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Development of Kinemaster Video in Learning Social Science in Grade 4 at SD Negeri Kauman 2

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Abstract: This research is a development study using the Kemp Instructional Design Model, aimed at creating KineMaster-based learning videos on the topic of Hindu and Buddhist kingdoms for Grade 4 IPAS learning. The development process involved validation from design, material, and media experts, as well as peers. Product testing was conducted in three stages: small, medium, and large group trials. Data were collected using questionnaires to assess aspects such as content clarity, accessibility, and engagement. The results show that KineMaster videos improve student interest and understanding, especially for abstract or difficult topics. The combination of visuals and audio helps make learning more interactive and enjoyable. Additionally, students can access the material anytime, supporting flexible learning. For teachers, KineMaster enables more creative content delivery and offers opportunities for students to participate in creating learning media. However, some challenges remain, such as limited technical skills and the time required to produce high-quality videos. Therefore, training for both teachers and students is important to maximize the benefits of this technology. In conclusion, KineMaster-based videos are a promising tool to enhance learning quality, increase student motivation, and foster creativity in the classroom.

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Introduction

Based on the National Education Law No. 20 of 2003, it is explained that learning is a process of interaction between students and educators as well as learning resources in a learning environment. The assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits as well as the formation of attitudes and beliefs in students is the meaning of learning. So it can be said that learning is a process to help students learn well.

The concept of learning is that an educator or teacher who conveys his knowledge by organizing and creating a learning environment and by using methods that suit the needs of students, can increase the motivation of students to learn more actively is the meaning of learning. This means that in learning, a teacher's ability to organize materials, students and the learning environment will be seen in the hope that students can learn optimally according to the set learning objectives. Based on this understanding, it is known that the core of the

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learning process is the activities that are planned, carried out, and evaluated by the teacher. Teachers carry out learning with the aim that students or students can learn something from the surrounding environment or gain knowledge to be able to develop their cognitive, affective, and psychomotor abilities. In achieving certain goals, the learning process can utilize the environment as a medium and means of learning for students (Aryani et.al 2021:7).

According to Kemp, as quoted by Nurfadhillah (2021:5-6), there are very important contributions to the use of media in the learning process, some of which are learning can be more interesting, students' positive attitudes towards learning materials and the learning process can be improved, and the learning process can take place whenever and wherever needed.

Learning media using KineMaster videos is currently needed by educators to increase students' interest in learning and facilitate the learning process According to Anafi et.al (2021) Learning media is a tool that can help the teaching and learning process that functions to clarify the meaning of the message conveyed so that the learning objectives are better and perfect. One of the characteristics of learning media is that the media contains and carries messages or information to recipients, namely students. Learning in the independent curriculum requires students to be more active and teachers who must be creative in designing learning so that the learning process runs according to planned and achieves learning goals.

IPAS learning in the independent curriculum encourages a more realistic relationship between IPAS and daily life so as to make IPAS more meaningful. Along with the development of technology, in learning IPAS is also expected to be able to utilize technology to mengelola dan meningkatkan kualitas pembelajarannya.

By using the KineMaster application in managing and creating learning materials that will be provided by teachers to students taught by teachers in the learning process that can be in the form of animated videos so that it can make it easier for teachers to deliver material and receive material and receive and convey information effectively and efficiently by educators and students as expected, namely by delivering interesting learning materials so that students do not get bored by using media such as audio videos, videos, colorful images and interesting animations (H Khaira, 2021). KineMaster App is an application used by android users to assist in the process of editing ordinary videos into amazing and interesting videos specially designed by Information and Communication Technology (ICT).

This KineMaster application has a good display that is easy to understand and has many good features and editing methods that are easy to understand so that many users like it. By making learning media using KineMaster, the results that have been created can be saved to internal storage in Android and can also be published and played online or offline. With the kine master application, teachers can create teaching materials in accordance with the material that will be delivered freely to students. By adding various animations can be in the form of images, music, moving videos, adding various texts with writing types and patterns, and even using good animations that are equipped with various types of writing shapes and types of button and panel transitions in the kine master application that is so simple (BESSI, 2021) The largest part of the screen is located in the video preview which is located in the upper left area and at the bottom there is a timeline panel that can be switched like a video editor on a PC, the display can be enlarged to see the components displayed in the video. At the top right there are very simple configuration buttons, where there are fade-ins and audio outs, at the bottom there are different types of control buttons such as adding videos or photos to the project, creating new video recordings, or taking photos, to add

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different songs and add effects. This application usually only uses dark colors which are typical in the video making process so that it can be seen more sophisticated and luxurious.

