

Utilization of the Kinemaster Application as a Learning Media

Rangga Anggra¹, Saijo Kashino², Poupot Vera³, Deng Jiao⁴

Universitas Negeri Surabaya, Indonesia

E-mail: ranggaanggra365@gmail.com

Meitoku Gijuku Senior High School, Jepang

E-mail: saijokashino@hotmail.com

Changsha Yali High School, China

E-mail: poupotV@gmail.com

Universiti Sains Malaysia, Malaysia

E-mail: dengjiao@gmail.com

Corresponding author: ranggaanggra365@gmail.com

Abstract— This pandemic has had a considerable impact, disrupting education. However, the implementation of learning must continue. So, for that, teachers are required to be able to make learning videos that are used as practical, exciting learning media so that they are easy to understand. This is so that students can learn as effectively and efficiently as possible in their homes. The purpose of this is so that teachers can improve their ability to make learning media in the form of learning videos using the Kinemaster learning application. Since April 2020, there have been 100,000,000 students ranging from elementary school to tertiary levels have experienced this pandemic, which caused them to be unable to carry out face-to-face learning. Teachers and students are required to adapt to online or online learning. Moreover, of course, teachers are demanded to be more creative, active and innovative in providing materials or teaching materials later; therefore, the ability of teachers to process IT is very much needed in supporting this online learning. Good IT skills and utilization in online learning are required at all levels of education. Still, in online or online learning, videos or creative teaching materials are very much needed, which will take advantage of the sophistication of IT.

Keywords— Kinemaster Application, Learning Media and Teacher, Learning Video

Manuscript received 15 April, 2022; revised 29 April. 2023; accepted 2 April. 2023. Date of publication 17 April. 2023.

Journal International Inspire Education Technology (JIJET) is licensed under a Creative Commons Attribution-Share Alike 4.0 International License.



How to cite:

Anggra, R., Kashino, S., Vera, P., & Jiao, D (2023). Utilization of the Kinemaster Application as a Learning Media Journal International Inspire Education Technology (JIJET), 2(1), 11-20.
<https://doi.org/10.55849/jijet.v2i1.244>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

I. INTRODUCTION

All countries are affected by the presence of covid 19; Indonesia is one of the countries affected by the coronavirus (Demina et al., 2022), with the impact of the pandemic significantly affecting all fields, one of which is the field of national education which is elementary to tertiary level, which requires learning to be held at home

or (home learning) using online or (online) steps, this pandemic situation has resulted in a deep understanding of decisions reaching the education system in Indonesia (Wulandari & Fitria Rahma, 2021). Mr Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim, has issued several policies to regulate learning activities to be held online; these regulations were administered through an

announcement on March 24, 2020, concerning the implementation of education policies in emergencies, such as during the spread of the coronavirus or covid 19 pandemic, namely changing the way students learn and teach online or online (Leman & Lubis, 2021).

Learning in a network or online results in boredom for students in the learning and teaching process when learning takes place, so there needs to be interactive and fun learning to overcome this boredom (Anoum et al., 2022). The role of teaching and learning methods is more influential as the learning process takes place regularly, is fun and can foster learning motivation for our students; besides feeling bored because learning online or in a network, students will also be bored with learning material that seems monotonous and challenging to understand. Understand that sometimes they want to do something other than the assignments given by the teacher because they are lazy to read the material provided. There are even students who prefer to look at the internet to understand the material provided by the teacher (Umiyati, 2021)

However, many also need to learn about the material given by the teacher to their students; the problem now is that circumstances force educational institutions to make educators able to understand the material with learning media in the form of learning videos (Ilham et al., 2022). Remotely, especially where at a time like the current Covid-19 pandemic, the process of distance education is used as a solution to reducing difficulties and difficulties in online or in-network processes due to social distancing regulations related to location, time, distance and costs which cause significant obstacles like at the moment (Hatip et al., 2021). Education is an essential part of the country, so the state must make every effort to improve the quality of education in our beloved country, Indonesia; education is a place or a place that is made as a means to be able to realize a systemic learning atmosphere and have a learning process with the aim of expanding and developing the self-potential of students so that they have intelligence, a good understanding of religion, identity, have a polite and polite attitude and art which is essential for all aspects of life that we carry out, a learning method will make it easy teacher to bring learning material will be fun, exciting and certainly not dull

(Rofifah, 2020). Initially, more than the existing methods were needed to provide a good gap for optimizing the learning process to create a more enjoyable and enthusiastic learning and teaching atmosphere.

