



## Development of KineMaster Application as ICT-Based Arabic Learning Media

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### Abstract:

Developing effective Arabic language instruction in the digital era requires the integration of innovative media that are both accessible and pedagogically sound. This study explores the development and application of the KineMaster application as an ICT-based tool to support Arabic language learning in Islamic educational settings. The research is driven by the need to enhance student engagement, contextual understanding, and teacher creativity through multimedia learning materials. Using the ADDIE development model comprising Analysis, Design, Development, Implementation, and Evaluation, this study focused on the creation of animated video content tailored to Arabic learning themes. Data were collected through classroom observations and teacher reflections. The findings demonstrate that KineMaster enables teachers to produce visually engaging and thematically coherent materials that improve student motivation and comprehension. The application proved effective in both face-to-face and online learning contexts, offering a flexible and user-friendly platform for instructional innovation. This research suggests that KineMaster can serve as a practical alternative for developing creative and interactive Arabic learning media in line with 21st-century educational practices.

**Keywords:** *Arabic Learning, KineMaster, Learning Media, ICT, Digital Pedagogy*

### Abstrak:

Developing effective Arabic language instruction in the digital era requires the integration of innovative media that are both accessible and pedagogically sound. This study explores the development and application of the KineMaster application as an ICT-based tool to support Arabic language learning in Islamic educational settings. The research is driven by the need to enhance student engagement, contextual understanding, and teacher creativity through multimedia learning materials. Using the ADDIE development model comprising Analysis, Design, Development, Implementation, and Evaluation, this study focused on the creation of animated video content tailored to Arabic learning themes. Data were collected through classroom observations and teacher reflections. The findings demonstrate that KineMaster enables teachers to produce visually engaging and thematically coherent materials that improve student motivation and comprehension. The application proved effective in both face-to-face and online learning contexts, offering a flexible and user-friendly platform for instructional innovation. This research suggests that KineMaster can serve as a practical alternative for developing creative and interactive Arabic learning media in line with 21st-century educational practices.

**Kata Kunci:** *Arabic Learning, KineMaster, Learning Media, ICT, Digital Pedagogy*

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## INTRODUCTION

The integration of Information and Communication Technology (ICT) in education has transformed the landscape of teaching and learning across disciplines, including foreign language instruction. In the context of Arabic language learning, especially within Indonesian Islamic educational institutions, the application of ICT-based media is increasingly viewed as a vital tool to enhance students' engagement and comprehension (Arifah et al., 2022; Pai et al., 2023; Shalikhah et al., 2023). However, the development and utilization of effective digital learning media remain a challenge, particularly due to limited teacher competence in multimedia design and pedagogical application (Hamdan & Al-Salman, 2021; Kaufhold & Reuter, 2019). As a result, remote learning practices, often reduced to sending static material such as images or text without interactive explanation, have not optimally supported students' understanding or learning motivation.

In response to these challenges, the use of video-based instructional media has emerged as a promising solution to stimulate student participation and support independent learning. Among various digital tools available, the KineMaster application stands out as a user-friendly, full-featured video editing app suitable for both Android and iOS devices (Chalghoumi et al., 2022; Zubaidah et al., 2021). Its capacity to integrate multimedia elements, video, audio, text, and transitions makes it a practical solution for teachers aiming to develop dynamic and attractive instructional content. In Arabic language education, KineMaster allows teachers to visualize abstract linguistic concepts, model pronunciation, and demonstrate usage through contextualized scenarios that align with students' cognitive and affective needs.

Numerous studies underscore the potential of video media in enhancing language acquisition, especially in the areas of vocabulary development, pronunciation, and grammar reinforcement (Asli-Badarneh & Leikin, 2019; Hussein et al., 2020; Muhammad, 2024). Yet, few studies have systematically explored the development of Arabic language learning media specifically using KineMaster in Islamic school contexts. Most existing research either addresses general multimedia tools or overlooks the cultural and educational specificity of Arabic teaching within Islamic frameworks (Farhan Kamal et al., 2023; Yantoro et al., 2022). This research aims to fill this gap by designing and developing Arabic instructional media using the KineMaster application, guided by a structured development model and adapted to the learning environment of madrasah students.

