

Digital training of kinemaster application for learning video: perspectives from kindergarten school teachers

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ABSTRACT

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This study aims at finding out the kindergarten teachers' perspectives after joining digital training of Kinesmaster application to create video of learning. This study focused on the perspectives on the digital training and the application itself. By working on description in explaining the data, this study applied descriptive qualitative design. 20 teachers of kindergarten participated in this study by selecting them randomly. To gain the data, open-ended questionnaire was given to the participants and semi-structured interview was conducted to gain deeper data. The data were analyzed by sorting the responses of each question and then confirmed to the transcribed interview data. Based on the analysis result, it was revealed that digital training was responded positively. Most of the teachers felt good during the training. This training was also assumed to be able to improve their teaching performance and creativity. The use of Kinemaster application in the training also got good feedback. It is considered as a good, complete, and easy to use. Therefore, this training is expected to be able to make teachers meet their teaching goals.

Introduction

COVID-19 pandemic has had unpredicted impacts on many fields, especially on education world. In an effort of stop the virus spread, government decided to stop having teaching and learning process at school. Students are supposed to study at home. Turning to impact of this, teachers are demanded to do distance education or distance learning to make students keep studying. Roblyer & Edwards (2000) defined distance learning as a process of gaining knowledge through media by involving technologies or other learning forms at distance. Teachers and students should not meet. They can do activities from their own living home. This alternative learning keeps students able to receive education. Moreover, it is available for all across levels from kindergarten to university and offers flexible learning opportunities for students. They can access it whenever they want due to its individual basis. Additionally, it is said that distance learning is multi-sensory (Bušelić, 2017). A wide variety

of learning preferences which are offered can be selected by students in accessing materials. Some students may be good to learn visually, while others are better at learning through listening or having interaction with program of computer. This seems in line with statement by Yaumi (2007) that distance learning is assumed to be a noble model of education although it is sophisticated and needs high technology for knowledge transfer between teachers and students. But then, distance learning does provide many advantages both for teachers and students.

Involving technology to connect instructors and students in keeping acquiring knowledge is a solution. They can make any communication through digital media which does play significant role, especially at this happening situation (Nurjanah, 2021)

. Digital technologies provide teachers and students many features to collaborate, access materials, and have interactive learning (Prastikawati, 2020; Starkey et al., 2021). They may not be afraid of getting bored or not be able to study optimally. Moreover, the technology has been advanced. To Mulyadi et al. (2021), some pedagogical approaches are newly developed, such as computer-assisted language learning, mobile-assisted language learning, and online language course via learning management systems. Technologies are educational tools to support teaching. The use of it can make the process of teaching and learning more efficient and effective in the field of education (Prastikawati, 2019). Using a variety of systems provided by the technologies, academic performance can be developed. Moreover, some guidance of the technology use is provided. So, teachers and students do not need to be worried. Lezzar et al. (2020) said that teaching students through technology can give good impacts on students' ability. It also can make them trust and confidence to keep getting knowledge by using distinguish tools and a variety of versions. Although the shift from conventional teaching into online teaching is a sudden, all educational parties should get prepared themselves in this new adoption.

To fulfill this new challenge of teaching, technology media that can be used to present teaching materials is learning video. It is considered a solution since teachers can present more interesting learning materials using features offered. Students can learn the teaching materials visually with some pictures and explanation. Although video has been used years ago (2014), but this media is still standing. The benefits of it are still much offered. Greenberg & Zanetis (2012) said that video broad cast and television have shared good impacts and make teachers or students encouraged to use it interactively.

Some prior studies have investigation of video for teaching and learning process. The first study was conducted by Hadijah (2016). Trying to gain information about the use of video in in EFL setting, it was figured out that teaching English by using video could bring the EFL classroom more meaningful. It provides students more interesting way of learning and their communicative competence got enhanced. Students also obtained rich experiences of learning.

