

## Development of an Indonesian Language Learning Video for Grade VIII of Junior High School Negeri 2 Gunungsitoli Utara

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**Abstrak**-Finding a workable, practical, and successful way to create instructional films for the Indonesian language at SMP Negeri 2 Gunungsitoli Utara based on persuasive text writing content is the goal of this research. Research and development encompasses this sort of study. The five-stage ADDIE paradigm is used for development; they are as follows: analysis, design, development, implementation (or execution), and evaluation. The Indonesian language learning film went through a rigorous testing process that included three separate groups of specialists (materialists, linguists, and design experts) and was piloted in eighth grade at SMP Negeri 2 Gunungsitoli Utara. Researchers found that material expert validators gave the video a 92% validity rating at revision II, language expert validators gave it a 100% validity rating, and design expert validators gave it a 95% feasibility rating, all in relation to the persuasive text writing material taught at SMP Negeri 2 Gunungsitoli Utara. The field test had a very practical category score of 96% and a small group test score of 93% for the learning video's practicality. With a classical completion percentage of 95%, the learning film has also been evaluated and shown to be quite successful. This study's findings suggest that the ADDIE-based instructional video for the Indonesian language at SMP Negeri 2 Gunungsitoli Utara has fulfilled all criteria and is ready for usage.

Keywords: Learning Video, ADDIE, Feasible, Practical, Effective

### I. INTRODUCTION

Skills by utilising technology, especially in education. The development of information technology in education today continues to increase, especially in using information and communication technology. As a society, we must follow these technological advances. So that nowadays it is required to use and develop and communication, it is hoped that education can keep up with technological advances so as not to be outdated. Information and communication technology is a time where

technical advances occur everywhere.

Information and communication technology in education is required so that teachers can change the learning system from traditional to modern. So that teachers are expected to be able to easily and quickly learn a lot of information about the learning process delivered using technology. Teachers must also be able to adjust to the changes in education brought about by progress by utilising technology into the teaching and learning process. Information and communication technology is a development where everything is in life,

including the learning process which involves more material delivered using technology. Information and communication technology can now be used using, computers/laptops with the internet, mobile phones with applications, which is a requirement for learning using technology, so students and teachers must be ready to follow developments to ensure advanced education.

Technology has a great influence on the learning process, especially for students, currently many students are passive, and bored learning, in receiving learning that only relies on textbooks. The development of technology today students like the learning process delivered using technology. Information and communication technology can now be used using, computers/laptops with the internet, mobile phones with applications, which is a requirement for learning using technology, so students and teachers must be ready to follow developments to ensure advanced education.

Technology has a big influence on the learning process, especially for students, currently many students are passive, and bored learning, in receiving learning that only relies on textbooks. The development of technology today students like the learning process that is delivered by using new media to learn, easier, faster, and more fun. Likewise, teachers in delivering material expect to be more effective and attract students to learn, use time more efficiently, and create a new atmosphere for students. With the above problems, teachers can utilise and use technology in the learning process, namely with learning videos that are used as an intermediary for learning processes for students.

Learning videos have a major influence in the world of education by utilising technology, so that educators are more creative, innovative, and can add new creativity. The use of learning videos makes it easier for teachers to deliver material so that it is more efficient, saves time and provides a new and enjoyable learning process for students in receiving material delivered by the teacher and can affect students' understanding of the subjects delivered by the teacher.

Initial observation studies on internship activities at SMP Negeri 2 Gunungsitoli Utara, according to the situation at the school, researchers found problems in learning activities, especially in the Indonesian language

learning process. There are still students who have difficulty in understanding the material presented by the teacher and students feel bored more quickly to learn, it happens because students are only guided by Indonesian language textbooks that are given and Power Point which is used in order to support the learning process in class.

The above problems need improvement or change in the learning process, by utilising technology teachers can deliver learning by using technology teachers can deliver learning by using learning videos. According to Kis et al. (2021) state "one form of media that combines audio (sound) and motion visuals (moving images) is learning videos. The video functions as an introduction to knowledge from the teacher to students as a means of learning." The existence of learning videos can be a support for student motivation to learn and improve results.

By utilizing technology, this learning video can make the learning process easier for both students and teachers. Students will be able to understand the material more easily, and the video can be viewed both at school and at home. Unlike traditional learning methods, this video doesn't require a face-to-face meeting. As a result, instructional videos are necessary for teachers to be more imaginative in their content delivery, which in turn will foster more creative learning, more student excitement, and the ability to study on one's own.

