

## The Effect of Using the Kinemaster Video Application Among Elementary School Students: Extending the TAM Model

Hanifah May Wisuda Ashari<sup>1</sup>, Zulherman<sup>2</sup>

<sup>1</sup> Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia; hanifahmaywa@uhamka.ac.id

<sup>2</sup> Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia; zulherman@uhamka.ac.id

---

### ARTICLE INFO

#### Keywords:

Kinemaster Application;  
Animation Video;  
TAM (Technology Acceptance Model)

---

#### Article history:

Received 2022-01-09

Revised 2022-06-21

Accepted 2022-11-30

### ABSTRACT

The COVID-19 pandemic has changed the arrangement of the learning process, and the animation learning video media has become the alternative solution for the continuity of the learning process. This study aims to develop and test the model empirically to predict the factors influencing students intention behavior on the usage of editing video application (Kinemaster) in the making of learning media animation video. Because Kinemaster application have a complete features in making learning video animation. To explores students intention behavior in accepting and using an editing video application (Kinemaster) based on the user's perspective. By implementing Technology Acceptance Model (TAM), this research studies factors such as trust, motivation, perceived usefulness, perceived ease of use, and interest using the Kinemaster application. The data were obtained through an online survey by spreading the questionnaire to students of grade V in Elementary School and 96 students. Subsequently, the data were analyzed using *the partial least square structural modeling (PLS-SEM) approach to test the model and hypothesis*. This research result indicates that one hypothesis was rejected (H2), *trust -> perceived ease of use* (P-Value 0.097 <0.05), but the other factors imply significant results in accepting and using Kinemaster editing video application to make animation learning videos during the pandemic. The outcome in this study has succeeded in showing the significant influence of Kinemaster application by making learning video animation through TAM model that influences intention behavior on trust and motivation of the elementary students, that proves students creative potential in making video learning animation.

*This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



### Corresponding Author:

Zulherman

Universitas Muhammadiyah Prof. DR. HAMKA, Jakarta, Indonesia; zulherman@uhamka.ac.id

---

## 1. INTRODUCTION

All countries around the world are currently facing the Covid-19 pandemic, and the Covid-19 pandemic is caused by respiratory symptoms that continue to mutate and give rise to various new virus variants (Rahkmawati et al., 2022), which cause a very extraordinary impact on human life activities, one of the most important is in education (Baber, 2021). The pandemic for almost three years has forced all educational institutions to face technological advances in the current 4.0 era, as shown by the increasing and growing use of digital technology (Gajek et al., 2021). The impact caused by the Covid-19 pandemic has modified the order in the education sector, in which learning activities that have initially been carried out with conventional face-to-face offline methods have turned into online virtual face-to-face, even becoming a combined face-to-face and virtual learning (Hanafi, 2021). Indeed, this change makes all educators must be able to create an effective learning environment for the students. The effect of the Covid-19 pandemic also requires the teachers and students to adapt to this new situation to catch up with the latest technology from time to time (Baber, 2021)

Therefore, the digital technology advancement that continues to develop can be utilized by teachers and students to develop their skills in creating innovative learning media (Amrullah et al., 2021). One suitable learning media for elementary school students is animated learning videos (Pratiwi et al., 2021). A video includes audiovisual learning media with its various advantages, which can help the learning process. An animation learning video has become one of the innovative media to be introduced to Elementary school students; aside from containing educational material, it has various exciting animation displays (Rahayu et al., 2021; Wang et al., 2011). The advantage of animation video media with attractive design can make students intention to learn. A video can sum up various long-lasting events in a brief clip. If students do not catch up with the lesson, they can repeatedly play video learning material, which can be distributed anytime and anywhere, especially during the Covid-19 pandemic (Amrullah et al., 2021; Pal & Patra, 2021).

Making an exciting animation video requires editing video applications with full features and sophistication. One application for editing videos with complete features is Kinemaster (Fauzi et al., 2020). Teachers and students can pour their creativity ideas using the Kinemaster application, making animation videos easier because many fortes are provided within the apps. Kinemaster is one of the editing applications designed to modify videos that becomes more interesting, The tool provided in the Kinemaster application is very complete, starting from adding images or videos, added layer feature that can add images or videos on top of the beginning media, can insert text with various types of fonts text and interesting text colors into videos, can input audio and even voice over directly from the Kinemaster application, playback, cut, copy, color adjust filters, add stickers, undo edits, capture frames, and playing the final video when finished editing (Haryudin & Imanullah, 2021). However, some researchers express that the usage of video media is passive, and cognitively it is not challenging (Amrullah et al., 2021). The previous study (Pal & Patra, 2021; Su & Chiu, 2021) also focuses on TAM; however, this study only measures the additional independent variable of *perceived enjoyment* and *perceived attractiveness* on the usage of learning video. Consequently, this research will study Trust and motivation factors in using editing video applications to make animation learning videos, because from the previously relevant research not incorporated external variable of trust and motivation.

The other research also reveals that using digital technology in fun learning can attract students' interest. As a result, this implementation grows positive intention and behavior to use technology in the learning process (Hanafi, 2021; Su & Chiu, 2021). Regarding the current education process using animation learning video, few studies discuss the trust and motivation factors on Elementary school students, especially in using editing video applications. Therefore, the main focus of this research is to determine students' trust and motivation for using the Kinemaster editing video application in making animation videos that can be displayed anywhere and anytime based on TAM (*Technology Acceptance Model*) theory in Elementary school.

