

Development of Kinemaster Pro Application-Based Learning Media for History Subject

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Abstract

This study aims to develop learning media based on kinemaster pro applications that are effective and efficient. This research is a type of research that uses the Alessi & Trollip development model. The purpose of this research is to develop learning media based on kinemaster pro applications that are valid and have an effective impact on history learning. The validity of the developed product is based on the results of validation conducted by several experts, namely media experts, material experts and learning design experts. The results of the validation of media experts are 3.93 with a valid category, material experts are 4.30 with a very valid category, and learning design with a value of 4.10 with a valid category. The effectiveness of the use of kinemaster pro application-based learning media can be seen in the learning outcomes of students who experienced an increase in learning outcomes by 43.61%. Furthermore, the N-gain is 0.78 which is included in the high category.

INTRODUCTION

A general activity in human existence is education. since education is essentially an endeavor to elevate or civilize people by passing on knowledge, abilities, and values from one generation to the next for the benefit of both individual growth and collective advancement (Fuadi 2021: 13).

Education has a connection to people because it is one of the most important factors in determining a country's features. This is also consistent with Article 1 of Law No. 20 of 2003 concerning the national education system (sidiknas), which states that education is a deliberate and planned attempt to create learning environments and learning processes that are enjoyable and conducive. It is hoped that this will allow students' learning processes to continue developing so that they can develop their potential for spiritual abilities, self-control, ideal personalities, intelligence, noble character, and abilities that are beneficial to both themselves and society. Additionally, according to Article 4, students are a part of a community that is always exploring their potential through a learning process that can be acquired in a variety of ways, such as by following a certain path, level, or educational classification (Lukman Hakim 2016: 2).

Learning is an effort that is carried out deliberately, structured, and planned, for purposes that have been determined in advance before the implementation process, and so that later in the implementation can be controlled, it is intended for the implementation of the learning process in humans (Dr. Yuberti 2014: 26). Since students truly need someone who can give them direction and guidance during the learning process, learning in this situation cannot be separated from the role of educators. Of course, educators play a significant role in preparing students for learning in order to enhance their own abilities (Nurdyansyah and Fahyuni 2016: 129).

Human life is full of learning experiences, and as learning is not confined to a specific location or time, it can happen at any time or place. Every human being undergoes changes as a result of learning in this situation, and these changes are beneficial to them; these changes can be identified by new behaviors or abilities. Because it is helpful in recognizing features of the learning process that are unique to learning materials, the learning process itself is one component that cannot be separated from it (Bakhrudin All Habsy, Nashihah, and Atsila 2023: 10). Through the formation of personality and anticipated values, educators play a crucial role in the learning process and in attempts to strengthen the nation's character. Students behave as objects in this situation, and teachers are likewise the most significant subject in the learning process. It follows that in order for students to be able to improve as individuals in the future, they require people like educators who can mentor, guide, and become figures who can be discussed to address difficulties in the learning process (Ariyani 2019: 4). Because there are two components to the learning process learning and teaching interaction is the most fundamental aspect of it. Students learn, while educators deliver instruction. Thus, for students and teachers to have a positive and optimal learning experience, there must be good interaction. In this situation, educators must focus on the teaching materials or learning designs that are used subsequently in order to achieve good interaction in the learning process. Teachers should pay close attention to learning design, which is linked to the learning process's problem-solving processes (Zaifullah, Cikka, and Kahar 2021: 3).

