



Development of Kinemaster Diamond Application in Learning Islamic Religious Education at Ngadirejo 1 Elementary School in Blitar City

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ABSTRACT

This research is a development of previous research entitled Kinemaster Pro V4 application development which is the same application with only a slight difference in appearance. This application is on an Android cellphone so it is easy to use. Islamic religious education as the material used in this study and fifth grade students of SDN Ngadirejo 1 Blitar City on PAI material. The development of learning videos was carried out as a solution to the difficulties of learning PAI and the lack of use of learning media to assist teachers in the PAI learning process. The type of research used is research and development (R&D) using the ADDIE model which consists of five stages, namely the analysis, design, development, implementation, and evaluation stages. The data collection instrument was a validation sheet given to three validators. The data analysis technique is by calculating the validation assessment score using the average score validity index (r). The results showed that the Kinemaster Diamond-based learning video on PAI material in class V SDN Ngadirejo 1 developed met the valid criteria from the validated aspects including video display aspects (graphics), program aspects, learning aspects, and curriculum aspects with a validity index of 3.80.

Keywords: Kinemaster Diamond, Application, Learning

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INTRODUCTION

Education is a process in which every individual learns to understand something that has not been understood and eventually becomes understood (B. Beribe, 2023a). In the process of development, education is a tool to achieve success (Asman dkk., 2023). Therefore, it is not easy for everyone to get it.

Developments in Indonesia after the Covid 19 pandemic have experienced a huge change, seen from changes in lifestyle, learning methods, learning media and how someone who has never been an educator like a parent suddenly becomes an educator (B. Beribe, 2023b). This is what makes education less than optimal, so after this pandemic ends there is a big change in the world of education.

The choice of media and approaches to learning is very important, this is in accordance with the opinion of Alizamar who said that "so that learning activities are more optimal, it would be better if the learning process uses the right methods and media." Based on this, every educator, both teachers and parents, should use the right media according to the characteristics of students. However (Makniyah & Khotimah, 2023), in terms of media selection, it should also choose the right one according to the ability as Muhammad Hasan said that, "it is necessary to consider in terms of media selection such as cost, flexibility and the ability of people to use the media."

The character of students is very diverse so that educators must be able to understand this. A lot of students do not understand the material conveyed by educators because the media is not suitable, this is what makes educators have to make changes (Yeltriana dkk., 2023). The pandemic period has ended, however, we still feel the souvenirs of the pandemic until now, such as the use of learning media such as videos that are given to students as learning media (Lumban Gaol dkk., 2023). Actually this video is one of the media tools for educators to transfer knowledge, this is in line with the opinion of Muhammad Ramli who said that, "learning media essentially covers 3 types, namely as teaching aids, teaching aids and learning resources."

Based on this opinion, the author can conclude that the role of video media is very influential on the development of students, therefore the need for the development of this media for the future is better (Minarti dkk., 2023). In this regard, every teacher must be able to make innovations in the world of education, especially in the field of media development. Almost every educator during the pandemic is reluctant to develop media, they prefer to look for ready-made videos without being processed and observed directly sent to students, this is what makes students feel bored to learn because they know better who made the video.

With internet technology that makes it easy for students and educators to access information systems quickly, it makes them lazy to think. In line with the opinion of Baderiah who said that, "the discovery of new formations in the capacity of computers seems to shift the position of the ability of the human brain (Louw dkk., 2023)" Therefore, every educator is obliged to develop media according to the characteristics of students.

Islamic Religious Education is one of the subjects at the public school level both in elementary, junior high, high school and even in public universities. In this Islamic religious education material teaches about Fiqh, creed, al-Qur'an, Hadith and Islamic history (Mustajab dkk., 2023). PAI at the basic level such as elementary and junior high school is still limited to introduction and not deepening (Ulum dkk., 2023). So it is not arbitrary for people to teach Islamic religious education except with experts as expressed by Hasan Baharun, "there is an important requirement for a teacher to successfully carry out his duties, namely to perfectly master the field of knowledge he has." Based on this, the teacher must master the material first and then master the media and strategies in the world of learning.

Based on the description above, the researcher is interested in developing this learning video with the title "Development of Kinemaster Diamond Application in Islamic Religious Education Learning at Sdn Ngadirejo 1 Blitar City".

Methods

The objects of this research are teachers and students at SDN Ngadirejo 1 Blitar City (Nurzen dkk., 2022). The type of this research is Research and Development (R&D) using the ADDIE model development procedure system. This development model consists of 5 stages including analysis, design, development, implementation, and evaluation. For the stages carried out in this study, namely analysis, design, and development.