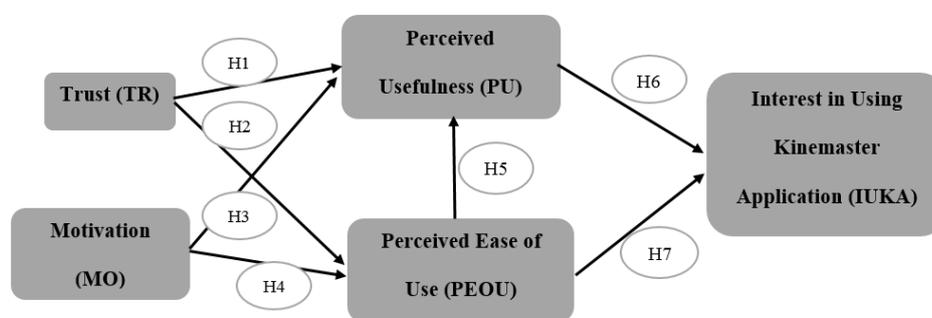
Based on the description above, this research was conducted to be able to observe benefit of the contribution of science novelty through the adapted TAM model in directing students to express and

develop their creative ideas by making learning video animations using the Kinemaster application. Through this process, the writer can determine how influential the trust and motivation of Elementary school students are in their interest in using the Kinemaster application in making learning animation videos during the pandemic.

## 2. METHODS

This study is qualitative research using a survey method by employing Technology Acceptance Model (TAM), which has been modified to conform to education discipline, particularly for Elementary school students. TAM was firstly proposed by (Davis et al., 1989; Venkatesh et al., 2003), which was used to measure users' interest in accepting a technology.

The current proposed TAM study was being developed by adding external factors, i.e., trust and motivation, as factors felt by students during learning and measurement will be taken to determine the technology acceptance in the education, for it can be used in the current pandemic situation, e.g., used in research (Baabdullah, 2018; Baber, 2021; Venkatesh et al., 2003). The model analysis can be seen in the following figure:



**Figure 1.** Researcher Model

### a) Trust (TR)

Trust (TR) is defined as a belief directly related to individuals' integrity and ability (Baabdullah, 2018; Zulherman, Mohamad, et al., 2021). In this research context, trust is intended in a technological system (Ayasrah, 2020). By analyzing the intention of mutual trust, it is known that trust leads to a person's willingness to use it. Baabdullah (2018) reported that trust is very high in using Mobile Social Network Games (M-SNGs) in Saudi Arabia, where the influence of TR on BI has a positive impact. Based on the use of the TAM model expanded in this study, researchers want to see the effect of trust on PU and PEOU on technology acceptance by using the Kinemaster video editing application to make animation learning videos. Therefore, the hypothesis is formulated as:

**H1.** Does the trust has a significant positively influence of perceived usefulness?

**H2.** Does the trust has a significant positively influence of perceived ease of use?

### b) Motivation (MO)

The technology acceptance in individuals is influenced by extrinsic motivation, including perceived usefulness (Baabdullah, 2018; Davis et al., 1989), but in this case, TAM did not include construct variables to measure individual intrinsic motivation. Therefore, Venkatesh *et al.* (2012) extended TAM by discussing hedonic motivational variables to measure pleasure in using

technology; Venkatesh *et al.* (2012) argued that many individuals seek satisfaction in using technology. Indeed, individuals will have different motivations in using digital technology media. This study will examine the individual motivational factors for using the Kinemaster video editing application in making animated learning videos. So, the hypothesis is formulated as:

**H3.** Does motivation have a significant positively influence of perceived usefulness?

**H4.** Does motivation have a significant positively influence of perceived ease of use?

**c) Perceived Usefulness (PU)**

TAM model has core variables, one of which is Perceived Usefulness (PU), which is defined as "how much a person believes that using a certain system can improve work performance" (Davis *et al.*, 1989). Research by Sam & Hashim (2022) stated that there are perceived benefits of using animated videos that positively correlate with providing quality education to elementary school students. This study will expand the discussion on the perceived usefulness when using the Kinemaster video editing application in creating animation-learning video media.

**H6.** Does the perceived usefulness have a positively influence of interest using the Kinemaster application.

**d) Perceived Ease of Use (PEOU)**

Perceived Ease of Use (PEOU) is defined as "how much a person believes that using a certain system can be freed from great effort" (Davis *et al.*, 1989; Zulherman, Nuryana, *et al.*, 2021). The research by Astuti *et al.* (2020) found that the perceived ease of use has a significant positive effect on attitudes or intentions to use learning videos that elementary school students can accept because ease and usefulness can be perceived. Thus, the researcher wants to know the effect of PEOU on PU and IUKA so that the hypothesis obtained becomes:

**H5.** Does the perceived ease of use have a positively influence of perceived usefulness?

**H7.** Does the perceived usefulness have a positively significant influence of interest using the Kinemaster application?

