Innovation of Online Learning Media Illustration Image Based on Kinemaster Application

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Abstract

Learning an art and culture using illustration material at SMPN 1 Mojogedang Karangamyar during the Covid-19 pandemic was carried out online. The aims of learning art are to build a foundation on artistic appreciation and students' attitudes in order to make it in harmony with the life values in social life can. However, it can be achieved if it the teacher carried it out in an interesting way. One of the efforts that can be done by the teachers are using innovative learning media in order to make the students' more active during its participation in the learning activity. The innovation or learning media based on Android smartphone using kinemaster application that is carried out by the teachers and applied in learning using illustration images makes it easier for the students to understand the materials. The innovation of leraning media can be done through exploring texts, images, audios and videos that are packaged according to the contextual conditions of online learning process during the COVID-19 pandemic in Karanganyar, Central Java, Indonesia.

Keywords: *Learning Media; Illustration Images; Android Smartphone; Pandemic*

Introduction

Education is an important aspect of human self-development. Rohidi (2016: 73) stated that education is a social institution which as a whole, directly or indirectly and wherever it is carried out, has an impact on the formation and change of behavior. Education is substantially aimed at changing and shaping human behavior so that it is in harmony with the values of life in social life.

Education system adapts to the people's conditions. Saidi (2017:208-209) stated that the modern education system has abandoned collectivity values. Our character is not based on ratio, but on emotional intelligence. When emotional intelligence is removed, what emerges is an intelligent but characterless individual. Education must be placed in culture so that students understand themselves as individuals in a society with character. Rohidi (2016: 73) places art education as a planned efforts to instil and shape knowledge towards fulfilling one's beauty needs. The implementation process considers physical development so that their behavior changes into thinking, living, interpreting, and utilizing resources in the environment to improve the standard of personal and community life.

Art education contributes to the mental or mental formation of students. Suhaya (2016:2-4) emphasized that art education has an important influence on the mental and physical development of students. Art education can shape the student's behavior towards a better direction because art can introduce values and norms in society. Art education places art as a means for the growth of the creative soul of students.

Art education provides space for students' intelligence development, not only intellectual intelligence, but also visual, emotional and spiritual intelligence. Art education can shape students' personalities through creative activities. Suharto (2007) stated that art and culture learning aims to develop knowledge and train students' creativity. This subject is not only train students' creativity, but students are also required to be able to express ideas and thoughts in everyday life. Therefore, teachers need appropriate learning methods so that students can understand the material well.

Art education encourages students to have the ability to appreciate and create fine arts. Arnita (2017: 47) stated that the function of art education is to encourage and improve students' personal potential which includes: expressiveness, sensitivity, and creativity, as well as developing value ideas and thoughts about beauty. Art education plays a role in shaping students' personality who are harmonious in logic, aesthetics and ethics. This can be realized through achieving spiritual, moral and creative intelligence by studying the principles, processes and techniques of working in accordance with cultural values and beauty. Learning an art can develop awareness of concepts, appreciation and creation through exploration of creative techniques. Art education involves physical activity and a sense of beauty.

Learning an art is different from learning other subjects so it requires teachers who can understand the principles of art education well. Munandar (1999: 100-109) emphasized that all students in schools need good teachers. Teachers determine learning goals and objectives, choose learning experiences, determine learning methods or strategies, and become behavioral models for students. Teachers contribute greatly to children's achievements and attitudes.

Learning process requires teachers who are professional and understand the condition of their students. In the context of learning creativity, Munandar (1999: 100) stated that teachers can teach creative skills, ways of thinking about creative problems, or techniques for generating original ideas. Experience in art education can be implemented in contextual daily life. In order to provide maximum knowledge and experience for students during the learning process, it is necessary supported with innovative media.