The Covid 19 pandemic that has hit the world has had a significant impact on all human activities at this time, especially in the world of education (Firman et al., 2022). From April 2020 until now, approximately 100,000,000 students from elementary to tertiary levels have felt the influence. Therefore, it is necessary to find other solutions so students can continue studying productively in their respective homes. Online learning is the only medium for delivering material during this pandemic (Safitri et al., 2022). One way to convey effective learning is to design exciting and easy-to-understand teaching materials and materials in the form of innovative animated videos, the aim of which is to arouse students' interest and motivation in learning; during a pandemic like today, it is difficult for us to meet face to face with participants students we can use animated videos as learning media.

Learning media has a function, namely; 1) learning media serves as a learning resource, 2) manipulative function, 3) semantic function, 4) the delivery of marches is uniform, 5) the learning process becomes more attractive, 6) the learning and teaching process becomes more interactive, 6) the quality of learning and teaching participants students can increase, 7) the role of the educator or teacher or teacher can be more in a positive direction, and the teacher will be even more productive in designing and preparing the following material which will be taught later to students (Arigiyati et al., 2021). The teacher is a professional educator whose main task is to educate, teach, direct and guide their students. However, this rapid and sudden change forces everyone to be technology literate because technology makes a bridge between students and teachers in online (non-face-to-face) learning, like during the Covid-19 period, so that their work continues, even in a pandemic like today. One of the steps teachers take is to use the Kinemaster application as a learning medium; Kinemaster is a full-featured video editing application for iOS and Android devices (NAINGGOLAN, 2021).

With the kinemaster application that supports many things, such as videos with exciting

animations, in terms of audio, the text provided by kine master supports this learning process even more enjoyable. Teachers can design learning materials as attractive as possible using this kinemaster application. If the material and teaching materials are interesting, the students will undoubtedly be happier and focus on what the teacher will convey later. Effectiveness in KBBI comes from the word practical, which means donation and influence; effectiveness is a very satisfying success; effectiveness is the relationship between vision, mission and results which have similarities between vision, mission, and results to be achieved, and effectiveness in English, namely effective, which means appropriate or successful. Effectiveness can also be interpreted as the level of achievement of all the goals to be achieved; a fun learning system will support our students to be more relaxed and happy in the process and learning so that students will be motivated and will continue to have curiosity about themselves so that they can be self-motivated, active, and creative and understand (Widiono, 2021). Besides being fun, formal learning will also make students more active in asking questions about the material provided by the teacher, so it is essential to provide material in a fun way. Especially for students at the elementary level will prefer exciting and fun to the things they watch so that they are not monotonous and boring. Obstacles that exist in teachers and students can be overcome, so materials are needed that can eliminate the boredom of learning online or online; the media is one of the visual forms used by teachers in the form of presenting material or teaching materials to students who become a determining result of whether or not a learning objective is achieved, during the Covid 19 pandemic it is essential to think about what are the suitable media to use in this learning. The effectiveness of learning media in the form of videos from the Kinemaster Application online or (online), because the learning media, our students will feel encouraged and be able to understand the material and teaching materials that are presented, even though our students study online or the network, the media is also aligned with the personality of the students and their responsiveness in using the learning media, of course (Khaira, 2021).

Video is an alternative that teachers use during the Covid-19 pandemic because video media is straightforward to understand and can be understood by all students; video is a technology for recording, capturing, storing and managing, transferring and adjusting images, text, and presenting fiction in motion, in Latin video comes from the word vidi or visum which can be interpreted to see and have the power of sight, in the Big Indonesian Dictionary, video is a recording of vibrant images or television programs to be conveyed via a television set, One of the electronic media that can attract attention and be dynamic by bringing together audio and visual technology simultaneously, namely through video media (Hakim et al., 2020). In educational institutions, the media is a measuring tool that can determine the completeness of these learning activities because online learning is expected to be able to develop a learning style separately for our students; the Big Indonesian Dictionary (KBBI) is a source (tool) interaction, delivery, or liaison. Whereas in Latin, media is medius which means 'middle', so it can be interpreted that media leads to something or a source and teaching materials that can convey goals; there are many sources that we can use as inspiration for making videos, namely social media. , the teachers, especially in West Sumatra, have been able to make their learning videos using Camtasia, video scribe and mainly what we will discuss in this research, namely the Kinemaster application, of course.

