

**AN ANALYSIS OF ENGLISH LEARNING VIDEO ON
YOUTUBE**

An Undergraduate Thesis

Submitted as a Partial Fulfilment of the Requirements for S-1 Degree

By

ALVIRA RIZQIA

NPM. 1711040014

Study Program : English Education

Advisor : Prof. Dr. Moh. Muhassin, M.Hum.

Co-Advisor : M. Ridho Kholid, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445H/2023M**

ABSTRACT

The research aimed on analyzing the good criteria video on YouTube for teaching and learning English. The study began by examining learning media analysis in English learning videos on YouTube. The objectives of this research were to examine the good criteria learning video for teaching and learning English and how learning video on YouTube be a good media for teaching and learning English. Data collection also used eight different videos on YouTube that have more viewers than other videos on other channels, so the data was analyzed using descriptive qualitative methods, including observation and note-taking was analyzed by using the method. The good criteria were Cognitive Load (Signaling, Segmenting, Weeding and Matching Modality), Student Engagement (the median engagement time for video), and Active Learning (Guiding Questions, Students Control, Integrate Questions, and Homework Assignment).The analysis reveals that only one video, Arsan San Channel, meets the basic aspects of an educational video, and there are seven videos on YouTube that do not meet the criteria for a good educational video. I did. Therefore, citing the research results, we came to the conclusion that not all learning videos on YouTube are suitable as learning media for teaching and learning English.

Keywords: *Analysis, English Learning Video, Learning Media, YouTube*

DECLARATION

The researcher was a student with the identification as follows:

Name : Alvira Rizqia
Student Index Number : 1711040014
Thesis Title : An Analysis of English Learning
Video
on YouTube

Hereby states that this undergraduate thesis was absolutely my own work. The content of this undergraduate thesis is completely by myself. The opinion of another writers or experts even finding included in this undergraduate thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, 27th December



2023

Alvira Rizqia
NPM. 1711040014



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Let. Kol. H. Ehdro Suramin Sukarame 1 Bandar Lampung 35131 Telp.(0721)703260

APPROVAL

Title : An Analysis Of English Learning Video On
Youtube
Student's Name : Alvira Rizqia
Student's Number : 1711040014
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session at Tarbiyah
and Teacher Training Faculty, the State Islamic University,
Raden Intan Lampung

Advisor,

Co-advisor,

Prof. Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012

M. Ridho Kholid, M.Pd
NIP. 198505122015031004

**The Chairperson of
English Educational Program**

M. Ridho Kholid, M.Pd
NIP. 198505122015031004



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI
RADEN INTAN LAMPUNG
FAKULTAS TARBIIYAH DAN KEGURUAN**

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame 1 Bandar Lampung 35131 Telp. (0721) 703260

ADMISSION

A thesis entitled: **An Analysis Of English Learning Video On Youtube**, by: **Alvira Rizqia, NPM: 1711040014**, Study Program: **English Education** was tested and defended in the examination session held on: **Friday, December 29th 2023**.

Board of Examiners:

The Chairperson : Prof. Dr. Idham Kholid, M.Ag

The Secretary : Sri Suci Suryawati, M.Pd

The Primary Examiner : Agus Hidayat, M.Pd

The First Co- Examiner : Prof. Dr. Moh. Muhassin, M.Hum

The Second Co- Examiner: M. Ridho Kholid, M.Pd

**The Dean Of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Mirya Diana, M.Pd.

NIP. 196408281988032002



MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Subhanallahu wa Ta'ala, the Most Beneficent,
the Most Merciful.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَقَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ
وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

225. O believers! When you are told to make room in gatherings, then do so. Allah will make room for you 'in His grace'. And if you are told to rise, then do so. Allah will elevate those of you who are faithful, and 'raise' those gifted with knowledge in rank. And Allah is All-Aware of what you do.
(Holy Qur'an, Al-Mujadalah: 11)



DEDICATION

This thesis is dedicated to:

1. Allah SWT, who always loving me everywhere, every time, and for all the time.
2. My beloved parent, Mr. Dwi Harjito and Mrs. Intan Hudaibiyah, who always standing beside me for being my support system all the time. Then, my beloved brother, Aldinha Priya Huttama who always supporting me.
3. My beloved lecturers and almamater UIN Raden Intan Lampung, which has contributed so many things for my development.



CURRICULUM VITAE

The name of the researcher is Alvira Rizqia. She is called by Vira. She was born on 25th March 1999 in Banjit, Way Kanan. She is daughter of Mr. Dwi Harjito and Mrs. Intan Hudaibiyah.

She started her formal education in TK Yapsi. After that, she continued her study in SD Negeri 1 Tugusari. Then, she continued her study in SMP Negeri 1 Sumberjaya. Afterwards, she continued her study at Social Major in SMA Negeri 1 Sumberjaya. She believed that she has passion at English and it made her decided to take English study program. Fortunately, she got an opportunity for being the student of English Department in UIN Raden Intan Lampung and she was the student of A class.



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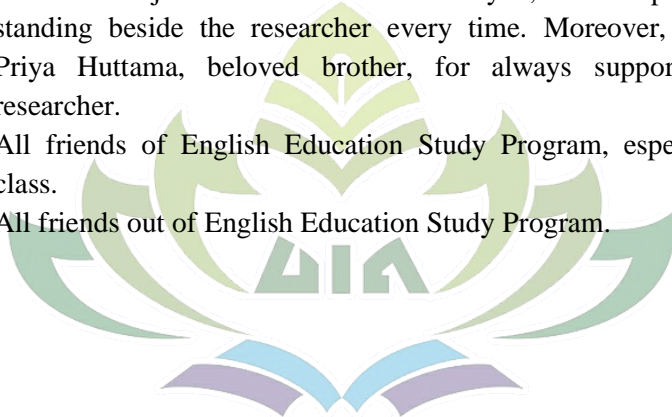


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CHAPTER I

INTRODUCTION

A. Title Affirmation

As the first to understand the title of this thesis and avoid misunderstanding, the researcher feels the need to explain some words which become the title of this research. The title of this research is “An Analysis of English Learning Video on YouTube”. English Learning Video on YouTube that refers to the affirmation of this title will describe as follows:

1. English Learning Video

The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, the video could be accessed at any time of the day from a place to suit the students. Apart from that, YouTube is also use to illustrate theoretical content, involve students, and inspire innovative teaching methods.

