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Development of creative learning video media using the kinemaster application for fiction and nonfiction book literacy for students class VII Smp

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Article Info

Abstract

This development research aims to produce creative learning video media products and test the feasibility and effectiveness of products in class VII on fiction and nonfiction book literacy learning. The research method used is the type of R&D (Research &; Development) development research using the ADDIE development model. The difference is that this research focuses on creative learning video products made based on the needs and conditions of students who present material as well as fictional story texts in the form of audio-visual and animation. This research was motivated by observations on online learning during the Covid-19 pandemic, namely at Al Kautsar Junior High School Class VII. The observations show that media for Indonesian subjects are less varied, especially for fiction and nonfiction book literacy materials. Based on this, research was carried out on the development of creative learning video media using the kinemaster application to help students dig and find information on fiction and nonfiction books. Data collection techniques are in the form of observation, questionnaires, interviews and documentation. Data collection instruments are in the form of observation sheets, questionnaire sheets, interview results, and validation sheets. The results showed that creative learning video media about the practicality of media from the teacher response questionnaire obtained a score of 92.30 and the results of the student response questionnaire obtained a score of 90.86. Media validity shows that the results of media expert validation get a score of 82.85, material expert validation gets a score of 84.70. The effectiveness of creative learning video media obtained a score of 87.5. Based on the results of practicality, validity and effectiveness, it can be concluded that the practicality of creative learning video media is included in the very practical category, the validity of media and material is included in the valid category, media effectiveness is included in the good category and worthy of use.

Keywords: development, creative learning video media, fiction and nonfiction books

Introduction

Learning is a process that is carried out by everyone in life, by learning a person can get a change in his life, one of which is a positive change in someone's behavior that is obtained through training or experience (Setiawan, 2017). In learning there is a process of interaction among students and between teachers and students (Inah, 2015).

Learning is a process of students to learn. Learning is carried out in order to obtain knowledge, skills or subject matter from educators and from other sources. In order to obtain and understand learning properly, it is necessary to have components that can make learning achieve success

To achieve success in learning, it is necessary to have several things that can support learning such as learning media, teaching materials, learning methods and others. One of the things that can support the successful implementation of learning well is the use of learning media in teaching and learning activities.

Learning media according to Yaumi (2018: 7) media are all forms of objects that are made in a structured manner used by educators to provide and make it easier for students to receive information to achieve learning goals.

The teacher as a facilitator in the process of learning activities so that students can learn well. With the direct interaction process, it is hoped that the learning process can occur effectively (Pane & Darwis Dasopang, 2017). However, learning activities are sometimes less effective in a post-pandemic situation like today. Because during the pandemic students carried out online and made use of many devices for the learning process. As a result, students are less enthusiastic and interested in the learning process if the teacher only teaches conventionally with the lecture method. This is a challenge for teachers to provide creative, interesting and innovative learning media.

In this technological era, we can use technology to create learning media. Technology is the most important thing in today's all-digital learning situation. By utilizing technology, it is hoped that learning activities will run more smoothly (Pakpahan & Fitriani, 2020). In the process of implementing online and offline learning activities, of course, the role of technology cannot be separated. Utilizing technology can facilitate the learning process (Salsabila *et al.*, 2020).

Current technological sophistication not only provides various kinds of digital platforms, but by utilizing technological sophistication it can make it easier to create learning media. Learning media is a teaching aid in learning activities that can be useful for channeling information to recipients of information (Falahudin, 2014). The use of learning media is an important factor in teaching and learning activities, because learning media is an intermediary in conveying material to students so that students can understand the material provided properly (Wahyuningtyas, 2019).

By using learning media, it can increase student learning interest, generate learning motivation and can even have a psychological influence on students (Falahudin, 2014). So that learning media has an important role, especially in post-pandemic situations like today, because with learning media it is expected that students can understand the material provided even though the media used digital media is not concrete media.