Innovative learning media is one of the important aspects that need to be prepared and applied in learning process. The application of learning media can assist teachers in delivering material effectively and communicatively, and can create a pleasant learning atmosphere. Technological advances make it easier for teachers to make learning media. The innovation of learning media done by Saripuddin (2014: 44) through multimedia-based applications with the waterfall method makes it easier for students to understand the material. Learning media is made in an interesting and easy to use.

Learning process during the COVID-19 pandemic is carried out online. The characteristics of online learning that are different from offline learning, require teachers to respond creatively. Cultural arts learning at the junior high school level in Karanganyar Regency is carried out online. Each teacher has a different strategy in implementing learning. Learning arts and culture online requires teachers to optimize the role of learning media so that the material can be accepted by students easily. Technological advancement is increasingly making it easier for teachers to prepare learning media. Various applications found on android smartphones make it easier for teachers to prepare media and online learning processes. Various applications on Android smartphones such as: *Kinemaster*, *Ibis Paint X*, *Canva* can be used to create innovative learning media. Middle school art and culture teachers in Karanganyar are required to

be able to use android smartphones for their development as professional teachers. Online learning process with the support of innovative learning media can improve the learning quality, both from the aspect of the process and the results.

Based on this description, the research problem can be formulated as follows: a) How to make online learning media for illustration images based on the kinemaster application? b) How to apply online learning media for illustrations based on the kinemaster application?

Theoretical Review

Every teacher is faced with different times and challenges. The COVID-19 pandemic condition presents its own challenges for teachers in carrying out online learning. Online learning has a different character from face-to-face learning so it requires certain strategies. The application of innovative learning media in online learning is able to make students active. Carreon (2018) stated that the spread of digital learning tools and the need to incorporate contextual pedagogy play a role in the development of 21st century skills. Students' experiences in learning using Facebook can foster motivation and confidence in interacting with other students. Facebook allows millennial students to learn at a pace, time and place.

The implementation of online learning is often faced with problems of facilities and infrastructure. This condition was also experienced by Firdaus (2020) that the implementation and obstacles to carrying out online learning during the pandemic were often faced by students. The obstacles experienced by students are mainly in terms of supporting facilities and infrastructure to access available information. Starting from these conditions, online learning needs to apply the right strategy. Rahayu's experience (2021) utilized technology support available in schools so that learning can run effectively and efficiently, it needs to be supported by the ability of teachers to create learning media to support learning. The training program for making learning videos based on Android smartphones makes it easier for teachers to achieve learning goals. On the other hand, it also makes it easier for students to understand the material independently. Another strategy is carried out by Cahyani (2021) by applying the teacher's creative strategy. Arts and culture teachers can apply the theory of creative teacher characteristics which include: fluency, flexibility, originality and elaboration. Creative teachers can open students' minds to come up with creative ideas.

The pandemic condition demands a change from the face-to-face learning model to online learning that is contextual with the conditions of students, teachers and their respective schools. Kharisma (2020) stated that in online learning, students want to use Google Classroom which is supported by learning media in the form of video tutorials. Online art and culture learning media is expected to be able to develop students' creativity. Daryanti (2019:215) stated that cultural arts learning media is very much needed because it can build students' creativity. The content of learning arts and culture is not only aimed at developing cognitive abilities, but also affective and psychomotor. Creating an art can also develop students' attitudes and character.

The development of science and technology increasingly provides convenience in making learning media. Handayani (2018: 63) utilizes interactive multimedia of a combination of text, images, animation, audio, and video that can be operated by the user himself so as to create a two-way interaction, such as user and the media. Interactive multimedia in learning arts and culture becomes effective as an independent learning medium. Wulandari (2020) stated that in the era of the industrial revolution 4.0 all aspects of life including education are encouraged to use information technology. Information on social media or those prepared by the teacher as a substitute for natural learning resources, which is the teacher. Information technology advancement in all aspects of life encourage today learning process to be carried out based on information technology.

Each learning media has advantages and disadvantages when applied in learning process. Therefore, teachers are required to be careful in choosing, designing, and determining the media that will be used in learning. Badriyah (2015) stated that the accuracy of teachers using learning media is influenced by the availability of media in schools, the ability of teachers to create learning media, and the experience of teachers in creating learning media.