It is important for educators to focus on the appropriate learning design to use in the teaching and learning process for students. When designing learning, educators should make learning enjoyable for students, specifically by creating engaging learning, in the hopes that the quality of learning and learning outcomes will later be high (Andayani 2021: 5). Educators must consider a number of factors when designing planned learning, including learning objectives, learning materials, media, procedures, assessment, and the learning environment of the students. As a result, the process of teachers imparting knowledge to pupils will be successful and efficient (Magdalena, Syaifulloh, and Salsabila 2023: 13). An educator must work to support the learning process when deciding how to implement learning; in this instance, the educator is referring to the independent curriculum teaching module as a tool that educators use to meet the Pancasila learner profile at the implementation stage. Therefore, in this instance, the teaching module can be defined as instructional materials that are methodically created with the primary goal of

learning applied by teachers to students. Systematically can be interpreted in an organized way, beginning with the introduction, content, and conclusion; hence, it will make learning easier for students and make it easier for teachers to provide the material (Maulinda 2022: 3). In order to accomplish educational results, an educator must create effective learning strategies to apply to students when executing the curriculum. The curriculum for independent learning aligns with the Pancasila student profile, which includes faith, devotion to God Almighty, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. It also highlights the superior human resources of Indonesia. In addition, students must be adequately equipped for the challenges of rapidly advancing technology, the workplace, and sociocultural shifts. Such challenges must be faced by students. Therefore, in order to achieve the learning outcomes specified in the curriculum for independent learning, educators must be obliged to design effective learning (Fauzi 2022: 4).

As the modern era develops, technology has become a crucial tool for education. An educator must be able to foster learning creativity in the twenty-first century in order to achieve the desired level of educational quality. They must also possess technological pedagogical and content knowledge (TPACK) skills (Ismail and Imawan 2021: 3). In order to get pupils to become focused and serious about studying, educators must make technology-based learning as engaging as possible. In this instance, information technology is crucial to the advancement of education in the twenty-first century. It is believed that information technology would help students get the knowledge they need to suit their learning goals in the classroom. In addition to channeling knowledge, using learning media can also create a positive learning environment for students, which offers a wide range of advantages (Susilo 2020: 3). The aforementioned statement makes it clear that educational media is a crucial tool that is inextricably linked to learning activities. When a teacher selects educational materials based on a consensus among students, the materials will be utilized for classroom learning activities. It is believed that students would learn effectively as a result of using their favorite media for learning activities. Oemar Hamalik (Tafonao 2018: 4) asserts that the use of educational media in learning activities can encourage students to learn and be motivated to do so. This will, of course, be very beneficial for students' learning progress as it will result in later high-quality learning.

Audio Visual is a media in which there are elements of images and sound. Audio visual can also be interpreted as video, the word audio visual is actually aimed at the senses that are the target of this media. The results of audio visual can be in the form of documentation media and communication media (Purwono, Joni 2014: 4). If audio visual as a documentation media, it will get media that focuses on the facts of an event and if audio visual as a communication media, it will have more media elements and use more careful planning in order to communicate something well. In this case, story films, advertisements and learning media are examples of audio visual media that focus on audio visual communication media (Windasari and Syofyan 2019: 4).

LITERATURE REVIEW

Learning is a process of students' relationship with their learning environment. So as to make changes in behavior towards the better. In this case, the task of the educator is to condition the environment to support the change of behavior in learners. Learning can also be defined as a conscious effort of educators to help students to carry out learning in accordance with the needs and interests of the students themselves. So that it is hoped that at the time of the final assessment it can make students get maximum results from the right learning according to the needs of the students and the interests of the students themselves. (Festiawan 2020, :11-12)

In essence, learning objectives are the results of the learning process as experienced by the students. Suwono (2007) asserts that there are two ways to define learning objectives: what teachers will do and what students will comprehend (Utami 2010: 3). For instance, in this instance, explaining the idea of function composition by first identifying the composition of two functions (learner side) and then examining the requirements for the composition function (educator side). This makes it clear that learning objectives show the process of learning that teachers have created to carry out learning with students and the expected results of that process.