II. METHODOLOGY

The research method used was to conduct a survey in the form of distributing questionnaires to several teachers. It is intended that the data obtained describes the actual situation. The research instrument that was carried out was the provision of several questions. The research sample gave more than one response to each question. Giving this question is carried out in an online process by filling out an e-form. It is necessary to hold the right solution to overcome the existing problems. Just like teachers still need training in making learning videos using the Kinemaster application, this Kinemaster application is straightforward to use, and the panels it has been simple. So that teachers and students will easily understand it (Dan et al., 2021).

III. RESULT AND DISCUSSION

In the current era of globalization, especially during the Covid 19 pandemic, it has had such a significant impact. It is highly expected that the existence of the role of technology can increase and improve the quality and quality of education. Fundamentally, education has encouraged people in this world to develop their potential in order to be able to deal with changes that occur as a result of advances in technology and science. Even the family also has a vital role in education because the family is the first place where a child grows and gets his influence from other family members. It is essential and the most critical during his infancy in the family environment. In the child's education, namely the first period in the life of the preschool-age child. Improving the quality of education in schools begins with the teacher because the teacher is the power of an educator. After all, the teacher is the focus of activities during learning. This is because the teacher is an educational component directly related to the condition of his students, so the teacher becomes an integral part of improving the quality of education (Kusuma et al., 2020).

In the implementation of learning, educators must be able to choose and use learning media as a means that aims to achieve points from the learning itself (Nur Dwi Sukmono , Pitriani, 2021). The lack of learning media in class makes students less active and watch in the learning process because some of our teachers use the lecture method in teaching. Therefore the quality of education will be poor, and learning material has not been appropriately conveyed and clearly to our students, so the use of media in learning is essential; learning can increase students' understanding, and in general, learning media is also a means for learning and teaching, and it is hoped that with this learning media, it can also stimulate thoughts, feelings, attention, abilities and skills of students so that it encourages everything in the learning process. Learning media is a physical means for conveying content or material from learning, such as books, films, videos, etc. According to the National Education Association (1969), learning media is a means of communication in print and audiovisual form,

including hardware technology. (Nurlina & Fauzan, 2021).

The use of media in learning greatly influences our students' understanding, especially during times like the Covid-19 pandemic, where all learning is delivered online or commonly known as online (online) learning, so teachers must be able to convey teaching material or materials effectively. Moreover, efficient; however, during the pre-covid 19 pandemic, there were still many schools that used teaching materials or learning media in the form of LKS (Student Worksheets) and student books; based on this, the use of technology-based learning media or (IT) cannot be optimized right, the material delivered during learning is not practical so students are still lacking in participating in the learning process, this is because students do not understand the learning material. After all, the learning concept links several subjects, so there are possibilities or assumptions which sometimes students need help understanding the material taught by the teacher. Some teachers teach with teacher-centred methods that make students passive and not have the opportunity to explore their potential. Thus, students will have difficulty understanding existing learning material; besides that, some teachers still need help making interactive learning media (Amelia & Arwin, 2021). One of them is making accessible learning media, namely using the Kinemaster application; this application is used as a means of making media in the form of learning animated videos that can be edited and repeatedly played so that our students will more easily understand the material or teaching materials that we convey to them, the implementation of online learning in schools still encounters various obstacles which must be immediately looked for alternative solutions to the problem, this aims to increase the effectiveness of online learning which will continue to take place during the Covid 19 pandemic which has not shown a decline, various alternatives in problem-solving can be done, one of which is by conducting training and mentoring training for teachers at the school either carried out independently by the school or coordinated directly by the Education Office (Firmansyah & Kamal, 2020)

As an effort to improve the quality of distance learning, several efforts have been made

by educators, including conducting training for teachers as a means to increase professionalism, with training related to the development of distance learning which is very important to do to improve the ability of teachers to manage distance learning. Far in terms of technical mastery of processing by providing skills to these teachers, online learning that has taken place since the beginning of April 2020 is learning in the network or what we usually call (online learning) by utilizing various kinds of software to continue the learning and teaching process even though even with limited facilities, the effect that is really felt is that the process of learning and teaching activities is very ineffective by a teacher or students, some obstacles are felt by the teacher during the implementation of distance learning itself, related to the learning process, the teacher are required to design exciting learning with the minimum possible communication and interaction but still consider the effectiveness of this distance learning, but the problem encountered by the teacher in designing and considering this distance learning is the lack of skills possessed by the teacher, the obstacles experienced by the teacher in developing this learning video-based learning media include; the time constraints for making learning videos and the lack of skills of a teacher in creating and editing audio and visual video-based learning media in learning. However, many students still need help with the material delivered by the class teacher for learning in the network (online). This has resulted in many students asking their class teacher to re-explain the learning material and examples. Understandable and accessible for participants to understand by students (Rahmalina et al., 2020).