**e) Interest Using Kinemaster Application (IUKA)**

This study adopted behavior intention (BI) from the TAM model by discussing the interest in using the Kinemaster video editing application (Davis *et al.*, 1989). Interest Using Kinemaster Application (IUKA) as a variable result of behavior intention in using technology; therefore, TAM tried to explain why someone decides to accept or reject a technology (Davis *et al.*, 1989; Venkatesh *et al.*, 2003). Research relevant to this topic explained that the perceived benefits of using interactive learning videos are also influenced by the perceived use of technology, e.g., EDpuzzle (Su & Chiu, 2021). Therefore, this study will discuss individuals' behavior intentions in using the Kinemaster video editing application in making animation learning video media.

The data collected in this study was conducted by distributing survey questionnaires given to 96 students of the 5th-grade elementary school in Indonesia who actively use the Kinemaster application

in learning activities by using an online questionnaire via a google form. This study focuses on elementary school students as the research object interested in using the Kinemaster application through the TAM model.

Students of grade V at Elementary school were selected as participants because they are already capable of operating smartphones. According to (Anwar et al., 2020; Lee & Kim, 2018), commonly, higher grade students have their smartphone devices either to communicate or to operate various applications in the smartphone. Therefore, students of grade V were selected as participants in this research because they can operate technology, especially in operating the Kinemaster editing video application.

**Table 1.** Sample Demographic

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	52	54%
Female	44	46%%
<b>Age</b>		
10 yo	2	2%
11 yo	47	49%
12 yo	47	49%
<b>Class</b>		
5 A	32	33%
5 B	32	33%
5 C	32	33%

The questionnaire used in this study is a closed questionnaire with 20 statement indicator items of a written questionnaire representing five constructs (Latent Variables). The answers from respondents will be measured by 5 points of Likert scale with a scale of 1 – strongly disagree, while the scale of 5 – strongly agree, and the data obtained will be represented in numbers. The researcher adopted the questionnaire indicator items from the research (Baabdullah, 2018; Chao, 2019; Venkatesh et al., 2003; Venkatesh & Bala, 2008a; Viswanath et al., 2012) and translated them into Indonesian language and then modified them according to the research context in online learning through the use of animated learning video media using Kinemaster editing application. The sample taken for data is measured through the G\*Power 3.0 application in 4 predictors, which will be tested based on the proposal according to (Bhatt & Shiva, 2020; Kang, 2021) using a distribution-based approach to F tests on Linear multiple regression: fixed model,  $R^2$  deviation from zero, the average effect size  $f^2$ , alpha  $\alpha$ , and power of each  $\beta$ , at 0.15, 0.05, and 0.8, so that, the minimum sample size is 85 because of 2 independent variables (Trust and Motivation) and two predictors (Perceived Usefulness and Perceived Ease of Use).

In this study, the data processing analysis technique from the questionnaire distribution outcome will be carried out using the SmartPLS 3.0 application, which was used to analyze the validity and reliability of a data in which the data were taken through a questionnaire of several fillings studied indicator variable. In the SmartPLS 3.0 application, there is Structural Equation Modeling (SEM) as a technique to carry out simultaneous assessments of structural components (path model) and measurements (factor model) in one research model. Then, Partial Least Squares (PLS) as a recommended approach through the latent variable (independent variable) with the calculating data process from a predetermined sample size for testing to see the indicators' consistency exists in the variables in analyzing the final hypothesis (Hair et al., 2018).

### 3. FINDINGS AND DISCUSSION

Each item and construct must pass a reliability test. The details of the reliability test can be seen in Table 2. The validity and reliability test of the trust indicator (TR 3) removed a value of 0.617 because it did not reach the rule in the SmartPLS application. The determination value of Composite Reliability and Cronbach Alpha was  $< 0.70$  and noticed the validity value through AVE (Average Variance Extracted) that has the determination of  $< 0.50$ , and it is declared a reliable indicator contained in the latent variable. In this study, the data validity was carried out using the CFA (Confirmatory Factor Analysis) method to see the confirmation factors for the analysis of the multivariant approach (Pulma et al., 2020). Other indicator items have met the determination value to be declared valid.

**Table 2.** Reliability Measurement

Variable	Items	Loadings	Cronbach Alpha	Composite Reliability	AVE
<i>Trust</i>	TR 1	0.802	0.843	0.895	0.682
	TR 2	0.879			
	TR 4	0.864			
	TR 5	0.752			
<i>Motivation</i>	MO 1	0.919	0.873	0.922	0.798
	MO 2	0.892			
	MO 3	0.868			
<i>Perceived Usefulness</i>	PU 1	0.834	0.846	0.896	0.684
	PU 2	0.831			
	PU 3	0.853			
	PU 4	0.790			
<i>Perceived Ease Of Use</i>	PEOU 1	0.857	0.859	0.905	0.705
	PEOU 2	0.818			
	PEOU 3	0.786			
	PEOU 4	0.894			
<i>Interest Using Kinemaster Application</i>	IUKA 1	0.849	0.856	0.903	0.699
	IUKA 2	0.858			
	IUKA 3	0.866			
	IUKA 4	0.768			