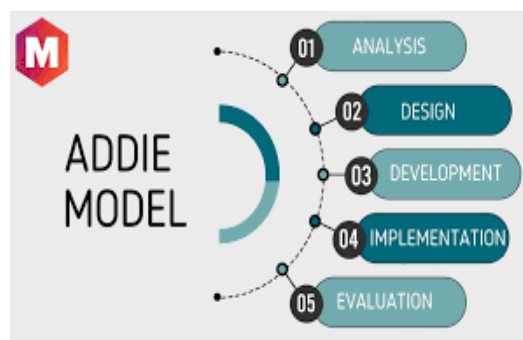
The goal of this study is to offer a practical and replicable model for developing ICT-based Arabic learning media that aligns with pedagogical principles and technological accessibility. Unlike prior approaches that emphasize generic e-learning, this study emphasizes teacher-designed video content that is context-sensitive, linguistically appropriate, and technologically feasible. The originality of this study lies in combining video editing innovation with Arabic language pedagogy to enhance both student motivation and learning outcomes. In doing so, it contributes to the broader discourse on educational technology integration in Islamic education and foreign language instruction.

## RESEARCH METHOD

This study employs a qualitative research design using a developmental research approach guided by the ADDIE model Analysis, Design, Development, Implementation, and Evaluation as the instructional design framework (Rifa'i, 2023; Waruwu, 2023). The ADDIE model, originally developed by Kukhareenko & Oleinik (2019), was selected for its systematic structure in guiding the process of media creation and testing. This approach enables the researcher to design Arabic learning media that is responsive to learners'

needs, technologically feasible, and pedagogically sound within the context of Islamic education.

In this research, the method used in the process of making learning media is ADDIE (Analysis, Design, Development, Implementation, Evaluation), which is a learning media system design model by shows the basic stages of learning media in a simple and easy to learn manner (Apandi et al., 2023; Husnaini et al., 2023; Zulmaidah et al., 2020). The KineMaster application display can appear perfectly on an Android device with a resolution of 480 x 800 pixels.



**Figure 1. ADDIE stages**

The ADDIE approach, as illustrated in Figure 1, outlines a structured process for developing instructional media that consists of five interrelated stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, the researcher identifies the needs of the subject matter by determining relevant Arabic language themes to be studied. The Design stage involves creating a visual and functional concept for the learning media that aligns with students' learning needs. During Development, the Arabic lesson content is produced using the KineMaster application, integrating appropriate multimedia elements to enhance understanding (Aini et al., 2021).

The research was conducted in several sequential stages. During the Analysis phase, researchers identified the needs of Arabic language learners by examining existing materials and conducting informal discussions with teachers to determine the appropriate lesson themes and student readiness (Astuti et al., 2020). The Design stage involved outlining the storyboard and scripting the video content in alignment with the identified learning objectives. At the Development stage, the video learning media was created using the KineMaster application on Android devices, with attention to integrating audio-visual components that support vocabulary and grammar acquisition. In the Implementation phase, the developed media was introduced in Arabic language classrooms, allowing students to engage with the content through mobile devices and independent learning sessions.

Data collection techniques included direct observation of the implementation process, documentation of student responses, and informal interviews with Arabic language teachers to gather qualitative feedback on the usability and pedagogical impact of the KineMaster-based materials. These data were analyzed thematically using the interactive model of Mesra (2023), encompassing data condensation, data display, and conclusion drawing. Through this process, the study aims to assess the potential of video-based instructional media to enhance student engagement and language acquisition.

To ensure the credibility of the findings, triangulation was applied across different

data sources (observations, teacher interviews, and media evaluation forms). Member checking was also conducted with teachers to validate the interpretation of the data. This methodological rigor provides a reliable foundation for proposing the KineMaster application as an innovative, ICT-based media development model for Arabic learning in Islamic educational settings.

FINDINGS AND DISCUSSION

Finding

Enhancing Arabic Learning through KineMaster-Based Video Media: Supporting Engagement and Contextual Understanding

The integration of the KineMaster application into Arabic language instruction has reshaped the way students engage with linguistic material by transforming traditional text-based lessons into dynamic, visual, and contextually relevant video content. Since its implementation during the 2019 pandemic period, teachers have used KineMaster to develop and distribute animated videos via platforms like YouTube, e-learning portals, and WhatsApp Groups, offering students a more accessible and enjoyable learning experience. These videos incorporated real-life themes, simplified vocabulary, and culturally appropriate visuals to stimulate student interest and comprehension. Observations during classroom and asynchronous learning revealed a notable increase in student motivation, particularly when lessons featured animated examples and color-coded text elements.