Arsyad (2011: 2) argues that learning media is an inseparable part of the teaching and learning process for the success of learning objectives. The learning media used can produce efficient learning activities and succeed in achieving learning objectives. Instructional media that are used appropriately also need to pay attention to learning materials, student characteristics and the learning objectives themselves. The media used in learning activities must be harmonized with the interests of learning. One of the media that can be used to support the learning process is creative learning video media using the kinemaster application.

The development of video media in this study is a creative learning video with the manufacturing process using the kinemaster application on Android. Video is a tool or media that can show simulations of real objects, video as a digital medium that shows the arrangement or sequence of moving images that can give illusions or fantasies (Munir, 2013: 18). The video is combined with animation that fits the material and story. The animation in the video is in the form of animated objects according to the material and the characters in the story, the setting of the place and the setting of the

atmosphere according to the story. In the creative learning videos there are also voice actors who explain the material and play characters who are having conversations according to the fictional storyline.

Creative learning video media can support the course of learning activities. In constructivism learning theory the teacher creates learning areas that suit the needs of students so that students can digest learning independently as well as providing creative learning video media for students to digest the contents of the video. Rapidbe (2012) revealed that the impact of learning activities using audiovisual media such as creative videos on improving students' abilities was 50% because students learned 50% from what was seen and heard. In addition, according to Smaldino, Lowther & Russel (2012: 404) [15], videos are available for almost all types of topics and for all types of learning in all teaching domains, both affective, psychomotor, cognitive, and interpersonal.

Oka (2017: 146) [12] argues that one of the advantages of video media is that it can be used in conveying or explaining messages and can be adapted to the interests of students by applying manipulation techniques (view, time, etc.). Another opinion was also expressed by Susanto (2014: 333) [19] who argued that the existence of video media in teaching and learning activities could help students increase their learning experiences and be able to foster student competence in various subject matter.

One of the subject matter that can be used in creative learning video media is learning literacy in fiction and non-fiction books for seventh grade students of junior high school. Creative learning videos that are broadcast accompanied by interesting animated sounds and images can make it easier for students to understand and explore information in fiction and non-fiction book material.

The use of animated video media is quite practical because it can be used both offline and online. In offline learning, the media is displayed by the teacher through an LCD projector and can be used by one class. Students in the class are conditioned to be conducive so that learning goes well. Students in class listen carefully to the video that is shown on the projector screen in front of the class. After listening to the creative learning video that was played, students answered questions and wrote down the results of listening to the material presented.

By listening to creative learning videos that are broadcast in class, students can more easily understand and know the content of the elements of fiction and non-fiction books and the intrinsic elements of the story. Apart from being able to show it in class with an LCD projector. Outside of learning, students can easily access learning videos that are uploaded on the YouTube page and on Google Drive via HP Andorid, so it is quite effective if students want to repeat listening to learning videos to gain an in-depth understanding of the material.

Based on the results of observations made, the use of learning media used is less varied, especially in literacy material for fiction and non-fiction books. The media used is still limited in the form of textbooks with few pictures. The current use of textbook media is not attracting the attention of students because students are currently more interested in texts that are packaged in digital form and presented in audio-visual form. Students also find it difficult to understand the story because of the long reading. Therefore, interest in learning media is needed so that students can listen to the material and story texts well.

Previous research conducted by Rentika Widhi Pratiwi with the title "Development of Video Animation Media for Listening to Stories Skills for Class VII Students" is a reference for the current research. In addition, another research was also conducted by Siti Aisyah "The Process of Designing Storyboard Media Development for Learning to Dig up Information on Fiction and Non-Fiction Books in Indonesian" and another study entitled "Development of Sparkol Videoscribe-Based Animation Video Learning Media About Preparation for Republic of Indonesia's Independence in Grade VII Middle School" conducted by Munida Qonita Silmi is also a reference for current researchers.

In order to better teach literacy in fiction and non-fiction books, learning media are needed that can focus students' concentration and interest. Creative instructional video media is expected to be able to support literacy learning activities for fiction and non-fiction books in the elements of reading and viewing so as to achieve maximum results. The existence of interesting and effective learning media, the learning will run better.

