



The Implementation of Distance Learning in Making History Learning Videos Using Kinemaster Pro Application

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Abstract: Learning media development is carried out to optimize history learning in distance learning by making video-based history learning media. The application used is Kinemaster Pro to make it easier for teachers to edit history learning videos using *Smartphones*. This activity is aimed at obtaining an increase in teacher competence. Based on the assessment of historical material experts, it can be obtained data that there is an increase in the validation results from 3.83 in the Preliminary Field Testing to 4.22 in the Main Field Test. There is an increase again to 4.33 in the Operational Field Testing. Based on the assessment of the history learning media expert, it can be obtained data that there is an increase in the validation results from 4.27 in the Preliminary Field Testing to 4.31 in the Main Field Test. There is an increase again to 4.69 in the Operational Field Testing.

Keywords: Distance learning, history learning videos, *kinemaster pro*



Introduction

Based on the Circular of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 about Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19), then all forms of the learning process are carried out daring/remotely, as well as in history learning.

According to Munir (2009), distance learning applies a learning system that does not occur in a classroom, so there is no direct, face-to-face interaction between the teacher and the learner. With the development of information and communication technology, interactions between teachers and students can be done in real-time and non-real-time (unreal time). In this case, the author applies non-real-time (asynchronous) learning in this research.

Fatthurohman (2015) says that “there are several important components in learning, one of which is the media”. In the opinion of Hamalik (2009) regarding the media, the media can generate interest and attention of students so that learning becomes more effective. The history learning media that uses technology has a significant impact because it facilitates all work matters, including the history learning process (Fitri, 2020). As for how to use media in history learning is using the Kinemaster Pro application, which makes it easier for teachers to make history learning videos. It will undoubtedly provide convenience in teaching to students.

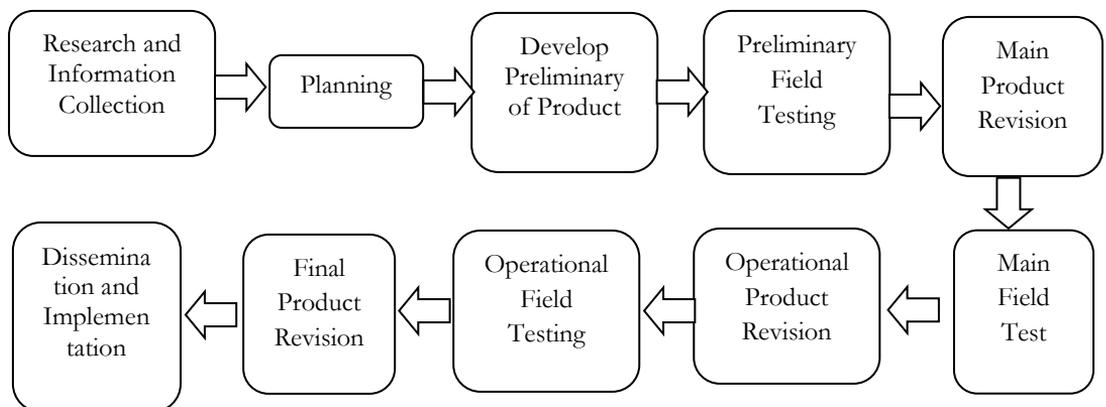
Kinemaster Pro application is one of the many video editors developing around the world. Various versions have also improved its features as a form of software development. Kinemaster Pro is relatively easy to operate via Smartphone, especially for beginners who are still new to using video editor applications. We can all download the application for free on various software provider sites like Google, MediaFire, Google Drive, etc.

Learning history using video-based learning media is expected to give birth to a generation of competent people following the demands of 21st-century human skills. In my opinion, the use of Kinemaster Pro is one of the alternative learning media innovations that can be used according to the spirit of the age and can also be used by anyone, including teachers and students, as a support in the process of learning history activities.