When you are about to start the process of making a video using this application, there are not many decorations or options or long steps, he will immediately enter the target to be done, namely video editing (Rosalina, 2021) The panel contained in this application does not have a description of its function, it's just that the image contained in the button is easy to understand what its function and use are. The features contained in the application allow us to combine video, sound, and gamabar, but this application can also edit it on the spot without having to switch to another application directly. The kimester application also has a multitrack timeline to support all audio and video components and can control them directly. In video editing, careful preparation needs to be made so that video editing can run effectively and efficiently (Widiyono, 2021). According to (Susanto, 2021) the KineMaster application is able and can modify videos from ordinary videos to more interesting videos so that it is easy for most students to apply, so with the KineMaster application the materials taught can run directly. One of the reasons why students can easily apply this kine master application is that there are inserts in the form of pictures, music, moving videos, word inserts, and even interesting animations and equipped with various transitions, so that they can attract students' attention in the learning process.

In the use of the KineMaster application, there are actually also some weaknesses for students in the learning process, but it does not have a big effect on these students because students are required to increase innovation and creativity in achieving interesting material according to the topics discussed during the learning process.

Berdasarkan permasalahan di atas maka peneliti tertarik untuk mengembangkan sebuah media learning is a learning video media based on the KineMaster application which can later be used as a learning support in the classroom. The advantages of the KineMaster application include having complete features such as support for all media, be it video, audio, text, effects, and various tools that can produce high-quality videos. The KineMaster application is also an easy-to-use application even though the user is a beginner who is just learning video editing. (Putri, 2021:77).

The researcher hopes that by developing this learning video media can be a solution to the problems of students, in addition to that, the researcher also hopes that the video that has been developed can help teachers in grade IV elementary school in delivering learning materials easily and interestingly so that students are motivated and enthusiastic in participating in learning in class.

Research Method

This research is a development research to develop Video Kinemaster in learning science science in grade 4 at SD Negeri Kauman 2. The development was carried out using the Kemp Instructional Design Model is an instructional design method taken from a number of disciplines and approaches to instructional design (Morrison et al., 2018). Also known as the Morrison, Ross, and Kemp Model, this instructional design framework outlines nine circular and non-linear stages that allow instructional designers to:

Determine student needs, determine topics for instruction, describe content, tasks, and procedures, analyze student characteristics, determine learning objectives, design instructional activities and instructional resources, identify available support services, and design assessment and evaluation tools (Kramer, 2015)

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The product trial design is carried out to collect data that is used as a basis in determining the feasibility of the learning media product being developed. The trial design includes: 1) The trial design; 2) Test subjects; 3) Research techniques and instruments; 4) Data analysis techniques.

The subjects of the trial of digital comic learning media products using canva for IPAS subjects are 10 students of SD Negeri Kauman 2 grade IV. The selection of this trial subject is carried out by purposive sampling technique, namely sampling is carried out with certain considerations

The data collection techniques used in this study are through observation, interviews, black box testing and using the questionnaire method. The observations made in this study aim to observe and find out the supporting media in the learning process used by teachers in learning in the classroom, subject matter, teaching methods applied by teachers, and student attitudes during the learning process. The interview was conducted to find out the analysis of needs in material development and software development on basic science learning media.

The data collection instrument in this study uses a questionnaire or questionnaire (check list). Data collection instruments or research instruments are tools used to measure research variables and find answers to problems that have been formulated previously. The preparation of assessment instruments is divided into three types based on the role and position of the subjects in this study, namely: (1) instruments for material experts, (2) instruments for media experts, (3) student assessment response instruments, (4) teacher assessment response instruments.

The data analysis technique used in this study is a quantitative descriptive analysis technique that describes the application of learning media. Data analysis was carried out after data was obtained from all research subjects including material experts, media experts, and students. Data analysis was carried out by converting scores obtained from material experts, media experts, and students which were initially qualitative data into quantitative data using the Likert scale rule.

The scores obtained from the validation of questionnaires of material experts, media experts, and students as users were then converted into four scales of eligibility categories that had score intervals.