History is a field of science that includes the product of research. History can also be interpreted as a concrete form of research that discusses past events (Dwi Susanto 2013: 10). According to American historian James Harvey Robinson (Suhardi Marli 2020: 2) “history is everything that humans know about humans themselves”. From the expert's statement above, it can be understood that history positions humans always in the main position. In this case, humans are the subject as well as the object of history, which means, about what has been done (peristiwa), or in the mind, or felt by humans, be it humans as individuals or vice versa, humans as a group. In history there is one word that is constantly repeated, namely “has been” this happens because history shows the past, the temporal factor (time), which is a characteristic in history. History learning is the implementation of knowledge that is made to change the minds of students towards the importance of the concept of space and time which is a process of past events. Furthermore, history learning has an influence in the process of creating students' character. The target of history learning in general has elements that describe the interaction of history learning with character building, namely history learning teaches the values of tolerance for differences in beliefs, loyalty, culture, ideas and ideals, openness (Amalina 2022: 858-859). The specific target of history learning itself is to create enthusiasm among students to always voice justice and humanity as the foundation of national life. According to Kochhar (Zahro, Sumardi, and Marjono 2017: 7) history is one of the intermediaries to foster the spirit of patriotism in students, namely patriotism that has the ability to revive the spirit of patriot souls in the past and present, and simultaneously fight for the life of the community and will make the country proud. In essence, the media is a means of connecting information between the source and the recipient. Heinin, Molenda, Russell, and Smaldino's assertion that media is a network or communication instrument in (Yaumi 2017: 4) lends credence to this. Print media, audio, visual, video, things, and people are a few examples. Then, the media are also viewed as communication components that connect the production and distribution machinery and symbol layout. From this, it is clear that the media serves as a means of communicating information from the source to the audience.

When it comes to describing instructional materials, learning media serves as a tool, method, or approach that can draw students' attention, interest, mentality, and taste in order to give knowledge that is likely to inspire motivation and enthusiasm in the learning process. In addition, using learning media will benefit teachers by making it simpler to communicate information about the subject matter being taught (Umar 2014, 136-37). In this case there are several statements regarding the function of learning media. The role of media for teaching and learning activities is a very important part of learning outcomes. McKown (Rokhim 2021: 94-95) in his book entitled “Audio Visual Aids To Instruction” states that there are four functions of learning media including: (1) Changing the basis of official education, namely with learning that was originally imaginary becoming real, learning that used to refer only to theory became learning that had a practical function. (2) Building learning motivation, learning media is a very important factor in building students' enthusiasm for learning, because the use of learning media during teaching and learning activities will attract the attention of the students themselves. (3) Providing information about science, learning media has a role in disseminating knowledge to students to explain knowledge as clearly as possible. (4) Provide learning stimuli to students, especially in

terms of building curiosity from the students themselves. In this case, the curiosity of students must always be built by educators in order to create active learning in the classroom.

Kinemaster pro is an application used for video editing purposes with a variety of features that are quite complete and professional for android and IOS devices. The kinemaster pro application supports many layers such as video, audio, images, text and several effects so that kinemaster can make users more comfortable and easier in the video editing process (Widiyono 2021: 14). The features in kinemaster pro not only talk about combining videos but more than that, kinemaster pro in its application can also add images, sound, and this application can also make edits in place without having to switch to another application (Saputri and Mudinillah 2022: 185). It can be said that the kinemaster pro application is an application for video editing purposes. Kinemaster pro produces audio-visual media that contains video and sound simultaneously. With the kinemaster pro application, educators can use it for learning purposes so that it is expected to attract students' interest in the teaching and learning process in the classroom. In this case, the selection of appropriate and measurable learning media will make it easier for educators to achieve educational outcomes. Then than that, with the selection of appropriate and measurable learning media, it will make it easier for students to understand the material provided by educators through learning media. From the selection of learning media, it is hoped that it can make students become more enthusiastic in the teaching and learning process and get maximum learning results.

The application of learning media selection in this study is the development of learning media based on the kinemaster pro application on the entry of colonialism and western imperialism in Indonesia. The selection of kinemaster pro-based learning media was chosen because it can make students able to easily remember and understand the material on the entry of colonialism and western imperialism in Indonesia through the video display presented.