2. Analysis

Analysis is an activity to look for a pattern other than that analysis is a way related to systematic testing of something to determine the relationship between parts and the relationship with the whole. Hudson R.A, states that Sociolinguistics is the study of the relationship between language and society; it focuses on how language is used by the individual speaker and groups of speakers in its social context.

3. YouTube

Learning online on YouTube using YouTube at 4,444 schools is one of the most popular conversations on the internet today. Not only is YouTube easy to use, it's always accessible to anyone. Using YouTube as a learning medium aims to create interesting, interesting and interactive learning conditions and atmospheres. A video will be displayed on YouTube to help students understand what they are learning. Audiovisual

media, or educational videos, are media that display audio and visual elements or videos for students to see and hear. From these explanations it can be concluded that the title of the thesis about “An Analysis of English Learning Video on YouTube”.

B. Background of the Problem

Online learning is an educational innovation nowadays.. Use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals. Online learning connects students with their learning resources (databases, teachers, libraries) who are physically separated or even far apart but can communicate, interact or collaborate with each other (directly /synchronously and indirectly /asynchronously). Media can make the online learning process more interesting and clear.¹ Learning media is a means that can attract students' attention in online learning. One of the online learning media that can be use is Youtube.

Youtube is a media website for sharing the most popular online videos in the internet world. Youtube is also a free video library service for teachers and students to create independent and creative learning characters.² Youtube is a popular video service that allows users to download, watch and share video clips for free. Youtube is one of the practical and easily accessible social media. Youtube creates an easy-to-learn environment and raises student interest in learning while it is being learned. Youtube is a good learning medium for online learning because it follows the characteristics of elementary school students who want to play, move, imitate, and like to see everything that is visualized.³ YouTube is recognized as a source of online resources that can

¹ Hanifah, H. M., & Budiman, M. A. Pengaruh Model Open Ended Problem Berbantu Media Kotak Telur Pelangi (Kotela) Terhadap Hasil belajar Matematika. *Journal of Education Technology*, 2019, 3(3), 134-139.

² Latifah, A., & Prastowo, A. Analisis Pembelajaran Daring Model Website dan M-Learning melalui Youtube pada mata pelajaran Pai Kelas 2 SD/Mi. *Jurnal Limas PDM*, 2020.

³ *Ibid.*

play an important role in education and learning. It is more popular among people, especially adults. This website can provide students with everyday videos and real situations to help improve their understanding and performance in teaching English. As many researchers have observed, learners receive a positive signal when they see a real, realistic clip.⁴ Video has become an important part of higher education. It is built into traditional courses and serves as the basis for many complex courses and is often the primary information distribution mechanism for online courses. YouTube is one of the most popular social media sites, the first of which was launched in 2005. By March 2021, more than 500 videos were uploaded to YouTube per minute, and viewers watched more than a billion hours of video daily.⁵ Videos posted on YouTube differ in quality and reliability, so there is a risk of inaccurate information being disseminated, which can be a major challenge in learning the media and processes. Cynthia Brame points out that three factors are important to improve the learning experience of the videos you develop.⁶ These three factors are cognitive load, non-cognitive factors that influence interactions (engagement emotional areas), and properties that promote active learning. Educational videos developed with this in mind can be used as an effective educational tool.⁷ This problem could be seen from the learning video —Greeting and Leave Taking on YouTube.

Based on the problem above, the researcher wants to analyze the good criteria video on YouTube as media for teaching and

⁴ Maness, K. Teaching Media savvy Students about the popular media. *English Journal*, 2004, 46-51.

⁵ Zengin, O., & Onder, M. E. *Educational quality of YouTube videos on musculoskeletal ultrasound*. *Clinical Rheumatology*, 2021, 1-9.

<https://link.springer.com/article/10.1007/s10067-021-05793-6>

Accessed 13 Sept 2021.

⁶ Brame, C. J. *Effective educational videos*. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos> on 13 Sept 2021

⁷ Brame, C. J. *Effective educational videos*, 2015. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/> on 13 Sept 2021

learning English students. So, the title of the research is “An Analysis of English Learning Video on YouTube”

C. Focus and Sub-Focus of the Research

This research only focus on Learning Media on YouTube, and the sub-focus of this research was learning process for the student from seventh grade of Junior High School.

D. Formulation of the Problem

Based on the background of the problem above, the problem of the studied was formulated as follows:

1. What kinds of good criteria applied in the English learning video on YouTube?
2. How learning video on YouTube be a good media for teaching and learning English?

E. Objective of the Research

Based on the formulation of the problem, the objectives of the research are stated as follows:

1. To find out the kinds of good criteria applied in the English learning video on YouTube.
2. To elaborate how learning video on YouTube could be categorized as a good media for teaching and learning English

F. Significance of the Research

The result of this research was expected to give some theoretical and practical benefits as described as the following:

1. Theoretically, this research received new information and reference about good learning media to involve the learning process.
2. Practically
 - a. To Teachers/lecturers: to apply the good learning media in teaching-learning process.

- b. To Students: making them more interested in learning English by using good learning media.
- c. To Readers/other researchers: It gave the inspiration and motivation for them to do the next deeper analysis.

G. Relevant Studies

There are several studies that relate to this research. Firstly, the study by Cynthia J. Brame. *Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content*. The paper focused the instructors to choose or develop videos that are effective in moving students toward the desired learning outcomes.⁸ The research finding shows that there are elements for video design and implementation can help instructors maximize video's utility in the classroom, there are cognitive load, students engagement, and active learning. Together these elements provide a solid base for the development and use of video as an effective educational tool.

The second conducted by Iresha Ratnayeka, Regina Bruder, Feix Johike, Nora Feldt-Caesar. *Quality Criteria for Teachers to Choose Video Tutorials for Different Learning Situations*. The research findings the present a set of quality criteria that can be used to develop or to choose a good video tutorial that can be integrated into the teaching and learning process.⁹ Specifically, the study would like to filters and analyze the quality of online video content on YouTube.

