

The Effect of the Use of the Kinemaster Application on the Learning Outcomes of Information and Communication Technology

Syamsunir¹ , Panut Setiono² ,

¹Universitas Muhammadiyah Sidenreng Rappang, Indonesia

²Universitas Bengkulu, Indonesia

ABSTRACT

Background. This research is motivated by the need to improve the learning outcomes of Information and Communication Technology (ICT) students in grade VII.D of Madrasah Tsanawiyah Negeri Pangkajene. The use of innovative learning media, such as Kinemaster, is expected to have a positive influence on students' understanding of Information and Communication Technology (ICT) learning.

Purpose. The purpose of this study is to test the influence of the use of Kinemaster on the learning outcomes of Information and Communication Technology (ICT) students in grade VII.D of Madrasah Tsanawiyah Negeri Pangkajene.

Method. This study uses a quantitative method with an experimental type of research. The population of this study is all students of class VII.D Madrasah Tsanawiyah Negeri Pangkajene, with samples taken from the same class. The independent variable is the use of Kinemaster (x) and the bound variable is the learning outcome of the Information and Communication Technology (ICT) student (y). Data was collected through observation and documentation, then analyzed using the mean formula.

Results. The results showed that the average score of learning outcomes with the use of Kinemaster ($X = 85.26$) was higher than the value before using Kinemaster ($Y = 69.47$). This shows that there is a positive influence of the use of Kinemaster on the learning outcomes of Information and Communication Technology (ICT) students.

Conclusion. From this study, it can be concluded that the use of Kinemaster has a positive effect on improving the learning outcomes of Information and Communication Technology (ICT) students in grade VII.D of Madrasah Tsanawiyah Negeri Pangkajene, in accordance with the hypothesis proposed.

KEYWORDS

Apps, Kinemaster, Learning Outcomes

Citation: Syamsunir, S., & Setiiono, P.(202s). The Effect of the Use of the Kinemaster Application on the Learning Outcomes of Information and Communication Technology. *Journal of Paddisengeng Technology*, 1(3), 155–160.

Correspondence:

Syamsunir,
syamsunir@gmail.com

Received: October 02, 2025

Accepted: November 15, 2025

Published: November 26, 2025



INTRODUCTION

Education is a means or bridge for humans to develop their potential through the learning process obtained. As is known, it is stated in the 1945 Constitution article 31 Paragraph 1 which states that: "every citizen has the right to education". So, it is clear that education is the right of every individual to get it. With the existence of education, it is hoped that. can give birth to the next generation of the nation with intelligent and qualified personalities, which means a generation that is able to make the best use of existing progress, and also create

a generation that has a high nationalism. Without education, there will be no such thing as progress. Therefore, education is very important and must be given to every citizen from an early age. Education is also an important thing for a country to develop rapidly. Developed countries are usually countries that prioritize education for their citizens. With the hope that with education, the welfare of its citizens will be guaranteed. However, education will also not yield progress if the education system is not right (Fitri, 2021).

In Law No. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state (Ramli, 2015). The meaning of creating a learning process so that students effectively develop their potential is to lead to messages, intelligence or intellectual development and children's intelligence in the use of various educational media in the learning process.

Learning is essentially a process of regulating, organizing the environment around students so that they can grow and encourage students to carry out the learning process. Learning is also said to be the process of providing guidance or assistance to students in carrying out the learning process (Casnan et al., 2022)

Looking at the current conditions where students can focus more when using more creative learning media, with the development of science and technology (IPTEK). The emergence of many social phenomena and changes in society due to the development of science and technology does not mean that teachers avoid and do not want to follow existing developments.

Teachers have an important role for learning in teaching, to increase students' values and interest in learning, namely with more creative learning media, looking for ideas to foster students' interest in learning. Based on the initial observations of researchers at Madrasah Tsanawiyah Negeri Pangkajene, the learning that takes place still uses student books and teacher books. Lack of enthusiasm of students in learning and not capturing the learning provided by the teacher when explaining the material, teachers need to use other media to increase student activity and in Information and Communication Technology (ICT) subjects. Another problem is that there are still many not only in capturing and understanding Information and Communication Technology (ICT) materials but also their focus on learning. It is known that more than half of the learning outcomes are not conducive or can be said to still be brought to the standard.

