



Utilization of the Kinemaster Application in Supporting Video-Based Islamic Jurisprudence Learning

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ABSTRACT

In the current era of globalization, the use of technology media in the midst of society has a very important position. The results of technology media are difficult to separate from everyday life because they greatly help human needs, one of which is the teaching and learning process in the world of education. In addition, the researcher intends to find out the needs of a teacher in learning fiqh by means of the audio-visual method using the kinmaster application. This research was conducted using a quantitative method using survey capital and an in-depth survey by dividing google form. The results of the study are that the kinmaster application can be used by teachers as an alternative in carrying out fiqh learning so that they are able to understand the material effectively and clearly. For this reason, in order to facilitate the use of the kinmaster application, teachers should be proficient in using technology media because the material to be given is through the teacher concerned. So far, the researcher's limitation is that the researcher cannot know for sure whether the teachers have given individual assignments to students for the implementation of fiqh material. Therefore, the researcher can conduct further research aimed at students practicing fiqh learning in their lives.

Keywords: Kinemaster, Video Media, Learning Outcomes

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INTRODUCTION

In this era, technology is no longer foreign to all groups, both among children and adults, coupled with the dangers of Covid-19 has passed, requiring all humans to do all work at home so that it is still carried over to this day (Duan et al., 2018; Wang et al., 2018; Zhou et al., 2020). This certainly has a major impact on the education sector (Akseer et al., 2020; Tjoa & Guan, 2021; Zhou et al., 2020). Therefore, education must utilize technology as a learning medium so that learning runs well and smoothly (Bretag et al., 2019; Macaro et al., 2018; Xue et al., 2020). With the development of the world of technology growing rapidly, both in terms of education and school facilities and

infrastructure that are made better and more comfortable. So that it can help in learning activities. This is influenced by the development of the era which is increasingly sophisticated (Lu et al., 2020; Pratt, 1999). With the development of the era that occurs, education in Indonesia must accompany it so that students are not left behind by technology. The development of technology has made innovation in its use as a means of quality education (Huang et al., 2021; Theobald et al., 2020; Xie et al., 2019). Technology can help in evaluating students more optimally in understanding during the implementation of education (Brauner et al., 2021; Mishra et al., 2020; Tonetti & Sanz, 2019). The main purpose of technology for education as a place of learning in solving problems and facilitating and improving a person's abilities in learning as an interesting and interactive support (Abdel-Mageed et al., 2019; Hank et al., 2018; Kouhizadeh et al., 2021). For now, technology in education is a place or source to explore things related to education. This is because current technology in the field of education is very helpful and can facilitate the learning process and can also improve the quality of education (Dwivedi et al., 2020; Schlemper et al., 2018; Tsai et al., 2018). Learning media is a tool in the learning process both inside and outside the classroom, further explained that learning media is a component of learning resources or physical media that contains instructional material in the student environment that can explain to students who are learning. Learning media is anything that can be used to convey messages, stimulate the thoughts, feelings, attention and willingness of students so that it can encourage the learning process (Carr et al., 2020; Palanisamy et al., 2020; Ståhl et al., 2021). types of media are used to enhance the learning experience to make it concrete. The use of appropriate learning media is one of the efforts made by teachers in developing student potential (Liang et al., 2020; Liu et al., 2019; Ton et al., 2020). The main function of educational media is as a teaching aid that also influences the climate, conditions, and learning environment recorded and created by teachers (Bond, 2020; Herman et al., 2018; Kraft et al., 2018). Learning is no longer based on convention as the only existing media (Liu et al., 2019; Maasakkers et al., 2019; Palanisamy et al., 2020). There are so many learning media in the environment that can be obtained at any time and can be made. A fun learning system will support students to enjoy learning more and continue to motivate their curiosity, so that they can motivate themselves, be active and creative and understand the obligations of existing decisions. Education is the heart of the rise of civilization that can accompany the times (Herman et al., 2018; Schneider, 2020). With the development of technology in the aspect of education, it can help the learning process to improve skills and abilities for people in the field of education. This is indicated by the ease of accessing something that will be needed related to education can be obtained easily. With this convenience, as a generation, we should also be able to take advantage of the development of this technology intelligently. There are many technologies that can help learning media, one of which is multimedia applications (Amjad et al., 2018; Barakabitze et al., 2020; Qi et al., 2019). The multimedia application that is often used to create visualizations of learning is the kinemaster application. With this KineMaster, it is easier for teachers and students to create material in the form of videos and it can make the learning process more interesting.