The third related study was done by Rahmatika, Munawir Yusuf and Leo Agung. *The Effectiveness of YouTube as an Online Learning Media*. The research finding that the YouTube learning media is effective in the learning process.¹⁰ The research

⁸ Brame, C. J. *Effective educational videos*, 2015. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/> on 13 Sept 2021.

⁹ Ratyanake, I., Bruer R., Johlke, F., & Feldt-Caesar, N. *Quality Criteria for Teachers to Choose Video Tutorials for Different Learning Situations*. Proceedings of EDULEARN19 2019, 3669-3674.

¹⁰ Rahmatika, R., Yusuf, M., & Agung, L. *The effectiveness of Youtube as an Online Learning Media*. *Journal of Education Technology*, 2021. 5(1), 152-158

implies that YouTube can be used by teachers as a learning medium that can help students in learning. The selection of videos presented on YouTube must be adjusted to the material, age, and psychological development of students, so that it makes it easier for students to understand the material presented on YouTube.

Related to the previous researches, it seems that the YouTube is the most effective to education media. The difference is in term of the research data source that the three previous studies tool several ways to find out the causes. But, in this study, the researcher will analyze the videos on YouTube that can be good for learning media and learning process in teaching English. The similarity between this research and the relevant study above are to investigate what are the criteria for choosing a learning video on YouTube for to be a good and effective learning media and learning process in teaching English.

H. Research Methodology

1. Research Design

This study used descriptive and qualitative methods because the data source is scripted from the video. Descriptive qualitative method is used to describe situations, events, or to accumulate basic data. This research analyzes the good criteria video on YouTube as a learning media fo teaching and learning English. By using this qualitative research design, the goal is to obtain good analytical results and discover the criteria for choosing video on YouTube as a learning media. Sugiyono stated that descriptive qualitative method means a method which has purpose to describe by using facts with relation between interpretation and data, not only to look for the truth but also to look for the understanding of the observation.¹¹

<http://dx.doi.org/10.23887/jet.v5i1.33628> Accessed 14 Sept 2021.

¹¹ Sugiyono. *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2016.

2. Research Object

According Meleong, the primary data source in qualitative research are words and action.¹² The words or actions are taken from observations or interviews then written down in notes or recorded through audio/video tapes, photograph, or movie.¹³ The researcher analyzed all the videos, in which to know the learning video that accordance with the criteria of a good and effective learning media. In this Research, the researchers choose different eight video on YouTube as a learning video greeting material with have more viewers than other videos from other channel. Those are YouTube channel from VK's Project, Yola Merina Media, Erista, Eticherpedia, Mrs. Ikfi, Oreb Santoso, Aang Kurniawan, ARSAN SAN, with the same material especially greeting material for seventh grade junior high school.

3. Data Collecting Technique

Moelong stated that data collecting methods which are usually used are interview, observation, document collecting etc.¹⁴ The researcher used the observation and note taking technique as the data collecting method. Observation means the act of watching somebody or something carefully for a period of time, especially to learn something. In this research, the researcher observed from the difference eight video from YouTube. Those are YouTube channel from VK's Project, Yola Merina Media, Erista, Eticherpedia, Mrs. Ikfi, Oreb Santoso, Aang Kurniawan, ARSAN SAN, after the researcher doing observation with the video, the researcher used note-taking to write down is that any criteria of a good learning media from that channel YouTube and the then the researcher analyzed all the videos is there accordance with the criteria of a good or bad to learning media. In detail, the researcher used

¹² Meolong, L. J. *Metode Penelitian Kualitatif edisi revisi*. Bandung: remaja Rosdakarya, 2006.

¹³ *Ibid.*

¹⁴ *Ibid.*

a note-taking technique. The data was collected through the following steps, such as:

- a. Watching the videos.
- b. Reading and understanding criteria for choosing good video on YouTube for learning media.
- c. Selecting the video that has the good criteria video as a learning media for teaching and learning English.
- d. Writing down the data containing which selected from data source in the note book.

4. Data Analysis

Data analysis is the part which consists of the process of data reduction which the final of this part is going to conclude the data. According to Miles and Huberman, analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/ verification. These steps are as follows:

a. Data Reduction

In this step, the data was summarized, sorted, and focused the main problem of the research. After the data is gathered, the researcher analyzed eight of YouTube channel to make sure that the YouTube channel is accordance the criteria of a good video for learning media.

b. Data Presentation

After reducing the data, the researcher classified it in order to explain the good criteria the learning video to be a good learning media. The researcher backed up the result with the hypothesis used in the study. Following that, the researcher clarified the results in order to respond to the study's objectives.

c. Draw a Conclusion

The final step is conclusion drawing, in which the researcher found a result or piece of information and turn it into a new hypothesis or piece of research knowledge. As a result, the researcher will know, the YouTube

channel is accordance the criteria of a good video for learning media after selecting of them.¹⁵

5. Trustworthiness of the Data

In qualitative data, reliability is crucial because it allows the researcher to characterize the qualities of the qualitative term. According to Given, trustworthiness is essentially the process by which qualitative researchers make sure that the findings of their study are consistent with transferability, credibility, dependability, and conformability.¹⁶ Triangulation will be used in this study to ensure clarity. Triangulation, according to Given, is a technique to compare the outcomes of many ways for a single unit of learning in order to strengthen or improve the validity of a research.

It may also be stated by saying that triangulation is a technique for measuring what is regarded as the same by employing several research techniques.¹⁷ Triangulation, then, is a method of determining the validity of a research by contrasting the outcomes of various methodologies for a single learning unit. According to Denzin, triangulation entails adopting a distinct stance while addressing the research topic or the subject under investigation more broadly. This viewpoint can be supported by a number of techniques and/or theoretical frameworks.¹⁸

To sum up, triangulation is the process by which researchers consider several angles on the issue under study, which can be supported by various theories, methodologies, and techniques that make theoretical references.