The application of innovative learning media is an important factor in supporting the success of learning. Technological advances provide convenience in making innovative learning media. Cultural arts learning requires interesting, effective and communicative learning media so that it can develop students' cognitive, affective and psychomotor skills. The application of innovative learning media motivates students to actively participate during the learning process, thus it can create changes in students' attitudes and character both in the school environment and in everyday life. The expected long-term impact of learning arts and culture for students is a change in attitude towards themselves according to the nature of learning, such as a change in attitude in a person after he/she undertakes learning activities.

Soehardjo (2012) stated that the term of art education was adopted from the term art education in America. Art education appears in Indonesia in the 1975 curriculum with a certain meaning, not as an effort to deliver students to have artistic competence, but in individual maturity competencies which include: mind, body and spirit. Art education is more aimed at forming students' attitudes and mentality to be ready to face the life challenges. Jazuli (2008) stated that art education is a conscious effort to prepare students through mentoring, learning, and training activities to have an artistic ability. Aesthetic experiences are provided through appreciation (award, response) and creation activities, both of which contain aspects of expression (inspiration). Thus, art learning is substantially more oriented towards the formation of student attitudes than the ability to work. Appreciation and creation of art as a medium to shape the attitudes and mentality of students who are able to appreciate and implement the life values.

Results and Discussion

Result

a. Making Learning Media Using Kinemaster

Making learning media in order to achieve maximum results, it is necessary to identify the application used as well as possible. Kinemaster is a smartphone application that functions to process videos. Kinemaster has the following features: 1) Project assistant, it is functions to create video projects step by step, 2) Media support, it is functions to insert media into applications, 3) Audio, equipped with quite a lot of background music, making it easier to create backgrounds audio, 4) Text editor, it is functions to add and manipulate text, 5) Themes, such as: Basic, On-Stage, Serene and Travel; 6) Editing tools, including: Cut, Copy, Crop, Trimming, Color adjustment and many others.
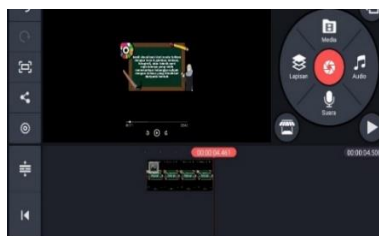
Picture 1. Kinemaster application display

The introduction of the feature buttons on the Kinemaster application: 1) Media, there are: background, favorites, cloud stronge several videos and photos for editing, 2) Layers, there are: media,

effects, overlays, text and handwriting, 3) Audio, there are: songs, ringtone, and voice recording for addition during video editing, 4) Sound, used for voice dubbing or voice recording.

The stages of making learning media for digital engineering illustration images using the kinemaster application are as follows:

1) Introduction to the tutorial video homepage which contains: a) home menu, b) about us, c) user manual, d) tutorial video menu.


Picture 2. Home screen video tutorial

2) Video tutorial menu display contains illustration of introduction videos, illustration understanding, PicsArt introduction, video tutorials containing cartoon illustrations. The sample illustration menu contains examples of cartoons.


Gambar 3. Video tutorial menu display

3) Processing video tutorial content of drawing cartoon illustration using digital techniques:

a) *Download* PicsArt application from the google playstore. On the PicsArt start menu there are photo editing, pictures of people and selfies photos, select the purple round menu with a logo of white plus.
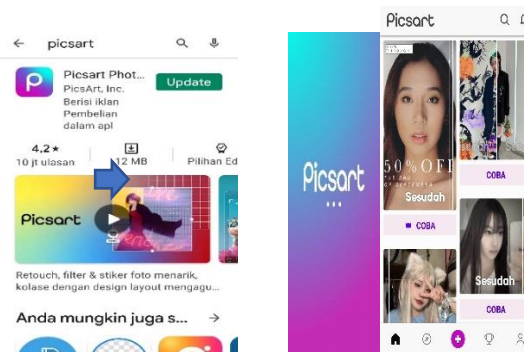
Picture 4. PicsArt application display