Hypothesis testing in this study was carried out using the SmartPLS 3.0 application based on a one-way bootstrapping approach, where the calculation process was carried out 500 times on the SmartPLS software that was seen through a significant positive level if it reached the determination of 5%, P-Value  $< 0.05$ , and T Value  $> 1.96$ , so that, the final result can be stated as significant positive data (Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, 2017). The hypothesis testing result can be seen in the following Table 3:

Table 3. Analysis Result

Hypothesis	Path	Std.Betta	Std.Eror	T-Value	P-Value	Bias	Convidence Interval		Result
							5.0%	95.0%	
H1	Trust -> Perceived Usefulness	0.226	0.115	1.967	0.025	0.001	0.027	0.409	Significant
H2	Trust -> Perceived Ease Of Use	0.181	0.139	1.302	0.097	0.003	-0.096	0.375	Not Significant
H3	Motivation -> Perceived Usefulness	0.373	0.143	2.619	0.005	-0.019	0.142	0.595	Significant
H4	Motivation -> Perceived Ease Of Use	0.627	0.125	5.023	0.000	-0.009	0.142	0.595	Significant
H5	Perceived Ease Of Use -> Perceived Usefulness	0.363	0.145	2.502	0.006	0.016	0.194	0.661	Significant
H6	Perceived Usefulness -> Interest Using Kinemaster	0.299	0.126	2.375	0.009	0.021	0.124	0.502	Significant
H7	Perceived Ease Of Use -> Interest Using Kinemaster	0.565	0.136	4.166	0.000	-0.008	0.303	0.750	Significant

The calculation analysis result on the standard betta coefficient, confidence interval, T value, and significant P value, it is known that the measurement result shows that there is one hypothesis (H2) which is rejected with the P-Value = 0.097 where the good P-Value should be <0.05. At the same time, the other hypothesis shows supported or acceptable (valid) results because they have successfully fulfilled the rules with a significant positive value (P Values = < 0.5 and T Value > 1.96) (Hair et al., 2018).

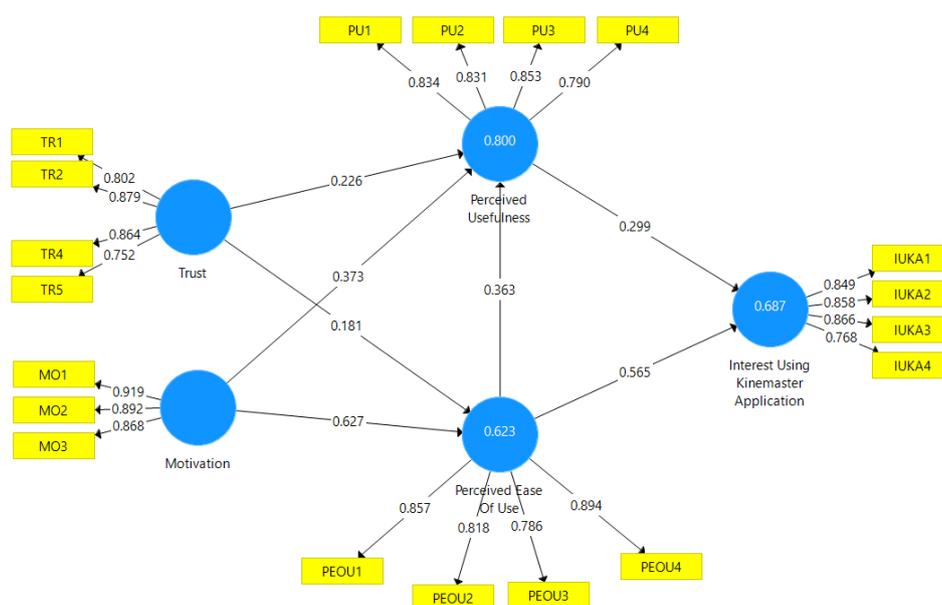


Figure 2. SEM Hypothesis Model

The picture shows above the calculated value of PLS Algorithm Run-No.1. This Structural Equation Modeling (SEM) calculation analyses and evaluates the model theory formulated to get specific results from the effects and relationships between variables. It can have great potential in developing research models (Cabero-Almenara et al., 2019).

In this study, student acceptance in using the Kinemaster application as a video editing application was identified based on five constructs of the TAM model using additional external variables, e.g., Trust (TR) and Motivation (MO), and the key variable used in this study was Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and behavior intentions modified into Interest Using Kinemaster Application (IUKA). This study shows the results of 7 tested hypotheses, six accepted and one rejected.

The data of overall statistical hypothesis testing shows that the TAM model adopted in this study has succeeded in obtaining a prediction that there is a significant effect on H1 between Trust toward Perceived Usefulness with a value ( $\beta = 0.226$ ),  $T = 1.967$ , and  $P$  Values = (0.025), which states that the Kinemaster application is believed to have usefulness in creating animated learning videos. This outcome is suitable with research conducted by (Baabdullah, 2018; Zhang et al., 2020); the trust factor contributes to adapting technology on elementary school students toward interest in using Kinemaster video editing application.