Denzin divided some types of triangulation that was used. They are:

¹⁵ Miles, M. B. & Huberman, A. M. *Qualitative Data Analysis*, Sage Publications, London, 1994, p. 172-205.

¹⁶ Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London: SAGE Publication, 2008), p.895

¹⁷ *Ibid*, p. 892.

¹⁸ Norman K. Denzin and Yvonna S. Lincoln, *The SAGE Handbook of Qualitative Research*, Fifth Edition (Yogyakarta: PustakaBelajar, 2018), p.788.

a. Data triangulation

When many data sources are applied to various dates, persons, and locations, it is referred to as data triangulation.

b. Investigator triangulation

There are several observers and independent data in this kind. Numerous researchers are involved in these kinds of studies, which are made feasible by the approach. They offer extra insight into the process of analyzing the data and, as a consequence, present diverse perspectives and epistemological assumptions that might affect study outcomes.

c. Theoretical triangulation

This kind of triangulation makes use of many theoretical schemas. Instead than adopting a single point of view, this kind makes use of competing or alternate hypotheses. The term "triangulation of theory" describes the process of analyzing evidence while keeping several theories and viewpoints in mind. It is possible to compare and contrast different theoretical stances in order to assess their worth and potency.

d. Methodological Triangulation

This kind of data employs the same object and several methods, or the same method on various times. This kind of data collection uses several methods, including questioners, documentation, and observation. It indicates that the process of verifying the accuracy of the data is called triangulation. In doing so, it can also provide evidence on the validity of the data.

In this study, investigator triangulation will be employed to verify the accuracy of the data. The type of intrinsic elements that were employed in the study was referenced as the data's source. The expert verified the data through inquiry. The researcher for this study will closely read the screenplay and categorize the statements made by the Maui and Moana characters. Afterwards, using Kennedy and Gioia's Theory, determine the

figurative languages. In the last stage of this study, the data is validated by a sociolinguistics specialist.

I. Systematic of the Research

1. Chapter I : Introduction

Chapter I contains the title affirmation, background of the problem, identification of the problem, focus and sub-focus of the research, formulation of the problem, objective of the research, significance of the research, relevant study, and also systematic of the research. This part was useful for providing initial information to the readers about this research that the detail was available in chapter I.

2. Chapter II : Theoretically Framework

Chapter II contains the frame of the theory used in this research title. It was intended to provide an overview to the reader regarding the theories used for a reference or a foundation.

3. Chapter III : Description of the Research Object

Chapter III contains general description of the object, and also facts and data display.

4. Chapter IV : Research Analysis

This chapter explains about the result of the analysis of English learning video on YouTube.

5. Chapter V : Conclusion and Recommendation

This chapter is closing part of the research which contains conclusion and recommendation.

CHAPTER II

THEORITICAL FRAMEWORK

A. Theoretical Review

1. English Learning Video

a. Learning Media

Language education requires good and interesting media. The media used in learning activities focus learners on teachers. The media used should be effective and interesting. Suyanto states that effective and interesting media in the classroom will make it easier for students to understand the material. There are several types of media that can be used in the educational learning process, including video / film, especially YouTube video.¹⁹ Teacher creativity adds functionality to the media used. Rivai & Sudjana suggest the benefits of learning media in the student learning process, namely:

- 1) Learning will attract more students' attention so that it can foster learning motivation.
- 2) Learning materials will have a clearer meaning so that they can be better understood by students and allow them to master and achieve learning objectives.
- 3) Learning methods will be more varied, not merely verbal communication through the utterance of words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches every lesson.²⁰

b. Types of Media

Types of media according Widyastuti and Nurhidayati classify media into seven groups namely.

¹⁹ Suyanto, K. *English for young learners*. Jakarta: PT Bumi Aksara, 2007.

²⁰ Sudjana, N., & Rivai, A. *Media pembelajaran (penggunaan dan pembuatannya)*. Bandung: Sinar Baru, 2002.

- 1) Audio media, such as: Javanese news broadcasts on radio, Javanese plays on radio, and tape recorders along with Javanese audio tapes.
- 2) Print media, such as: books, modules, independent teaching materials
- 3) Silent visual media, such as: photos, slides, pictures
- 4) Motion visual media, such as: silent film, silent movie maker, video without sound
- 5) Semi-motion audio media, such as: far away writing sounds
- 6) Silent audio-visual media, such as: soundtrack films, sound slides
- 7) Audio-visual motion media, such as: documentary films about Javanese arts or traditional performing arts, kethoprak videos, wayang videos, campursari videos.²¹

Based on some of the views above regarding the types of teaching media, it can be concluded that the media can be categorized into seven types of media, namely audio media, visual media, audio visual media and multimedia.

c. Video for Learning Media

Video is an electronic medium that combines audio and visual technology to create dynamic and engaging presentations. The use of video as an educational tool provides many students with a new experience. Video media and television can take students anywhere, especially if the broadcast location or event is too far or dangerous. By showing the video, the students can feel as if they are in or participating in the atmosphere they were shown. The impact of video media permeates people faster than other media. Because the line of sight is in the shape of a focal point, it can affect human thoughts and

²¹ Widyastuti, S. H. Nurhidayati. 2010. Pengembangan Media Pembelajaran Bahasa Jawa. *Diklat Mata Kuliah Media Pembelajaran*. Yogyakarta: Universitas Negeri Yogyakarta.

emotions. In educational and learning activities, it is very important to focus on and influence the emotions and psychology of students. This makes it easier for students to understand the lesson. Of course, the video media available to students must be for learning purposes.

1) Definition of Video

Azhar Arsyad states that video is pictures in frames, where frame by frame is projected through the projector lens mechanically so that the screen looks lively.²² From the above understanding, it can be concluded that video is one type of audio-visual media that can describe an object that moves together with natural sound or appropriate sound. The video's ability to paint vivid images and sound gives it its own charm. Videos can present information, describe processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

Based on the explanation above, it can be concluded that video is one type of audio-visual media and can describe an object that moves together with natural sounds or appropriate sounds. Videos present information, describe processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

2) Benefits of Using Video for Learning Media

The benefits of video media according to Andi Prastowo, include:

- a) Provide unexpected experiences for students,
- b) Show clearly something that was initially impossible to see,
- c) Analyze changes over a period of time,
- d) Provide experience for students to feel a certain situation, and

²² Arsyad, A. *Media pembelajaran*. 2011.