Tabel 1. Eligibility Category

No.	Category	Score Interval
1.	Very worthy	$Mi+1,5Sbi < X \leq Mi+3Sbi$
2.	Proper	$Mi < X \leq Mi+1,5Sbi$
3.	Quite decent	$Mi-1,5Sbi < X \leq Mi$
4.	Not eligible	$Mi-3Sbi < X \leq Mi-1,5Sbi$

RESULT

Data Description

Instrument validity and reliability test

Validity Test

The research aimed to develop Video Kinemaster in Grade 4 Science Learning at SD Negeri Kauman 2 was carried out by data collection with a response questionnaire on students. To produce a valid instrument, the instrument that will be given to students will be tested for the validity and reliability of the instrument. This test will be carried out on

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students as test subjects on students. The data desired in the questionnaire to the use of the product asks about aspects of the content of the presentation material, ease of access, and clarity of the message conveyed.

To find out the students' response to the product design, it will be carried out in 3 stages, namely a small group trial which is categorized as an initial validation aimed at 5 students, a limited trial involving 15 students and a large group trial involving 30 students.

Validity is a test tool to find out the accuracy of a measuring instrument (Quisioner), has the measuring tool measured which thing is in question?, with high validity the measuring tool is said to have measured the actual thing (the variable in question, in this case the student's initial knowledge). The results of the validity test using *the product moment* correlation will be compared with the table N = 55 in the table with $\alpha = 0.05$ obtained a value of 0.266, the results of the instrument test are as follows:

Table 2. Instrument Validity Test Results

Item	R Count	R table	Information
Item 1	0.641		Valid
Item 2	0.590		Valid
Item 3	0.849		Valid
Item 4	0.819		Valid
Item 5	0.623		Valid
Item 6	0.665		Valid
Item 7	0.585		Valid
Item 8	0.617		Valid
Item 9	0.719		Valid
Item 10	0.770	0.265	Valid
Item 11	0.729		Valid
Item 12	0.603		Valid
Item 13	0.671		Valid
Item 14	0.702		Valid
Item 15	0.760		Valid
Item 16	0.770		Valid
Item 17	0.470		Valid
Item 18	0.642		Valid
Item 19	0.593		Valid
Item 20	0.854		Valid

The results of the instrument test in table 4.1 above show that at a significant level of 5% of the instruments used in this study, the correlation coefficient value is greater than the r-table *value of Product Moment* of 0.265. Thus, it can be said that the instrument in this study is valid or can measure the variables studied.

Instrument Reliability Test

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Reliability is a tool used to determine the level of reliability of the measuring tool used, the higher the reliability value or the data is reliable, the measuring tool used is also better (reliable) to be used in subsequent research or different places (locations). The method used is with the alpha formula. The results of the data reliability test of the research results are as shown in the following table 4.2.

Table 3. Reliability Test Results

Variable	r	Information
Student Instruments	0.919	Reliable

The reliability test results in table 4.2 above show that the value of the reliability coefficient of the variable used, in the variable above is greater than the value of r-table by 0.6. So the results of the respondents' answers can be relied upon, in other words, if the same research is carried out at different times, the respondents will give the same answer.

Design Expert Validation

Table 4. Percentage of Design Experts

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Learning Plan	7	**91,4%**	
2	Technology	4	**85%**	**87,1%**
3	Message design	4	85%	
	Total	**17**		

Table 4.3 explains that the assessment from design experts reviewed from 3 aspects in the learning design got a percentage score of 91.4%, for the technology aspect got a percentage of 85%, the message design aspect with a percentage of 85%, the total score of 3 aspects got a percentage of 87.1%. This means that the percentage of these aspects is said to have significant and excellent feasibility, so that the products developed are declared suitable for use and carried out in the trials that will be carried out, namely trials for students in small groups, medium groups, and large groups.

Material Expert Validation

Table 5. Percentage of Material Experts

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Information helps to recognize existing alternatives and applicable conditions (information use)	3	86,6%	
2	Kinemaster Video Content Objectives	3	93,3%	84,9%
3	Description of Kinemaster Video Learning Media	3	80%	

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	Content		
4	Image Display	4	80%
	Total	**13**	

Table 4. explains that the assessment from material experts will be reviewed in 4 aspects of assessment, namely Information to help recognize existing alternatives and applicable conditions (information use), Objectives of the Content of Canva-based Interactive Learning Media Packages, Description of the Content of Digital Comics Learning Media using Canva, and Image Display. The results obtained for the Information aspect to help identify existing alternatives and applicable conditions (information use) obtained a percentage of 86.6%, for the aspect of the Purpose of the Content of the Canva-based Interactive Learning Media Package obtained a percentage of 93.3%, for the aspect of Description of the Content of Digital Comic Learning Media using Canva obtained a percentage of 80%, for the aspect of image appearance obtained a percentage of 80% and for the aspect of Image Display obtained a percentage of 80%, with a total percentage of 84.9%. This means that material experts recommend that the product developed can be tested on students in the learning process.