Methods and Research Design

Development Method. The development method contains a description of the model for developing history learning videos and the steps in developing history learning videos concerning the development model carried out by Borg & Gall (1983). The ten steps in the development are 1). Research and Information Collection; 2). Planning; 3). Develop Preliminary of Product; 4). Preliminary Field Testing; 5). Primary Product Revision; 6). Main Field Test; 7). Operational Product Revision; 8). Operational Field Testing; 9). Final Product Revision; and 10). Dissemination and Implementation.

Research Design



Findings and Discussion

Analysis of Need. Teachers need a more detailed explanation of the Kinemaster Pro Application and its features and training in making history learning videos using the Kinemaster Pro Application. This is to see if it is confirmed as the opinion of the teachers that making learning videos with Kinemaster Pro can improve teacher competence or vice versa. The videos will then be analyzed with the help of validators of historical material experts and history learning media experts by going through the stages of Preliminary Field Testing, Main Field Test, and Operational Field Testing. Of course, later, these teachers will be given the task of making good and correct work in a history learning video.

Training of History Learning Video Making for Teachers. The training has been carried out twice with the same material content, on August 18, 2021, at 10:00 to 13:00, and on September 3, 2021, at 10:00 to 12:30. The first training session



was held at SMAN 1 Cipanas with ten teachers because some participants could not attend the training; the second session was held at SMAN 3 Rangkasbitung with five teachers.

Meanwhile, the training began by providing material on the correlation between Distance Learning (known as Pembelajaran Jarak Jauh, abbreviated as PJJ), Kinemaster Pro Application, and History Learning Videos. Then proceed with the material on how to download and install the application, to the practice or modeling of 1 teacher to make a short video of about 1 minute. This was done to show that the participants could apply what they had learned in training, making history learning videos.

After the two pieces of training were completed, three teachers were selected randomly (random sampling) to make a history learning video on the subject of research in the Preliminary Field Testing. After the three research subjects produced a history learning video, the video was sent to the validator of historical material experts and history learning media experts for later evaluation. Likewise, with the Main Field Test of five teachers and the Operational Field Testing of seven teachers.

Preliminary Field Testing. The assessment of the historical material expert validator on the history learning video made by subject 1 is in the Very Good category, which is 87%. The validator's assessment of the history learning media expert is in the Very Good category, 92.8%. Subject 2 has a validator assessment of historical material experts in the Good category, which is 56%, and the assessment of the validator of history learning media experts in the Good category, which is 66.4%. Then for subject 3, the validator assessment of historical material experts is in the Very Good category, 87%. The validator assessment of the historical learning media expert is in the Very Good category, which is 96.8%.

The revisions of the results of the Preliminary Field Testing are as follows: 1). Planned learning, which is compiled in the form of lesson plans, will guide the learning process well; 2). Learning begins by conveying learning objectives so that students understand the various things that must be done both during the process and at the end of learning activities and make it easier for students to complete their tasks; 3). The learning videos of the two teachers, Mrs. Dini and Mrs. Nenden, are excellent, which shows the importance of planning in the learning process; 4). Videos made without a lesson plan, causing the direction



of learning to be unclear; 5). The teacher is still dominant in one direction learning, not interspersed with an interactive atmosphere with pauses, as if a dialogue with students; and 6). The video still has annoying sounds.

Main Field Test. The assessment of the historical material expert validator on the history learning video subjects 1 was in a Good category, that is 72%, and made the historical learning media expert validator, was in a Good category, that is 64%. Subject 2 assesses the historical material expert validator in the Very Good category, which is 86%. The historical learning media expert validator is in the Very Good category, which is 90.4%. Subject 3 assessed the historical material expert validator in the Very Good category, 98%, and the learning media expert validator in the Very Good category, 93.6%. Subject 4 assessments the historical material expert validator in the Good category, 71%, and the validator assessment of the history learning media expert in the Very Good category, 88%. Then subject 5 has an assessment of the historical material expert validator in the Very Good category, 95%. The historical learning media expert validator is in the Very Good category, which is 95.2%.

