InShot Application Training: A Practical Solution for PPG UKIN Preparation

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INFORMASI ARTIKEL	ABSTRAK
Kata Kunci: Pelatihan Aplikasi InShot Video Mengajar UKIN PPG	Uji Kinerja (UKIN) merupakan persyaratan wajib bagi guru yang mengikuti program Pendidikan Profesi Guru (PPG), yang bertujuan untuk menilai kemampuan mereka dalam merencanakan, melaksanakan, dan mengevaluasi kegiatan pembelajaran sesuai dengan Rencana Pelaksanaan Pembelajaran (RPP) pada mata pelajaran yang diampu dengan memanfaatkan media pembelajaran berbasis digital. Kegiatan pengabdian kepada masyarakat ini bertujuan untuk membekali peserta PPG dengan keterampilan yang diperlukan dalam menghadapi UKIN di Fakultas Tarbiyah dan Keguruan UIN Sulthan Thaha Saifuddin Jambi. Pelatihan ini menggunakan pendekatan Asset-Based Community Development (ABCD), yang memanfaatkan aset yang telah dimiliki peserta seperti kompetensi pedagogik, pengalaman mengajar, dan kepemilikan smartphone. Hasil pelatihan menunjukkan bahwa para peserta mampu memahami dan menggunakan aplikasi InShot secara efektif sebagai alat digital untuk membuat video pembelajaran. Peserta juga berhasil mempraktikkan keterampilan dasar pengeditan video seperti memotong, menambahkan teks, audio, dan transisi, serta menyimpan hasil akhir. Kesimpulannya, kegiatan pelatihan ini memberikan dampak positif terhadap peningkatan literasi digital dan kreativitas guru peserta PPG, khususnya dalam memanfaatkan aplikasi InShot untuk menghasilkan media pembelajaran yang inovatif sebagai persiapan menghadapi Uji Kinerja (UKIN).
	ABSTRACT
Keywords: Training InShot Application Teaching Video UKIN PPG	The Performance Test (UKIN) is a mandatory requirement for teachers participating in the Teacher Professional Education (PPG) program, which assesses their ability to plan, implement, and evaluate learning activities in accordance with the Lesson Plan (RPP) for their respective subjects using digital-based learning media. This community service activity aims to equip PPG participants with the necessary skills to face the UKIN at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi. The training employed the Asset-Based Community Development (ABCD) approach, which utilizes participants' existing assets such as pedagogical competence, teaching experience, and smartphone ownership. The results of the training showed that participants were able to understand and effectively use the InShot application as a digital tool for creating learning videos. They successfully practiced essential video-editing skills such as cutting, adding text, audio, and transitions, and saving final outputs. In conclusion, this training activity had a positive impact on enhancing the digital literacy and creativity of PPG teacher participants, particularly in utilizing the InShot application to produce innovative learning media as preparation for the Performance Test (UKIN).

I. INTRODUCTION

Education in the 21st century requires educators to master digital based learning media (Syukhria, 2021). Learning media serve as tools for delivering messages or information that contain learning resources (Yuniarti et al., 2023). Using digital tools in learning and assessment is no longer optional but has become an essential need for teachers to ensure that learning adapts to the digital era (Nurdiansah, at al., 2025).

A medium can be considered learning media if it effectively conveys the intended meaning of the message throughout the learning process. The use of the InShot application as an easy-to-use tool for creating instructional videos represents one form of utilizing communication technology in today's era. Through this application, teachers can be more creative in delivering material while also encouraging students to be more actively engaged in the learning process.

The InShot application, as a learning medium, is comparable to other similar applications. It offers interesting features that can function as a video making tool for teachers. Moreover, using InShot aims to simplify the delivery of learning messages so that they can be more easily understood by students as message recipients.

The use of learning media is crucial, as learning becomes less efficient when conducted without media support (Indriyani, 2019; Budiman et al., 2022). Various media can be used to create instructional videos, ranging from free to paid platforms such as the InShot application. Furthermore, InShot can be used on all types of smartphones.

The InShot application is a popular video editing app available on both *Android* and iOS platforms. It is widely favored due to its numerous features, user friendly design, and the fact that it can be used for free, although it includes ads (Maghfirah at al., 2021). This application is simple and easy to understand, even for beginners. The main functions of InShot include video editing tasks such as adding music, effects, text, stickers, blur, and background (Syukhria, 2021).