After the application of the kinemaster media, there was an increase in student learning motivation, because KineMaster is one of the most reliable video editing programs that can be used on smartphones.

Kinemaster is an application commonly used with smartphones that are useful for editing various interesting videos (Kang & Kim, 2021). The application is supported by abundant layers of video, audio, images, text and effects. With kinemaster-based videos, learning is believed to be able to create a comfortable and enjoyable atmosphere for students so that they can be interested in the material presented (Abedinia et al., 2018; Wang et al., 2019). That way, the kinemaster video can be directly uploaded to all social media such as WhatsApp, YouTube, Facebook, Google+, and so on. So that it makes it easy for students, and makes it easier for teachers, to present video material delivered to students. Learning activities. The effectiveness of KineMaster video media on students' Fikih learning outcomes online teaching will be much more enjoyable and can affect the improvement of student learning outcomes (Stebbing et al., 2020; Xu et al., 2020). This makes it easy, especially for teacher participants to apply their videos and reach students. The learning process will be more enjoyable so that it will affect the increase in students' interest in learning. The advantages of learning using KineMaster videos are that students understand the material presented better. The level of student understanding is measured through the results of the learning process obtained through analysis of the learning process (Chan et al., 2020; Tricco et al., 2018). Learning outcomes are the last process of learning that occurs mainly thanks to teacher evaluation. Learning outcomes are taken from the value of the actions taken by students after being given treatment. Learning outcomes can be achieved if the media and understanding of the material are also correct. Learning outcomes greatly determine whether students are good or not in understanding the material given. As the learning progresses, many students complain that it is difficult to understand the material, making them lazy to read the material that has been given. So this study aims to improve student learning outcomes in learning during the Covid-19 pandemic through KineMaster-based video learning media. Based on relevant research, Asayar said that learning media can be understood as anything that can convey and channel messages from a source in a planned manner, so that a conducive learning environment is created where the recipient can carry out the learning process efficiently and effectively. From the expert opinion above, it can be concluded that media is anything that can convey and channel messages from a planned source so that a conducive learning environment is created where the recipient can carry out a good learning process. Learning outcomes are taken from the actions taken by students after being given treatment. Learning outcomes can be achieved if the media and understanding of the material are also correct. Learning outcomes also determine whether or not students have completed understanding the material presented. The researcher concluded that the use of video media as a material for delivering material to improve learning outcomes. It can be understood that learning media in the form of kinemaster is a component of learning resources that contain instructional material in the student environment in the form of information and communication technology. In other words, this media is a means of

distributing hardware, software, network systems and computer and telecommunication instructors so that they can be distributed and accessed globally. Based on the description above, the researcher is interested in studying the extent to which the Utilization of the Kinemaster Application in Supporting Video-Based Fiqh Learning. The purpose of the researcher is to observe how educators utilize technology for learning. Likewise, whether students are able to receive learning from the KineMaster application provided by educators. The ease of presenting this video can be repeated during the learning process making it easier for students to understand the contents of the video, in addition, the presentation of structured material also makes it easier for students to understand, especially about concepts. Researchers hope that students are motivated to utilize and develop widely about this media in the learning process. It is hoped that the use of KineMaster can be further developed and can continue to be used in other subjects and not focus on the subject of Fiqh alone, so that applications for other learning media can be developed further so that learning is more active.