In H2, the role of Trust toward Perceived Ease of Use with values ( $\beta = 0.181$ ),  $T = 1.302$ , and  $P$  Values = (0.097) shows the relationship of Trust toward Perceived Ease of Use states that the result is not significant, so that, the hypothesis is rejected, meaning that trust factor does not affect the usefulness perceived by elementary school students towards the use of the Kinemaster application as an animation leaning video editing application. This result rejects the results of previous research (Baabdullah, 2018; Chao, 2019), which stated that students' attitudes towards the use of a technology system could form trust and ultimately lead to their interest in accepting it or not.

In H3 Motivation toward Perceived Usefulness with a value of ( $\beta = 0.373$ ),  $T = 2.619$ , and  $P$  Values = (0.005) states the results of a significant relationship, so, it can be concluded that students are motivated to use the Kinemaster application as an animation leaning video editing application. Student motivation is a critical success factor for implementing learning during this pandemic. This result parallels the previous studies' findings (Baber, 2021; Yang & Wang, 2019). Through the students'

involvement in creating animated videos through the Kinemaster application, students are actively involved in learning activities.

In H4 Motivation toward Perceived Ease of Use with a value of ( $\beta$  0.627),  $T = 5.023$ , and  $P$  Values = (0.000) states that the correlation results are significantly positive, indicating that motivation is a determining factor in the application ease of use, this is suitable with research conducted by (Oluwajana et al., 2019; Sharma & Srivastava, 2020). The active participation of students and teachers in making animation learning video media can improve the ability and skills of adapting to the latest technology (Pal & Patra, 2021).

In H5 Perceived Ease of Use on Perceived Usefulness with a value of ( $\beta$  0.363),  $T = 2.502$ , and  $P$  Values = (0.006) states positive significant relationship results indicating that elementary school students have perceived the ease of use and also perceived the usefulness of the Kinemaster application as an animated video editing application. This result aligns with research conducted by (Camilleri & Falzon, 2021).

In H6 Perceived Usefulness toward Interest Using Kinemaster with a value ( $\beta = 299$ ),  $T = 2.375$ , and  $P$  Values = (0.009) states that the correlation results are significantly positive, in line with research conducted by (Cao et al., 2021; Turan & Cetintas, 2020). This result indicates that students perceive Perceived Usefulness (PU) directly towards using the Kinemaster video editing application in making animated learning videos.

In H7, Perceived Ease of Use toward Interest Using Kinemaster with a value of ( $\beta$  0.565),  $T = 4.166$ , and  $P$  Values = (0.000) states the results of a significant positive relationship towards students' intentions in using the Kinemaster video editing application. This result is contrary to research conducted by (Nagy, 2018; Turan & Cetintas, 2020) that showed insignificant results between PEOU on the use of learning videos in learning activities because the use of learning videos was told to be more effective in online learning. However, this study parallels research conducted by (Su & Chiu, 2021) that learning video usage made with the Kinemaster video editing application is instrumental and easy to use in online learning during the current pandemic.

Based on the overall analysis results above, it is known that the TAM model adopted in this study has succeeded in achieving interrelated predictions by adding two additional factors, those are Trust (TR) and Motivation (MO), in predicting the intentions of elementary school students in using animation learning video through the Kinemaster video editing application.

#### 4. CONCLUSION

The pandemic situation has made schools, especially teachers and elementary school students, can adapt to rapid technological changes so that the learning process does not fall behind. The current situation is used to adopt the expanded TAM model to find the factors that influence elementary school students' confidence (TR) and motivation (MO) variables in using animation learning videos toward the interest in using the Kinemaster video editing application. TAM is an excellent model; in this study, TAM is used to analyze and assess the acceptance of elementary school students' interest in using the Kinemaster animation video editing application during the Covid-19 pandemic.

This study shows that there is one hypothesis (H2) which states that there is no significant effect between (trust  $\rightarrow$  perceived ease of use) while the other hypotheses state significant positive effect, which means that there are still some students who do not have trust towards perceived ease of use of Kinemaster video editing application. However, it does not mutually influence the other hypotheses. Understanding the key variables in TAM can make it easier for researchers to introduce the Kinemaster video editing application usage in making animation learning videos, both during the pandemic and

in the normal situation.

The conclusion of this study explains that the Kinemaster video editing application can improve the features inside the app. It has more exclusive features and is easier to be used to fulfill the needs of the video editing process in creating animation learning video media. This study helps researchers understand the factors considered to influence elementary school students in improving to become more active and creative in making animated learning videos that can be used continuously.

This research provides a valuable contribution, yet it still indicates several limitations, such as respondent in this research only involves higher grade students. The upcoming research must embrace students from various levels. Therefore, it is advisable for future researchers interested in this topic to expand the study by adding discussion related to age, gender, and experience.

**Acknowledgments:** This research was supported by PGSD Universitas Muhammadiyah Prof. Dr. Hamka. We would like to thank all students in Sekolah Dasar Negeri Pulogebang 11 Jakarta Timur who have participated in this research.

