Conference Paper



Strengthening Teachers' Digital Literacy through Interactive Video Making Training using the Kinemaster Application

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*Corresponding author: E-mail:	ABSTRACT
wahyu.kyestiati.ds@upnjatim.ac.id	Digital literacy is one of the important literacies that needs to be developed at schools, both by teachers and students. Teachers' low mastery of digital literacy will certainly hinder the students' achievements during the teaching and learning process. Therefore, it is important for teachers to actively participate in updating themselves on digital developments, including the use of making interactive learning videos. The purpose of this program is to strengthen the digital literacy of teachers through interactive learning videos making training using the Kinemaster application. The methods used in this training were training and mentoring, assignments, and workshop results. It was previously confirmed that prior to this training, the trainee teachers had never known and used the Kinemaster application to make learning videos. The result of this activity is that 85% of teachers have understood and are able to use the Kinemaster application to make interactive learning videos. From the workshop, as many as 75% of teachers were able to complete the making of simple learning videos properly and on time.

Keywords: Digital literacy, learning video, Kinemaster application

Introduction

21st century is associated with the century of technology. It demands superior and competitive human resources in mastering various forms of skills. The implementation of the 2013 Curriculum, the Emergency Curriculum, and the Merdeka Curriculum are in line with the spirit of achieving 21st century skills by students. Various learning innovations that have high academic legitimacy and are relevant to the demands of the global community have been demonstrated by educators in the classrooms. One form of innovation is to design a learning program that aims to provide opportunities for students to develop various skills needed in the 21st century.

Digital literacy is one of the important things that needs to be developed at schools, both for teachers and students. The rapid development of information and communication technology requires schools to participate in integrating technology in the learning process (Purandina & Juliari, 2021; Sumarno, 2019). To integrate information and communication technology (ICT) into learning, teachers must have sufficient and interrelated technological, pedagogical and content knowledge (TPACK) (Max et al., 2022). In this case, digital literacy for teachers is the basic foundation that must be built to be able to apply TPACK in the learning process in the classroom. The low mastery of digital literacy by teachers will certainly hinder the mastery of digital literacy for students in the learning process. Therefore, it is important for teachers to be digitally literate to support students' mastery of digital literacy.

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However, not a few schools in Indonesia are still not optimal in using the role of technology in their classrooms. The solution that has been adopted and has been widely developed in several countries is to improve TPACK skills for prospective teachers since they are still in college through debriefing and lecture programs (Kara, 2021; Wen & Shinas, 2021; Wu et al., 2022), while for professional teachers through capacity building programs (Chaipidech et al., 2021; Rolando et al., 2021).

The application of TPACK in the classroom correlates with the demand that teachers must be able to design innovative teaching materials or learning media using elements of technology. The success of learning is strongly influenced by the completeness of the facilities or media used. This is because the more varied the media used, the more optimal messages or content materials will be received by students. This is due to the variety and diversity of student learning modalities that can be accommodated from varied media in learning. Video technology is one of the technologies can be used in classroom learning. Video technology provides many benefits if being used accordingly. It gives opportunities for users to learn through the elements of sound (audio) and images (visual) simultaneously. This media can be used to convey information and knowledge realistically and concretely, which is impossible to convey by print media (Herayanti et al., 2019). The use of learning media in the form of videos is one way that teachers can use to improve student achievement and interest in learning (Mutia et al., 2020; Puspitarini & Hanif, 2019; Sulihin et al., 2020; Sunami & Aslam, 2021). The use of learning media is expected to help students understand and accept the learning process carried out by teachers in the digital era. Video media can also represent the presence of teachers when they cannot meet face-to-face in real classes, for example during a pandemic which requires a distance learning.

To date, distance learning media has not been developed maximally in Indonesia (Khaira, 2021; Shodiq & Zainiyati, 2020; Yun et al., 2021). One of the obstacles to the development of learning media is the lack of expertise in the development of ICT media by the teachers so the development of learning materials with computers is less than optimal. There are still many students who do not understand the lesson when the teacher distributes material remotely just by sending photos of the material without explanation. Even parents of students are confused when accompanying their children to study. Therefore, teachers are required to be able to create innovative and more interesting learning. One application that can be used to create learning videos is KineMaster. Many applications support the creation of learning media, but KineMaster is an application that can facilitate teachers in making ICT-based learning multimedia easily (Amelia & Arwin, 2021; Darnawati et al., 2021; Hamama & Maulida, 2022; Hamdan et al., 2022; Khaira, 2021).

KineMaster is a full-featured and professional video editing app for iOS and Android devices. It supports multiple layers of video, audio, images, text, and effects along with various tools that allow teachers to create high-quality videos. This application can also be accessed and used for free by its users. The subject matter is designed to be as attractive as possible and can display videos, as well as animated images related to the subject matter so that students focus more on what is conveyed by the teacher. In addition, KineMaster videos can be directly shared on social media platforms such as YouTube, WhatsApp, Facebook, Google+, and others. This can make it easier for teachers to publish their videos and reach students. Through the mastery of this application and its use in making interactive videos in the learning process, it is hoped that it will improve the quality of learning in the classroom. This activity aims to strengthen teachers' digital literacy through training in making interactive learning videos using the Kinemaster application.