b) There are options appearing: photos, videos, replays, free photos and background colors. The menu can be scrolled and clicked on the section to be edited. In the menu options there are tools: gold, tools, effects, retouch, stickers, remove, replay, text, photos, fit, brushes, edges, images, lens flare, motifs, frames and words.
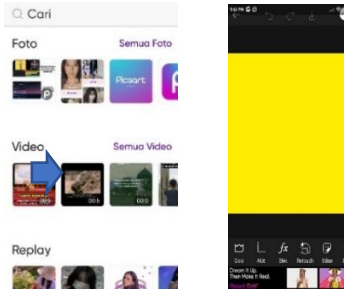
Picture 5. The home menu displays of PicsArt application

c) The tools needed in making cartoon illustrations on PicsArt are pictures. On the drawing menu there are tools: brush, eraser, fill, shape and object. Size and opacity options on the brush menu as shown below:

Picture 6. Display of coloring objects in the picsart application

d) The final result of the game character cartoon can be saved in the save image menu in the upper right corner.
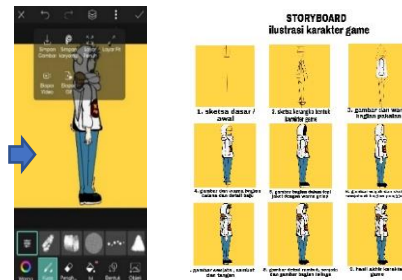
Gambar 7. The process of saving images and the results in the PicsArt application
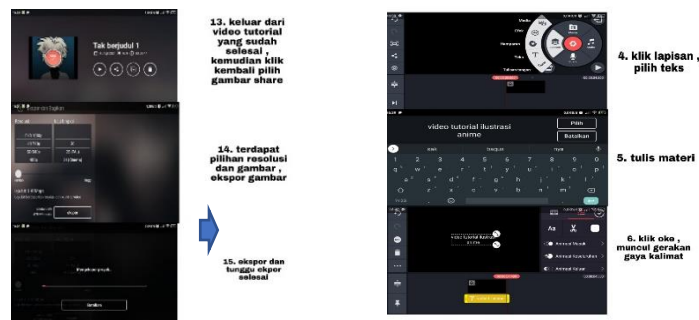
4) The content editing process on Kinemaster application:

a) The first step is to open a new menu.

Picture 8. The initial process of video editing on the Kinemaster application

b) Making the background on the video explanation screen that will be displayed.

c) Making text on video content using the text menu.

Picture 9. The process of giving text on the Kinemaster application

d) Saving the tutorial video content that has been edited.

b. The Application of Online Learning Media Based On-Kinemaster Application

Application of learning media by art teachers in online learning of illustration images at SMPN 1 Mojogedang Karanganyar using an android smartphone. Learning process is carried out by the teacher from the classroom. Students take online learning from home, but there are also those at school, because it coincides with the class cleaning picket schedule. The teacher opens the lesson by greeting, then asks all students to activate the camera on their respective cellphones so that the teacher can monitor students. The teacher then conveys material about illustrated images by showing material that has been packaged in learning media. The teacher delivers the material using the lecture and discussion method which is followed by a demonstration.


Picture 10. The online learning process of drawing illustration at SMPN 1 Mojogedang Karanganyar

Teachers apply innovative learning media to maximize the material presentation and make it easier to understand for the students. The application of illustrated learning media based on kinemaster is also intended to increase students' motivation to learn actively. The role of the media in achieving learning objectives is quite effective. The attitude of the students became more active, indicated by the presence of several students who asked about coloring techniques and explored ideas for assignments. The teacher responds to students' questions followed by showing examples of illustrated images that are strengthened using demonstration method. Meanwhile, related to exploring ideas, the teacher gives advice by observing various realities of everyday life intensely and critically.