**Conflict of Interest:** The authors declare this research do not have conflict of interest.

## REFERENCES

- Amrullah, A. R., Suryanti, S., & Suprpto, N. (2021). The Development of Kinemaster Animation Video as a Media to Improve Science Literacy in Elementary Schools. *PENDIPA Journal of Science Education*, 6(1), 151–161. <https://doi.org/10.33369/pendipa.6.1.151-161>
- Anwar, N., Kristiadi, D. P., Novezar, F. A., Tanto, P. A., Septha, K., Ardha, P., Evan, K., Chrysler, A., Warnars, H. L. H. S., & Abraham, J. (2020). Learning Math through Mobile Game for Primary School Students. *Sylwan*, 164(5), 346–352.
- Astuti, L., Wihardi, Y., & Rochintaniawati, D. (2020). The Development of Web-Based Learning using Interactive Media for Science Learning on Levers in Human Body Topic. *Journal of Science Learning*, 3(2), 89–98. <https://doi.org/10.17509/jsl.v3i2.19366>
- Ayasrah, F. T. M. (2020). Exploring E-Learning Readiness as Mediating between Trust, Hedonic Motivation, Students' Expectation, and Intention to Use Technology in Taibah University. *Journal of Education & Social Policy*, 7(1), 101–109. <https://doi.org/10.30845/jesp.v7n1p12>
- Baabdullah, A. M. (2018). Consumer adoption of Mobile Social Network Games (M-SNGs) in Saudi Arabia: The role of social influence, hedonic motivation and trust. *Technology in Society*, 53(C), 91–102. <https://doi.org/10.1016/j.techsoc.2018.01.004>
- Baber, H. (2021). Modelling the acceptance of e-learning during the pandemic of COVID-19-A study of South Korea. *International Journal of Management Education*, 19(2), 1–15. <https://doi.org/10.1016/j.ijme.2021.100503>
- Bhatt, S., & Shiva, A. (2020). Empirical Examination of the Adoption of Zoom Software During Covid-19 Pandemic: Zoom Tam. *Journal of Content, Community and Communication*, 12(6), 70–88. <https://doi.org/10.31620/JCCC.12.20/08>
- Cabero-Almenara, J., Fernández-Batanero, J. M., & Barroso-Osuna, J. (2019). Adoption of augmented reality technology by university students. *Heliyon*, 5(5), 1–9. <https://doi.org/10.1016/j.heliyon.2019.e01597>
- Camilleri, M. A., & Falzon, L. (2021). Understanding motivations to use online streaming services: integrating the technology acceptance model (TAM) and the uses and gratifications theory (UGT). *Spanish Journal of Marketing - ESIC*, 25(2), 217–238. <https://doi.org/10.1108/SJME-04-2020-0074>
- Cao, J., Yang, T., Lai, I. K. W., & Wu, J. (2021). Student acceptance of intelligent tutoring systems during COVID-19: The effect of political influence. *International Journal of Electrical Engineering Education*, 0(0), 1–15. <https://doi.org/10.1177/00207209211003270>
- Chao, C. M. (2019). Factors determining the behavioral intention to use mobile learning: An application

- and extension of the UTAUT model. *Frontiers in Psychology*, 10(1652), 1–14. <https://doi.org/10.3389/fpsyg.2019.01652>
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User Acceptance of Computer Technology: A Comparison of Two Theoretical Models. *Management Science*, 35(8), 982–1003. <https://doi.org/10.1287/mnsc.35.8.982>
- Fauzi, M. F., Salahuddin, H., & Mauludiyah, L. (2020). The Effectiveness of Arabic Video Animation in Improving the Mastery of Arabic Vocabulary. *International Journal of Arabic Language Teaching*, 2(2), 149–161.
- Gajek, A., Fabiano, B., Laurent, A., & Jensen, N. (2021). Process safety education of future employee 4.0 in Industry 4.0. *Journal of Loss Prevention in the Process Industries*, 75, 1–29. <https://doi.org/10.1016/j.jlp.2021.104691>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). Thousand Oaks. In *Sage* (2nd ed.). <http://study.sagepub.com/hairprimer2e>.
- Hair, J., Black, W., Babin, B., & Anderson, R. (2018). *on Multivariate Data Analysis Joseph F . Hair Jr . William C . Black Eight Edition* (7th ed.). Pearson.
- Hanafi. (2021). *The Antecedent of teachers ' intention to use e-learning during a pandemic : TAM approach*. 3(3), 241–252. <https://doi.org/https://doi.org/10.31763/ijele.v3i3.315>
- Haryudin, A., & Imanullah, F. (2021). the Utilization of Kinemaster Applications in the Making of Multimedia Based Teaching Materials for English E-Learning in New Normal (Covid-19). *PROJECT (Professional Journal of English Education)*, 4(2), 341–352. <https://doi.org/10.22460/project.v4i2.p341-352>
- Kang, H. (2021). Sample size determination and power analysis using the G\*Power software. *Journal of Educational Evaluation for Health Professions*, 18(17), 1–12. <https://doi.org/10.3352/JEEHP.2021.18.17>
- Lee, E. J., & Kim, H. S. (2018). Gender Differences in Smartphone Addiction Behaviors Associated with Parent-Child Bonding, Parent-Child Communication, and Parental Mediation among Korean Elementary School Students. *Journal of Addictions Nursing*, 29(4), 244–254. <https://doi.org/10.1097/JAN.0000000000000254>
- Nagy, J. T. (2018). Evaluation of online video usage and learning satisfaction: An extension of the technology acceptance model. *International Review of Research in Open and Distance Learning*, 19(1), 160–185. <https://doi.org/10.19173/irrodl.v19i1.2886>
- Oluwajana, D., Idowu, A., Nat, M., Vanduhe, V., & Fadiya, S. (2019). The adoption of students' hedonic motivation system model to gamified learning environment. *Journal of Theoretical and Applied Electronic Commerce Research*, 14(3), 156–167. <https://doi.org/10.4067/S0718-18762019000300109>
- Pal, D., & Patra, S. (2021). University Students' Perception of Video-Based Learning in Times of COVID-19: A TAM/TTF Perspective. *International Journal of Human-Computer Interaction*, 37(10), 903–921. <https://doi.org/10.1080/10447318.2020.1848164>
- Pratiwi, M. S., Zulherman, & Amirullah, G. (2021). The Use of the Powtoon Application in Learning Videos for Elementary School Students. *Journal of Physics: Conference Series*, 1783(1), 1–8. <https://doi.org/10.1088/1742-6596/1783/1/012115>
- Pulma, D., City, T., Bertulfo, E. B., & Ramas, J. A. M. (2020). *Confirmatory Factor Analysis of the University Satisfaction Tool*. 63(2), 8725–8742. <https://www.researchgate.net/publication/354143431>
- Rahayu, N. D., Zulherman, & Yatri, I. (2021). Animated Video Media Based on Adobe after Effects (AEF) Application: An Empirical Study for Elementary School Students. *Journal of Physics: Conference Series*, 1783(1), 1–8. <https://doi.org/10.1088/1742-6596/1783/1/012116>
- Rahkmawati, N. A., Akbar, A., Adhilaksono, B., Baharuddin, F., & Hidayat, R. (2022). Indonesia COVID-19 cases report using Linked Open Data. *Procedia Computer Science*, 197(2022), 362–369. <https://doi.org/10.1016/j.procs.2021.12.151>
- Sam, I., & Hashim, H. (2022). Pupils' Perceptions on the Adoption and Use of Toontastic 3D, a Digital Storytelling Application for Learning Speaking Skills. *Creative Education*, 13(02), 565–582.