Material and Methods

Activity preparation

Activity mechanism

Before going into the field, several stages were carried out as a form of preparation, including a) Conducting teacher data collection and site surveys at SMP Muhammadiyah 6 Pucuk, Lamongan

Regency. b) Discussion and common perception. c) Program socialization to teachers in SMP Muhammadiyah 6 Pucuk, Lamongan Regency regarding the training program plan.

Training Materials

The material to be delivered is organized into a training module entitled "Effective Ways to Make Learning Videos with the Kinemaster Application". This module is used as one of the teaching materials used by the team when giving the training. This book contains an overview of the characteristics, criteria, and stages of making learning videos, analyzing the needs for making learning videos, and the process of taking material videos and editing videos using the Kinemaster application.



Figure 1. Module of video making training using Kinemaster application

Activity design

The training was conducted for teachers of SMP Muhammadiyah 6 Pucuk, Lamongan Regency. The methods used in this training are training and mentoring, assignment, and workshops to present results. The model applied during the training and mentoring is a demonstration model followed by direct instruction. Direct instruction is a model designed to improve the mastery of various skills (procedural knowledge) and factual knowledge that can be taught step by step. The direct instruction model in this study is a learning model specifically designed to develop participants about procedural and declarative knowledge that is well structured and can be learned step by step. After completing the training, participants were given project assignments to make simple learning videos. The results of these learning videos are then collected and an online training workshop is conducted.

The indicator of the success of this training is measured by the level of understanding of the participants, which was obtained from the participant's self-evaluation questionnaire at the end of the training session. In addition, the success rate is also measured by the number of project tasks collected.

Results and Discussion

Training implementation

In the training process for making learning videos using the Kinemaster application, a demonstration model was chosen followed by direct practice. This is because based on the information that the trainee teachers have never known and used the Kinemaster application in making learning videos. By studying step by step and direct practice, it is hoped that participants will understand and try it better. However, participants were first given an understanding of the

characteristics, criteria, and stages of making learning videos, analyzing the needs for making learning videos, the process of taking material videos, and finally the stages of video editing using the Kinemaster application. This training is also equipped with a training module for participants to learn independently.

Through this live demonstration, participants have many advantages, including being able to directly ask questions about the problems encountered during the practice. The presenter will solve the problem by presenting errors that occur in front of the class classically to be an example of learning for other participants. However, if the problem faced is personal, the trainer can immediately come and solve the problem based on the case that arises. The problem that arises more often lies in the stages of the video editing process compared to other stages.



Figure 3. Participants practice the material and receive direct guidance

The process of editing the learning videos requires preparation. Before processing the learning videos, raw video materials were edited. These videos can come from various sources, such as youtube, self-recorded videos, or collections of slides and pictures. The selection of this video source has its advantages and disadvantages.



Figure 4. Video recording practice as raw materials

If the video to be edited comes from YouTube or other similar sources, it may not match the concept desired by the video maker. Self-recording video is a more appropriate solution. In this way, the video maker can be more flexible with the idea of the video to be made. In addition, this method can be a space for teachers' creativity, provide examples of confidence to students, and actualize digital literacy.

Training products

As a form of appreciation to the training participants, performances or workshops as a result of the training are held. This event is also intended to evaluate the success of the training in making

learning videos and the form of responsibility of the trainees. The learning videos from this training can be accessed via the following link:

https://drive.google.com/file/d/1DZ350F6HWK2Ay1euiZFbCPP7Wmp0_XEl/view.



Figure 5. Some learning videos from the training

Based on the success indicators of this training, namely the level of understanding of the participants and the number of project assignments collected, the results are presented in Picture 6.



Figure 6. Level of understanding of participants and participation in project completion

From this activity, 85% of teachers already understand and can use the Kinemaster application to make interactive learning videos. In addition, 75% of teachers were able to complete the task of making simple learning videos properly and on time. These results indicate a fairly high training success.

The high level of understanding and ability to use the Kinemaster application to create interactive learning videos shows an increase in digital literacy possessed by teachers at SMP Muhammadiyah 6 Pucuk, Lamongan Regency. It is hoped that the increase in digital literacy in the

form of the ability to make interactive learning videos will be accompanied by an increase in students' digital literacy and the quality of student learning. As based on research by Sunami and Aslam (2021), the use of instructional video media increases student interest and learning outcomes. The basic mastery of understanding and the ability to use the Kinemaster application is also expected to be a trigger for teachers to learn independently to use this application according to its function or even learn other applications to improve their digital literacy. Darnawati et al. (2021) revealed that participants wanted retraining activities after this kind of training. It shows that this kind of training will increase the teacher's curiosity.

Conclusion

The program of interactive video making training using the KineMaster application to the teachers of SMP Muhammadiah 6 Pucuk has been well implemented and received positive appreciation from the participants. From this activity, 85% of teachers already understand and are able to use the KineMaster application to make interactive learning videos. In addition, 75% of teachers were able to complete the task of making simple learning videos properly and on time. These results indicate a fairly high training success.

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