- e) Presenting case study presentations about real life that can trigger student discussion.²³

Based on the explanation above, there is no doubt about the existence of video media in the classroom. With video students can witness an event that cannot be witnessed directly, is dangerous, or a past event that cannot be brought directly into the classroom. Students can also play back the video according to their needs and needs. Learning with video media fosters interest and motivates students to always pay attention to lessons.

d. Advantages and Disadvantages of Using Video as Learning Media

Video can be used for both face-to-face and distance learning processes without the presence of a teacher. Video media used in the teaching and learning process has many benefits and advantages, including the video is a substitute for the natural environment and can show objects that normally cannot be seen by students such as food digestion and respiration process materials, videos can describe a process accurately and can be seen repeatedly, videos also encourage and increase students' motivation to keep watching.²⁴ Cecep Kustandi and Situmorang reveals that video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes.²⁵

According Arief S. Sadiman, suggest advantages of video media in learning, namely:

²³ Prastowo, A. Fenomena Pendidikan Elitis dalam Sekolah/Madrasah Unggulan Berstandar Internasional. *Jurnal Pendidikan Islam*, 1(1), 31-54. Purnama, S., Sunan, U., & Yogyakarta, K. Pengasuhan Digital untuk Anak Generasi Alpha. *Al Hikmah Proceedings on Islamic Early Childhood Education*, 1(1), 2018, 493-502, 2012.

²⁴ Arsyad, A. Loc. Cit.

²⁵ Kustandi, C., & Situmorang, R. Pengembangan Digital Library Sebagai Sumber Belajar. *Perpesktif Ilmu Pendidikan*, 27(1), 2013, 60 68.

- 1) Can attract attention for brief periods of other external stimuli.
- 2) Spectators or students can get information from experts or specialists.
- 3) Difficult demonstrations can be prepared and recorded beforehand, so that when teaching the teacher can focus students' attention on the presentation.
- 4) Save time and the recording can be played over and over again.
- 5) Can observe more closely moving objects or objects that are dangerous.
- 6) Loudness and weakness of the voice can be adjusted and adjusted if the comments will be inserted to be heard.
- 7) The teacher can set where to stop the movement of the image to be explained.
- 8) The room does not need to be darkened when serving it.²⁶

Whereas Cecep Kustandi and Situmorang, revealed several limitations in using instructional video media, namely: procuring videos generally requires expensive costs and a lot of time, when playing videos, images and sound will continue so that not all students are able to follow the information.²⁷ What you want to convey through the video, the videos provided are not always in accordance with the needs and desired learning objectives unless the video is designed and produced specifically for their own needs.

e. YouTube Video in Education and Media

YouTube has a positive impact on the world of education, especially practical and easy learning. As

²⁶ Sadiman, A. S. *Media Pendidikan Pengertian Pengembangan dan Pemanfaatannya*, 2009.

²⁷ Kustandi, C., & Situmorang, R. Loc. Cit.

stated by Sianipar that YouTube as a learning medium has surveillance (information motives).²⁸ For example to search for an event (news), or a situation in the surrounding environment and even abroad country. YouTube contains several elements, namely images and sound (video) so that you can feel directly.

Access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and video to complement teaching has been widely promoted back in the 1950s.²⁹ The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, the video could be accessed at any time of the day from a place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods.³⁰

The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses. These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by video.³¹ YouTube videos can be supported by

²⁸ Sianipar, A. P. Pemanfaatan youtube di kalangan mahasiswa. *Jurnal Ilmu Komunikasi FLOW*, 2(3), 2013, 1-10.

²⁹ Marchionini, G. *Video and learning redux: New capabilities for practical use*. *Educational Technology*, 43(2), 2003, 36-41.

³⁰ Agazio, J., & Buckley, K. M. *An untapped resource: Using YouTube in nursing education*. *Nurse educator*, 34(1), 2009, 23-28.

³¹ San Chee, Y. Cognitive apprenticeship and its application to the teaching of Smalktalk in a multimedia interactive learning environment. *Instructional Science*, 23(1-3), 1995, 133-161.

interactive activities in an attempt to stimulate teaching English.

f. Advantages and Disadvantage of YouTube

Learning online on YouTube using YouTube at 4,444 schools is one of the most popular conversations on the internet today. Not only is YouTube easy to use, it's always accessible to anyone. Using YouTube as a learning medium aims to create interesting, interesting and interactive learning conditions and atmospheres. A video will be displayed on YouTube to help students understand what they are learning. Audiovisual media, or educational videos, are media that display audio and visual elements or videos for students to see and hear (Krishna, Sudhita, & Mahadewi, 2015; Naharir, Dantes, & Kusmaryatni, 2019; Yuliani, Antara, & Magta 2017). The developed video media must take into account the student's age and psychological development. Media in the form of images, animations, or audio and video can be used by teachers as educational media. You can download the excellent video media featured on YouTube and use it to assist teachers in the learning process. According to Jalaluddin (2016) those advantages YouTube video advantages for teaching and learning purposes. There are as follow:

- 1) YouTube videos are a very useful medium that can be accessed both inside and outside the classroom. This is because YouTube videos are online-based videos that can be accessed from anywhere in the area of internet connection. As a result, learning is flexible and teachers can instruct students to explore more relevant videos outside the classroom.
- 2) YouTube videos provide real English and provide real examples of everyday English spoken by people. It gives students access to English spoken by their native speakers. In addition, the use of genuine

materials gives students confidence in the actual situation.

- 3) YouTube videos are more autonomous and promote student learning styles. Students actively participate in learning and act as facilitators as teachers. In addition, easy access to various YouTube videos allows students to discover their own knowledge without getting tired of teachers. In addition, video that combines both image and audio makes it easier for students to understand abstract concepts.
- 4) Using YouTube videos in the classroom attracts students' attention and makes the classroom highly interactive for language learning. That's because I find the video interesting and rewarding because it shows how people behave when using the target language they are learning.
- 5) YouTube videos allow students to comment on any video, especially when playing online. It even helps students develop other language skills.