Based on the description above, the development of creative learning video media can be a learning medium for literacy material for class VII students of fiction and nonfiction books. There is a need to develop creative instructional video media for literacy learning of interesting fiction and non-fiction books. Therefore, it is necessary to conduct development research with the title "Development of Literacy Creative Learning Video Media for Fiction and Nonfiction Books with the Kinemaster Application for Class VII Students".

The hope in developing this creative learning video media is that it can broaden knowledge, develop audio-visual animation media for literacy material for fiction and non-fiction books. This development research focuses on the process of developing creative learning video media in terms of practicality, validity and effectiveness of media on a limited scale. In addition, this study also has the objectives to (1) explain the process of developing creative instructional video media for fiction and nonfiction books using the kinemaster application for class VII students, and to be able to find out the practicality, validity and effectiveness of creative instructional video media for fiction and nonfiction book literacy by using the kinemaster application for class VII students in terms of teacher responses, student responses, material and media validation results and student test results on the use of creative learning video media in learning.

Methodology

The type of research used in this research is Research and Development (R&D). The development research model used in this research is the ADDIE model. As the name implies, this type of ADDIE model development research has five stages of development including: Analysis, Design, Development or Production, Implementation or Delivery and Evaluations. In this research, a product was produced in the form of creative learning videos that presented literacy material for fiction and non-fiction books.

There are several subjects involved in research on the development of creative learning video media, including: 1. One material expert was chosen to provide validity to the quality of the learning material. 2. One media expert was selected to give validity to the quality of the developed learning media. 3. Class VII students totaling 64, and one Indonesian teacher for class VII.

There are 2 types of data used in this study, namely qualitative data and quantitative data. Qualitative data which is a form of direction and advice from media expert lecturers and material expert lecturers. Quantitative data was obtained from the validation results of media experts and material experts, student and teacher results questionnaires, student test scores compared to ideal scores to determine the feasibility of the developed media or not yet feasible.

Results and Discussion

Research on the development of creative instructional video media that has been carried out has obtained results that have known the validity of the media, the practicality of the media and the effectiveness of the media developed. Development of creative instructional video media made for literacy material for fiction and non-fiction books through several processes including the following:

Stages of Analysis

This stage covers the analysis of the Class VII curriculum at SMP Al Kautsar Bandarlampung. This activity involved homeroom teachers and Indonesian language teachers from class VII A to find out the learning media used in Class VII SMP Al Kautsar. The activities carried out in this stage are determining the learning outcomes used and formulating the flow of learning objectives for the purpose of achieving learning activities carried out in class VII. Learning Outcomes, Learning Objectives and Flow of Learning Objectives used are as follows:

Eelemen	:	reading/viewing
Learning Outcomes	:	Students understand information in the form of ideas, thoughts, views, directions or messages from various types of texts, for example text descriptions, narratives, poetry, explanations and expositions from visual and audiovisual texts to find meaning express and implied.
Learning objectives	:	Students recognize the differences And similarities between the parts in fiction and non-fiction books by carefully comparing these parts.

Pancasila Student Profile Character Values: Critical reasoning

Next is an analysis of the characteristics of the students, it is known that the students in class VII SMP Al Kautsar Bandarlampung are aged $\geq$ 12-13 years. At that age the cognitive development of students enters the concrete operational stage of students experiencing a change in thinking to become more logical which is marked by activities of understanding, remembering and solving problems so that students need media to help the process of changing thinking for the better. The experience of students studying Indonesian language literacy material on fiction and non-fiction books is limited to using the lecture method, which means that students only learn directly from the teacher's explanation and the learning media used is limited in the form of textbooks. Meanwhile, the abilities possessed by students in formal and non-formal education are quite diverse. Therefore, the development of learning media is

needed to be able to meet the needs of students, especially in literacy material for fiction and non-fiction books.

The material analysis was carried out by identifying the material elements of fiction and non-fiction books. It was found in practice that in learning literacy material for fiction and non-fiction books students experienced difficulties in understanding and identifying the elements of fiction and non-fiction books. Therefore the material in the creative learning videos was developed from material descriptions that became a source of learning for students, namely Indonesian language student handbooks published by the Ministry of Education and Culture, and of course supported by various other sources and references.