The revisions of the results of the Main Field Test are 1). RPP has been prepared according to the preparation steps; 2). Learning Objectives and indicators of achievement of different competencies; 3). Two teachers have prepared lesson plans, but the learning videos are not following the lesson plans; 4). Three teachers make learning videos according to the lesson plans; 5). One teacher, Pa Arief, whose video has no introduction and no closing; 6). The video learning of two teachers, Mrs. Fitria and Mrs. Ovi, is outstanding, which shows the importance of planning in the learning process; 7). Ibu Eem's video, students watch more movies, and there are no lighter questions; 8). There are two teachers, Mrs. Fitria and Mrs. Ovi, who deliver learning that looks interactive and uses contemporary language close to the students so that it is very contextual; 9). It is recommended that the learning video be made by a team of at least two people; 10). There are still videos that are incomplete and less varied (monotonous) so that they seem less interesting for students (audiences) to watch; 11). The duration of the video shows still found that there are videos that are too short in duration so that the depth of the material described in the video seems less in-depth; 12). In presenting the material in the video, there are two videos of the teacher when recording the sound; there are still noises around, thus disturbing the clarity of the sound in the video; 13). In presenting the material in the video, the teacher has not delivered it freely



and tends to be rigid in presenting the material. So, the expression that appears from the teacher is not fresh; 14). There is still one video between the material explained and the supporting photos/pictures that are not appropriate; for example, explaining the chronology of the images displayed are pictures of students studying in class and pictures of student motorbikes in the schoolyard; 15). The use of non-standard Indonesian often appears, for example, the word guys, and there are word errors in the pronunciation, for example, the purpose of learning (meaning Learning Objectives), chronic thinking (meaning chronological thinking), and other things that are a little disturbing in presentation; and 16). There are still presenters in the learning video who have not closed the learning activities or concluded the discussion.

Operational Field Testing. The assessment of the historical material expert validator on the history learning video made by subject 1 is in a Good category, that is 66%, and the assessment of the historical learning media expert validator is in the Very Good category, that is 89.6%. Subject 2 has a validator assessment of historical material experts in the Very Good category that is 88%. The assessment of the validator of history learning media experts is in the Very Good category, which is 90.4%. Subject 3 has a validator assessment of historical material experts in the Very Good category, 88%. The assessment of the validator of history learning media experts in the Very Good category is 96%. Subject 4 assessments the historical material expert validator in the Good category, which is 90%, and the validator assessment of the history learning media expert in the Very Good category, 96%. Subject 5 has an assessment of the historical material expert validator in the Very Good category, which is 90%, and the validator assessment of the historical learning media expert in the Very Good category, which is 88.8%. Subject 6 assessments the historical material expert validator in the Very Good category, 92%, and the validator assessment of the history learning media expert in the Very Good category, 97.6%. Then for subject 7, the assessment of the historical material expert validator is in the Very Good category, that is 93%, and the validator assessment of the historical learning media expert is in the Very Good category, that is 97.6%.

The revisions to the results of the Operational Field Testing are 1). In general, 6 (six) teachers have prepared lesson plans according to the criteria with a minimum of 3 components, introduction, core activity, and closing. a. There are KD / video titles, b. Greetings, c. Delivering learning objectives, d. Greet



students even though PJJ, e. Presenting conclusions, and f. One teacher (Bu Tati) conveys a message to comply with the health program; the other does not have a health program message related to covid 19; 2). One teacher (Pak Ari) uses someone else's lesson plan, so the video with the lesson plan does not match and differs in KD; 3). Learning videos are generally designed for one meeting; 4). Mastery of IT technology, in general, is very good; 5). The lighter question is sorely lacking; 6). In general, teachers do not convey plans; 7). Lesson plans and videos are not contextual, still textbooks, so they do not relate the material to the conditions around students; this will result in students remaining unfamiliar with their immediate environment; 8). The shape, font size, and color of the letters in the video are not maximized; 9). The intro in the video is not clear; there are even videos without an intro; 10). There are still videos without introductory music and music during the presentation of the material. There is a video with relatively large music, so it is a bit disturbing for the audience of the video; 11). There are still videos with less clear image quality, and the impression is that the video is black and white, and 12). In general, the teacher's voice is clear; only the quality of the teacher's voice needs to be improved.