So, looking at those advantages above, it is obvious that by using YouTube video the students will have better exposure toward speaking aspects like pronunciation, structure, vocabulary, and intonation which then resulting at improvement on the other aspects of speaking namely comprehension and fluency.

YouTube as a learning media not only has advantages but also has disadvantages which are challenges for teachers to overcome. The following are some of the weaknesses of YouTube as learning medium as reported by Hidayati Rahma, namely:

- 1) Availability of videos. Not all materials taught in class have videos on YouTube. Therefore, before deciding to use YouTube as a learning medium, educators must monitor the availability of videos on YouTube. Some videos on YouTube are also only available for a certain amount of time.

- 2) Quality of content. Hidayati Rahma explained that educators should pay attention to the date of the video to know that the information in the video is not outdated.³² Meanwhile, Aqazio and Bickley added that the quality of video content must also be considered because often videos are made by individuals without limits and often videos also violate the rules of decency because they display videos that are indecent.³³
- 3) Video Search Process. It takes skill to be able to sort and choose what videos we will use in learning. In the video search process, too many video views can be generated. Therefore, According Hidayati Rahma suggests that one way to narrow the search is to focus on the username that uploaded the video.³⁴

g. Quality Criteria for Teacher to Choose Video on YouTube

The use of video tutorials may help students learn. Based on the journal Iresha Rathanake et al, criteria can be divided into three aspects:

- 1) Learning and educational goals. First, identify the different purposes associated with using the video tutorial from different perspectives. For example, the creator of a video has a purpose and an idea about how to use the video. Teachers have their own goals in teaching lessons and integrating video tutorials, and students have different learning goals.
- 2) Second, the video content should be accurate, curriculum-related, and suitable for student viewers.

³² Rahma, Hidayati. *Penggunaan YouTube Sebagai Media Pengajaran dalam Program Pendidikan Keperawatan*. Skripsi pada Program Magister Keperawatan Universitas Indonesia: tidak diterbitkan. 2012.

³³ Agazio, J., & Buckley, K. M. *An untapped resource: Using YouTube in nursing education*. *Nurse educator*, 34(1), 2009, 23-28.

³⁴ Rahma, Hidayati. Loc. Cit.

- 3) Thirdly, the video must meet certain didactic focus on the learning situation, such as referrals, motivation, exercise, reflections, summaries, and feedback.³⁵

Furthermore, although this set of criteria can be used in teacher professional development programs to support teacher in selecting quality videos. Thus, the quality criteria can be utilized by different stakeholders.

Based on Cynthia Brame in the Journal —Effective Educational Video, order for video to serve as a productive part of a learning experience, however, it is important for the instructor to consider three elements for video design and implementation:

- a) Cognitive load

One of the main considerations when creating materials that include videos is cognitive load. Sensory memory is temporary and collects information from the environment. Information from sensory memory can be selected for temporary storage and processing at work.

This process is a prerequisite for coding in long-term memory with virtually unlimited capacity. Working memory is so limited that learners must selectively select information to look for during the learning process from sensory memory. This is an observation that has important implications for the creation of learning materials. Based on this memory model, cognitive load theory suggests that every learning experience has three components. The first of these is the inherent burden inherent in the subject under study and is partially determined by the degree of connectivity within the subject. A common example of explaining a topic with a low inherent load is a pair of words (for example, the second

³⁵ Ratanake, I., Bruer R., Johlke, F., & Feldt-Caesar, N.(2019). *Quality Criteria for Teachers to Choose Video Tutorials for Different Learning Situations*. Proceedings of EDULEARN19, 2019, 3669-3674.

component of the learning experience is the Germanic load, which is the cognition needed to achieve the desired learning outcome. The level of activity. The ultimate goal of these activities is for learners to adapt their research topics to a richly linked idea scheme. The third element of the learning experience is external stress. This is a cognitive effort that does not help the learner achieve the desired learning outcomes.³⁶ This is often characterized as a burden resulting from poorly designed lessons (for example, these concepts are more comprehensively and clearly expressed and are part of the excellent review by De Jong.³⁷ Has been criticized.

The cognitive theory of multimedia learning is based on the cognitive load theory, and working memory has two channels for information acquisition and processing. The visual / visual channel and the auditory / language processing channel.³⁸ Although the capacity of each channel is limited, using two channels facilitates the integration of new information into existing cognitive structures. Using both channels maximizes working memory capacity, but each channel can be overwhelmed by high cognitive load. Therefore, design strategies that manage the cognitive load of both channels of multimedia learning materials promise improved learning. In addition to the two important assumptions of two-channel processing and limited working memory capacity, the cognitive theory of multimedia learning is presented, with the mental organization of the presented material

³⁶ Brame, C. J. *Effective educational videos*. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/> on 13 Sept 2021. 2015.

³⁷ De Jong, T. *Cognitive load theory, educational research, and instructional design: Some food for thought*. *Instructional science*, 38(2), 2010, 105-134.

³⁸ Mayer, R. E., & Moreno, R. *Nine ways to reduce cognitive load in multimedia learning*. *Educational psychologist*, 38(1), 2003, 43-52.

in a consistent structure with the presented material. Integration of existing materials with existing knowledge.³⁹

These theories give rise to several recommendations about educational videos. Based on the premise that effective learning experiences minimize extraneous cognitive load, optimize germane cognitive load, and manage intrinsic cognitive lead, four effective practices emerge:

- i. Signaling (also known as queuing), is the use of on-screen text or symbols to emphasize important information.⁴⁰ According to Sigit Purnama and Sunan, the recommended font for projected learning media such as OHT, presentation slides, learning multimedia, and the like are unrelated font (san serif).⁴¹ The response to color warm and cold for background in learning media are related to age.