Learning videos will channel new experiences for teachers, especially Indonesian language teachers. Learning video is one that plays a very necessary role when teaching. In learning videos, there are two elements that come together, namely audio and visual. The audio element is useful so that students can learn by listening, while the visual element is useful so that students can see the various forms of objects conveyed by the teacher. Based on the situation obtained by researchers, it is necessary to develop learning videos that are able to build students' interest in learning by using learning videos. This learning video development process uses the ADDIE development model (analysis, design, development, implementation, evaluation).

Writing persuasive writings was one of the topics covered in the 2013 Indonesian language curriculum at SMP Negeri 2 Gunungsitoli Utara, which is reviewed in this instructional video. Researchers in this study focused on instructional materials for persuasive text writing by assigning

one student, Lisa, to focus on the structural, linguistic, or vocal components of written persuasive texts (such as recommendations, invites, instructions, and considerations), and one student, KD, to deliver these texts in writing.

Therefore, researchers conducted scientific research with the title "Development of Indonesian Language Learning Videos on Persuasive Text Material in Class VIII SMP Negeri 2 Gunungsitoli Utara." According to Heinich (Kustandi & Darmawan 2022) One of the teaching tools that has moving visuals with the unique ability to manipulate time and place is video media. According to Riyana (Sartika et al. 2022) Learning videos are audiovisual materials that assist in understanding learning content by presenting concepts, principles, methods, and theories of knowledge application.

Based on the above opinions, researchers can conclude that learning videos are in the making, the program is made with videos that are systematically built with reference to the existing curriculum, allowing students to analyze the subject matter more easily and interestingly. Apriansyah et al. (Riana et al. 2022) state the advantages and disadvantages of learning videos as follows: 1) Video benefits (Describes a real-world scenario of a process, phenomenon, or event; as an integrated part of other media such as image text; suitable for working on material in the behavioral or psychomotor domain; audio-video combinations are more effective and faster in conveying messages than text media; clearly shows procedural steps); 2) Video is insufficient, as students need to be able to recall information from one scene to the next and as learning through video is perceived as simpler than text, they are less likely to engage in the topic.

According to Hasan (2021) Writing is a task performed by someone to share thoughts or experiences with readers in the form of writing. Writing in theory is telling about anything that exists in one's imagination, therefore learning to write plays an important role in human life.

According to Hendri et al. (2022) Writing is a linguistic ability used to communicate with others indirectly rather than face to face. so it takes continuous effort and habits and does not come naturally. Dalman (Nurjanah & Faznur 2020) states several benefits of writing, namely,

by using their minds to think logically and directly when writing, people can increase their intelligence. Writing can help children become more creative and independent. However, writing requires careful planning and consideration of language choices so that readers can understand what is being written. In addition, writing can increase one's courage and confidence to stimulate critical thinking as well as their willingness and capacity to accumulate knowledge. The reaction the writer expects from the reader is the purpose of writing. So, before starting to write, a writer must decide what purpose he wants to achieve with his work. Muhamad & Rohmah (2021).

According to Kosasih & Kurniawan (2018) A writing that invites or persuades is considered persuasive text. The assertion of the text urges the reader to adopt the author's goals or aspirations. The speech tends to "promote" something that the audience needs as an invitation text. According to Kosasih (Febriani et al. 2022), persuasion text is formed by several parts, which are arranged systematically and interconnected, namely:

1. Introduction of the topic, which is in the form of exposure to the subject matter that is the basis for writing or conversation.
2. A series of arguments, which are the thoughts of the writer or speaker about the topic mentioned in the previous section. Some facts are also presented in this section to support their statements.
3. Atatement of invitation, which serves as the central argument of the persuasive text and urges the reader or listener to take action.
4. This assertion can be presented explicitly or italicized. Arguments are helpful in focusing and reinforcing the invitation. The repetition of the previous utterance is usually identified with words like thus, thus, and therefore.

According to Tebbelesy (2019) One can categorize as persuasive if it meets the criteria listed below:

1. Effective persuasion motivates the reader to carry out the task specified by the author in the text.
2. The argument is also supported by contradictory facts to convince the reader.
3. The persuasive negotiation does not trigger conflict within the negotiation.

According to Hamzah (2019) Making plans come true is the development process. As an illustration, if the design requires software in the form of learning multimedia, then this

multimedia must be created first. Testing before implementation is an important step in the development cycle. The assessment material is called the test phase. In the development stage, two main objectives must be achieved: creating and updating the materials that will be used to achieve the learning objectives and selecting the optimal media or combination of media to achieve the objectives.