One video on the theme التَّعَارُف presented conversational phrases in everyday Arabic, while another on أَنْوَاعُ الْمِهْنَةِ used engaging visuals to explain masculine and feminine occupational terms, allowing students to better understand grammatical gender. Teachers noted that students were more attentive, could recall vocabulary faster, and were more eager to respond to video-based questions. The intuitive interface of KineMaster, with features like multitrack timelines, thematic transitions, and layered media editing, enabled educators to design personalized content without needing advanced technical skills. As a result, KineMaster not only functions as a media creation tool but also as a pedagogical bridge between digital fluency and language mastery, particularly beneficial in Islamic school contexts where clarity, interactivity, and audiovisual elements are essential to support meaningful Arabic learning. The observed outcomes of KineMaster’s features in Arabic language classrooms are summarized in Table 1 below:

Table 1. KineMaster Features and Their Pedagogical Impact in Arabic Language Learning

KineMaster Feature	Function in Arabic Learning	Observed Pedagogical Effect
Animated Video Creation	Visualizes vocabulary and grammar through contextual scenarios	Enhances memory retention and real-life application
Theme Templates	Provides stylistic structure for lessons (e.g., travel, emotions)	Improves content engagement and thematic consistency
Text Insertion and Color Coding	Highlights key terms and sentence parts (e.g., gender markers)	Aids in grammar recognition and syntactic differentiation
Multitrack Timeline	Synchronizes audio, visuals, and transitions seamlessly	Maintains student focus and supports multimodal comprehension
Export Resolution Options	Adjusts video quality for varied devices and internet access	Increases accessibility and inclusiveness in remote learning

YouTube Integration	Shares content asynchronously via accessible platforms	Supports independent study and learning flexibility
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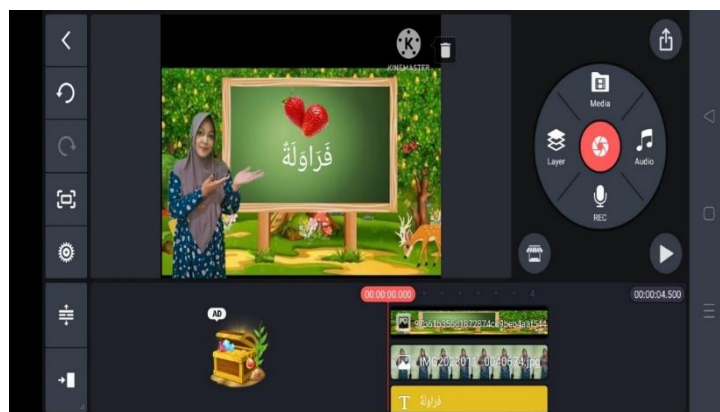
The application of KineMaster as a digital learning tool in Arabic language classrooms has demonstrated a multifaceted impact on both student engagement and comprehension. As outlined in Table 1, specific features of the application contribute directly to pedagogical effectiveness. For instance, the ability to create animated videos contextualizes vocabulary and grammar in real-life situations, helping students move beyond rote memorization toward meaningful language use. The use of theme templates not only enhances the aesthetic appeal of the content but also reinforces the thematic unity of lessons, making it easier for students to understand and retain key concepts. Additionally, the text insertion and color coding feature supports grammatical recognition, such as gendered noun forms, by visually distinguishing parts of speech, thereby improving syntactic awareness.

Moreover, the multitrack timeline and seamless audio-visual synchronization provide a multimedia learning environment that maintains student focus and accommodates diverse learning styles. Students with auditory preferences benefit from narration and background music, while visual learners are aided by illustrations and animations. The option to export videos in various resolutions ensures that all students, regardless of their device or internet capacity, can access the content without barriers. Furthermore, integration with platforms like YouTube expands the reach of the media beyond classroom walls, fostering independent learning and repeated exposure. Altogether, these features reframe Arabic language instruction into a student-centered, technology-enhanced experience that supports retention, accessibility, and enjoyment qualities essential for sustaining motivation and long-term achievement in language learning.