The instrument used in this research is a validation sheet. While the data analysis technique is by calculating the validation assessment score using the average score validity index (r) (Roshayanti dkk., 2023). The validation sheet was used to obtain qualitative and quantitative data. Qualitative data is obtained from validator suggestions, quantitative data is obtained from validator assessments.

RESULTS AND DISCUSSION

This research produces a learning video product using the Kinemaster Diamond Application application on Islamic Religious Education material for grade V SDN Ngadirejo 1 Blitar City (Pamungkas & Halimah, 2023). This research uses the Research and Development (R&D) method with the ADDIE model. The following are the results of research at each stage of development, namely:

Analysis Stage

The analysis stage has two main steps, namely: At the needs analysis stage, a literature study is carried out. Based on the results of the first observation, it can be identified in class V Islamic religious education material that 60% of students experience a decrease in learning activity (Fuadi & Mirsal, 2023). This data is taken from student questionnaires that lack of preparation of material before participating in Islamic learning. In addition, the causes of low learning outcomes include not involving students actively. As many as 52% of students have difficulty understanding lessons, therefore learning videos using the Kinemaster Diamond application need to be developed as a learning media solution that is more innovative and practical and can be used anywhere. This application can be downloaded on Android phones (Suryaningsih, 2021). This learning video can present information in an interesting way.

At the task analysis stage, the thing that is done is to analyze the structure of the material in the 2013 curriculum, after knowing the structure of the material in PAI learning, namely Explaining the Tasks and Attributes of Allah's Apostles, the concept analysis is carried out by making a concept map of the material that contains an outline of the material to be developed.

Design Stage

The design stage is carried out by designing the learning video to be developed including: determining the title of the learning video offering, formulating and developing

an outline of the material, formulating and developing a systematic outline of the sequence of learning videos, and compiling a learning video storyboard.

Development Stage

At this stage of development is a real step to realize the predetermined design. Development is tailored to the needs that have been designed (Mutalib & Dylan, 2021). The development stage is carried out by making learning videos using the Kinemaster Diamond application.

After going through the ADDIE learning design stages, finally a learning video was produced that was ready to be tested for validity by a validator who came from the UNU Blitar Islamic Broadcasting Communication lecturer (Mudinillah & Rizaldi, 2021). This validation aims to get a valid learning video. Validation was carried out twice by three validators.

The results of the validation of the Kinemaster Diamond-based learning video on Islamic Religious Education material in grade V SDN Ngadirejo 1 Blitar City were carried out twice (Arsul dkk., 2021). There are 4 aspects that are validated, namely in the aspect of video display (graphics), program aspects, learning aspects, and curriculum aspects presented in Table 2.

Table 2. First Stage Validation Results

No	Aspects of Feasibility	Validasi 1	Criteria Validasi
1	Video Display	3,15	Valid
2	Program	3,10	Valid
3	Learning	2,70	Tidak Valid
4	Curriculum	2,42	Tidak Valid
	Average	2.84	Tidak Valid

Based on the results of the first stage validation in Table 2, there are several items from each aspect that score below 3 with an average aspect of 2.84 in the invalid category (Gusvita & Alon, 2021). Therefore, it needs to be revised according to the criticisms and suggestions from the validator, so improvements are made according to the input (Amirudin dkk., 2022). The second validation was carried out by reassessing the learning video that had been refined by referring to the first stage validation sheet (Rahmah & Martin, 2022). The results of the second stage validation on the Kinemaster Diamond-based learning video are presented in Table 3.

No	Aspects of Feasibility	Validasi 2	criteria Validasi
1	Video Display	3,82	Valid
2	Program	3,90	Valid
3	Learning	3,80	Valid
4	Curriculum	3,70	Valid
5	Average	3.80	Valid

According to the Likert scale category from Wdoyoko (2015: 69), scores 3 and 4 are classified into the feasible and very feasible categories (Afifah dkk., 2023). In Table 2, the results of the second stage of validation were obtained in the video display aspect with an average value of 3.80, the program aspect with an average value of 3.90, the learning aspect with an average value of 3.80, and the curriculum aspect with an average value of 3.70. Overall, each aspect of the assessment obtained an average score of 3.80 with valid criteria.

CONCLUCION

Based on the results of the research, data analysis, and discussion, it can be concluded that the Kinemaster Diamond-based learning video on PAI material at SDN Ngadirejo1 is valid based on the video display aspect (graphics), program aspect, learning aspect, and curriculum aspect (Yennizar dkk., 2022). This learning video has been declared feasible to be used in the learning process that can help students understand PAI material, and can help teachers in the teaching process.

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