The recommendation from expert validators are based on the notes mentioned above, namely: 1). After compiling the lesson plans, a learning video scenario is made by maximizing the school team/MGMP; at least one teacher helps; 2). The period of the preparation of the video is adjusted to the learning objectives; 3). Even though it is in the form of a video, the lighter questions are still important, so students know the direction of learning; 4). Videos add examples of pictures taken from the environment around students to make it more meaningful and contextual; and 5). At the end of the activity, there should be a message conveyed in the formation of students' character.

Dissemination and Implementation of History Learning Videos. The dissemination and implementation of research and development results were conducted on October 25, 2021, at SMAN 1 Cimarga. In this activity, 15 history learning videos were displayed that had gone through the stages of limited trials, extensive trials, and more comprehensive trials and had been uploaded to Youtube. This activity reports research and development results through scientific forums and/or through the mass media. After the dissemination activity was completed, the present teachers were given the task of filling out Google Forms made by researchers regarding the response to the

dissemination of history learning videos with Kinemaster Pro. The responses via Google Forms are the written reports that the researchers' research and development have gone through the dissemination stage.

The teachers gave various positive and negative responses to each history learning video to open additional information for researchers about the existing strengths and weaknesses. In general, the teachers responded that they were very enthusiastic about the dissemination activities and wanted to take the time to fill out Google Forms that the researchers had prepared. This response is a reference for the future in making better history learning videos.

Validation Results of Trial Stages

Table 1. Information of Expert Validation Score with Likert Scale

No.	Mean Score	Category
1.	$\geq 4.2 - 5$	Very Good
2.	$\geq 3.3 - 4.1$	Good
3.	$\geq 2.4 - 3.2$	Good Enough
4.	$\geq 1.5 - 2.3$	Not Enough
5.	≤ 1.4	Very Less

Table 2. The Result of the Validation of Historical Material Expert

No.	Information	Preliminary Field Testing	Main Field Test	Operational Field Testing
1.	Total Score	230	422	607
2.	Score Percentage	76.7%	84.4%	86.7%
3.	Mean Score	3.83	4.22	4.33
4.	Category	Good	Very Good	Very Good

Based on the material expert assessment table above, it can be obtained that there is an increase in the validation results from 3.83 in the Preliminary Field Testing to 4.22 in the Main Field Test. There is an increase again to 4.33 in the Operational Field Testing.



Table 3. The Result of the Validation of History Learning Media Expert

No.	Information	Preliminary Field Testing	Main Field Test	Operational Field Testing
1.	Total Score	256	431	656
2.	Score Percentage	85.3%	86.24%	93.7%
3.	Mean Score	4.27	4.31	4.69
4.	Category	Very Good	Very Good	Very Good

Based on the media expert assessment table above, it can be obtained that there is an increase in the validation results from 4.27 in the Preliminary Field Testing to 4.31 in the Main Field Test. There is an increase again of 4.69 in the Operational Field Testing.

From the assessments given by the historical material expert and history learning media expert, it can be said that the 15 history learning videos that have gone through the three trial stages were able to improve the competence of history teachers in the Very Good category.

Discussion. The history learning videos that have been made by 15 research subjects using the Kinemaster Pro application are video-based learning media that include audio, visual, audio-visual, multimedia, and motion or kinesthetic media, which of course, have been through the editing process by each of the teachers. Using the Kinemaster Pro application, making history learning videos can improve teacher competencies, including pedagogic competence, personality competence, social competence, and professional competence. The history learning video that has been made includes learning objectives according to the lesson plans; the content of the material is based on reliable sources, meaning that the teacher has prepared a learning plan and can implement it well, including in pedagogic competence. In editing the halting video part, the voice and video parts of the teacher are not good and then removed, is an attempt to improve the competence of the teacher's personality to make it look more authoritative. After the history learning video is uploaded via Youtube, there is a comment column that the teacher and students can fill in as a means of communication, meaning social competence in the IT field. Then the operation of the Kinemaster Pro application by editing videos correctly and adequately is a professional competence possessed by a teacher



because a teacher who is not willing to learn to use the application according to the times is unlikely to be proud to be a teacher.