### **KineMaster App Usage Technique**

The KineMaster application has been applied in Arabic language learning since the pandemic period in 2019. KineMaster is used to create learning videos, which will later be uploaded on YouTube, then the video link on YouTube will be shared online via e-learning and WhatsApp Group as learning material to be delivered to students (Sihabuddin, 2021). The equipment needed to create interesting learning videos includes: a. Smartphone (Android/iOS), b. Tripod, c. Monopod/Tongsis d. Steady Cam / Stabilizer e. Remote Control/selfie stick, f. Tripod Holder, g. Microphone (Clip on/Ext mic), h. Voice Recorder (alternative). After that, the SmartPhone specifications that must be used must also have the following specifications: a. Android cellphone, b. Quadcore Processor, c. RAM at least 2 GB, d. Video resolution: Full HD 1920 X 1080 and HD 1080 X 720.

The way to download the KineMaster application for free on an android smartphone is as follows: open the Google Play Store application then type in the search with “KineMaster” then ok, click on the KineMaster - Pro Video Editor application, click install and wait until the installation process on android is complete, the final step is to close the Google Play Store application, then search for the KineMaster - Pro Video Editor application and open the application. Congratulations on using the KineMaster - Pro Video Editor application.



**Figure 2. Features of the KineMaster Application**

Figure 2 above shows that the KineMaster application provides a fairly complete video editing feature, and all the basic features of video editing software are here. Not only does it combine video, sound, and images, but it can also edit them on the spot without having to switch to another application. KineMaster also has a multitrack timeline to support all audio and visual components and control them directly. Some of the features that have been provided by the KineMaster application can be an intermediary for educators in innovating in Arabic language learning for students, including: 1) Video. In the video feature, users can import or take videos on smartphone devices. The video is edited through this application, and the edited video is exported with a choice of various desired resolutions, including: 360p, SD 540p, HD 720p, FHD 1080p, and QHD 1440p. 2) Themes In this feature, it helps KineMaster users in various themes, including basic, powerful, sentimental and travel, and activity. 3) Text Next, KineMaster also offers the option to add text to the video. Text options include opening and closing sentences, each of which can be further customized by selecting the color and type of text to suit the user's taste.

KineMaster can add inserts in the form of images, music, moving videos, word inserts, and even interesting animations, and comes with various transitions. The buttons and panels on the KineMaster app are quite simple, especially on the video editing interface. The largest part of the screen is taken up by the video preview that appears in the upper left area, while at the bottom, there is a timeline panel that can be dragged like a video editor on a PC. The workspace can be enlarged to see the components attached to the video. On the top right, there is a very simple settings button with audio fade-in and fade-out. Then below that are control buttons such as add video or photo to the project, record a new video or take a photo, add a song, and add effects. The entire interface of the app is clad in dark colors typical of video equipment, which makes it look even more sophisticated and luxurious. The app doesn't have many flourishes and is straight to the point, which is video editing. However, the control panel does not have any written descriptions, but the images of the buttons are quite representative of their functions when examined properly.

### **Application of KineMaster in Arabic Language Learning**

The use of the KineMaster application to process material in the form of animated videos can facilitate the absorption of information or subject matter effectively and efficiently for students because colorful images (animation) are available. The majority of educators and students gave positive responses, namely feeling happy when there is a new



application that can be used as a forum in Arabic learning process activities. Thus, the use of the KineMaster application is a media provider of learning facilities, especially in Arabic language subjects effectively with various benefits and conveniences that can be run. Through this KineMaster application, educators and students can easily develop learning media to be adapted to the situation, conditions, and learning environment. One of the results of the application of the KineMaster application in Arabic language learning can be seen in the 2 images below:



Picture 3 above (on the left) explains the Arabic language learning video related to **التَّعَارُفُ** on the YouTube page <https://www.youtube.com/watch?v=HQ5l7TEQUAo>. The introductory material is presented in simple language and uses sentences that are spoken in everyday life. The explanation is quite easy, only introducing vocabulary that is often spoken every day. The next picture (on the right), with the address <https://www.youtube.com/watch?v=Om6jOKMFor0>, explains the Arabic learning video related to **أَنْوَاعُ الْمِهْنَةِ**. This video explains the various professions in Arabic, accompanied by interesting pictures and colors. This material also explains the differences in vocabulary pronunciation between male and female professionals.