One example of the use of the internet in schools is looking for learning resources or references from the internet, which are then presented in written form and then examined by educators who are none other than teachers. Teachers are also very important in processing and using the internet as much as possible (Syamsunir & Agussalim, 2021)

The author wants to use learning media using the Kinemaster Application in learning Information and Communication Technology (ICT). The purpose of this study was to find out whether learning media using the Kinemaster Application could affect students' focus in receiving Information and Communication Technology (ICT) materials. According to (Fitria et al., 2022), the use of learning media in the form of animated videos is one of the ways that teachers can use to improve students' achievement and interest in learning. The use of learning media is expected to help students understand and accept the learning process carried out by teachers in the digital era.

Kinemaster is a very effective and easy-to-use application in video creation. Kinemaster has a wider selection of options than other apps so that users can choose the source according to

mereka paling cocok untuk mereka. Misalnya, pengguna dapat mengakses folder menu tambahan jika mereka memiliki referensi dari perangkat lokal mereka. Pilihan lain termasuk Aset SFX, rekaman, lagu dari memori perangkat, album, dan bahkan genre (Surip et al., 2020).

Efforts to improve learning outcomes can be done by improving the learning process. The learning process is a series of experiences presented by teachers to their students. Competent and professional teachers will be responsive to the abilities of their students. With this ability, professional teachers always have a strategy in delivering learning materials to their students.

RESEARCH METHODOLOGY

Research Approach and Type

This study uses a quantitative method. According to Sugiyono (2013), quantitative data is a research method based on *posotovistic* (concrete data). This study uses a type of experimental research that aims to test the influence of learning media on the learning outcomes of grade VII students of Mts. Negeri 2 Pangkajene in the subject of Information and Communication Technology (ICT) (X). The independent variable in this study is the influence of the use of *the Kinemaster application* while the bound variable is the learning outcomes of students in class Mts. Negeri 2 Pangkajene (Y).

Research Variables

Variables can be divided into two types, as follows:

The effect of using *the Kinemaster application* in the teaching and learning process as an independent variable (X)

Student learning outcomes in Information and Communication Technology (ICT) as a bound variable (Y)

Population and Sample

Population

The population in this study is all students of grade VII Mts. Negeri 2 Pangkajene which totals 228 students. To get a clear picture of the state of the population of this study, it can be seen in the following table.

No	Class	Sum
1	VII.A	38
2	VII.B	38
3	VII.C	37
4	VII.D	38
5	VII.E	38
6	VII.F	39
Sum		228
		Orang

Table 1. Population Status

Sample

The sampling in this study was 15% of the existing population at random, because the number of population exceeded 100 i.e. 228 students. Meaning $228 \times 15\% = 35$, For more details in table 2 below.

No	Class	Population	Sample (15%)
1.	VII.A	38	6
2.	VII.B	38	6
3.	VII.C	37	5
4	VII.D	38	6
5	VII.E	38	6
6	VII.F	39	6
	Sum	228	35

Table 2. Sample Condition**Data Collection Techniques****Observation**

Observation is a technique or method of data collection by observing ongoing activities. This method will be used in research that aims to directly observe learning in the classroom.

Test

The technique was used to measure the learning outcomes of Indonesian subjects for students in grade VII of Madrasah Tsanawiyah Negeri Pangkajene. The test in question is to provide questions in the form of multiple choice as many as 30 questions.

Documentation

The documentation technique was used to obtain data on the state of students who actively participated in the teaching and learning process and the number of grade VII students of Madrasah Tsanawiyah Negeri Pangkajene.

RESULT AND DISCUSSION

This study was conducted with the aim of finding out whether there was an effect of the use of Kinemaster media on the Indonesian language learning outcomes of students in grade VII.D Madrasah Tsanawiyah Negeri Pangkajene by taking the population of all grades VII and in determining the sample in this study using a purposive cluster random method where each class representative who was taken 15% each became a sample and then divided into two groups where students who had an odd sequence number as an experimental group and students who have an even sequence number as the control group. Based on the results obtained from the results of the study which showed a comparison of Indonesian language learning outcomes of grade VII.D students of Madrasah Tsanawiyah Negeri Pangkajene, namely: $M_x = 85.263 > M_y = 69.473$. who are taught using Kinemaster media are better than students who are taught without Kinemaster media. The learning outcomes of these students can be seen from the acquisition of student scores in the final test.