METHODS

Development research or Research Development (RD) is a research that is currently quite widely developed. In this case, development research is a research that mediates between basic research and applied research. Development research can be interpreted as a process to develop new products or to improve existing products. According to Borg and Gall, development research is a process applied to develop and validate products (Rahardja, Aini, and Putra 2020: 89). The development research method is one kind of research technique used to develop and test a certain product, claims Sugiyono (2019: 3). A requirements analysis is conducted as part of the development research process, which culminates in a product, to ensure that the product can perform as intended. The problem to be solved, the specifics of learning, and the model of questions or media that will be produced to address the problem are the two categories of information that are related to the development study objectives in this instance. There will undoubtedly be questions in the future because this component involves formulating development research topics. Based on the above opinion, it can be said that development research is a study conducted to develop a product that will be tested so that an effective product will be obtained.

Development research requires a foundation to move the foundation in the form of a model that will guide the research to achieve the expected goal of creating audio-visual learning media based on kinemaster pro that is practical, valid, effective and quality. In this study, researchers used the Alessi & Trollip model development research method which focuses on developing learning media. Which has three special attributes in its development, namely standards, ongoing evaluation, and project management. In producing a good product, the Alessi and Trollip development model has three sequential stages that are systematically used in the implementation of development. The first stage is planning, at this stage observations and identification of objects

that want to be used as product targets are carried out and planning is carried out regarding the product to be developed. The second stage is design, at this stage a researcher is required to analyze the concept, make a flowchart, and collect several sources to be used as a reference in making the content in the product to be made. The third stage is development (Development) in the development stage a researcher has carried out the final stage of the development itself, namely the process of making products, testing products and evaluating them (Novalia, Arfa, and Jannah 2023: 148-49).

RESULTS AND DISCUSSION

This chapter will discuss the results of the product that has been developed by researchers based on the Alessi & Trollip model procedure. The Alessi & Trollip model has 3 stages of development. The first stage is the planning stage at this stage the researcher conducts two identifications, namely problem identification and needs identification. The second stage is design, at this stage researchers design learning media, flowcharts, and storyboards. Then the last is the development stage. At this development stage, researchers will realize the stages previously carried out, namely the planning and design stages, then tested on students XI. 5 SMA Negeri 2 Palembang. This trial aims to find out how effective the learning media developed by researchers entitled “Development of Kinemaster Application-Based Learning Media in history subjects”.

After using a few methods to develop educational media based on Kinemaster pro material, colonialism and imperialism in Indonesia declined. The researcher used the Alessi & Trollip model of development in this regard. Trollip & Alessi, the models, have three tahapan pengembangannya. The first one is tahap perencanaan, where researchers perform two types of identification: problem identification and need identification. The second step is design; in this step, the researcher uses storyboards, flowcharts, and educational media. The next step is the pengembangan phase. At this stage of development, the researcher will review the previous stages, which are design and perencanaan stages. In this regard, researchers created educational media products that must undergo validation or alpha testing before being shown to students, following that, students complete pretest and posttest questions to help researchers track how well their learning outcomes are developing. This study is also conducted to evaluate the efficacy of the learning materials that the researchers have created.

Planning Results

In this case planning is the initial stage carried out by researchers in developing learning media. Researchers, made several observations with the aim of knowing the problems experienced by educators and students when in the teaching and learning process in the classroom. In this development research conducted by researchers, researchers carry out the planning stage by looking for problems that hinder the teaching and learning process in the classroom both with educators and students. Then, in addition to making observations and looking for problems, researchers also analyzed the needs of students related to the problems faced during the learning process in class XI. 5 SMA Negeri 2 Palembang. In this study, researchers conducted observations and needs analysis together with the school, students of class XI. 5, and history educators of SMA Negeri 2 Palembang. Researchers carried out observations in several ways, namely interviews with educators and google form questionnaires to 47 students of class XI. 5 SMA Negeri 2 Palembang. The results of this observation will later obtain data on the problems and needs of students in the history learning process. The results of this stage have the aim of obtaining valid data so that later researchers can develop learning media that is right for the needs of educators and students.

Problem Identification

At this stage of problem identification, researchers carried out an analysis of the problems faced by students in class XI. 5 SMA Negeri 2 Palembang during history learning in the classroom. From the results of observations and interviews. Researchers get data that during teaching and learning there is a lack of learning media used by educators in the classroom so that it does not attract students' interest in learning history. This can occur due to the lack of learning media innovation practiced by educators when teaching. The media used by educators in teaching are only in the form of textbooks, modules, PPT, and very rarely use media such as learning videos and others so that students feel bored in learning.

Needs Identification

After the researchers carried out the identification of problems in history learning that occurred in class XI. 5 SMA Negeri 2 Palembang, for the next step researchers identified the needs of educators and students in class XI. 5 SMA Negeri 2 Palembang. In this case the researchers conducted a questionnaire through google forms. Which has been designed by researchers in the form of identifying needs in learning history. From the questionnaires that have been distributed to students, the results show that students are interested in technology-based learning media that are practical, easy to understand, and involve visual and audio elements.

Material Collection

The next stage is the collection of materials which in practice is used as a result of problem identification and identification of learner needs. From the results obtained through the results of previous identification, students in this case need interesting learning media such as containing sound, images, text, practical and easily understood by students. In this case, researchers provide problem solving or solutions by developing learning media based on the kinemaster pro application to overcome students' learning problems.

Planning Stages

The planning stage is the second stage in the Alessi & Trollip model. At this stage researchers design learning media in accordance with the data obtained at the stage of identifying the needs of students. At this stage researchers design various instruments in order to produce learning media products based on the kinemaster pro application. In this case the researcher goes through several processes in developing the learning media products developed, these processes include: compiling teaching modules, flowcharts, and storyboards. After completing all the processes, kinemaster pro application-based learning media will be produced with the material on the entry of Western colonialism and imperialism in Indonesia. The following are the results of the stages in the process of making kinemaster pro application-based learning media development:

Teaching Module Design

At this stage, the researcher designs the teaching module. In this case, the format used in this teaching module is in accordance with the guidelines provided by SMA Negeri 2 Palembang. The teaching module that has been designed has several elements including general information, learning outcomes and objectives, detailed usage design, meeting details, and attachment components.

Flowchart Design

After doing the design stage of the learning material and teaching module, the next stage is to make a flowchart design, in this case the researcher makes a flow on the kinemaster pro application-based learning media and a flow on the content of the material in the media developed by the researcher. The following is the flow on the kinemaster pro application-based learning media developed:

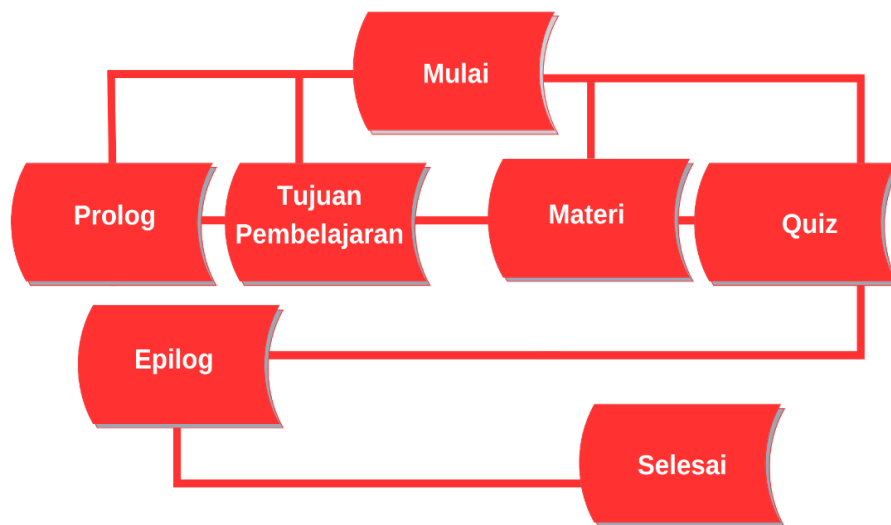


Figure. 1 Flowchart Design of Kinemaster Pro Application-Based Learning Media

Storyboard Design

After the researcher designs the flowchart, for the next step the researcher designs the storyboard which in this case has a function as a storyline marker to facilitate the making of learning media products based on the kinemaster pro application. The main thing that researchers do in designing storyboards is to determine the duration of the learning video and the topic of material that will be included in the kinemaster pro application-based learning media.

Table 1. Kinemaster Pro Application-Based Learning Media Storyboard Pieces


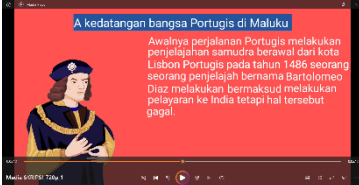

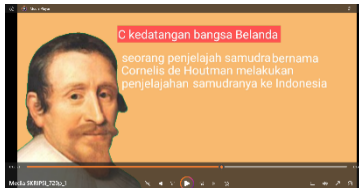
View	Narrative
	<p>History records that humans have traveled across space since the beginning of time, including people in the archipelago, this is related to the spice route, interconnection and the presence of foreign nations. One of the activities across space is driven by economic activities by sea. Regarding the early evidence of the archipelago's involvement in international shipping and trade, it can be traced from the records of a person named Claudius Ptolemy alias Claudius Ptolemaeus, an expert in astrology, geography, astronomy, mathematics, as well as poetry and literature who lived in Egypt, or precisely in the city of Alexandria, a place that at that time was under the rule of the Roman Empire. Ptolemaeus' Guide to Geography, an ancient map written in the first century, includes the name of a city called Barus. Barus became a very important ancient port city in Sumatra and the world. The aromatic commodity of camphor spice was sought after by various nations in different parts of the world such as China, Hindustan, Egypt, Arabia and Greco-Roman.</p>
	
	
	

Image Description	Display Description
Pieces of the video screen are an overview of the video cover, the arrival of the Portuguese and Spanish, the arrival of the British, and the arrival of the Dutch.	In the initial appearance of the kinemaster pro application-based learning media video, the initial video cover is displayed. And also added some animation to make the video interesting.

Development Stage

At this stage, researchers develop products in the form of learning media based on kinemaster pro applications in history subjects with the material on the entry of colonialism and Western imperialism in Indonesia, this is based on the design stages that have been carried out previously. This development stage has a purpose to implement a way to create a learning media product that suits the needs of students in accordance with the previous needs analysis data. Furthermore, researchers began designing products by writing narrative text, adding images, adding sound backgrounds, and adding sound recording. When adding image elements, researchers used a tool in the form of Canva. Then after the product is finished, the researcher assesses the product to experts with the aim of knowing the level of validity and the level of effectiveness of the product. The aspects assessed during the validation test were the validity of the material content, conformity with the learning design, and media display.

Display Creation

At the time of making the appearance of the kinemaster pro application-based learning media, the first step taken by researchers in this case is to make an initial appearance following the results of the design stage so as to make the kinemaster pro application-based learning media in accordance with the material which then makes it easier for students to understand the material then makes students have a sense of interest in doing history learning so as to get maximum results to achieve learning objectives. The following is the initial appearance designed by researchers in developing learning media based on the kinemaster pro application:

Table 2. Display of Kinemaster pro Application-Based Learning Media

View	Narrative
	Kinemaster pro application-based learning media on the entry of Western colonialism and imperialism in Indonesia.

Image Description	Display Description
On the initial cover of kinemaster pro application-based learning media, there is an illustration of a ship that depicts the arrival of Europeans.	There is a title on the initial cover of the kinemaster pro application-based learning media and there are learning objectives in the next minute.

Table. 2 is the result of the initial display design that has been made by researchers in developing learning media based on the kinemaster pro application. In the initial appearance or initial cover there is an illustration of a ship that shows the arrival of Westerners or Europeans coming to Indonesia. Thus the kinemaster pro application-based learning media development product has been completed and continues at the next stage.

Alpha Test

The alpha test stage is the next stage after going through the kinemaster pro application-based learning media development process which was previously carried out by researchers. At

the alpha test stage, researchers carry out an assessment with experts to see the validity or feasibility of the learning media developed by researchers before being tested on students. Material expert validation was carried out to see the assessment and opinion of the material on the entry of colonialism and Western imperialism in Indonesia used by researchers in the development of learning media based on the kinemaster pro application. In this case, the researcher asked for help from Henny Hariyani, S.Pd., M.Pd who is a history teacher at SMA Negeri 10 Palembang.

The assessment assessed by the material expert is the feasibility aspect of content, presentation and language. The purpose of this material validation is to get a good assessment of comments, suggestions and input on the material in the learning media developed by researchers. The results of the material expert validation assessment in kinemaster pro application-based learning media show an average value of 4.30 which is included in the very valid category, so that overall it is included in the validity range of 4.21-5.00. The learning design expert validation stage is an activity to validate the learning design on learning media. In this learning design expert validation process, researchers asked for help from Dr. Erna Retna Safitri, M.Pd as a lecturer in Master of Educational Technology at FKIP Sriwijaya University, to be able to provide an assessment of the learning design made.

The aspects of assessment in this learning design include; 1) Clarity of learning objectives, 2) Suitability of learning media with learning outcome standards, flow of learning objectives, and curriculum, 3) Support for the approach, 4) Conciseness of presentation, 5) Support for presentation, 6) Presentation of learning, 7) Suitability to the development of students, 8) Sequence and integration between learning activities. The results of the assessment obtained from the learning design expert validator obtained the results of the learning design expert validation assessment with an average value of 4.10 with a valid category because it is included in the range of values 3.41-4.20. The improvements made by researchers in accordance with the comments and suggestions of validators are 1) Improve the formulation of learning objectives, and 2) add evaluation items. The conclusion obtained after the improvements that researchers have made to the learning design has been said to be feasible to be tested with students.

The next stage is media expert validation. This stage will be an assessment of the kinemaster pro application-based learning media developed by researchers. At this stage, researchers asked for help from Dr. Erna Retna Safitri, M.Pd as a lecturer in Master of Educational Technology at FKIP Sriwijaya University to be able to provide assessments and comments on learning media based on the kinemaster pro application. The results of media expert validation on learning media based on the kinemaster pro application obtained an average value of 3.93 with a valid category because it is included in the range of values 3.41 - 4.20. The comments given by the validator on the learning media are that at the beginning of the video there needs to be an explanation of the learning objectives, it is necessary to add a closing closing at the end of the video.

Beta Test

Beta test is one of the stages carried out by students which consists of two stages. The first stage is the small group beta test stage involving 10 learners. This beta test was conducted on students of class XI. 5 SMA Negeri 2 Palembang. This activity aims to see students' responses to the learning media developed and also to measure the level of practicality. The aspects assessed in this beta test include (1) content suitability, (2) video quality, (3) language suitability, (4) user suitability, (5) display quality.

Small group beta test on kinemaster pro application-based learning media on the entry of Western colonialism and imperialism in Indonesia. Researchers used a laptop device when testing learning media based on the kinemaster pro application so that students focused on observing

learning media based on the kinemaster pro application. Learners were asked to provide an assessment on the beta test response questionnaire on the kinemaster pro application-based media. The following are the results of the small group beta test:

Table. 3 Small Group Beta Test Results

No.	Name	Results	Avarage
1.	NK	47	4,7
2.	MMS	42	4,2
3.	MRF	48	4,8
4.	NKJ	48	4,8
5.	MAZ	48	4,8
6.	MNF	42	4,2
7.	NAM	44	4,4
8.	NAMS	41	4,1
9.	NAA	48	4,8
10.	PD	48	4,8
	Total	456	
	Avarage		4,56

Based on table. 3 above shows the results of the small group beta test which obtained an average score of 4.56 with a very effective category of learning media based on the kinemaster pro application suitable for testing to students in class XI. 5 without improvement.

Field Trial

The next step is to carry out field trials of learning media that have been made by researchers, namely learning media based on kinemaster pro applications. At this stage, researchers conducted field trials involving all students in class XI. 5 at SMA Negeri 2 Palembang. This field trial stage was carried out on Thursday, September 5, 2024 at 11.00 - 12.30 west Indonesia time. The initial stage before carrying out learning activities and the application of learning media, researchers gave directions to students first. After that, students are given a pretest question sheet containing 10 multiple choice questions. The giving of these questions is intended to determine the initial ability of students regarding the material on the entry of colonialism and Western imperialism in Indonesia. The pretest questions were distributed to 47 students. Based on the pretest that has been done, the researchers processed the results in the following table.

Table. 4 Results of Recapitulation of Student Pretest

No.	Value	Category	Number of Learners
1.	0 – 69	not passing	44
2.	70 - 100	passing	3
		Quantity	47

Based on the results of the pretest recapitulation in the table 4, it is found that only 3 students get scores above the KKM, while 44 other students get scores below the KKM. After conducting the pretest stage to students, the researchers then carried out learning activities and the application of learning media based on the kinemaster pro application. In the implementation of learning activities, it is carried out in a structured manner according to the independent curriculum teaching module that has been prepared by the researcher so that it is in accordance with the learning objectives to be achieved. Furthermore, researchers carry out learning activities by applying learning media based on the kinemaster pro application with the material on the entry of Western colonialism and imperialism in Indonesia. After carrying out learning activities, the researchers then carried out the posttest stage which aims to see the level of ability or understanding of students after participating in learning activities using learning media based on the kinemaster pro application. The posttest implementation stage was carried out to 47 students

in class XI. 5 by giving 10 multiple choice questions. The results obtained at the posttest stage can be seen in the following table.

Table. 5 Results of Recapitulation of Student Posttest

No.	Value	Category	Number of Learners
1.	0 – 69	not passing	0
2.	70 - 100	passing	47
		Quantity	47

Based on the table above, the average score achieved by students in class XI. 5 after carrying out the pretest stage is 44.68. While the average value after carrying out the posttest is 88.08. From this data, it proves that the average value of students has increased by 43.61% where the data is obtained from $(88.08 - 44.68) \times 100\%$. The following is the calculation of the increase in student learning outcomes based on the results of the pretest and posttest which are then analyzed using the N-gain formula as follows.

$$N_{gain} = \frac{Skor\ Pretest - Skor\ Posttest}{Skor\ Maksimum - Skor\ Posttest} = \frac{88,08 - 44,68}{100 - 44,68} = \frac{43,61}{55,32} = 0,78 \dots\dots\dots(1)$$

The increase in student learning outcomes can be seen from the comparison of scores on the pretest and posttest of 43.61% obtained from the results $(88.08 - 44.68) \times 100\% = 43.61\%$. After applying learning media based on the kinemaster pro application in the learning process, an increase of 43.61% was recorded. therefore, the effectiveness of learning media developed by researchers for use in learning History in class is considered effective, because it is proven to be able to improve the achievement of student learning outcomes.

CONCLUSION

Kinemaster pro application-based learning media on the entry of colonialism and Western imperialism in Indonesia, class XI history subject SMA Negeri 2 Palembang, has been said to be a valid learning media product. This has been validity tested with experts in their fields and field trials to determine the effectiveness of learning media products. As for some aspects of validity, namely material validation with a value of 4.30 with a very valid category, learning design validation with a value of 4.10 with a valid category, and finally media validation with a value of 3.93 with a valid category. The average obtained from the validation results obtained an average value of 4.11 which is in the valid category. Based on the validation results, it can be concluded that the product in the form of kinemaster pro application-based learning media development is declared feasible for use in the history learning process.

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