In this application, the teacher can adjust the material to be taught to students freely. Teachers can add inserts in the form of images, music, moving videos, word inserts, and even interesting animations, and are equipped with various transitions. The buttons and panels on the KineMaster application are quite simple, especially on the video editing interface. Speaking of features, all the basic features of video editing software are here. Not only does it combine video, sound, and images, but it can also edit them on the spot without having to switch to another application. KineMaster also has a multitrack timeline to support all audio and visual components and control them directly.

## Discussion

The findings indicate that the KineMaster application has effectively transformed the pedagogical landscape of Arabic language instruction into a more interactive, accessible, and student-centered learning environment. Its implementation since the pandemic has not only addressed the limitations of conventional distance learning, such as low engagement and unclear material delivery, but also enabled teachers to reimagine content presentation through animated, theme-based, and visually enriched videos (Ritonga et al., 2020; Robotin et al., 2021). This shift aligns with constructivist principles in language learning, where learners actively engage with contextualized input. As evidenced in the videos on **التَّعَارُفُ** and **أَنْوَاعُ الْمِهْنَةِ**, KineMaster facilitates real-life language use and highlights cultural relevance, making vocabulary more memorable and grammar patterns more visible.

Moreover, the discussion of Table 1 highlights that each feature in KineMaster plays

a significant instructional role. Animated video creation enables contextualized storytelling that deepens linguistic understanding, especially in grasping abstract concepts such as grammatical gender or verb conjugation (Al Ghaithi et al., 2023; Hignasari, 2020). The use of theme templates aids in framing lessons with emotional and cognitive coherence, which is vital for language internalization. Color-coded text insertion has proven particularly beneficial in helping students identify sentence components, which enhances syntactic awareness and reduces error rates (Makruf & Barokah, 2023). These outcomes mirror Vygotsky's zone of proximal development, wherein well-designed scaffolds such as visual cues and segmental flow can accelerate language acquisition.

In addition, the platform's multitrack timeline and audio-visual layering support differentiated instruction by catering to both auditory and visual learners. The availability of multiple export resolutions ensures equitable access regardless of technological limitations, which is crucial in Indonesia's diverse socio-economic and infrastructural contexts (Akbar et al., 2020; Efendi, 2022; Pieterse et al., 2018). YouTube integration further amplifies the app's pedagogical utility, allowing asynchronous learning and repeated content exposure that reinforce mastery through spaced repetition. These features support learner autonomy, promote active recall, and align with digital literacy goals in 21st-century Islamic education.

Finally, the practicality of KineMaster is underscored by its user-friendly interface, which enables educators, even with limited ICT skills, to produce high-quality Arabic learning materials. The availability of drag-and-drop functions, customizable layers, and real-time editing fosters teacher creativity while minimizing technical barriers. As such, KineMaster emerges not merely as a digital editing tool but as an inclusive, adaptive, and culturally appropriate medium that enhances motivation, comprehension, and pedagogical innovation in Arabic language classrooms. This study thus affirms the value of integrating ICT tools like KineMaster into curriculum delivery to improve instructional quality and student outcomes, particularly in Islamic educational contexts where visual, structured, and morally aligned content is highly valued.

## CONCLUSION

Based on the findings of this study, it can be concluded that the use of the KineMaster application as an ICT-based learning medium represents an effective and innovative strategy to enhance Arabic language instruction, particularly in Islamic school settings. By enabling teachers to design animated, visually engaging, and contextually meaningful video content, the application contributes significantly to increasing student motivation, comprehension, and learning autonomy. The integration of features such as text insertion, theme templates, and multitrack editing has allowed educators to present grammar and vocabulary in more interactive and memorable ways. This approach not only transforms abstract linguistic elements into concrete visual forms but also facilitates differentiated learning suited to diverse student needs and digital readiness levels. Furthermore, the implementation of KineMaster supports both face-to-face and distance learning modalities, providing flexibility and access through platforms like YouTube and WhatsApp. The study highlights the importance of developing creative and adaptive digital media to enrich Arabic instruction and reduce monotony in online learning environments. In conclusion, KineMaster serves as a pedagogically sound and technologically accessible tool that empowers educators to deliver high-quality Arabic learning experiences, making it a valuable model for ICT integration in 21st-century Islamic education.



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