The next was study of Chan (2010). He made a survey of giving students opportunity to stream video of instruction to understand concepts and theories before online learning. Conducted through step-by-step demonstration, it was done to make students feel familiarized with the environment by simulating the situation and have virtual touring. From his survey on students, the result was revealed that using and believing video for

instructional tool was enjoyable. The survey tells that students prefer watching video in initial classroom instruction before they have to join another online classroom.

Moreover, Video as a teaching media was proven to be effective. Obagah & Brisibe (2017) in their study said that they conducted a research of using video for teaching the students architectural education. Implementing it to teach design and drawing course for architecture undergraduate program, it was found that the video used in that classroom helps the lecturer to improve students' learning experience. Further, students' learning performance at designing was improved at the end.

From all the studies mentioned that video is good for educational setting. It expands the literature of technology use in academic purposes. The findings are good both for educators and students. To extend the study of technology especially video for teaching assistant, this study was conducted to know kindergarten teachers' perspective on digital training of Kinemaster application for learning video. Even though the use of digital technology for learning is an old in issue in education world, most of study concern on the effectiveness of video to improve students' ability. They took videos from any sources that can help them. However, the focus of making teachers' own video is not taken. Therefore, this study takes a digital training of a video maker application to fill the gap. Moreover McKenney & Visscher (2019) mentioned that teachers have less guidance on the use of technologies to help them back up their own works or teaching. To make the study objective more specific, it is broken down into some research questions as following;

1. What do the teachers think about the digital training of learning video?
2. What is teachers' perspective on the use of Kinemaster application for making learning video?

Research Methods

The study applied qualitative research design because it is purposed to investigate the perspectives from kindergarten teachers towards digital training of Kinemaster application for learning video. As stated by Creswell (2014) that qualitative design is to describe a phenomenon happening in community. The participants of this study were twenty of thirty kindergarten teachers who joined digital training. The participants were selected using random sampling. The data was gained from open-ended questionnaire and semi-structured interview which contain the same five questions created by the researcher. The designed questions were about participants' opinions on the digital training of creating learning video and the use of Kinemaster application. After obtaining the data, the result of the questionnaire was grouped into its questions to make an easier analysis and the interview result was transcribed then analyzed to get more informative data.

Results and Discussion

This study is aimed to know the kindergarten teachers' perspective towards the digital training of Kinemaster application for learning video. Then, it is specified into two research questions. The first is about teachers' opinion after joining the digital training and the second is about the Kinemaster application for creating learning video. The following is the result of the data analysis based on the open-ended questionnaire and semi-structured interview.

Teachers Perspectives on the Digital Training

Gaining from the data analysis, it is revealed that all of the teachers felt good on the digital training held. From the question which asks the participants' opinion about the digital training, 15 teachers of 20 said that it was the first time for them to have such kind 'of training. A few of the participants' responses are transcribed as the following;

"It's a good activity. I never have such kind of digital training before. From this training now I can make my learning video containing my-self explaining to students."(P1)

"I like this training. I usually take from internet. So this new knowledge is useful for me." (P2)

"It's nice. I learn many things today especially how to create videos for my students." (P3)

Based on the data above, it is known that some of the participants often used video for their teaching but they never made their own. They usually got the videos from internet and share to students. They just need to look for the appropriate ones and download it. So that they were happy joining it. Although the other of 15 teachers ever got video training before, they still got many new things from the training.

"I love it. I actually ever make video. But simple one." (P4)

"Good then. Although I can make videos but from this training I know better." (P5)

"Nice training. I learn more attractive video maker today. So later I can give more interesting video for my students." (P6)

Like what is stated by McKenney & Visscher (2019) that teachers need some digital training nowadays to develop their teaching quality. This training is a part of teachers' digital literacy which is substantial in this digital era. It is considered as a support for teachers due to their lack of competence in using technologies (Thijs et al., 2014). Moreover, digital literacy is an umbrella that covers the concept of technology skill as defined by UNESCO (2011) cited in Vidosavljevic & Vidosavljevic (2020). Therefore. Giving teachers such kind of facility is helpful for teachers for their teaching performance.