Media Expert Validation

Table 6. Percentage of Media Experts

No.	Aspects	Number of Items	Aspect Percentage	Prosentase Total Aspek
1	Media Aspects	3	86,6%	87%
2	Linguistic Aspects	6	86,6%	
3	Aspects of Presentation	2	90%	
4	Aspects of the Effect of Media on Learning Strategies	5	88%	
	Total	**16**		

Table 5 explains that the assessment from media experts will be reviewed in 4 aspects of assessment, namely Media Aspects, Language Aspects, Presentation Aspects, and Media Effect Aspects on Learning Strategies. The results obtained from the table above: for the Media aspect obtained a percentage of 86.6%, for the Language Aspect the percentage was 86.6%, the Presentation aspect obtained a percentage of 90%, and for the aspect of Media Effect on Learning Strategies obtained a percentage of 88%, Total percentage 87%. This means that media experts recommend that the products developed can be tested on students in the learning process.

Peer Validation

Table 7. Percentage of Peers

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Material Aspects	9	88,8%	88,2%

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2	Linguistic Aspects	5	88%
3	Aspects of Presentation	3	86,6%
4	Aspects of the Effect of Media on Learning Strategies	5	88%
5	All-Around View Aspects	2	90%
	Total	**24**	

Table 5.5 explains that the assessment from media experts will be reviewed in 5 aspects of assessment, namely Material Aspect, Language Aspect, Presentation Aspect, Media Effect Aspect on Learning Strategy, and Overall Display Aspect. The results obtained from the table above: for the Material Aspect obtained a percentage of 88.8%, for the Language Aspect obtained a percentage of 88%, for the Presentation Aspect obtained a percentage of 80%, for the Aspect of Media Effect on Learning Strategies obtained a percentage of 88%, and for the aspect of the benefits of solving the percentage 86.6% and for the Overall Display Aspect obtained 90%, the total percentage was 88.2%. This means that media experts recommend that the products developed can be tested on students in the learning process.

Results of Student Responses to Small Group Trials

Table 8. Percentage of Student Responses

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Aspects of the Content of the Presentation Material	7	69,1%	73,2%
2	Ease of Access	4	73%	
3	Clarity of the message conveyed	9	77,5%	
	Total	**18**		

Table 7 explains that the assessment from the initial responses from 5 students who responded to 3 aspects of the assessment, namely the Content Aspect of the Presentation Material, Ease of Access, and Clarity of the Message Conveyed. From these aspects in the table, student responses to the Content Aspect of the Presentation Material obtained a percentage of 69.1%, for Ease of Access obtained a percentage of 73%, the Clarity of the Message Conveyed aspect obtained a percentage of 77.5%, with a total aspect of 73.2%., this is included in the good category.

Therefore, in this trial there are several improvements to the content of the presentation material and the clarity of the message conveyed, from the results of the response there are some content or content that according to students have not been understood and difficult to understand, so that the product developed is changed or revised in the video of the master in certain parts. Subsequently, the results of this revision will be followed up for the next trial, namely a medium group trial after product improvements are made by referring to the results of the student response obtained

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Results of Student Responses in Limited Group Trials

Table 9. Percentage of Limited Groups

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Aspects of the Content of the Presentation Material	7	80,3%	80,7%
2	Ease of Access	4	80,9%	
3	Clarity of the message conveyed	9	81,1%	
	Total	18		

Table 8 explains that the assessment from the initial responses from 15 students who responded to 3 aspects of the assessment, namely the Content Aspect of the Presentation Material, Ease of Access, and Clarity of the Message Conveyed. From these aspects, the table produced student responses on the Content Aspect of the Presentation Material obtained a percentage of 80.3%, for Ease of Access obtained a percentage of 80.9%, the aspect of Clarity of the Message Conveyed obtained a percentage of 81.1%, with a total aspect of 80.7%. This can be considered a very good assessment.