Background	Picture and Text on Background	Color to Avoid
Blue	Yellow, Orange, White Soft Blue	Orange, Red, Black
Dark Green	Pink, White	Orange, Red, Black
Soft Yellow	Soft Blue, Dark Blue, Soft Purple, Dark Purple,	White and all colors with the

³⁹ *Ibid.*, Loc. Cit.

⁴⁰ De Koning, B. B., Tabbers, H. K., Rikers, R. M., & Paas, F. *Towards a framework for attention cueing in instructional animations: Guidelines for research and design*. *Educational Psychology Review*, 21(2), 2009, 113-140.

⁴¹ Purnama, S., Sunan, U., & Yogyakarta, K. *Pengasuhan Digital untuk Anak Generasi Alpha*. *Al Hikmah Proceedings on Islamic Early Childhood Education*, 1(1), 2018, 493-502.

	Black	bright
Soft Green	Black, Dark Green	Red, Yellow, White and all colors with the bright
White	Black and other colors with dark et al	Colors with the bright especially yellow

(Adaption of the 2006 learning software development team)⁴²

This can reduce the external burden by allowing beginners to determine which elements are important in a complex tool. You can also increase the external burden by emphasizing the organization of information and the connections within it. Mayer and Moreno⁴³ and de Koning et al. shows that this approach enhances students' ability to retain and transfer new knowledge from animation shows that these effects extend to video.⁴⁴

- ii. Segmenting is the division of information that allows learners to work on small pieces of new information and control the flow of new information. In this way, it can also increase the Teutons load by managing its own load and emphasizing the structure of the information. Segmentation can be done both by creating a short video and by inserting a "click forward"

⁴² Heinich, R., M. Molenda, J. Russell, and S. Smaldino. *Instructional Media and the New Technologies of Instruction*. 5th ed. New York: Macmillan Ibrahim, M., Antonenko, P. D., Greenwood, C. 1996.

⁴³ Mayer, R. E., & Moreno, R. Loc. Cit.

⁴⁴ De Koning, B. B., Tabbers, H. K., Rikers, R. M., & Paas, F. Loc. Cit.

pose into the video. Both types of segmentation can be important for student involvement in video and learning from video.⁴⁵ It is shown.

- iii. Weeding is the process of removing interesting but verbose information from a video that does not contribute to learning purposes. For example, music, complex backgrounds, or additional features in animations need to be evaluated if the learner needs to pay attention to them. This increases the external burden and reduces learning. As learners move from beginner to professional status, it is important that the information that increases the external load changes. That is, information that is not relevant to inexperienced learners can actually be useful to experienced learners, while information that is essential to beginners can be useful as a known distraction for professionals. Therefore, it is important for teachers to consider learners when classifying them, including the information needed to process instructional videos, but they do not have to achieve their learning objectives and overload their work memory. Eliminate information that may be. This process can improve the storage and transmission of new information from video.
- iv. Matching modality is the process of communicating new information using both audio / verbal and image / image channels and associating each type of information with the most appropriate channel. For example, if an animation of a process is displayed on the screen as a narration, the learner is provided with a

⁴⁵ Guo, P. J., Kim, J., & Rubin, R. *How video production affects student engagement: An empirical study of MOOC videos*. In Proceedings of the first ACM conference on Learning@ scale conference, March 2014, p. 41-50.

duplicate complementary stream of information to clarify the process using both channels and highlight the features processed in working memory. Animation is a collection of images, either 2D or 3D composed of a set of objects/images arranged according to the storyline so that produce moving images. The animation was originally just a pieces of illustration or photography that are then moved so that it becomes as if alive. Animation can be said to be a simulation movement made by displaying sequential images or frames.⁴⁶ Multimedia animation is the process of forming motion from various media or objects that are varied with effects and filters, transition movements, sounds that are in harmony with the animation movement.⁴⁷

There are three types of animation formats according to Dina Utami, namely:

- i. Animation without Control System. This animation only provides an overview of the actual event (behavioral realism), without any system control. For example, to pause, slow down the frame rate, Zoom in, Zoom out, etc.
- ii. Animation with Control System. This animation is equipped with control buttons. For example buttons to pause, zoom in, zoom out, etc.
- iii. Live Manipulation Animation. Live manipulation animations provide the facility for users to interact directly with navigation controls (eg buttons and sliders). Users are free to determine the direction of attention. Pressing the button or

⁴⁶ Prakosa, G. *Animasi: Pengetahuan Dasar Film Animasi Indonesia*. Fakultas Film dan Televisi, Institut Kesenian Jakarta. 2010.

⁴⁷ Suheri, A. *Animasi multimedia pembelajaran*. Jurnal Media Teknologi, 2(1), 2006, 27-33.

moving the slider will cause the state to change. The results can be seen immediately and the incident can be repeated.⁴⁸

The basic concepts of animation and terms according to Fikri Alami include:

i. Movies

Animations that you create in flash are generally called movies. In making animation, someone will set the storyline of the animation. Making several objects and arranging them into a certain meaningful part. A movie sometimes consists of several animations which are sometimes called movie clips. The movie clips can be reassembled into a new movie. An animation/movie clip will be executed in a scenario that can be analogized as an episode.

ii. Object

Before creating an animation, you will first create an object. Only then will you adjust the movements of the object. Flash provides tools to create simple objects such as lines, circles, rectangles.

iii. Text

The toolbox provides facilities for writing text. With text you can write the message you want to convey in your animation. In addition, you can create messages/texts in the form of animations. You can run the text according to the animation you want. In flash text is categorized into 3 types namely, static label text, dynamic text and input text.