RESEARCH METHODOLOGY

The method used by researchers is a quantitative method with a survey as the capital (Campbell et al., 2020; Chen et al., 2018). This quantitative method is understood as a method for testing certain theories by examining the relationship between variables. Researchers try to understand and describe the understanding obtained from researchers trying to understand and describe the understanding obtained from researchers. The instrument used is a survey method by describing the questionnaire online in google form format, The sample taken is students (Tan et al., 2020; Tjoa & Guan, 2021). A questionnaire is a written question used to obtain information or data from the source directly. The questionnaire can also be referred to as a written interview because the contents of the questionnaire are a series of written questions addressed to respondents and filled in by the respondents themselves. Based on this type of research, researchers examine the use of the Kinemaster Application in Supporting Video-Based Fiqh Learning. The purpose of this study is to conduct in-depth research and also find out the use of KineMaster in Fiqh learning. In this method, researchers use questionnaires in Google Form format and are given to students, then the results of the questionnaire distribution are poured back into the research report (Dong et al., 2020). This technique was chosen because researchers are more accurate and more concrete towards subjects who are more experiencing problems.

The results of this quantitative method are carried out using a series of research instruments in the form of tests or questionnaires, the data collected is then converted using previously determined categories or criteria. The quality of quantitative researchers is determined by the number of research respondents involved. In this study, it is necessary for researchers to conduct observations to get an overview of the use of KineMaster. Interviews in the study were carried out as a data collection technique during the analysis to reveal the types of digital platforms used in learning. The results of the data that have been collected in the form of questionnaires and surveys will be described in the

discussion. Researchers hope that respondents will understand the use of KineMaster as a fiqh learning tool before researchers fill out the questionnaire. This researcher has asked several questions and was also guided by lecturers or teachers or media literacy experts. Suggestions and criticisms from the validator are used as a basis, reference and foundation to improve the descriptions of questions in the questionnaire that the researcher distributed, in order to get good respondents in the study. The questions that the researcher asked were related to the use of kinemaster in learning fiqh, here the researcher hopes to get a good response from respondents so that it can be easier to conduct research on the Use of Kinemaster Applications in Supporting Video-Based Fiqh Learning.

RESULT AND DISCUSSION

Kinemaster is a mobile application specifically designed to help Android users to vary videos from ordinary to more interesting videos. The Kinemaster application has an easy-to-use display and has the same features as the editor on the computer, so many users like it. Learning media that is enhanced by using kinemaster can be published online and can be played repeatedly offline. Students can learn by themselves with learning media using this kinemaster. So by using the kinemaster application, students can be more enthusiastic in the teaching and learning process and students do not feel bored with the methods given by the teacher with the method that does not change. Therefore, it would be better for an educator to change the learning method, for example by utilizing the kinemaster application so that the classroom atmosphere becomes more enjoyable. The kinemaster application is expected to help teachers adjust what material can be taught to students freely. Teachers can add interesting things such as pictures, music, moving videos, insertions of words and even interesting animations and are equipped with various transitions.

This is what makes students happy in class if the learning method given by the teacher uses videos using the kinemaster application. So it is better for teachers to always try to make the classroom atmosphere conducive and students enjoy the learning methods provided by the educator, such as showing videos using the kinemaster application is something new for students, so that they are enthusiastic in the learning process and are active, because the video appearances are interesting and beautified with sound and other animations. The results of the study showed that the learning process at the educational level, the interaction pattern is more dominant using direct learning, usually teachers provide learning using video-based technology with the kinemaster application to support learning. In the process, the teacher only provides material in the form of videos to students. Then the results of the students' work are sent to the teacher, the conditions are in accordance with the statement put forward by the student about the use of kinemaster in supporting video-based fiqh learning, where the learning process is carried out not simultaneously between the teacher and the learning. By utilizing the kinemaster application to manage the material that will be taught by the teacher in the form of animated videos, it is expected to facilitate the absorption of information effectively and efficiently by students according to the point so that the delivery of learning materials

