




# Practicality of Using Kinemaster-Based Learning Videos in Islamic Education Lessons

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**Abstract.** This study aims to determine the validity and practicality of kinemaster-based learning videos. This research method is research and development (R&D) using the 4D model with four stages, namely: (1) Define, (2) Design, (3) Develop, (4) Disseminate. At the define stage, interviews were conducted with Islamic teachers, character analysis of students at Public Senior High School (SMAN) and analysis of learning media. At the design stage, the design and manufacture of learning video products is carried out using the kinemaster application. At the develop stage, the researcher validates the product developed and at the last stage, the distribution of the product developed gives results to the school. Based on the validity test, the results of the index 0.71 were obtained in the valid category, while the practicality carried out at SMAN 1 Sungai Tarab class XI with a total of 10 students obtained an index of 0.60 (using the aiken V formula) in the practical category. From the results of the validity and practicality tests, Islamic education (PAI) learning videos using the kinemaster application can be used in the learning process.

**Keywords:** Kinemaster, Learning Videos, Islamic Education

## 1 Introduction

The use of learning video media in learning Islamic religious education can help improve the quality of learning, make it easier for teachers to deliver teaching material, help students understand material concretely, attract attention, and in the end students are able to apply concepts already in existing lessons. Learning is also always required to keep up with the development of science and technology, in order to be able to present a class atmosphere that is in accordance with the needs of the times and in accordance with the character of the students. The development of science and technology has implications for each generation in various fields of knowledge, so that the generation in the 21st century will be educated according to the development of science and technology [1]. So that innovations such as teacher creativity in designing learning media such as learning videos are needed. Sukma, Indrawati, and Suriani explain the characteristics of low grade students, namely having a short concentration

range so they need support to be interested in what is learned [2][3]. Learning media such as videos can increase interest in learning [4].

However, based on the interviews that the author conducted at SMAN 1 Sungai Tarab to teachers in the PAI study area and to class XI students majoring in Social Sciences, information could be obtained in the learning process that the teacher only conveyed PAI learning material using the lecture method. From the students' responses stated that we did not understand and understood the teacher's delivery and tended to get bored in listening, especially in the material for implementing the procedures for organizing the corpse and we would prefer if in the lesson there were moving animated images or sound sounds that support the learning process video learning which is interesting. From the results of these interviews, the writer can conclude that the need for teacher innovation in making an interesting material that will be taught to students, one of which is in the form of learning videos so that in this learning process students can be interested in participating in learning, so that students can learn effectively and efficiently, if we do it by using other learning media students are interested because at this time students prefer to learn by video or by cellphone students are now keeping up with the times.

As time goes by and technology develops, the use of learning methods should also develop [5]. The needs analysis for the product being developed starts from a limited learning process during the pandemic. The learning process in schools is carried out boldly and attractively. This makes students feel bored so that student learning motivation is reduced. This research aims to describe the process of developing learning videos using the Kinemaster application, material for procedures for organizing corpses. The advantages that can be drawn from this are explanations of information messages and information to improve processes and learning outcomes, then it is expected later this product can expect students' attention to understand the process of organizing this corpse. It also provides a comfortable experience and the possibility of direct student-teacher integration. Based on the description above, the author is interested in developing learning videos through research with the title "development of kinemaster-based PAI learning videos at SMAN 1 Sungai Tarab. Learning videos designed using the kinemaster application and assisted by using the Zepeto application using moving animation. Based on the explanation above, this research aims to determine the validity and practicality of Kinemaster-based learning videos.

## 2 Methods

This type of research is development research or known as Research and Development (R&D). The model applied is the 4D model from Thiagarajan, namely define or definition, design or planning, development and disseminations[6]. However, due to time, manpower, and cost limitations, the researcher did not implement the dissemination stage. The Defining Stage (Define) is a needs analysis activity carried out through research and library research[7]. Needs analysis is a scientific activity that uses different methods of collecting data from different sources to find gaps between the real situation (ideal) and the real situation (reality). Gaps are seen as problems with solutions, and gaps are seen as needs. Resources for needs analysis are available to all stakeholders. Information is available from students, teachers, materials special-

ists, and media professionals[8]. The design stage contains activities to design a product that has been determined. The results of the definition product are useful for designing learning videos for Islamic religious education material about procedures for funeral prayers in class 11 at SMAN 1 Sungai Tarab. The development stage is the validity and practicality of the learning video.

### **3 Results and Discussion**

#### **3.1 Define Stage**

The use of video media in the learning process has a very good ability to increase student stimulus, makes it easier for students to understand the procedure for holding a corpse, how to bathe a corpse, how to shroud a corpse, pray and assemble a corpse by watching videos that can stimulate students to learn and hone skills. .

