinemaster application has many advantages and complete video editing features. Such as animations that are attractive to students with a variety of colours, so as to attract students in watching or viewing videos presented by the teacher. Then the kinemaster application also produces high quality videos. As well as the ease of using or uploading videos that have been made to social media platforms, such as the support of YouTube, Whatsapp, Facebook, Google and so on. If we relate it to an instantaneous life, then our life is close to technology as it is now. The use of the YouTube application as a learning media video upload platform is very good because where we see students are now very interested in using social media, especially YouTube.



Figure 2. An overview of the use of kinemaster application for learning media videos

Kinemaster application is one of the best applications in video editing, because in addition to being easy to operate, it also has various animations and features. In its use as a supporting application for editing learning media videos, the kinemaster application also supports kinemaster pro. This means that there are paid features that are better and perfect for editing videos or photos. No need to worry, the features of the regular kinemaster app are not far behind kinemaster pro. So, that way we can still use and use regular kinemaster to make interesting and fun learning media videos. With the kinemaster application, teachers are easier and more effective in making learning media.

The kinemaster application has advantages and disadvantages, but that does not mean that the kinemaster application is not the best application in video editing. In every advantage there must be disadvantages, every time we talk about advantages it is not afdhol if we don't talk about

disadvantages. The advantages of the kinemaster application are: first, easy to use and obtain; second, existing assets with complete features; third, easy to operate and use; fourth, the resulting video is of high quality; and fifth, there are video layer features and layers such as greenscreen. The shortcomings of the kinemaster application that I find annoying are: first, the editor screen or work screen is small; second, there is an ad display for kinemaster free; and third, there is a watermark for kinemaster free.

The ways to use this kinemaster application are first, download and install the kinemaster application in the playstore or appstore; second, open the kinemaster application; Third, select the media browser on the menu; Fourth, search and open the file to be edited; fifth use and enjoy the features in kinemaster, such as adding text, audio, animation and so on. For how to use the kinemaster application is actually quite easy, because of the advancement of existing technology, at this time tutorials, both the use of applications and information, are very easy to find in existing information technology. As we can search on google applications, YouTube, mozilla firefox, and so on.

So, the utilisation of kinemaster applications in the world of education is currently very large. One of them is in making thematic learning media videos. With the kinemaster application, it makes it easier for teachers in the online learning process. Besides that, it can also improve quality, attract students' attention and interest in online learning. Moreover, it also increases students' understanding in thematic learning with the real application of the learning material instructed by the teacher in the learning video. With so much hope for the nation and state in the world of education during this pandemic, education in Indonesia should be more progressive and grow, especially in the development of science and technology (IPTEK).

CONCLUSION

Based on the research and explanations above, it can be concluded that the positive and negative impacts of the covid-19 pandemic are very influential on the world of education. Especially the impact on the quality of education in Indonesia which occurs due to the forced change in the learning system from face-to-face to online learning throughout Indonesia. That way, various problems with the teaching and learning process occur. Especially in thematic learning, where teachers are required to be creative, innovative, effective and efficient in developing learning media. One of the problems that occurs during this online learning is the difficulty of teachers in maximising learning objectives. The discovery of new alternatives and innovations in making learning media videos is the existence of a video-making support application called kinemaster. With so much hope for the nation and state in the world of education during this pandemic, education in Indonesia should be more progressive and grow, especially in the development of science and technology (IPTEK).

The use of the right learning model also supports the teacher's optimisation in delivering material through the learning media that has been made. If the learning model used is in sync with the learning media, then an effective and efficient learning process will be realised. Students can optimally optimise their potential through learning models that teachers have developed with the integration of learning media. The learning models developed are mainly based on differences in various student characteristics. Since students have different personality traits, habits and learning modalities that vary from one individual to another, teachers' teaching models should not be limited to a particular model, but should vary.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

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