## **II. METHODS**

The R&D approach is utilized in this investigation. All policies and processes, from inception to evaluation, must adhere to criteria of validity, practicability, and efficacy; here is where the research and development method comes in. Hamid (2022), Seels & Richey. The ADDIE model is utilized in this study of development. Design analysis, development, implementation, and evaluation are the five primary processes that make up the ADDIE development paradigm, as stated by Risal et al. (2022).

According to Harefa & Laoli (2021), the following actions are included in the analysis stage: Analyzing student characteristics, including learning capacity, knowledge, skills, attitudes, and other relevant factors. Conduct a competency analysis of the competencies needed by students.

Hamzah (2019) suggests that during the design phase, steps are taken to create precise, measurable, practical and realistic learning objectives. Exams should then be organized based on the learning objectives set. Next, decide which learning methods and media will help you achieve your goals. Other supporting resources, such as an appropriate learning environment, pertinent learning resources, and so on are also taken into account.

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According to Agustien et al. (2018) This product trial was carried out in two stages, namely as follows: 1. Small group trial consisting of 6 people. 2. The large group trial consisted of 22 people.

## **III. RESULT AND DISCUSSION**

### **3.1 Results of Indonesian Language Learning Video Development**

This development research produced an Indonesian language learning video that had been validated by all three validators (content, language, and design) and had been tested in class VIII of SMP Negeri 2 Gunungsitoli Utara. The process of developing this Indonesian language learning video, researchers used the ADDIE development model which includes five stages consisting of. Analysis, Design, Development, Implementation, and Evaluation.

#### **3.1.1 Analysis**

The research began with an examination of the strengths and areas for improvement in Indonesian language instruction at SMP Negeri 2 Gunungsitoli Utara. Curriculum analysis, learner characteristics study, and needs analysis were all part of the process. Finding out what instructors at SMP Negeri 2 Gunungsitoli Utara need to help their students learn Indonesian is the goal of the needs analysis that was carried out there. It was discovered that pupils learned the Indonesian language too rapidly and became bored with the teacher's delivery of the content. This occurred because the teacher's lessons continued to revolve around the Power Point textbook, which was utilized to supplement classroom instruction. According to the researcher's findings, the teacher continues to rely on dull textbooks and PowerPoint presentations. There has never been an attempt to incorporate Indonesian language learning videos into the curriculum. Researchers set out to address this need by creating realistic, useful, and efficient instructional films for the Indonesian language.

The analysis of students' characteristics was conducted in class VIII of SMP Negeri 2 Gunungsitoli Utara. Each student has different thinking abilities and learning interests. Students still have difficulty in understanding the material presented by the teacher and quickly feel bored when learning takes place.

Before developing an Indonesian language learning video, it is necessary to analyse the curriculum used in the school. SMP Negeri 2 Gunungsitoli Utara applies the 2013 curriculum

which is learner-centred. At this stage, the material contained in the Indonesian language learning video is "Presenting persuasion texts (suggestions, invitations, directions, and considerations) in writing and orally by paying attention to structure, language, or oral aspects".

### 3.1.2 Design

After the analysis stage is complete, the next step taken by researchers is to design the design of the Indonesian language learning video to be developed. This stage includes designing the material, learning strategy and evaluation of the learning video to be developed.

### 3.1.3 Development

After the design stage in the Indonesian language learning video is complete, researchers develop the material into a complete Indonesian language learning video. The making of this Indonesian language learning video is done by collecting materials in making learning videos such as: images related to the material, sound recordings and animations. Images and animations for each scene were developed through the Canva application. The voiceover was done by one person, namely the researcher himself with the help of a voice recorder via mobile phone. All materials that have been collected are then combined using one of the features contained in the canva application. This development phase is the production phase to develop products in the form of Indonesian language learning videos, starting from the design form to the actual product. The first activity carried out in this phase is to collect materials for making learning videos. For example, images for materials, audio recordings, animations, and others. Images and animations for each scan were created through the canva application. The voiceover was done by the researcher himself using a mobile phone. All materials collected are combined with one of the features found in the canva application.