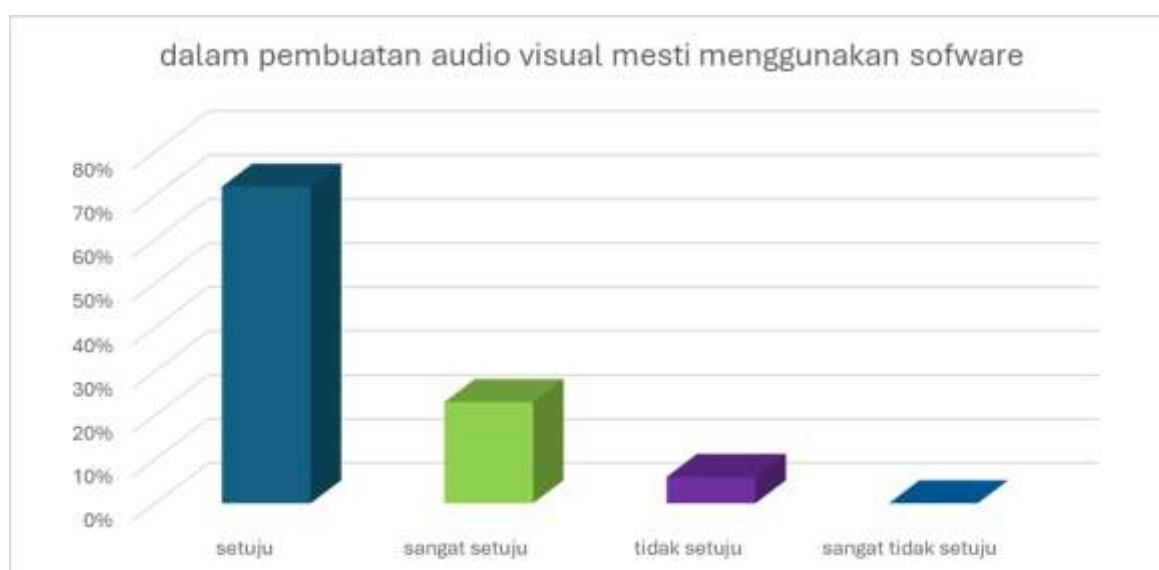
becomes interesting and not boring because there are audiovisual media, videos, or colorful images that are interesting. The following is the data from the questionnaire research using the google form filling which will be attached as follows:



Based on the distribution of questionnaires that have been conducted by researchers to educators and students at school, the results and responses from the survey were 22 out of 53 people who chose to strongly agree that the delivery of material used by teachers is the lecture method used to deliver material to students. As for those who chose to agree, there were 31 people. Here it can be seen that there are many benefits from delivering material using the lecture method, students will more easily understand the material presented by the teacher. Then there were also respondents who chose to disagree, namely 1 person, maybe this was also because the respondents did not like the lecture method in learning. From here it can be concluded that many of the respondents have and understand learning using the lecture method better. So teachers who use the lecture method must have clear intonation and articulation so that students can listen intensively.



Based on the results of the graph above, it can be seen from the results of the respondents that many who chose to agree that students often get bored when capturing fiqh material using the lecture method, namely 25 people out of 53 who chose to agree. So the factor that makes students often get bored with the lecture method is that students feel sleepy more quickly with the material presented. With this lecture method, students are not very involved in the teaching and learning process, causing students to be less active and it will be difficult to receive the material given by the teacher. The impact caused by this boredom is that students are not enthusiastic about following the teaching and learning process used by the teacher, so that the material presented will not run efficiently. As for those who chose to disagree, there were 10 people because respondents may have a learning style with the lecture method and understand faster.



Based on the results of the diagram above, many respondents agree that audio visuals must use software. So in making videos of fiqh material, you must use supporting

applications to get an overview of the material to be delivered. From the results of the questionnaire distributed, 37 out of 53 people who chose to agree that making audio visuals must use software. They think that using software will make it easier to make videos. As many as 3 people stated that they did not agree that making audio visuals could not only use software but could also use other devices. From here, software devices will be very helpful in making videos in fiqh material. And it will also make it easier for teachers to make materials and students will also get to know technology that is increasingly sophisticated.