Based on the results of the analysis of class XI students at SMAN 1 Sungai Tarab, they got a good response from class XI students. Students preferred learning using video learning because using video media made it easier for students to understand learning material quickly because by using video media students more enthusiasm in learning because there are pictures and sound if lectures can make students get bored quickly, so using video media is even more effective. From the results of the media analysis carried out, the use of conventional media such as blackboards makes students bored while learning. This is evident when students are not focused during the learning process.

The results of the study also explain the advantages of learning videos, namely, being able to present elements of color, sound, movement and a process clearly. So that learning videos are able to attract students' attention and in the end can foster student learning motivation and can clarify the meaning of pursuit materials as well as with subject matter that is easy for these students to understand [1].

The video design developed is for material on procedures for organising corpses. The design stage is carried out with the aim of producing an interesting video. The procedure for organizing the corpse contains materials in accordance with the indicators that have been analyzed previously. The outline of making the media is prepared to identify the learning program that will be made through the identification process, so it determines several things that are in the video program such as the title, objectives, objectives and main material that will be presented by the researcher, the material that will be presented is material about grammar how to organize a corpse in this material students are required to be able to understand how to properly organize a corpse. Then design a storyboard or storyboard, namely a description of the program being developed. The storyboard contains visual and audio explanations for each plot in the flowchart so, the components contained in the storyboard are explanations of the visual video, display or visual video and audio descriptions used, along with the video storyboard of Islamic religious education learning about material procedures for violations bodies using the kinemaster application.

This planning stage is carried out after carrying out the definition stage. At this planning stage it is done using the kinemaster application which starts with making the identity of the product. Some of the identities listed in the outline of the media

program are class and semester subjects as well as the title of the material, according to research [9].

### 3.2 Development stage

At this stage, the 3rd stage of the 4D development model is the development stage. In this study, the product developed was in the form of a learning video of Islamic religious education using the KineMaster application which was validated by one IT lecturer, one learning evaluation lecturer and one Islamic religious education teacher. The video validation results can be seen in table 1.1 below:

**Table 1.** Average results of PAI learning video validation

No	Evaluation			S1	S2	S3	$\sum S$	V	Information
	I	II	III						
1-34	113	78	129	79	44	95	218	0.7124	Valid

From the results of the KineMaster-based PAI learning video validation sheet at SMAN 1 Sungai Tarab which was carried out with 3 validators, as shown in the table above, it can be seen that the average index is 0.71 based on these results, so the video that the researcher made can be categorized as valid. Next, the researcher conducted a trial to see the practicality of kinemaster-based PAI learning videos. the practical results of kinemaster-based learning videos can be seen in table 1.2 below:

**Table 2.** The average practicality of PAI learning videos

NO	Respondent															$\sum$	V	Inf					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15								
1-13	4	3	4	4	4	4	5	5	4	4	2	1	3	3	2	3	3	3	2	3	3	0.	Prac
	2	0	7	7	0	4	1	2	2	8	9	7	4	4	7	1	8	9	9	5	1	60	tical
																					3	2	

Practicality or trials on kinemaster-based PAI learning videos at SMAN 1 Sungai Tarab by obtaining an average index of 0.60% based on these results, the learning videos made by researchers can be categorized as practical. This is also in line with the research conducted by Rachmawati and Kurniawati explaining validation includes the extent to which the accuracy of carrying out its measurement function Validation refers to aspects of the accuracy and accuracy of measurement results. So if you do a test that is said to have high validation if the tool performs the right measuring function. The validation results obtained as a whole with an average value of 0.71 with a valid category [10].

### 3.3 Disseminate Stage

The last stage is the distribution of results. Due to time constraints, the results for the distribution of the products produced were distributed while conducting research which was distributed only to a few students as research samples. From several relevant studies and other journals that researchers read and found, this dissemination stage was abandoned due to research time limitations.

## 4 Conclusion

Based on the research results obtained from the analysis of the data that has been described, it can be concluded that the kinemaster-based PAI learning video at SMAN 1 Sungai Tarab was declared valid after conducting revisions based on validity tests where the average video product validation was obtained with a value of 0.71 with valid category, which was carried out by a validator with 3 validators, namely one IT expert lecturer and one evaluation lecturer as well as 1 PAI subject teacher with material on procedures for organizing class XI corpses at SMAN 1 Sungai Tarab. While the practicality test was carried out with 10 class XI students of SMAN 1 Sungai Tarab and obtained an index number of 0.60 in the practical category to use.

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