Several previous studies have also supported the potential of the InShot application in the field of education. According to Qonnitatillah & Wicaksono, (2022) using the InShot application produces video media that are feasible, practical, and engaging. Furthermore, research conducted by Didik Supriyanto, (2018), found that InShot produces high quality videos that are valid and practical. In general, these studies confirm that InShot is a suitable learning medium because it can create engaging videos that support more creative and effective learning processes. Thus, the adoption of digital technology can enrich teaching methods (Anjani et al., 2025). However, previous studies and community service activities have generally focused on the development of learning media in general, rather than specifically targeting the preparation of PPG (Teacher Professional Education Program) participants in facing the Performance Test (UKIN). In response to this gap, this community service activity introduces a new contribution in the form of training on creating instructional videos using the InShot application, integrated within the context of preparing for the UKIN of the Teacher Professional Education Program.

The need for skills in creating instructional videos has become increasingly relevant, especially for teachers participating in the Teacher Professional Education Program (PPG) at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi. The training organized by the PPG Study Program at the Faculty of Tarbiyah and Teacher Training was conducted to prepare teachers for the Performance Test (UKIN). UKIN serves as the final stage of the PPG program at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, which assesses participants' competence in planning, implementing, and evaluating learning, as well as their classroom teaching skills. Teachers participating in the PPG program, as future educators, are required to be adaptable to pedagogical innovations.

Based on these conditions, the community service team felt the need to hold a training session on utilizing the InShot application as a medium for creating teaching videos. The goal of this activity was to equip PPG participants with practical skills in producing quality instructional videos. By mastering these skills, teachers are expected not only to understand the teaching material but also to present it creatively and professionally. This training serves as a concrete step in supporting the readiness of PPG teachers in facing the Performance Test (UKIN) at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi.

II. PROBLEM

Teachers participating in the Teacher Professional Education (PPG) Program, particularly at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, do not yet possess adequate practical skills in creating digital-based instructional videos using applications such as InShot, even though these skills are essential for preparing for the Performance Test (UKIN).

Pictures 1.1 Location of UIN Sulthan Thaha Saifuddin Jambi

III. METODE

This training activity employed the *Asset Based Community Development* (ABCD) approach. This approach served as the strategy for the training, targeting teachers as participants who inherently possess assets such as pedagogical competence, teaching experience, and personal *smartphones* that can be developed to help overcome various challenges (Al-Kautsari, 2019).

This Community Service (PKM) activity applied the ABCD approach to prepare teachers participating in the PPG program for the Performance Test (UKIN).

In this context, the PKM activity was implemented through the following stages: *discovery, dream, design, define, dandestiny* (Stavros et al., 2015). The stages are described as follows:

1. *Discovery*: This stage involved identifying the potential possessed by teachers participating in the PPG program. The process was carried out through preliminary observations to determine which applications were easiest to use as media for creating videos among the training participants. Teachers in the PPG program have great potential to enhance their professionalism in preparing for the UKIN exam by participating in the training organized by the community service team.
2. *Dream*: This stage focused on setting goals for the training provided to participants. Based on the participants' potential, the goal of this training was to prepare teachers in the PPG program to face the Performance Test (UKIN) effectively.
3. *Design:* This stage involved designing the training activity. Based on the objectives of the program, the training was structured to guide PPG participants in creating teaching videos using the InShot application and its various features as preparation for the Performance Test (UKIN).
4. *Define*: This stage focused on finalizing the initial training objectives that had been planned. The process included communication with the Dean, the Head of the PPG Study Program, and the determination of the training design. During this stage, the actual training was conducted. Participants were given the opportunity to practice using the InShot application to create instructional videos. The activities were carried out step by step, starting from feature introduction, simulation, and finally producing short videos relevant to each teacher's subject area.
5. *Destiny*: This stage involved the implementation and application of the training activities. The training took place over two days, from September 22–23, 2025, and was attended by 148 PPG participants. The training employed a combination of lecture, simulation, discussion, and evaluation methods.

The lecture method delivered by the community service team focused on presenting material regarding the use of InShot's features as a teaching medium, providing direct explanations and guidance on how to utilize the application to create instructional videos. Following the lecture session, a simulation method was implemented, allowing participants to practice using the InShot application hands-on. To support this activity, several supporting materials were employed, including observation sheets, an InShot user guide, photo and video documentation, as well as technological devices such as laptops and participants' smartphones.

The training concluded with an evaluation session, during which the community service team assessed the videos produced by the teachers to ensure their understanding of how to effectively use the InShot application as a medium for creating instructional videos.

IV. RESULT AND DISCUSSION

The training organized by the community service team carried the theme "InShot Application Training: A Practical Solution for Creating Teaching Videos in Preparation for PPG UKIN." The activity was held on September 22–23, 2025, from 7:00 p.m. to 9:00 p.m. (WIB), conducted online via the Zoom platform, and attended by 184 teachers participating in the PPG program.