Stages of Design
At this stage, apart from being carried out by the developer himself, he also consulted with fellow developers who are experts in the field of graphic design and IT. The activity begins with designing content sketches from creative learning media. The beginning of designing the contents of this creative learning video media was opened with a video cover, an opening which brought up slides accompanied by pictures of writing and sound, developer profiles, presentation of material and closing. The design of the material contained in this creative learning video is synchronized with the conditions and needs of students.

The design of background display images, supporting images, and sounds is designed for each component from start to finish. The design was continued at the stage of making animation until it became a video containing moving images and given sound according to the presentation of the material and story.

The development stage is carried out in accordance with the learning implementation plan (RPP) which is adapted to the implementation using the developed media. The learning plan contains activities carried out in learning starting from the opening, core activities, and closing. In addition, learning tools were also developed, namely, LKPD, material development, media design, assessment sheets.

After that the media development process can be implemented. The development of creative learning video media products is carried out through several stages, namely the stage of making storyboards, the design stage for the background, the design of supporting animated images, the writings and the animation stage, the sound recording stage, the stage for collecting backsound to support the atmosphere, the stage for combining all components into a video and the finishing stage.

Making video storyboards is used as a reference in making creative learning video media. The storybard video contains a summary of the contents of every video detail, both visual elements, which can be in the form of images and text, as well as audio elements, in the form of speech used for recording and supporting backsound. The storyboard is designed to contain a brief description of the material and story from start to finish.

The software used at the design stage is the kinemaster application. The design starts with making a video background design which includes blackboard animation, classroom atmosphere, books and other supporting images. The design adjusts the contents of each part.

The next stage is sound recording. The voice recorder is used to record the voice narration that will be needed in the video. The recorded voice narration refers to the story material and text. Simultaneously, a collection of supporting soundtracks has been prepared in the HP gallery.

If all parts of the video are finished, then the next step is to combine and edit the parts that have been made into animation, recorded sound, required text and backsound using software. All components are put together from the opening to the closing. The final stage is the rendering process to produce an animated video in the form of the final output in mp4 format with a duration of 8 minutes 35 seconds.

Table 5: The Example of Creative Learning Video Media Section

Script	Visual	Audio
Opening		Backsound and Narration Welcome to Class VII Indonesian Language Learning Videos

Cont…

Delivering learning objectives		Back sound, narration by the developer's voice
Material title		Back sound, narration by the developer's voice
Material subtitles		Back sound, narration by the developer's voice

Cont..

Examples of fiction and nonfiction books		Back sound, narration by the developer's voice
Fiction book elements		Back sound, narration by the developer's voice
Fiction book elements		Back sound, narration by the developer's voice

The validation stages cover the implementation of material and media validation. The purpose of the validation stage is to provide value regarding the validity of developing creative learning videos. At the validation stage, directions and suggestions were received from the validators regarding media deficiencies which in the future will be revised before the trial is carried out. The validator for material validation was carried out by Sri Wahyuni, M.Pd., as a lecturer in the MKU language family at Polinela Lampung. The result of the material validity value is 84.70 which indicates that the material used in the development of creative learning video media meets valid or feasible criteria for use without improvement.

While the validator for media validation was carried out by Dr. Septafiansyah Dwi Putra, S.T.,M.T. as a lecturer and head of the Polinela Lampung computer center. The validity of the media obtains a value of 82.85 which indicates that the creative learning video media meets valid or appropriate benchmarks for use without revision.

Stages of implementation
The stages of carrying out research trials after the media are declared valid. The subjects used were 64 students of class VII A and class VII, with the trials being carried out namely the static group comparison trials, namely one experimental class and one control class. In this study Class 7A is called the experimental class/experimental group, namely the group that will be given treatment, class 7B is called the control class/control group, namely the group that is not given or subject to treatment in this study in the experimental class will utilize developed learning video media, while the control class did not use learning video media.