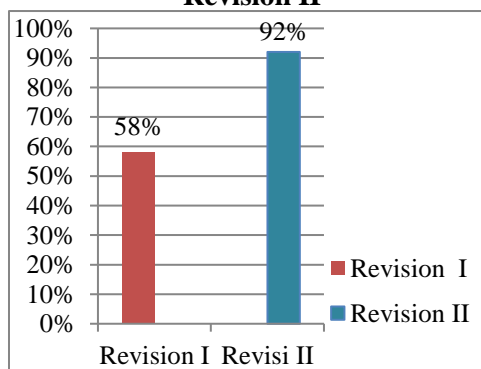
After the learning video has been developed, the next step is to validate the Indonesian learning video to validators (material, language, design) to get criticism and input for improvement in order to produce a feasible Indonesian learning video before being tested in the field. The results of material/content validation, language validation, and design validation are as follows.

### 3.1.4 Material Validation

The results of the feasibility assessment of Indonesian language learning videos by material and content expert validators as a whole in revision I with a score of 49 reached a percentage of 58% with the criteria not feasible from the five aspects. The relevance aspect reached 53%, the accuracy aspect reached 58%, the completeness aspect reached 69%, the systematic aspect reached 50%, and the suitability aspect of the presentation with the demands of student-centred learning reached 63%. Meanwhile, the assessment of the feasibility of material and content in the Indonesian language learning video in revision II as a whole received a score of 77 reaching a percentage of 92% with very feasible criteria from the five aspects. The relevance aspect reached 91%, the accuracy aspect reached 92%, the completeness aspect reached 88%, the systematic aspect reached 88%, and the suitability aspect of the presentation with the demands of student-centred learning reached 100%.

After validating the Indonesian language learning video by material experts, the validation results were declared valid with the achievement in revision I reaching 58% and in revision II increasing with the achievement of 92%. the results of material expert validation in revisions I and II can be seen in the following graph:

**Figure 01. Percentage Chart of Material Expert Validation Results on Revision I and Revision II**



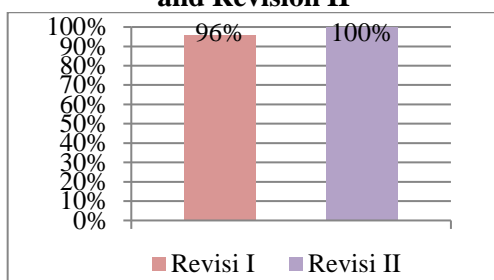
### 3.1.5 Language Validation

The linguist assessment obtained results in revision I with an overall score of 27 so that it reached a percentage of 96% from two aspects of 92% and 100%. Meanwhile, in revision II, the overall maximum score was 28 with a percentage reaching 100% from two aspects which were 100% and 100% respectively. The eligibility

criteria in revisions I and II both obtained very feasible criteria.

The linguist validation is said to be valid because it has increased the percentage of feasibility from revision I to revision II. In revision I obtained 96% and revision II reached a feasibility percentage of 100% so that it could be categorised as very feasible to be tested. A comparison of the validation results of the two revisions can be seen in the following graph.

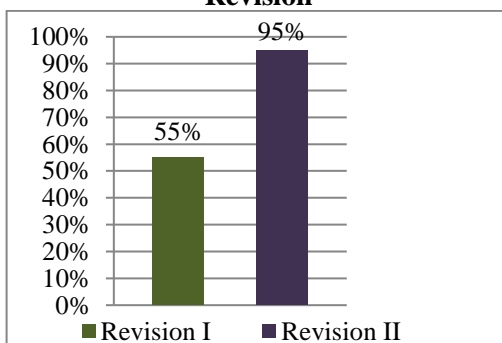
**Figure 02. Graph of Percentage Results of Language Expert Validation on Revision I and Revision II**



### 3.1.6 Design Validation

From all assessment indicators in the feasibility questionnaire, the results obtained in revision I with a score of 51 which reached a feasibility percentage of 55% of the criteria were quite feasible so that some design improvements were needed in the Indonesian language learning video. While in revision II, a score of 87 was obtained with a percentage of feasibility reaching 95% very feasible criteria. From revisions I and II by design experts experienced a significant percentage increase so that the Indonesian language learning video can be said to be valid and feasible to be tested. The percentage comparison on revision I and II can be seen in the graph below.

**Figure 03. Percentage Chart of Design Expert Validation Results on Revision I and Revision**



### 3.1.7 Implementation

After the development stage is complete and the Indonesian language learning video is declared valid by the validator, the next stage is the implementation or product trial stage. This implementation stage is carried out to find out how practical the Indonesian language learning video is in the learning process. In the product trial, 2 trials were conducted at SMP Negeri 2 Gunungsitoli Utara.

#### 1. Small Group Test

The small group test consisted of 6 students in class VIII of SMP Negeri 2 Gunungsitoli Utara. Practicality results reached 93% with a very practical category.