The results of the experimental group that used Kinemaster learning media obtained higher scores than the control group that did not use Kinemaster learning media. This can be seen from the results of data analysis which showed that the average value of the experimental group ($M_x=85.263$) was greater than the value of the control group ($M_y=69.473$) and the empirical value was greater than the table value, which was 6.362 greater than 2.719 at a significant level of 5% and 6.362 greater than 2,719 at a significance level of 1% with a DB of 36. The results of the research by hypothesis testing through data analysis techniques obtained the average value of competency in Indonesian language learning outcomes with google classroom. So it can be concluded that the alternative hypothesis that says: there is an influence of the use of Kinemaster media on the learning outcomes of Information and Communication Technology (ICT) students in grade VII.D Madrasah

Tsanawiyah Negeri Pangkajene "Accepted". The consequence of the recipient, then the null hypothesis that states: There is no effect of the use of Google classroom media on the Indonesian language learning outcomes of grade XI students of SMK Negeri 2 Sidenreng rappang "Rejected".

Thus, it can be concluded that the use of Kinemaster can have a positive influence on the learning outcomes of Information and Communication Technology (ICT) students in grade VII.D of Madrasah Tsanawiyah Negeri Pangkajene. This shows that with the use of Kinemaster as a media tool in learning, the learning outcomes of students are quite satisfactory compared to the learning outcomes that do not use Kinemaster as a media tool in the process of learning activities.

CONCLUSION

Based on the description and assessment results, the researcher can conclude that the use of Kinemaster in the learning process has an influence on the learning outcomes of Information and Communication Technology (ICT) students in grade VII.D Madrasah Tsanawiyah Negeri Pangkajene. This is because by using Kinemaster, teachers and students can carry out the teaching and learning process more easily and convey information to students in a good and interesting way. Based on the results of the study in accordance with testing the hypothesis through data analysis, the average value was obtained namely $M_x = 85.263 > M_y = 69.473$. This means that the difference in average scores shows the influence of the use of Kinemaster on the learning outcomes of Information and Communication Technology (ICT) students in grade VII.D of Madrasah Tsanawiyah Negeri Pangkajene. The results of the analysis with the final test showed that students who were taught using Kinemaster had a positive impact compared to students who were taught using conventional learning (package books).

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

REFERENCES

- Casnan, C., Purnawan, P., Firmansyah, I., & Triwahyuni, H. (2022). Evaluasi Proses Pembelajaran Dengan Pendekatan Systems Thinking. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(1), 31–38. <https://doi.org/10.24246/j.js.2022.v12.i1.p31-38>
- Fitri, S. F. N. (2021). Problema Teknologi Informasi dan Komunikasi (TIK) a Kualitas Pendidikan di Indonesia. *Jurnal Pendidikan Tambusai*, 5(1), 1617–1620.
- Fitria, E., Amalia, U., Handayani, I., & ... (2022). Perancangan Kegiatan Partisipasi Masyarakat di SLB Bakti Siwi dalam Upaya Pencegahan Perilaku Pelecehan Seksual. ... *Masyarakat Universitas* ..., 69–79. <https://ocs.machung.ac.id/index.php/senam/article/view/283%0Ahttps://ocs.machung.ac.id/index.php/senam/article/download/283/209>
- Ramli, M. (2015). Hakikat pendidikan dan peserta didik. *Tarbiyah Islamiyah*, 5(1), 61–85. <https://jurnal.uin-antasari.ac.id/index.php/tiftk/article/view/1825>
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta.
- Surip, M., W, E. P., & Burhan, R. (2020). Jurnal abdidas. *Jurnal Abdidas*, 1(3), 149–156.
- Syamsunir, & Agussalim. (2021). *Media Schoology, Hasil Belajar, Program Dasar, Siswa*. 2(2), 62–73.

Copyright Holder :

© Syamsunir et al. (2025).

First Publication Right :

© Journal of Paddisengeng Technology

This article is under:

