



A Journal of Culture, English Language, Teaching & Literature

ISSN 1414-3320 (Print), ISSN 2502-4914 (Online)

Vol. 25 No.1; January 2025

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Analysis of the Need For Animated Video Teaching Materials in Beginning Reading Instruction for First Grade Elementary School

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Abstract: In the realm of education, the instruction of early reading in first grade of Elementary School holds a pivotal role in establishing the foundational literacy skills for students. However, educators often encounter challenges in delivering these instructional materials. One proposed solution is the utilization of teaching aids in the form of animated videos. The aim of this study is to analyze the necessity of using animated video teaching materials for early reading in first grade of elementary school and to comprehend the extent to which teachers' needs are related to the instruction of early reading for their students. Through this research, it is anticipated to provide recommendations to all educational stakeholders to understand and address the requirements for the utilization of digital teaching aids, specifically animated videos, in the instruction of early reading in first grade of elementary school. This research employs a qualitative descriptive method involving 30 class teachers from 23 elementary schools as the sample. The findings indicate that educators still tend to rely on conventional teaching aids, particularly concerning the utilized instructional media. It is found that there is a need for diverse and complex digital teaching materials, specifically animated videos, as well as the necessity for support from all relevant stakeholders to fulfill the educators' needs in elementary schools. The implications of this research are expected to enhance students' proficiency in early reading instruction for first-grade students using animated video teaching aids in the current digital era.

Key words: education, early reading, elementary school, animated video teaching materials, teacher needs

Abstrak: Dalam dunia pendidikan, pembelajaran membaca permulaan di kelas 1 Sekolah Dasar memiliki peran yang sangat penting dalam membentuk dasar kemampuan literasi bagi siswa. Namun, tantangan dalam menyampaikan materi pembelajaran tersebut seringkali dihadapi oleh para guru. Salah satu solusi yang dihadirkan adalah penggunaan bahan ajar berupa video animasi. Tujuan penelitian ini untuk menganalisis kebutuhan bahan ajar video animasi membaca permulaan di kelas 1 sekolah dasar dan untuk memahami sejauh mana kebutuhan guru terkait pembelajaran membaca permulaan siswanya. Melalui penelitian ini, diharapkan dapat memberikan rekomendasi kepada semua pemangku kepentingan pendidik untuk memahami dan mengatasi kebutuhan penggunaan bahan ajar digital yaitu video animasi dalam pembelajaran membaca permulaan di sekolah dasar kelas 1. Penelitian ini menggunakan metode deskriptif kualitatif yang melibatkan 30 guru kelas dari 23 sekolah dasar sebagai sampel. Hasil penelitian menunjukkan bahwa pendidik masih cenderung menggunakan bahan ajar konvensional, terutama terkait dengan media pembelajaran yang digunakan.

Ditemukan bahwa terdapat kebutuhan akan materi bahan ajar digital yaitu video animasi yang beragam dan kompleks, serta perlunya dukungan dari semua pihak terkait (stakeholder) untuk memenuhi kebutuhan pendidik di sekolah dasar. Implikasi dari penelitian ini diharapkan dapat meningkatkan kemampuan anak dalam pembelajaran membaca permulaan siswa kelas 1 sekolah dasar dengan bahan ajar video animasi dalam menghadapi era digital sekarang ini.

Kata kunci: pendidikan, membaca awal, sekolah dasar, bahan ajar video animasi, kebutuhan guru

INTRODUCTION

The rapid advancement of information technology in the current era of globalization cannot be overlooked for its impact on the education sector. Global demands emphasize the necessity for the education world to continually adapt to technological developments, particularly in efforts to enhance educational quality. This includes the adaptation of information and communication technology usage in the learning process, especially within educational environments. Budiman (2017) The field of education demands educators to enhance the quality of education in the learning process. One example is the utilization of Information and Communication Technology (ICT) in learning resources and media.

According to Dewi & Hilman (2018) the integration of ICT is crucial to ensure effective, efficient, and engaging learning, as well as to foster innovation. However, many teachers still rely on conventional teaching materials which have shortcomings such as susceptibility to damage, lack of material variety, requirement of storage space, and limited appeal to students. Additionally, obstacles such as limited internet connectivity and availability of learning resources also lead to suboptimal learning (Noviati, 2020)

As for the forms of instructional materials, they can be in printed and non-printed forms. Digital instructional materials are examples of non-printed materials. In developing digital instructional materials, various forms of virtual technology can be utilized, thus creating a virtual technology mix. The use of virtual technology holds promise in addressing previous educational challenges. Everything that previously could not be effectively presented to students can now be demonstrated clearly through virtual technology (Purwanto & Risdianto, 2022)