Based on the results of the graph above, many agree that easy-to-use software for making audio visuals is kinemaster. There were 39 people who chose to agree, and from here it can be seen that kinemaster can be used to make audio visuals in making learning materials. As for respondents who did not agree that the kinemaster application could be used in making audio visuals, there were also other applications that could help in making audio visuals. In contrast, many teachers chose that kinemaster was very helpful in making audio visual media. And it is also very useful for learning and students will not easily get bored with the delivery through the kinemaster application. From this application, many benefits can be taken, namely it can lighten the teacher's work, teachers no longer have to bother delivering material, because teachers can deliver their material via video and show it to students using the kinemaster application.



Based on the results of the table, it can be concluded that if the fiqh teacher mixes the delivery of material with the lecture method and audio visuals, it will make it easier for students. From the graph, many respondents chose to agree that mixing methods in learning makes it easier for students. Because combining the two methods will have a good impact on the development of students in understanding the material. And, students will understand faster, because after the students see the video, the teacher also directly explains the material displayed. Therefore, the knowledge gained by students will be more perfect to be understood. In this case, it is also to overcome student boredom in learning and will also increase student activity in the teaching and learning process. Of course, this will make the classroom atmosphere more active and effective. And it can also bring students to learn independently and make students creative. Based on the ten surveys described by the researcher, it can be concluded that the use of the kinemaster application as a medium in learning is very capable of developing students' interests and creativity in the learning process.

The use of this kinemaster application is very helpful for teachers in providing lessons to students as much as possible by utilizing the things in the application. Most of the respondents who chose to agree in the diagram above as a media to help understand learning materials, as a means of making material more interesting, creative, innovative, and can even support students' interests in other learning. Students are objects or targets that must be achieved in a basic competency in the teaching and learning process, knowledge is a part that must be absorbed and known by students. Values are the rights given by teachers to students according to their abilities to help the teaching and learning process. The survey results from the research conducted can be seen that many respondents chose to agree, but of the 53 people who filled out the questionnaire, there were some who chose to disagree and disagree and were just normal, this was because in the use of this kinemaster application in supporting fiqh learning, it still cannot describe and develop clearly in the learning process. Judging from the results of the survey that has been conducted above, the researcher stated that many of the respondents were also

constrained by the network, this is because there are obstacles or obstacles felt by students and may not understand how to apply it. And also, in the delivery of teachers has not been maximized to students. Here the researcher hopes that further researchers can maximize the use of the kinemaster application in supporting video-based fiqh learning and this kinemaster can be used by educators as a learning support.

CONCLUSION

Based on the basis of the research above, various methods and media have been broadcasted and used in the teaching and learning process. As with the aim that many teachers provide creativity in teaching and can produce more meaningful learning, of course, it will improve the quality of education. One of them is ICT-based learning media using the kinemaster application which is able to create animated learning videos.

The use of the kinemaster application to manage the material that will be explained by the teacher in the form of animated videos is expected to facilitate the absorption of information effectively and efficiently by students in accordance with the point above, namely the delivery of fiqh lesson material so that it becomes more interesting and not boring because it contains audio-visual media, videos, and colorful images. As is known, the use of kinemaster is an application that can make it easier for students to understand lessons. Video-based learning can improve learning outcomes and can eliminate boredom during the effectiveness of kinemaster video media on fiqh learning outcomes. Related to the method used, namely the quantitative method, because this method makes it easier for researchers to simulate the questionnaire that has been distributed. Therefore, researchers hope for a good response from respondents because it is very helpful in research on the use of kinemaster in video-based fiqh learning. By utilizing kinemaster, it can broaden the horizons of students and educators to be more advanced in developing various applications that can be used as one of the supporting media in the learning process. The conclusion that can be drawn is that the learning process has been carried out well by using kinemaster, many teachers agree that the use of video media is very appropriate, especially for materials that are difficult to understand. Video media is also one of the media that students like because it can help with home learning and encourage them to be more fond of learning. Video media also motivates education to find or make creative videos that can help students while learning.

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