Distance learning applied in this study is Asynchronous, meaning that history learning is carried out remotely and indirectly because it uses videos uploaded to Youtube. Three main theories about Distance Learning are the Theory of Autonomy and Independent Learning, the Theory of Industrialization of Education, and the Theory of Interactive Communication. History learning videos are included in the Autonomy Theory and Independent Learning because each student has the right to determine the learning materials to be studied independently. Also, in PJJ, students communicate more interpersonally in information or learning materials in electronic form. Related to the Education Industrialization Theory, that history learning videos uploaded via Youtube can be used simultaneously by students whose residences are scattered everywhere, although many complain about the difficulty of the signal and the lack of internet quota, distance learning can still be implemented. Regarding the Interactive Communication Theory, that history learning video that has gone through the editing process using the Kinemaster Pro application turned out to be an exciting design for students to learn with self-instructed material or individual independent study.

Conclusion and Recommendations

The conclusions obtained are: *First*, at the Preliminary Field Testing, historical material expert validators provide an assessment with an average score of 3.83 in the Good Category. Then the validator of the historical learning media expert was assessed with an average score of 4.27, which had an excellent category. So, in general, the three history learning videos at the Preliminary Field Testing already have a Very Good category.

Second, at the Main Field Test, there was an increase in the assessment results of the two expert validators. Based on the validator of historical material experts, the assessment given at this stage with an average score of 4.22 has a Very Good category. Then the validator of history learning media experts, the assessment is given with an average score of 4.31 has a Very Good category. So, in general, five history learning videos at the Main Field Test already have a Very Good category.



Third, at the Operational Field Testing, there was an increase in the assessment results of the two expert validators. Based on the validator of historical material experts, the assessment given at this stage with an average score of 4.33 has a Very Good category. Then the validator of history learning media experts, the assessment is given with an average score of 4.69 and a Very Good category. So, in general, seven history learning videos at the Operational Field Testing already have a Very Good category.

Fourth, the dissemination and implementation of history learning videos at SMAN 1 Cimarga on October 25, 2021. The activity featured 15 history learning videos that had gone through three trial stages and uploaded to Youtube. After that, the teachers filled out Google Forms created by researchers regarding the responses to the dissemination of history learning videos with Kinemaster Pro. In general, the teacher responded that they were very enthusiastic about the dissemination activities and wanted to take the time to fill out Google Forms.

Based on the findings in the field, researchers provide suggestions to be recommended. The recommendations given by the researcher are intended for various related parties who contribute to the development of historical education. The following are the recommendations that researchers put forward, namely:

1. For the Teachers

It is hoped that teachers can further improve teacher competence by using history learning media because there are still teachers who are reluctant to use or maximize the use of learning media. In addition, one of the practical learning media used during the covid-19 pandemic is using history learning videos with kinemaster pro in Distance Learning.

2. For the Senior High School/Equivalent Educational Institutions

It is hoped that the history learning video can be a source of literature for schools. In addition, history learning videos should be used as a source of reference or a source of comparison for other subjects so that the knowledge and skills of teachers in all subjects can improve, especially in terms of making learning videos using Kinemaster Pro.



3. For the History Education Program of School of Postgraduate Studies, Universitas Pendidikan Indonesia

This thesis is expected to provide knowledge for the research development within the History Education Program. In addition, the researcher hopes that the History Education Study Program will conduct more intensive coaching for students or lecturers, including teachers related to making history learning videos using Kinemaster Pro or using other applications.

4. For the Further Research

The researcher hopes that this thesis can be used as a reference or reference material, especially for research related to the same theme, either as a reference source or a source of comparison for research. So that further researchers can develop the results of this R&D to be more varied, more meaningful, and have more value. Some things that can become further research from this study are as follows:

- a. History Learning Video of required Class using Kinemaster Pro.
- b. History Learning Video of Specialization Class using Kinemaster Pro.
- c. Comparison of History Learning Videos for Class X, XI, and XII using Kinemaster Pro.

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