During the final stage of learning process, teacher asks students whether the illustration image material has been understood well or not? Most of the students answered that they understood the materials, however there were some students who wanted a brief re-explanation as a summary.

Henceafter, then teacher reiterates the important points of the material briefly until it is finished. Afterwards, students give responses that they have understood the material. The teacher then conveys the conclusions of the learning material, followed by the assignments for the students to make illustrations image. Students ask about the theme of the assignment, the teacher answers that the theme is community social activities in the student environment. The teacher then closes the learning process online session, then leaves the virtual class.

The application of learning media based on the kinemaster application that has been carried out by the teacher in learning online illustration images can be schematized as follows:
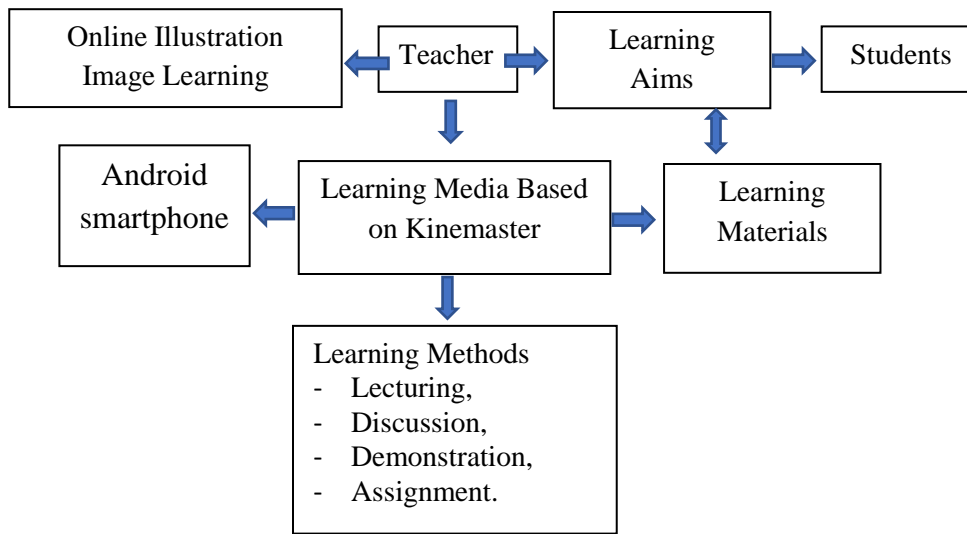
Scheme 1. The Application of a media during online illustration drawing lessons

Discussion

Cultural arts teachers and students of class VII E at SMPN 1 Mojogedang Karanganyar have implemented online learning by using kinemaster application learning media effectively and efficiently. The application of online learning media done by the teacher is quite effective and efficient, because the teacher can convey the illustration material in briefly, densely, interesting and easily understood by students. Online learning can encourage students to be more active. Some students are active and involved in discussions or questions and answers session about the illustration image material, thus increasing the depth of the material being discussed. This online learning condition has also been experienced by Carreon (2018) when carrying out learning by applying digital media that can create effective learning, students often interact with teachers and other students. This interaction has an impact on the activity of all students who take part during the learning process.

Teachers and all students in class VII E have android smartphones, so that online learning process that is carried out is not faced with infrastructure problems. The school also supporting in form of a strong and stable internet network provides convenience and smoothness during online learning process. Furthermore, the teachers should be able in mastering technology needed, starting from the preparation and application of learning media during online learning process. Thus, it represents productive and creative arts and culture teachers. Teachers are productive because they are able to make learning media independently, in addition teachers are creative because they are able to package the learning media which is in form of an interesting exploration of text, images, audio and video.