- <https://doi.org/10.4236/ce.2022.132034>
- Sharma, L., & Srivastava, M. (2020). Teachers' motivation to adopt technology in higher education. *Journal of Applied Research in Higher Education*, 12(4), 673–692. <https://doi.org/10.1108/JARHE-07-2018-0156>
- Su, C. Y., & Chiu, C. H. (2021). Perceived Enjoyment and Attractiveness Influence Taiwanese Elementary School Students' Intention to Use Interactive Video Learning. *International Journal of Human-Computer Interaction*, 37(6), 574–583. <https://doi.org/10.1080/10447318.2020.1841423>
- Turan, Z., & Cetintas, H. B. (2020). Investigating university students' adoption of video lessons. *Open Learning*, 35(2), 122–139. <https://doi.org/10.1080/02680513.2019.1691518>
- Venkatesh, V., & Bala, H. (2008a). Venkatesh\_et\_al-2008-Decision\_Sciences. *Journal of Decision Sciences Institute*, 39(2), 273–315.
- Venkatesh, V., & Bala, H. (2008b). Venkatesh\_et\_al-2008-Decision\_Sciences. *Journal of Decision Sciences Institute*, 39(2), 273–315. <https://www.mendeley.com/catalogue/technology-acceptance-model-3-research-agenda-interventions-2/>
- Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User Acceptance of Information Technology: Toward a Unified View. *JSTOR*, 27(3), 425–478.
- Viswanath, V., James Y. L., T., & Xu, X. (2012). Consumer Acceptance and Use of Information Technology: Extending the Unified Theory of Acceptance and Use of Technology. *JSTOR*, 36(1), 157–178.
- Wang, P.-Y., Vaughn, B. K., & Liu, M. (2011). The impact of animation interactivity on novices' learning of introductory statistics. *Computers & Education*, 56(1), 300–311. <https://doi.org/10.1016/j.compedu.2010.07.011>
- Yang, Y., & Wang, X. (2019). Modeling the intention to use machine translation for student translators: An extension of Technology Acceptance Model. *Computers and Education*, 133(2019), 116–126. <https://doi.org/10.1016/j.compedu.2019.01.015>
- Zhang, K., Chen, C., & Li, H. (2020). A Study on the Trust, Brand image, and TAM - Using the Meituan as an example. *Semantic Scholar*, 4643, 1–16.
- Zulherman, Mohamad, F., Napitupulu, D., Nazuar, S., & Roza, L. (2021). Analyzing Indonesian Students' Google Classroom Acceptance During COVID-19 Outbreak: Applying an Extended Unified Theory of Acceptance and Use of Technology Model. *European Journal of Educational Research*, 10(4), 1697–1710. <https://doi.org/10.12973/eu-jer.10.4.1697>
- Zulherman, Nuryana, Z., Pangarso, A., & Zain, F. M. (2021). Factor of zoom cloud meetings: Technology adoption in the pandemic of COVID-19. *International Journal of Evaluation and Research in Education*, 10(3), 816–825. <https://doi.org/10.11591/ijere.v10i3.21726>