The Head of the PPG Study Program initiated this training as a strategic effort to prepare PPG participants to be optimally ready for the Performance Test (UKIN). Observing the high enthusiasm and strong interest among PPG teachers in learning how to create instructional videos, the Head of the PPG Study Program, together with the team, designed this specialized training for teachers enrolled in the Teacher Professional Education (PPG) Program at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi.


Pictures 1. Training Preparation Design

Based on the plan developed by the community service team, the training schedule was designed to be conducted over two consecutive days, September 22–23, 2025. In preparation for the event, the team assigned speakers from each respective group to deliver the materials. The training sessions were scheduled from 7:00 p.m. to 9:00 p.m. (WIB) to ensure that participants could join the activities without interfering with their regular teaching duties at school.

| /K..AS	KELAS	Kelomp.	FAS	Tanggal	DOSEN PENDAMPIN.
1	KELAS 1	1	Dalil Yulio Saputra, S.Si., M.Si.	22-23 September 2025	Fransisko
2	KELAS 2		Mayang Sastra Sumardi, S.Pd., M.Pd	22-23 September 2025	
3	KELAS 3		Ica Wandari Anisia, S.Pd., M.Pd	22-23 September 2025	
4	KELAS 4	2	Aryawitra Pratama, M. Pd.	22-23 September 2025	Fibrika RBS
5	KELAS 5		Almn Padol, M. Pd	22-23 September 2025	
6	KELAS 6		Ika Aryastuti Hasanah, S.Pd.I, M.Pd	22-23 September 2025	
7	KELAS 7	3	Nanda Gusriani, S.Pd., M.Pd.	22-23 September 2025	Michrun NR
8	KELAS 8		Dian Nisa Istofa, M. Pd. I	22-23 September 2025	
9	KELAS 9		M.Yahuda, M.Pd	22-23 September 2025	
10	KELAS 10	4	Sapriya Utami, M. Pd	22-23 September 2025	Indra Bsw
11	KELAS 11		Tika Sari, S.Pd.I, M.Pd	22-23 September 2025	
	kelas pndamping				
PELAKSANAAN			TANGGAL 22/23	PUKUL 19.00 sda Selesai/ fleksibel dg waktu naras	

Pictures 2. Training Implementation Schedule

After determining the training implementation schedule, the community service team prepared the materials to be delivered in a structured manner. For creating teaching videos, the team decided to use the InShot application because it is simple and easy for participants to understand, especially as they prepare for the Performance Test (UKIN). According to Leasa & Berbakem, (2022), the InShot video editing application is highly suitable for beginners who wish to edit instructional videos. Before the training began, the team instructed participants to install the InShot application from the *Play Store* on their *Android smartphones*.
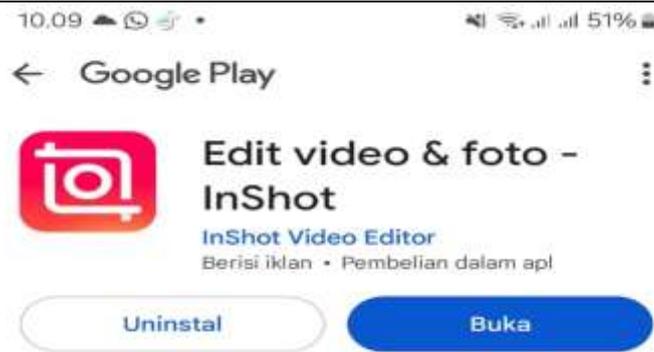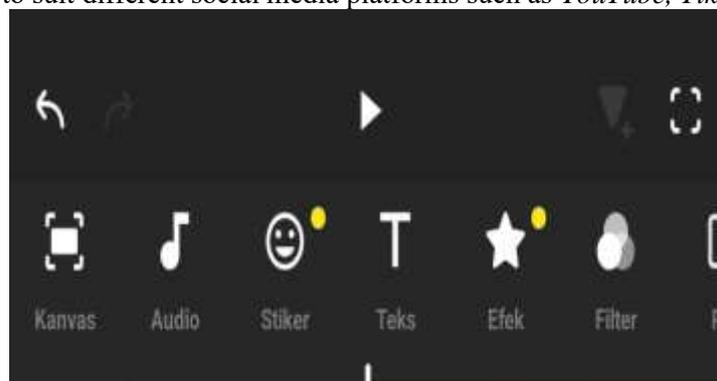
Pictures 3. Installing the InShot Application