Increasing the expertise of teachers in preparing for distance learning during the Covid 19 pandemic is the only way that can be done to optimize online or network learning, which is the only method used for teaching and learning activities; one way to improve teacher skills that can be done by making learning media based on learning videos using learning media in the form of learning videos is one of the alternative media that can be utilized in the process of implementing a distance learning as it is today at all levels or from the basic education level up to the level of education at any tertiary institution related to all fields of learning (Kholisho et al., 2021). To

achieve learning objectives, educators must make the best possible so that students do not feel bored and lazy when learning, and teachers must have methods that are appropriate to the situations and conditions when the learning and teaching process takes place, with the aim of helping students improve their learning abilities. So that the learning objectives will be achieved optimally; of course, to achieve this cannot be separated from the role of the teacher, media-based animation video (Mustika et al., 2018).

The Kinemaster application is a media channel for delivering messages that provide displays in the form of text and moving images. Learning with animated videos based on the Kinemaster application will be more interesting because it has two sensory sensors, namely the senses of the eye and the sense of the ear so that our students' learning interest will increase and can improve understanding. Moreover, memory, which will achieve learning objectives expected to be maximized again; the development of learning videos that are carried out using the Kinemaster Application allows teachers to make learning videos that are adapted to the situation, conditions and environment of students so that it is expected to be able to Replace the presence of a teacher who cannot be met in distance learning (without face-to-face) during times like the Covid-19 pandemic, this Kinemaster operation is easier to operate, right because it has a simple appearance and full features for editing learning videos, in the Kinemaster Application In this case, the teacher can add pictures, music, and learning videos that are more interesting to watch (Zulfadhl et al., 2019).

The use of online videos or videos in learning in the online learning process is mainly carried out by teachers by utilizing available learning videos facilitated by the teacher; the obstacles encountered by teachers in making their learning videos are related to the facilities for making learning videos and difficulties in operating the making application the video (Hartini et al., 2022), difficulties in operating this application can be caused due to a lack of teacher knowledge and skills in developing their learning videos, even though in this case, the use of learning videos that originate from using the Kinemaster application is known to have a positive effect on interest and learn our students.

The Kinemaster application can be fully utilized in making online learning videos; it is hoped that it will be able to provide learning situations that make students more enthusiastic about participating in online learning; the video displays elements of motion that are audiovisual, namely, there are things that students can see and hear in real-time. Simultaneously at one time, too, the use of video as a form of multimedia learning is more effective and efficient than providing passive learning modules, which will make our students overwhelmed with the tasks (Jannah et al., 2021). The learning videos made by class teachers can help students understand the material and motivate students to be active in learning. As an implication, the goals defined in learning can be achieved. With the help of learning videos made by the teacher, the students can understand the basic concepts properly so that poisoning or misunderstanding of a concept in the learning process can be avoided. The concept of learning is something that is crucial in the learning process and will determine success in understanding further concepts (Darnawati et al., 2021)

In the activities of utilizing the Kinemaster Application as a learning medium. The research design is quantitative and descriptive, with data collection techniques in the form of questionnaires via Google Forms. The results of the questionnaire are as follows:

Teacher's knowledge of the kinemaster application

The results of the kinemaster questionnaire showed that 82% of teachers had started to know about the kinemaster application, and 18% did not know. This condition illustrates that many teachers are familiar with and even know about the Kinemaster application as an innovative learning medium (Kossasy, 2021). The Kinemaster application is specifically designed to help device users modify videos that were initially mediocre into more exciting videos; by utilizing the Kinemaster application, teachers can process material that will be taught in the form of animated videos (Adnyana et al., 2020). Presenting the animated video can make it easier for students to absorb the information the teacher presents effectively and efficiently; the goal is to make learning exciting and not dull. So using the media in the form of videos with lots of exciting animations and sounds will make them develop