In addition, from the data it was figured out that digital training could make them more creative. Their sense of arts and teaching skill was explored. As an educator being creative is supposedly to do. They should work themselves on creative thoughts to engage their students in the learning process.

"This training makes me more creative. I can create interesting video for my students. And it gives me chance to explore my creativity in designing teaching media." (P7)

According to Piske et al. (2017), it is significant to be creative educators. Without creativity within a teaching, education seems meaningless. Hence, in every process of teaching and learning, this attribute should be involved. Dealing creativity with educational setting, it is an individual potential which still has an association with the creating and

learning motivation. Therefore, teachers who are creative in using teaching methods can attract students to be motivated in their learning (F. H. R. Piske et al., 2014).

Further, they assume that through this training helps them improve their pedagogical performance.

"Through the video I create by myself, I feel like my teaching skill get improved. I can give my students another kind of performance. I'm sure they will not get bored after this." (P8)

They can explore more their teaching strategies after joining this event. As an educator, keep improving pedagogical performance is needed. Good teachers' performance will help students to gain good learning outcomes. Between teachers' performance and students' learning achievement has strong relationship. Teachers are assumed to be the important key of successful education. As stated by Özgenel (2019) that performance of teachers is primary and becomes the central issue in reforming education developing school. In other words, teachers' quality is the main element to make education success. So that, teachers need to keep upgrading their teaching quality (Hervie & Winful, 2018).

Teachers Perspectives on the Use of Kinemaster to application to create teaching media.

The second research question is dealing with the teachers' perspectives on Kinemaster application to create video of learning. Using the data from questionnaire and interview, the analysis results present that most of the teachers who participated in the digital training of Kinemaster application gave good feedback on the use of Kinesmaster application to create learning video.

"I like this application. I think it is easy to use. It is simple video maker. I just need to be more adaptive with the all features provided." (P9)

"I know some video makers. But this application is more easily and more useful. Because I put myself there. Many effects provided and many others. (P10)

"This application offers many interesting features that I can explore. I love the one that I can perform in the video. It is more interesting for students, I think. (P11)

For them, it is an easy tool that can used by teachers who does not have good digital literacy. Moreover, this application can be installed in hand phone so it can be accessed everywhere. Another opinion about Kinemaster application is that this video maker has many varieties of features to use to make the result more satisfying. Although not every of the participant could learn fast, they still could get knowledge on the use since mentor is provided and looking around the room to make sure that every participant follow the instruction and give them assistant when needed. Dealing with this case, good application is that which can be friendly to users. In other words. A good software should be able to make the user get easy in operating. They do not get confused and feel that this software is valuable for them (Flora et al., 2014). To add, this video maker application is easy to learn. Teachers do not need much time to create their own videos. This is in line with Khayami et al. (2008) that one of the characteristics of goof software is learnability. Users are not required to spend

longer time for the efforts of learning the features. It also should meet the needs of the users (correctness). Literally, features offered by Kinemaster is really beneficial and helpful.

Conclusion

Since this study is purposed to know kindergarten teachers' perspectives on digital training of Kinemaster application for learning video, there were two specified questions. The first was about the opinion of the participants after joining the training. The second is about the teachers' perspectives on the use of Kinemaster application for video maker. From what has been described in the finding and discussion above, it is concluded that Kinemaster application is easy to use for teachers in creating learning video for students. Additionally, teachers need some training of educational technology to improve their pedagogical performance. So that they can present a more elaborative, interactive, and interested teaching strategies. In conclusion, such kind of program is needed to be held for teachers especially those who are less literate on digital technology. To take the implication, the finding of this study can be a solution for primary teachers in improving their teaching performance to make the students more easily understand the teaching materials especially during distance education. Teachers can use this application to design another atmosphere of learning ways for students. However, this study is still limited. The focus was only on the teachers' perspectives on the digital training and the application used itself. Due to this limitation, the further researchers can try to take study on the students' responses on the video that the teachers have made using Kinemaster application. So that it can be figured out whether this way is more effective or not.

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