After the participants installed the InShot application, the community service team continued the first session by delivering material that began with a basic introduction to using the InShot app, including an overview of its features. During the presentation, the team also explained the steps involved in creating a video, such as recording material using a camera or smartphone, importing the video into InShot, trimming unnecessary parts, adding explanatory text, inserting light background music or narration, adding transitions between sections, and finally saving the completed video.
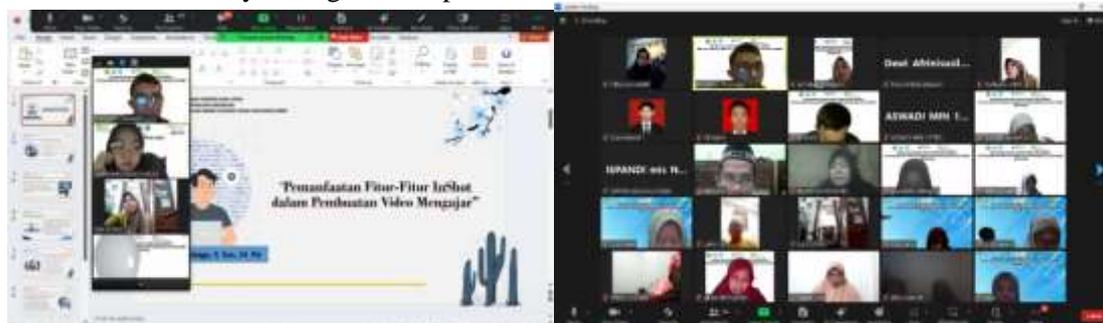
Pictures 4.4 Material Delivery by the Community Service Team

The features available in the InShot application include canvas, audio, stickers, text, effects, filters, PIP, pre-cut, split, delete, volume, background, speed, animation, AI trimming, crop, flip, enhance, stabilize, cut, mask, darkness adjustment, replace, sound effects, duplicate, rotate, freeze, reverse, and smooth (Nisa & Nurjannah, 2022). With these various features, InShot can serve as an easy to use medium that supports the creation of instructional videos for participants (Fitri, 2025). Moreover, the application allows users to adjust the video's aspect ratio to suit different social media platforms such as *YouTube, TikTok,* and *Instagram*.

Pictures 5. Features of the InShot Application

After the community service team delivered the material regarding the functions of the features available in the InShot application, the team provided examples and hands-on practice in video editing using the InShot app. The results of the hands-on demonstration and practice in video editing using the InShot application for

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the community service participants indicated that each participant was able to effectively comprehend and utilize the various features of the InShot application, including video trimming, adding text, audio, visual effects, and transitions.

Pictures 6. Video Editing Practice Using the InShot Application

After providing examples and hands-on practice in video editing using the InShot application, the community service team assigned each participant a task to create a teaching video utilizing the available features in the InShot app. The completed videos were then submitted through a *Google Drive link* prepared by the team.

Pictures 7. Assignment Submission *Drive* for Participants

During the second session, each video assignment created by the participants was reviewed by the community service team. Based on the evaluation of the submitted videos, the team assessed the quality of each participant's work, their creativity in presentation, and their level of understanding in using the InShot application as a medium for creating teaching videos.

Pictures 8. Participant Assignment Evaluation

The correction process conducted by the community service team not only focused on the technical aspects of video editing performed by the training participants but also ensured that the videos aligned with the instructions and material provided during the training. This included tasks such as trimming and merging video clips, adding text, stickers, and images, inserting background music or voice narration, applying

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transition effects, adjusting video speed, and adding filters and visual effects tailored to each participant's lesson plan (RPP) and subject area. While reviewing each participant's work, the community service team also provided verbal feedback to help participants understand their strengths and areas for improvement. Through this training activity, participants received constructive guidance that motivated them and enhanced their readiness for the Performance Test (UKIN).

V.   CONCLUSION

The training conducted by the Community Service Team effectively enhanced the digital skills and competence of teachers participating in the PPG program. Based on observations, the videos submitted by participants, and direct feedback, the participants were able to understand and utilize the features of the InShot application, including video trimming, adding text, audio, effects, and transitions. The results indicated that the participants successfully produced instructional videos that were creative, practical, and ready to be used in teaching activities, in accordance with the requirements of the Performance Test (UKIN) at the Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi. Furthermore, this activity demonstrated that simple digital tools like InShot can significantly support teachers in improving their digital literacy and producing professional learning media, providing a practical solution for enhancing the quality and creativity of teaching in the digital era.

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