their insights in terms of knowledge; that way, students will better understand the material presented by us as teachers. These students may be able to achieve learning outcomes that are much better than we imagined and what we expected before; the Kinemaster application is an application that is easily accessible and has an easy-to-use interface so that many users like it. Apart from that, video-based learning media using the Kinemaster application also has several advantages, including; the ability to clarify material in more detail, create text and pictures that will clarify the learning material presented, learning media in the form of videos can be used and viewed again and again when now you want to understand and understand the learning material provided by the teacher, more clarify and help in detail, especially in the psychomotor or behavioural domains, compared to media in the form of reading text, learning video media is much easier for students to understand and understand, students can easily understand an explanation of material because the explanation is straightforward—contained in the learning videos provided by the teacher in more detail and detail, of course (Sumatera, 2021). Learning media in the form of learning videos is the most efficient and suitable delivery material for presenting messages and will significantly support explaining the material. By viewing a learning video, it will be more enjoyable and understand the video being played that students can repeat if they do not understand the contents of the material conveyed by the teacher. Sound, text, animation, and graphics are featured in the video, the cognitive domain (mental activity of the brain), affective (attitude), and psychomotor (skills and skills) so that it can improve abilities in self-development and that can be achieved through learning media in the form of video animation, providing material using video can make students want to know what we present because, in the learning process, it is difficult to understand, media in the form of video can make it easier for our students to understand and understand the material that we (teachers) have given to them they (Hasibuan & Salmiah, n.d.)

As learning progresses, many students complain that it is challenging to understand the material, making them lazy to read the material provided by the teacher. So that their learning

outcomes are low. So, research is used as a means or forum for choosing and utilizing applications or IT in the millennial era and the 4.0 era, especially in improving student learning outcomes in learning during the Covid-19 pandemic through video-based learning media using the Kinemaster application (Nur Dwi Sukmono , Pitriani, 2021). Learning media made through the Kinemaster Application can be published online and can be played repeatedly offline by students. In addition, learning using the Kinemaster Application will create an opportunity for our children or students to be able to take advantage of their senses to be involved in the learning and teaching process or what is commonly known as (PBM). Students will not only sit quietly where they are listening to the teacher's explanation, but they will be invited to move actively and creatively so that they can also be seen. Experience learning for themselves and discover the essence of what they are learning. This is to the theory of constructivism that all knowledge results from constructing one's activities or actions (Nurlina & Fauzan, 2021). Techniques for using and operating the Kinemaster Application

When creating learning materials with the Kinemaster Application, we can add pictures, music, exciting animations and also some transition models; the panel on the Kinemaster Application is also straightforward, especially when editing videos; for video previews, it is on the top left; panel the timeline is at the bottom, the settings button is at the top right with a straightforward symbol that contains our audio input and output settings, the background of the Kinemaster application is covered in a dark colour which makes it look more sophisticated and luxurious. Each panel does not have any written descriptions, but the symbols or icons that are there are pretty representative, to do video editing, you need to make preparations such as; prepare learning material, by determining a clear theme, then write the script, the goal is that it will make it easier for us to take the video later, then, make the original video, try to make the background green so that later in editing the video later we can use a green screen background to change the background or background of our video, then prepare the properties to support the video that we will make, such as the learning media that we will use when explaining lessons to our students, after

that, create an exciting title so that students are enthusiastic in listening, listening, and focus when we explain the learning, the use of the Kinemster Application to process material and absorb information will be more effective and efficient because the application provides complete features with colorful pictures in the form of exciting animations (Nurmaliza et al., 2021)

The Kinemaster application has quite a full video editing features, while its features include: 1) precision editing, functions for cutting frame by frame and can set the clip timing for the audio as well as separating the subframes so that it will produce a unique video with every precision. 2) instant preview; we can see the video we are editing without waiting for it to import and render. 3) multi-track audio; you can add audio effects up to 4 additional audio you like. 4) multiple players; You can add text, your photo, the handwriting you want or the handwriting and layer of stickers you like. 5) colour adjustments; is one of the features to add a colour filter to your video, and there is video saturation; you can also adjust the brightness of the video, the contrast of your video and much more, then there is speed control; is a feature to change the video speed according to what you want, of course. The speed of the video you are going to edit can be set from 0.5x to 1.5x. After that, there is voice recording; you can do a video preview to add it to a more precise video later. Also, there are pro audio features; You can create various audio formats, from adjusting the volume level on your audio to entering it according to what you want. Chroma key; we can combine photos and videos with a green screen. The methods or steps are the same as those described above (Professionalism, 2021)