However, for the results of the student response, it is better to make improvements to the content of the presentation material and the clarity of the message conveyed, from the results of the response there are some content or content that according to students have not been understood and difficult to understand, so that the product developed is changed or revised in the Kinemaster learning video in certain parts. Subsequently, the results of this revision will be followed up in the next trial, namely the medium group trial after product improvements are made by referring to the results of student reviews. From the trial in a medium or limited group, there was an increase in understanding of Kinemaster video products, meaning that there was an increase in understanding in students which was reviewed from the 3 aspects that were raised. After a small revision is made in the medium or limited group trial with reference to the results of student responses, then the last trial is carried out, namely a large group trial.

Results of Student Responses in Large Group Trials

Table 10. Percentage of Large Groups

No.	Aspects	Number of Items	Aspect Percentage	Percentage of Total Aspects
1	Aspects of the Content of the Presentation Material	7	89,`%	89,5%
2	Ease of Access	4	91,1%	
3	Clarity of the message conveyed	9	88,6%	
	Total	18		

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Table 4.7 explains that the assessment of the initial responses from 30 students who responded to 3 aspects of the assessment, namely the Aspect of the Content of the Presentation Material, Ease of Access, and Clarity of the Message Conveyed. From these aspects, the table produced student responses on the Content Aspect of the Presentation Material obtained a percentage of 89%, for Ease of Access obtained a percentage of 91.1%, the Clarity of the Message Conveyed aspect obtained a percentage of 88.6%, with a total aspect of 89.5%.

This result according to the assessment guidelines in the percentage can be said to be quite significant in the assessment, this means that the product on the development of Kinemaster Video in Grade 4 Science Learning at SD Negeri Kauman 2 is said to be feasible to be used in the learning process. In the limited time and this research is only to test the feasibility of the product developed, then for field trials involving other schools outside of small group, medium group and large group trials involving schools in the sub-district, district and provincial environment will be carried out later on the next research opportunity.

Result and Discussion

Recent studies on the influence of the use of Kinemaster video editing applications in learning show that the use of visual media such as videos processed through this application can increase student engagement and understanding in learning materials. According to Rizki (2022), the use of creative videos in learning encourages students to be more active in learning because they can visualize difficult concepts through media they create themselves. This, in turn, can improve memory and information retention in the long run. In addition, applications such as Kinemaster provide opportunities for students to develop technological skills that are increasingly important in the modern world of education (Sundari & Sari, 2021).

Learning media using KineMaster videos is currently needed by educators to increase students' interest in learning and make the learning process easier According to Anafi et.al (2021) Learning media is a tool that can help the teaching and learning process which functions to clarify the meaning of the message conveyed so that the learning objectives are better and perfect. One of the characteristics of learning media is that the media contains and carries messages or information to recipients, namely students. Learning in the independent curriculum requires students to be more active and teachers who must be creative in designing learning so that the learning process runs according to planned and achieves learning goals.

By using the KineMaster application in managing and creating learning materials that will be provided by teachers to students taught by teachers in the learning process that can be in the form of animated videos so that it can make it easier for teachers to deliver material and receive material and receive and convey information effectively and efficiently by educators and students in accordance with expectations, namely by delivering interesting learning materials so that students are not bored by using media such as audio videos, videos, colorful images and interesting animations (H Khaira, 2021). KineMaster App is an application used by android users to assist in the process of editing ordinary videos into amazing and interesting videos specially designed by Information and Communication Technology (ICT).

Many benefits have been proven from kinemaster videos in previous studies, such as those conducted by Rizki, A. (2022), Sundari, M., & Sari, R. (2021), and Pratiwi, E. (2023) who concluded that the use of videos created with applications such as Kinemaster also

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provides advantages in improving students' creativity and critical thinking skills. Research by Pratiwi (2023) shows that students who engage in the creation of learning videos with Kinemaster have the ability to better connect their ideas and increase confidence in presenting material.

The use of video editing applications such as Kinemaster in the learning process has been proven to increase student learning motivation. According to research conducted by Aisyah et al. (2021), students who use Kinemaster to create learning videos show a significant increase in engagement and interest in the material being studied. These results are supported by constructivism theory which states that the use of technology can enrich the learning experience in a more creative and interactive way (Bell, 2022).

Furthermore, research conducted by Wirawan and Putra (2022) also found that the use of the Kinemaster application in digital media-based learning projects increases students' sense of responsibility and their ability to work collaboratively. This is in line with Vygotsky's views on the importance of social interaction and the use of tools in learning to increase student motivation.