Teachers do not depend on computers or laptops provided by the school, but rather optimize the use of their Android smartphones for making media and learning for online classes. The existence of an

android smartphone has answered the teacher's need in supporting online learning process. Firdaus (2020) also experienced a similar condition during online learning process by utilizing an android smartphone, making it easier for teachers and students to interact and liven up the virtual classroom atmosphere. Furthermore, Rahayu (2021) also has a similar experience through the use of android smartphones in the preparation of learning media and its application during online learning process. Thus, this is the implementation of creative strategies that teachers can do during a pandemic. Teachers do not experience difficulties because they have the willingness to learn and practicing with the existing applications.

The preparation and application of media is the implementation of creative teachers who can solve the learning problems contextually. Learning problems during the pandemic are solved through online learning by utilizing technology support found on Android smartphones. A similar strategy has also been used by Cahyani (2021) when applying creative strategies in learning through interaction with students in virtual classes so that they can open students' creativity. The creative attitude of teachers and students in responding to online learning process makes illustration image learning more active and interesting.

The teacher created learning media innovatively by processing the display of text, images, audio and video so that the product can attract students' motivation to learn. The application of video tutorials in art and culture learning done by Kharisma (2020) can develop students' creativity. The creativity of each student can be explored through the use of innovative learning media. Daryanti (2019:215) also has experience in applying cultural arts learning media that can increase student creativity in the cognitive, affective and psychomotor domains. These various explanations show that the role of innovative learning media cannot be ignored, because it can actually develop the teachers and students' creativity directly.

The learning media used by art and culture teachers in online learning in Class VI E SMPN 1 Mojogedang Karanganyar are able to develop students' creativity. This is implemented in learning process and learning outcomes in the form of illustration works with various characteristics. Various themes and illustrations visualization represent students' understanding of learning materials in depth.

Picture 11. The outcomes of online learning in form of illustrated work

The pandemic condition motivates art and culture teachers to study and explore information technology to be useful during learning process. The teacher actively searches for information and material through the internet, then it is packaged in learning media using the kinemaster application. The arts and culture teacher's efforts are in line with Handayani's experience (2018: 63) regarding innovative learning media in form of a combination of text, images, animations, and videos that can be operated by users themselves. Teachers become more comprehending and familiar with the latest technology, because they often come into contact with information technology during learning process. The creative efforts of cultural arts teachers are also included with the experience of Wulandari (2020) who places information on social media as a substitute for natural learning resources, such as teachers. Teachers are actively seeking material from various learning sources, one of which is the internet. This effort is a strategy to provide the best learning materials for students so that they can develop their cognitive, affective and psychomotor aspects.

Making learning media supported by the latest technology through the kinemaster application on android smartphones makes it easier for teachers to create innovative learning media. Media development through the kinemaster application has provided a valuable experience, both for teachers and students. The application of illustrated learning media is increasingly attractive, effective and communicative, so that it can make the students to be more activate during online learnings. The students can ask questions and discuss the material with friends and teachers simultaneously. The interaction between students, as well as between students and teachers in virtual classrooms that are increasingly intense, makes students more fluent in communicating and able to make changes in a better attitudes and character.

Conclusion

Cultural arts teachers at SMPN 1 Mojogedang Karanganyar during the covid-19 pandemic carried out online illustration drawing learning process. The innovations of learning media are carried out using android smartphones to support the online learning process. Teachers are actively seeking learning materials from the internet and package them into learning media using the kinemaster application. Making learning media are done through exploring text, images, audio and video, thus it becomes more innovative, interesting and communicative media. In addition, it will make the students more active during the learning process.

The teachers applying learning media during illustration image online class using an android smartphone. Teachers carry out online learning process from the teacher's room at school, while the students are at home. The interaction between teachers and students in virtual classrooms is quite intense, because learning media used can play a role in encouraging students to ask questions or respond to teacher questions. The success of the application of learning media used is marked by the attitudes and character changes of students to be more active in learning and make it easier for students to understand the discussed material. This condition is a manifestation of the successfulness the innovation of illustrated learning media used which aims to form students' attitudes and character both in school environment and in the community.

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