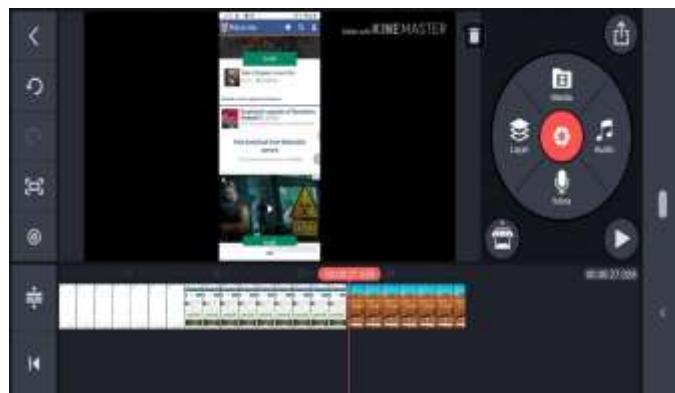


Figure 1. Kinemaster application, internet source

This Kinemaster application is not only for combining audio, images and video; the application also supports all existing audio and visual components without having to move to another application; from all the exposure and explanations above, the Kinemaster application also has its limitations, including among others; 1) there is a watermark if the selected application is not paid, 2) requires sufficient device specs, and 3) the video quality is not full HD but our videos can still be watched, the shortcomings of this application have such a significant influence that affects the quality of the videos that we make, of course, and also the function of the media as teaching materials as a tool to assist learning. So, for this reason, it is necessary to hold special training for educators facilitated by their respective schools about the practice of developing media, especially teaching materials regarding videos using this Kinemaster application. (Tarida, 2021).

IV. CONCLUSIONS

We are utilizing the Kinemaster Application as a learning medium that is beneficial for processing material in the form of animated videos and can significantly facilitate the absorption of information effectively and efficiently so that the material delivered by the teacher will become the main attraction for the students and reduce the risk of boredom for our students, of course. The results of using the Kinemaster application as a learning medium show that: 1) knowledge from the Kinemaster application is 82%, and 2) making learning media through the Kinemaster application easy to apply.

Media is an educational tool that can be used as an intermediary in the learning process to achieve learning objectives. Learning media development is an activity to produce a product or work in the form of improving media that previously needed updating. Educators must be able to develop existing learning media so that it is easier to convey and transfer information to their students. Various methods and media have been broadcast and can be used in the learning and teaching process with it so. More and more teachers give their creativity in the teaching process so that they can produce more meaningful learning, of course, even though it will increase

the value and quality of education. One of them is in video-based learning media using the Kinemaster application, which can create learning animation videos, utilizing the Kinemaster application to process material that will be taught by teachers in the form of videos in the form of animations whose purpose is expected to make it easier for our students to absorb information more effective and efficient by what is expected by the teacher, of course, it focuses more on the points, namely the delivery of learning material becomes more exciting. The effort is made so that it is not dull because in the video the teacher or teacher inserts animation in the form of audiovisual media.

REFERENCES

Adnyana, P. B., Citrawathi, D. M., & Dewi, N. P. S. R. (2020). Efektivitas pelatihan pembuatan Flipped classroom video dengan Smartphone dan aplikasi Kinemaster (Program PkM). *Jurnal Senadimas Undiksha*, 5, 1758–1765.

Amelia, V., & Arwin. (2021). Pengembangan Media Pembelajaran Berbasis Aplikasi Kinemaster Pada Pembelajaran Tematik Terpadu di Kelas III SD Negeri 36 Koto Panjang. *Journal of Basic Education Studies*, 4(1), 2656–6702.

Anoum, P., Arifa, F., & May, C. (2022). Strategies to Increase the Motivation of Tahfidz Al-Quran. *Journal International Inspire Education Technology*, 1(2), 74–85. <https://doi.org/10.55849/jiiet.v1i2.88>

Arigiyati, T. A., Kuncoro, K. S., & Kusumaningrum, B. (2021). Pelatihan Pembuatan Media Pembelajaran Berbasis Smartphone bagi Guru SD Muhammadiyah Girikerto. *Kanigara*, 1(2), 140–149.

Dan, S., Public, P., Pada, S., Tegalsari, K., Cahya, B., Utami, P., Tazali, I., Hellyana, C. M. E. I., Lukman, A. M., Informasi, S., Kampus, A., Tegal, K., Teknik, F., Informatika, D. A. N., Bina, U., & Informatika, S. (2021). *PEMANFAATAN APLIKASI EDITING KINEMASTER DALAM PRODUKSI CONTENT CREATIVE UNTUK DOKUMENTASI AMI*. 12192913.