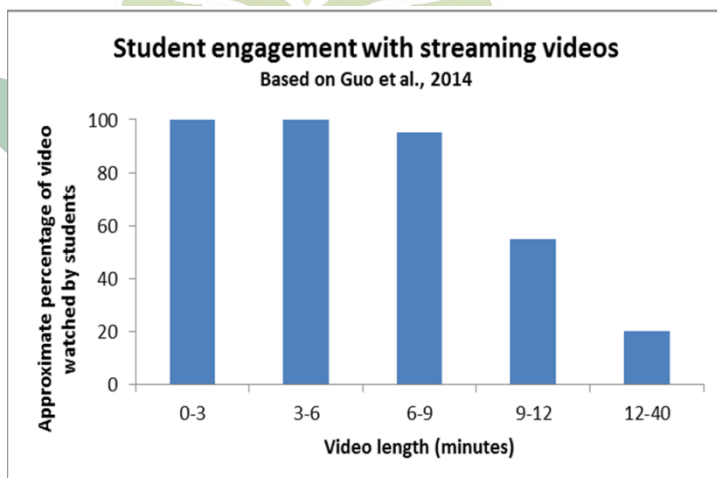
⁴⁸ Utami, D. *Information Literacy Untuk Pembelajaran Di Pendidikan Tinggi*. Majalah Ilmiah Pembelajaran, 3(1). 2007.

iv. Sound

Animations that you make can be included with sound to make it look more interesting. Adding sound to a movie will increase your file size. Sound formats that you can use in flash can vary, such as WAV, MP3. You can import sounds from outside but for certain sounds have been provided in the flash program.⁴⁹

2. Student Engagement

One of the most important aspects of creating educational videos is to include elements that help promote student engagement. If students don't watch the videos, they can't learn from them. Lessons on promoting student engagement derive from earlier research on multimedia instruction as well as more recent work on videos used within MOOCs.



- a. Short video. Guo and colleagues examined the length of time students watched streaming videos within four edX MOOCs, analyzing results from 6.9 million video watching sessions. They observed that the median engagement time for videos less than six minutes long

⁴⁹ Alami, F., & SC, M. *Pembuatan Media Pembelajaran dengan Macromedia Flash MX 2004*. Universitas Lampung. 2005.

was close to 100%—that is, students tended to watch the whole video (although there are significant outliers; see the paper for more complete information). As videos lengthened, however, student engagement dropped off, such that the median engagement time with 9-12 minute videos was ~50% and the median engagement time with 12-40 minute videos was ~20%. In fact, the maximum median engagement time for a video of any length was six minutes. Making videos longer than 6-9 minutes is therefore likely to be wasted effort.

- b. Use a conversational style. Called the personalization principle by Richard Meyer, the use of conversational rather than formal language during multimedia instruction has been shown to have a large effect on students' learning, perhaps because a conversational style encourages students to develop sense of social partnership with the narrator that leads to greater engagement and effort.⁵⁰
- c. Speak relatively quickly and with enthusiasm. In their study examining student engagement with MOOC videos, Guo and colleagues observed that student engagement was dependent on the narrator's speaking rate, with student engagement increasing as speaking rate increased.⁵¹ It can be tempting for video narrators to speak slowly to help ensure that students grasp important ideas, but including in-video questions, —chapters, and speed control can give students control over this feature—and increasing narrator speed appears to promote student interest.
- d. Make sure the material feels like it is for these students in this class. One of the benefits for instructors in creating educational videos is the ability to reuse them for other classes and other semesters. When reusing videos, it's important to package them with text outside the video to

⁵⁰ Mayer, R. E., & Moreno, R. Loc. Cit.

⁵¹ Guo, P. J., Kim, J., & Rubin, R. Loc. Cit.

contextualize them for the particular class for which they are being used. Further, it's important to create them for the type of environment in which they will be used. Guo and colleagues examined student engagement with MOOC videos that were created by chopping up videotaped lectures that had been presented in a face-to-face class.⁵² Student engagement was significantly less than when lectures were created with the MOOC environment in mind.

- e. Match modality. While this consideration is important for managing cognitive load, it is also relevant to promoting student engagement. When telling a story, it can be very effective to show the storyteller's face or to show an animation of the story (see Jay Clayton example). When solving a problem, Khan academy-style videos are particularly helpful, showing students step-by-step with narration how to work through the problem.⁵³ When teaching about an invisible phenomenon, it can be helpful to provide an illustration. In each case, providing visual elements that add to the lesson can not only promote student understanding but also engagement with the lesson.

3. Active Learning

To help students get the most out of an educational video, it's important to provide tools to help them process the information and to monitor their own understanding. There are multiple ways to do this effectively.

- a) Use guiding questions. Lawson and colleagues examined the impact of guiding questions on students' learning from a video about social psychology in an introductory psychology class. They had students in some sections of the course watch the video with no special instructions, while students in other sections of the course were

⁵² *Ibid.*

⁵³ *Ibid.*

provided with eight guiding questions to consider while watching. The students who answered the guiding questions while watching the video scored significantly higher on a later test.

- b) Use interactive features that give students control. Students who were able to control movement through the video, selecting important sections to review and moving backwards when desired, demonstrated better achievement of learning outcomes and greater satisfaction. One simple way to achieve this level of interactivity is by using YouTube Annotate, HapYak, or another tool to introduce labeled —chapters into a video. This not only has the benefit of giving students control, but also can demonstrate the organization, increasing the germane load of the lesson.
- c) Integrate questions into the video. Tools like HapYak can allow instructors to incorporate questions directly into video and to give feedback based on student response. Vural compared the effect of video with embedded questions to interactive video without embedded questions in pre-service teachers, finding that the embedded questions improved the students' performance on subsequent quizzes.
- d) Make video part of a larger homework assignment. Faizan Zubair and Mary Keithly are each part of the BOLD Fellows program at Vanderbilt University, in which graduate students develop online learning materials for incorporation into a faculty mentor's course. Faizan developed videos on that were embedded in a larger homework assignment in Paul Laibinis' Chemical Engineering class, and found that students valued the videos and that the videos improved students' understanding of difficult concepts when compared to a semester when the videos were not used in conjunction with the homework. Mary worked with Kathy Friedman to develop videos and follow-up questions to serve as pre-

class preparation in a genetics class. Although there was no apparent change to learning outcomes in the class, students valued the videos and post-video questions as learning tools and thought that they were effective for promoting student understanding.

The important thing to keep in mind is that watching a video can be a passive experience, much as reading can be. To make the most of our educational videos, we need to help students do the processing and self-evaluation that will lead to the learning we want to see. The particular way you do this should be guided by goals of the course and the norms of your discipline.



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