#### 2. Large Group Test

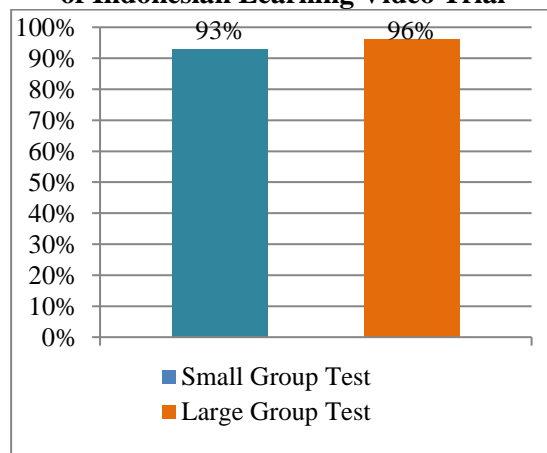
Large group test in class VIII SMP Negeri 2 Gunungsitoli Utara as many as 22 students. The results of practicality reached 96% with a very practical category.

The results of the learners' responses from the 2 trials can be seen in the following tables and graphs.

**Table 01. of Percentage of Practicality of Indonesian Learning Video Trial**

No.	Trial	Average Percentage	Practicality Criteria
1	Small Group Test	93%	Very Practical
2	Large Group Test	96%	Very Practical

**Figure 04. Percentage Chart of Practicality of Indonesian Learning Video Trial**



### 3.1.8 Evaluation

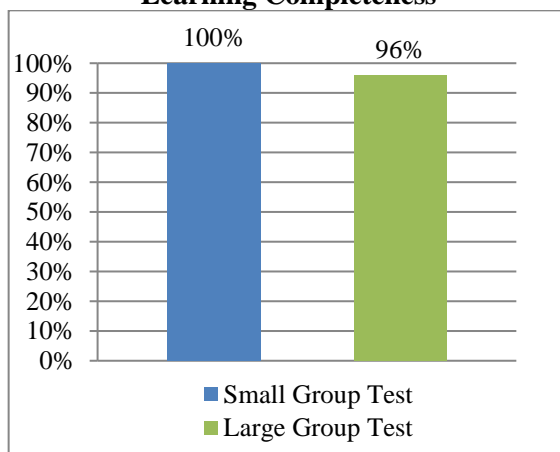
This is the point where the video for learning Indonesian is tested. In order to get the



most out of the outcomes, it is important to identify the areas where the Indonesian language learning videos fell short during production. Researchers also work on assessments that are already embedded in Indonesian language learning videos to determine how successful these films are.

When students' learning results are comprehensive after watching Indonesian language learning videos, we know the films are successful. If the classical completeness in each trial is more than 80% with a very effective effectiveness level, then learning is considered to increase. According to the results of the small group exam on the topic of persuasive text writing, six students had scores higher than the KKM, putting the entire class in the "very effective" category of learners. The proportion of classical completion achieved 96% with extremely effective criteria in the large group test of 22 persons, as 21 students experienced completeness on the learning outcomes exam and 1 student was not complete. The following table and graph display the percentage of students that have completed their learning.

**Figure 05. Graph of Percentage of Students' Learning Completeness**



**3.2 Discussion of the Indonesian Learning**  
**3.2.1 Indonesian Language Learning Video Development**

Analysis, Design, Development, Implementation, and Evaluation (ADDIE) are the steps that make up the development methodology for learning videos.

During the analysis step, we looked at the curriculum, learner characteristics, and needs. The purpose of the needs analysis was to identify the requirements for Indonesian

language instruction. The learning material employed is still limited because of facilities that do not support it, which is well-known. The data used in this analysis came from the first round of research at SMP Negeri 2 Gunungsitoli Utara. Every student has their own unique set of strengths and weaknesses when it comes to taking in and making sense of the information their instructor presents in the classroom. Even while they are learning, many find class boring. The purpose of this curriculum analysis is to determine what subjects and skills eighth graders at SMP Negeri 2 North Gunugsitoli will cover in accordance with the course outline. The 2013 curriculum, which includes lessons on persuasive text writing, is implemented in SMP Negeri 2 Gunugsitoli Utara.