Darnawati, D., Irawaty, I., & Uke, W. A. S. (2021). Pelatihan Pembuatan Video Pembelajaran

Daring dengan Menggunakan Aplikasi Kinemaster dan Screencast O Matic. *E-Dimas: Jurnal Pengabdian Kepada Masyarakat*, 12(1), 100–105. <https://doi.org/10.26877/e-dimas.v1i2i1.7204>

Demina, D., Rexy, T., & Danyl, A. (2022). The Use of Quranic Learning Strategies Through the Wafa Method in Elementary Schools. *Journal International Inspire Education Technology*, 1(2), 62–73. <https://doi.org/10.55849/jiuet.v1i2.91>

Firman, F., Alef, R., & Eric, M. (2022). Use Of Zoom Meeting Applications to Memorize the Qur'an Online. *Journal International Inspire Education Technology*, 1(2), 99–110. <https://doi.org/10.55849/jiuet.v1i2.92>

Firmansyah, K., & Kamal, M. M. (2020). Pelatihan Editing Video (Videografi) Menggunakan Aplikasi Smartphone (Kinemaster) bagi Santri PP. Al Lathifiyyah 1. *Jurnal Pengabdian Masyarakat Bidang Informatika*, 1(1), 25–28.

Hakim, M., Budiono, A. N., & Afandi, B. (2020). *Pelatihan Pembuatan Video Pembelajaran Bagi Guru Ma 'arif Jember*. 217–224.

Hartini, S., Alie, E., & March, J. (2022). The Relationship Between Authoritarian Parenting and Aggressive Behavior of Adolescents in Nagari Bungo Tanjung. *World Psychology*, 1(2), 18–26. <https://doi.org/10.55849/wp.v1i2.98>

Hasibuan, M., & Salmiah, T. (n.d.). *Pelatihan pengurusan jenazah stm al-ikhlas lingkungan 12 kelurahan bantan timur kecamatan medan tembung 1*. 140–146.

Hatip, M., Hidayati, K. H., Fikri, N., & Raharjo, P. (2021). Pemberdayaan Guru dalam Pembelajaran Daring pada Era Pandemi Covid-19. *Abdi Indonesia*, 1(1), 9–14.

Ilham, S., Adelir, D., & Delr, Q. (2022). The Benefits of Whatsapp as a Medium in Depositing Memorization of the Qur'an. *Journal International Inspire Education Technology*, 1(2), 86–98. <https://doi.org/10.55849/jiuet.v1i2.90>

Jannah, R., Putri, B. G. Y., Samsudin, S., Rahman, Y. A., & Nuriadi, N. (2021). Promosi Dan Pemasaran Dalam Pengembangan Taman Wisata Edukasi Jabal Rahmah Desa Jango Kecamatan Janapria. *Jurnal Pengabdian Magister Pendidikan IPA*, 4(1). <https://doi.org/10.29303/jpmi.v4i1.558>

Khaira, H. (2021). Pemanfaatan Aplikasi Kinemaster Sebagai Media Pembelajaran Berbasis ICT. *Prosiding Seminar Nasional Pembelajaran Bahasa* ..., 3, 39–44.

Kholisho, Y. N., Arianti, B. D. D., Jamaluddin, J., Wirasasmita, R. H., Ismatulloh, K., Uska, M. Z., & Fathoni, A. (2021). Pelatihan pembuatan dan editing video bagi guru SD untuk menghadapi Era Industri 4.0. *ABSYARA: Jurnal Pengabdian Pada Masyarakat*, 2(1), 119–127. <https://doi.org/10.29408/ab.v2i1.3586>

Kossasy, S. O. (2021). *Aksiologi: Jurnal Pengabdian Kepada Masyarakat*. 01(01), 21–26.

Kusuma, J. W., Jefri, U., Surnani, E., Pratiwi, I., & Kurniawan, E. (2020). Pelatihan Penggunaan Aplikasi Classdojo Sebagai Upaya Peningkatan Pembelajaran Jarak Jauh Bagi Guru Sd It Bina Bangsa Di Era Kenormalan Baru. *Jurnal Pengabdian Kepada Masyarakat (JPKM) - Aphelion*, 1(01), 57. <https://doi.org/10.32493/jpka.v1i01.6906>

Leman, D., & Lubis, C. P. (2021). PEMANFAATAN VIDEO PEMBELAJARAN DALAM PEMBELAJARAN DALAM JARINGAN (DARING) Safira. *(JPB) Jurnal Pembelajaran Biologi: Kajian Biologi Dan Pembelajarannya*, 2(2), 20–27.