Other research on the use of video editing applications such as Kinemaster in learning can have a positive impact on students' creativity, especially in the aspects of developing ideas and the ability to communicate through visual media. According to research by Setiawan & Suhendar (2021), students who use video editing applications in learning projects show a significant increase in their creativity, as evidenced by their ability to produce more complex and innovative works compared to students who only use traditional methods. This application allows students to explore various visual techniques, reinforce narratives, and improve technical and aesthetic skills in the learning process (Suhendar, 2021). Therefore, the use of technology like Kinemaster not only supports the learning process, but also motivates students to be more active and creative in putting forward their ideas.

The use of video-based learning applications such as Vidio Kinemaster can increase students' learning independence through the development of their technological skills and creativity in producing learning materials. A study by Wijayanti et al. (2022) showed that students who used video editing applications in active learning showed an improvement in the ability to compose and present material independently. The learning independence in question includes the ability of students to plan, organize, and evaluate their learning process more effectively.

Another study conducted by Sari & Hidayah (2021) shows that videos made using Kinemaster not only enrich learning materials, but also increase students' confidence in overcoming learning challenges. By editing videos, students learn to be more independent in understanding the material, choosing relevant information, and communicating it to their friends.

Recent research shows that the use of the Vidio Kinemaster application in the learning process can have a positive impact on student learning achievement. The app provides students with the opportunity to get creative in producing engaging learning content, which in turn increases their motivation and engagement in the material being taught. According to Dewi & Rachmawati (2022), the use of video editing applications like Kinemaster not only increases creativity, but also helps students in clarifying and deepening their understanding of the topic being studied. In the study, students who engaged in digital media-based learning such as Kinemaster showed significant improvements in terms of material comprehension and critical thinking skills.

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Furthermore, Sari & Putri (2021) found that the integration of video applications in learning allows students to be more active in exploring various concepts visually and creatively, which helps them to more easily remember and understand information. The Kinemaster app allows students to edit learning videos in a fun and interactive way, which has a direct impact on their academic results.

In today's digital era, video editing applications such as Kinemaster are increasingly used in education to increase student engagement and creativity in the learning process. According to research by Sutrisno (2021), the use of video editing applications among students can increase their motivation to learn, because students are given the opportunity to express their ideas and understanding through media they know and like. This application allows students to produce video works that present information in an engaging way, which can make it easier to understand the material while increasing their confidence. This is in accordance with the theory of learning motivation which states that students are more likely to engage in learning involving interactive and creative media (Schunk, Pintrich, & Meece, 2020).

Conclusion

Based on the results of the research that has been conducted, it can be concluded that video development using the Kinemaster application in learning IPAS (Natural and Social Sciences) has a positive impact on the quality of the learning process. The videos produced with Kinemaster are able to increase students' engagement and interest in understanding the material, especially on concepts that are difficult to understand through conventional methods.

The presence of interesting visual and audio elements in Kinemaster videos makes learning more interactive and fun. Videos also make it easy for students to access materials anytime and anywhere, increasing flexibility in the learning process. In addition, the use of Kinemaster as a learning material development tool allows teachers to be more creative in presenting information, as well as providing opportunities for students to actively participate in making videos as a learning medium.

However, while video development using Kinemaster provides many benefits, there are some challenges that need to be considered, such as limited technical skills in using the application and the time required to produce quality learning videos. Therefore, training and guidance for teachers and students in the use of this application is very necessary.

Overall, the development of Kinemaster videos in IPAS learning can be considered an effective innovation to improve the quality of learning, encourage creativity, and help students better understand the material in a more engaging and memorable way.

Recommendation

The development of KineMaster-based instructional videos has proven effective in enhancing student engagement and understanding in Grade 4 Social Science learning. Therefore, it is recommended that this media be implemented more broadly across various subjects and grade levels. To support its successful use, teachers and students should be provided with structured training to improve their skills in video editing and digital literacy. Involving students in the creation of video content is also encouraged, as it can foster creativity, critical thinking, and collaboration. Continuous evaluation of the media through feedback from users

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is necessary to improve the quality and effectiveness of the content. Moreover, educational institutions and policymakers should provide adequate infrastructure—such as mobile devices, editing software, and internet access—to support the integration of multimedia in learning. Lastly, further research is recommended to examine the long-term impact of video-based learning on academic performance, motivation, and student independence. With proper support and development, KineMaster can be a valuable tool in creating engaging and innovative learning experiences in the classroom.

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