In addition, researchers provide instructional movies throughout the design phase. Once the researcher has finished the planning stage of the Indonesian language learning video, the next step is to transform the content into a finished product. Gathering relevant photos, audio recordings, and animations are some of the components used to create this Indonesian language learning movie. Using the Canva program, we created the pictures and animations for every scenario. The researcher, aided by a voice recorder connected to his cell phone, provided the voiceover. The gathered elements are then mixed using one of the Canva app's functions. Following the instructional video After that, the researchers tested the created learning film by making changes to the subject matter, language, and design specialists.

In order to evaluate the usability and efficacy of the instructional film, a small-scale experiment was conducted with eighth graders from SMP Negeri 2 Gunungsitoli Utara during the implementation stage. Finding the shortcomings encountered during the construction of learning videos is the goal of the last step, evaluation, which aims to maximize the outcomes gained. As part of their work on product assessments, researchers often assess the efficacy of instructional movies.

**3.2.2 Feasibility of Learning Video**

The feasibility of learning videos by material and content expert validators as a whole in revision I with a score of 49 reached a percentage of 58% with unfit criteria from all five aspects. The relevance aspect reached 53%, the accuracy aspect reached 58%, the completeness aspect of the presentation reached

69%, the systematic aspect of the presentation reached 50%, and the suitability aspect of the presentation with the demands of student-centred learning reached 63%. Meanwhile, the assessment of the feasibility of material and content in the learning video in revision II as a whole received a score of 77 reaching a percentage of 92% with very feasible criteria from the five aspects. The relevance aspect reached 91%, the accuracy aspect reached 92%, the completeness aspect of the presentation reached 88%, the systematic aspect of the presentation reached 88%, and the aspect of the suitability of the presentation with the demands of student-centred learning reached 100%. After validating the learning video by material and content experts, the validation results were declared valid with the achievement of revision I reaching 58% and in revision II increasing with the achievement of 92%.

The feasibility of language obtained results in revision I with an overall score of 27 so that it reached a percentage of 96% from both aspects which were 92% and 100% respectively. Whereas in revision II, the overall maximum score was 28 with a percentage reaching 100% from two aspects which were 100% and 100% respectively. The eligibility criteria in revisions I and II both obtained very feasible criteria. Linguist validation is said to be valid because it has increased the percentage of feasibility from revision I to revision II. In revision I obtained a feasibility percentage of 96% and revision II reached a feasibility percentage of 100% so that it could be categorised as very feasible to be tested.

The feasibility of design obtained results in revision I with a score of 51 which reached a feasibility percentage of 55% of the criteria is quite feasible so it needs some design improvements to the learning media learning video. Whereas in revision II a score of 87 was obtained with a percentage of feasibility reaching 95% very feasible criteria. From revisions I and II by design experts, there was a significant percentage increase so that the learning video could be said to be valid and feasible to be tested.

### **3.2.3 Practicality of the Learning Video**

The practicality of the Indonesian language learning video was measured using a learner response questionnaire which was conducted in three stages, namely small group test, and large group test. This trial was

conducted in class VIII of SMP Negeri 2 Gunungsitoli Utara. The practicality category according to Century (Noor et al. 2019) is at least a practical category with 61%-80% criteria and 81%-100% with a very practical category. The average percentage of small group tests by 6 students with an average percentage reached 93% very practical category. The trial was carried out, continued with a large group test which was attended by 22 students in class VIII SMP Negeri 2 Gunungsitoli Utara, the average percentage reached 96% very feasible category.

### **3.2.4 Effectiveness of Learning Video**

Learning is said to improve if the classical completeness in each trial is greater than 80% with a very effective effectiveness level. Based on the analysis of students' learning outcomes on persuasive text writing material in the small group test, 6 students scored above the KKM with a percentage of 100% completeness, the criteria were very effective. While in the large group test of 22 students, 21 students experienced completeness in the learning outcomes test and only 1 student who did not complete it so that the percentage of classical completeness reached 96% with very effective criteria. From the effectiveness results above, it can be said that the learning video developed is effective and can be used in learning Indonesian.

## **III. CONCLUSION**

Researchers found that 92% of material experts, 100% of language experts, and 95% of design experts found the Indonesian language learning video on persuasive text writing material for eighth graders at SMP Negeri 2 Gunungsitoli Utara to be valid and feasible. The video was created using the ADDIE development model. On the small group test, 93% of participants found the Indonesian learning video to be practical, and on the big group exam, 96% of participants found it to be highly practical. The conventional completeness learning video achieved an efficacy rate of 96%. Given these findings, it is safe to say that the ADDIE development model-based instructional video for eighth graders at SMP Negeri 2 Gunungsitoli Utara in Indonesia has fulfilled all criteria and is ready for usage.

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