Mustika, M., Sugara, E. P. A., & Pratiwi, M. (2018). Pengembangan Media Pembelajaran Interaktif dengan Menggunakan Metode Multimedia Development Life Cycle Mustika1,. *Jurnal Online Informatika*, 2(2), 121. <https://doi.org/10.15575/join.v2i2.139>

NAINGGOLAN, A. C. (2021). Pengembangan Media Pembelajaran Matematika Berbasis Youtube Berbantuan Aplikasi Kinemaster. *Journal of Chemical Information and Modeling*, 57(1), 254–265.

Nur Dwi Sukmono , Pitriani, D. A. (2021). *PELATIHAN MEDIA PEMBELAJARAN ANIMASI HURUF DAN ANGKA MENGGUNAKAN MICROSOFT POWER POINT DAN KINEMASTER SEBAGAI*

SOLUSI PJJ PADA GURU TK DI KABUPATEN NGAWI Nur. 3(2), 185–195.

Nurlina, L., & Fauzan, A. (2021). Pelatihan Pembuatan Video Ajar untuk Meningkatkan Kualitas Pembelajaran Daring. *Jurnal Abdikarya*, 3(1), 32–41.

Nurmaliza, Y., Susanto, E., & Selviani, D. (2021). Pelaksanaan pembelajaran berbasis video pada mata pelajaran simulasi digital. *Journal Of Dehasen Educational Review*, 2(01), 12–16. <https://doi.org/10.33258/jder.v2i01.1398>

Professionalism, T. (2021). *Pelatihan Pembuatan Alat Peraga Digital Bagi Guru Paud dalam Upaya Meningkatkan Profesionalisme Guru*. 02(02), 47–52.

Rahmalina, W., Gusteti, M. U., & Desmariani, E. (2020). Pelatihan Membuat Video Pembelajaran Menarik Dengan Smartphone Pada Guru Adzkaia. *Jurnal Pengabdian Masyarakat Multidisiplin*, 4(1), 26–35. <https://doi.org/10.36341/jpm.v4i1.1485>

Rofifah, D. (2020). PELATIHAN KINEMASTER BAGI GURU TK SEKARWANGI CIREBON UNTUK MENINGKATKAN LITERASI DALAM PEMBUATAN VIDEO PEMBELAJARAN DARING. *Paper Knowledge. Toward a Media History of Documents*, 5(1), 12–26.

Safitri, S., Alii, M., & Mahmud, O. (2022). Murottal Audio as a Medium for Memorizing the Qur'an in Super-Active Children. *Journal International Inspire Education Technology*, 1(2), 111–124. <https://doi.org/10.55849/jiuet.v1i2.87>

Sumatera, S. (2021). *Printed issn: 2798-2483 online issn: 2798-2491*. 13–19.

Tarida, L. (2021). *Evaluasi Workshop Perancangan Video Pembelajaran Interaktif sebagai Penunjang Kompetensi Tenaga Pendidik*. 5(3), 106–110.

Umiyati. (2021). *UPAYA GURU DALAM MENINGKATKAN HASIL BELAJAR SISWA MELALUI MEDIA VIDEO ANIMASI BERBASIS KINEMASTER DI MADRASAH IBTIDAIYAH NURUL ITTIHAD KOTA JAMBI*. 4(1), 6.

Widiono, A. (2021). *Penerapan Aplikasi Kinemaster dalam Pembelajaran IPA melalui LMS pada Mahasiswa Prodi PGSD*. 3, 12–21.

Wulandari, S., & Fitria Rahma, I. (2021). Efektivitas media video kine master terhadap hasil belajar matematika siswa secara daring. *Jurnal Analisa*, 7(1), 33–45. <https://doi.org/10.15575/ja.v7i1.11956>

Zulfadhl, E., Universitas, F. B. S., & Padang, N. (2019). Peningkatan Kemampuan Publikasi Jurnalistik Perangkat Nagari Menggunakan Aplikasi KineMaster untuk Media Sosial di Nagari Tuik IV Koto Mudiek dan Nagari Sungai Nyalo IV Koto Mudiek Kecamatan Batang Kapas Kabupaten Pesisir Selatan melalui Pelatihan. *Jurnal Pengabdian Kepada Masarakat Bidang Humaniora*, 1(1), 9–13. <https://doi.org/10.24036/abdi-humanus.v1i1106660>