**Appendix 1**  
Questionnaires Items

Construct	Item Code	Questionnaires Item
Trust	TR 1	- Original by Chao (2019): I believe that mobile learning is trustworthy. - <i>Adapted version (Bahasa Indonesia)</i> : Menurut saya aplikasi Kinemaster terpercaya digunakan untuk mengedit video animasi.
	TR 2	- Original by Chao (2019): I trust in mobile learning. - <i>Adapted version (Bahasa Indonesia)</i> : Saya merasa yakin dengan aplikasi Kinemaster.
	TR 3	- Original by Chao (2019): I do not doubt the honesty of mobile learning. - <i>Adapted version (Bahasa Indonesia)</i> : Proses editing video menggunakan aplikasi Kinemaster tidak perlu diragukan lagi.
	TR 4	- Original by Baabdullah (2018): M-SNGs provide good services - <i>Adapted version (Bahasa Indonesia)</i> : Aplikasi Kinemaster memberikan fitur yang menarik.
	TR 5	- Original by Baabdullah (2018) : M-SNGs care about customers - <i>Adapted version (Bahasa Indonesia)</i> : Pada aplikasi Kinemaster banyak fitur menarik yang dapat digunakan untuk memenuhi kebutuhan penggunanya.
Motivation	MO 1	- Original by (Viswanath et al., (2012): Using mobile Internet is fun. - <i>Adapted version (Bahasa Indonesia)</i> : Penggunaan aplikasi Kinemaster untuk editing video terasa menyenangkan.
	MO 2	- Original by Viswanath et al., (2012): Using mobile Internet is enjoyable. - <i>Adapted version (Bahasa Indonesia)</i> : Proses dalam menggunakan aplikasi Kinemaster untuk editing video sungguh menyenangkan.
	MO 3	- Original by Viswanath et al., (2012): Using mobile internet is very entertaining. - <i>Adapted version (Bahasa Indonesia)</i> : Saya merasa senang menggunakan aplikasi Kinemaster untuk editing video.
Perceived Usefulness	PU 1	- Original by Venkatesh & Bala, (2008): Using the system improves my performance in my job. - <i>Adapted version (Bahasa Indonesia)</i> : Dengan menggunakan Aplikasi Kinemaster, saya dapat meningkatkan keterampilan saya dalam mengedit video animasi.
	PU 2	- Original by Venkatesh & Bala, (2008): Using the system in my job increase my productivity. - <i>Adapted version (Bahasa Indonesia)</i> : Penggunaan aplikasi Kinemaster dapat meningkatkan produktivitas tugas saya.
	PU 3	- Original by Venkatesh & Bala, (2008): Using the system enhances my effectiveness in my job. - <i>Adapted version (Bahasa Indonesia)</i> : Dengan menggunakan aplikasi Kinemaster efektivitas tugas saya dapat meningkat.
	PU 4	- Original by Venkatesh & Bala, (2008): I find the system to be useful in my job.

		- <i>Adapted version (Bahasa Indonesia)</i> : Saya menemukan Aplikasi Kinemaster berguna dalam memudahkan saya untuk mengedit video animasi.
Perceived Ease Of Use	PEOU 1	- Original by Venkatesh & Bala, (2008): Interacting with the system does not require a lot of my mental effort. - <i>Adapted version (Bahasa Indonesia)</i> : Belajar menggunakan video animasi melalui Aplikasi Kinemaster akan sangat memudahkan saya.
	PEOU 2	- Original by Venkatesh & Bala, (2008): I find it easy to get the system to do what I want it to do. - <i>Adapted version (Bahasa Indonesia)</i> : Saya akan merasa mudah untuk mendapatkan Aplikasi Kinemaster dalam melakukan apa yang saya inginkan.
	PEOU 3	- Original by Venkatesh & Bala, (2008): My interaction with the system is clear and understandable. - <i>Adapted version (Bahasa Indonesia)</i> : Interaksi saya dengan video animasi melalui Aplikasi Kinemaster jelas dan dapat dimengerti.
	PEOU 4	- Original by Venkatesh & Bala, (2008): I find the system to be easy to use. - <i>Adapted version (Bahasa Indonesia)</i> : Saya menemukan Aplikasi Kinemaster mudah untuk digunakan dalam editing video animasi.
Interest Using Kinemaster Application	IUKA 1	- Original by Baabdullah, (2018): I will use M-SNGs in the future. - <i>Adapted version (Bahasa Indonesia)</i> : Saya bermaksud untuk meningkatkan penggunaan Aplikasi Kinemaster dalam editing video animasi.
	IUKA 2	- Original by Venkatesh et al., (2003): I intend to use the system in the next <n> months. - <i>Adapted version (Bahasa Indonesia)</i> : Saya tertarik untuk menggunakan Aplikasi Kinemaster dalam editing video animasi lebih sering pada proses pembelajaran.
	IUKA 3	- Original by Venkatesh et al., (2003): I predict I would use the system in the next <n> months. - <i>Adapted version (Bahasa Indonesia)</i> : Saya akan menggunakan Aplikasi Kinemaster untuk editing video animasi setiap materi pembelajaran.
	IUKA 4	- Original by Venkatesh et al., (2003): I plan to use the system in the next <n> months. - <i>Adapted version (Bahasa Indonesia)</i> : Saya akan lebih sering menggunakan Aplikasi Kinemaster untuk editing video animasi.