Based on the results of the student tests, it showed a total score of 2326 obtained from 32 students who took the test. The acquisition value is then calculated using the following formula:

$$P = \frac{\sum students\ who\ get\ grades \geq 72 X 100\%}{\sum all\ students}$$
$$P = \frac{17}{32} X 100 = 53$$

The experimental class student test results showed a total score of 2632 obtained from 32 students who took the test. The acquisition value is then calculated using the following formula:

$$P = \frac{\sum students\ who\ get\ grades \geq 72 X 100\%}{\sum all\ students}$$
$$P = \frac{28}{32} X 100 = 87,5$$

Student tests in the experimental class trial obtained an average score of 87.5 which indicates that the learning outcomes using video animation media developed for story listening skills are classified as very good and can be used in learning Indonesian. After the trial of listening to stories using creative learning video media, the questionnaire was given to students who had the goal of getting practical results for the development of creative learning video media. Positive and negative statements were used for student questionnaires. Students check the questionnaire by filling in a check mark (√) on the statement that they think is appropriate. The data obtained is then calculated using the respondent data formula.

Based on the student response questionnaire, the results obtained showed a score of 378. From the acquisition of positive statements, a score of 378 was obtained, and from negative statements, a score of 38 was obtained. The score obtained was then calculated using the following formula:

$$P = \frac{\sum 100}{N}$$
$$P = \frac{378}{416} X 100 = 90,86$$

The student questionnaire in the pilot test obtained a score of 93 which indicates that the development of creative instructional video media for fiction and non-fiction book literacy material belongs to the very practical category and can be applied in learning.

Teacher questionnaires are also included in this study. The teacher acts as a supervisor and observes when testing creative learning video media products is carried out. Filling out the questionnaire was carried out by Mrs. Dahlia, M.Pd. as a teacher of Indonesian subjects.

Based on the teacher's response questionnaire, the results showed a score of 12 which was obtained from positive statements getting a score of 7 and negative statements getting a score of 5 and one statement of 0 was not answered. The score that has been obtained is then calculated using the following formula:

$$P = \frac{\sum R}{N} \times 100$$

$$P = \frac{12}{13} \times 100 = 92,30$$

The teacher questionnaire in the limited scale trial obtained a score of 92.30 which indicates that the development of creative learning video media made for literacy material for fiction and non-fiction books belongs to the very practical category and can be applied in learning.

Stages of Evaluation
In the last stage, namely the evaluation stage. Mulyatiningsih (2012: 183) states that the evaluation of the ADDIE model is the stage of conducting analysis and correcting errors and deficiencies in the development research being carried out. The evaluation carried out at this stage is to evaluate the development process that has been carried out. Evaluations were obtained from the validators in the form of suggestions and input. The evaluation results were obtained from the validators, namely media experts and material experts in the form of suggestions for creative learning video media to make it better.
Evaluation of media validation obtained in the form of suggestions and input from media experts, namely to include program ideas, programmers and year of manufacture. In addition, media experts also provide input to include applications that can make students directly respond to material in the video so that there is a more interactive process. Evaluation of material validation obtained from material experts in the form of suggestions and input, namely material experts providing input on the development of the material should each be given many more examples so that it is not just theory, and there are not many descriptions in the form of text but can be made in the form of map mapping.

Conclusion
Based on the results of the assessment and discussion that has been described. The procedure for developing creative instructional video media for literacy material for fiction and nonfiction books for class VII junior high school students goes through the stages of the ADDIE method, namely analysis, design, development, implementation, and evaluation. The developed creative learning video media has been proven to be a suitable medium for use in learning because of the good quality of the media and fulfills the practicality, validity and effectiveness of the media applied to Indonesian language learning for literacy material for fiction and non-fiction books.
The validity of the material and media obtained showed that the validation results by material experts obtained a validity of 84.70 with a valid category without revision and the results of validation by media experts obtained a validity of 82.85 with a valid category without revision. The practicality of the media shows that the results of the teacher's response questionnaire obtained a score of 92.30 which was classified in the very practical category and the results of the student questionnaire obtained a score of 90.86 which was classified as a very practical category. The effectiveness of creative learning video media shows that students get an average score of 87.5 which is classified as very good.

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