Several previous relevant studies, including research by Dewayanti et al., (2023) based on interviews with subject teachers, have shown that some students face challenges in understanding learning materials, while others feel bored with monotonous teaching approaches, because they focused solely on assigning tasks without detailed explanations. Therefore, a fresh learning approach and new methods are needed so that students can be more interested in understanding the materials taught by teachers. One interesting teaching method to try is the use of innovative media, such as animated videos. This is further reinforced by the findings of research by Sulistiya et al., (2023) which show that students demonstrate interest in the use of animated videos and desire the integration of animated videos into mathematics learning. The presence of this media is considered important to enhance students' motivation towards mathematics subjects, thus increasing active student participation in the learning process. The conclusion from the research findings indicates that the use of animated video media is effective for science learning. It turns out that this approach contributes positively to students' academic achievement (Adiati et al., 2023).

LITERATURE REVIEW

A. Teaching Materials

Teaching materials refer to any resources used to assist teachers/instructors in conducting classroom learning activities. These materials can include both written and unwritten materials. Teaching materials constitute a set of systematically organized learning materials (teaching material) that present a comprehensive overview of the competencies to be mastered by students in the learning process (Tim PLPG Unram, 2018).

In this context, Smaragdina et al., (2020) define digital teaching materials as instructional content leveraging technology by integrating diverse media types such as audio animations, text, images, and videos. This approach offers flexibility for educators and students to engage with the content within the instructional materials (Lady et al., 2020).

B. Language Skills: Reading

There are four fundamental language skills, namely listening, speaking, reading, and writing, which are of great importance (Lorena & Sadiku, 2015; Saddhono et al., 2014). Among these skills, reading skills need to be focused on the aspect of initial reading.

One important language skill for students to master is reading (Satrijono et al., 2019). Additionally, the aim of comprehensively understanding the content of the reading. Reading is a cognitive process in the effort to discover various information conveyed through the text (Maryani et al., 2017).

C. Early Reading

According to Hasanudin (2016), reading proficiency at the onset of learning significantly impacts subsequent reading abilities. Reading instruction within school environments is typically delivered through the Indonesian language subject. The early stage of reading instruction, particularly in grades 1 and 2, serves as the foundation for students to develop decoding skills, vocabulary, and reading comprehension. At this stage, effective teaching strategies and appropriate learning media are crucial to ensure that students acquire the necessary skills to become fluent and independent readers in the future

At the initial level of primary education, specifically in the early grades of Elementary School (SD), children develop reading skills. The principles of the Early Grade Reading Assessment (EGRA) emphasize that students across different languages undergo similar and parallel stages in the reading learning process. There is uniformity in the development of reading abilities which typically include phonemic awareness, decoding (the ability to connect letters with sounds), reading fluency, vocabulary acquisition, and reading comprehension. These core abilities form the foundation that enables students to progress from learning to read, to reading to learn in higher grades. Based on these principles, EGRA maps out each assessment aspect according to students' reading proficiency levels (CDP Indonesia, 2014).

In conclusion, early reading proficiency is crucial as it significantly influences future reading abilities. The initial stages of reading instruction, particularly in grades I and II, are fundamental in developing these skills. The EGRA highlights that students across different languages experience similar stages in the reading learning process, with consistent development of early reading abilities. EGRA effectively maps out assessment aspects based on students' reading proficiency levels, ensuring a comprehensive understanding of their progress.

D. EGRA (Early Grade Reading Assessment) Test

Learning difficulties in reading are the most common challenges faced by early elementary or lower-grade elementary school students. Approximately 85% of early elementary or lower-grade elementary school students are identified as experiencing learning difficulties. Moreover, they also have primary issues related to reading and literacy skills (Fauzi, 2018). This underscores the serious problem faced by the education sector in elementary schools, namely the prevalence of reading difficulties among students. These students are identified as having difficulty reading letters, words, or sentences not caused by primary conditions such as mental retardation, visual and auditory impairments, or emotional disturbances. Reading difficulties, according to Abdurrahman, (2013), are associated with: 1) Reading habits, 2) Word recognition errors, 3) Comprehension errors, and 4) Other symptoms.

The first step taken by researchers in the field is to conduct initial reading assessments on students using the EGRA test to determine each student's proficiency in early reading. This assessment, developed by Research Triangle International, enables countries to systematically measure how well children in early elementary school grades acquire reading skills. The principle of EGRA is that students in all languages go through the same stages and phases in the reading process. There is uniformity in reading levels at the early stages across all languages. Based on these principles, EGRA details each assessment based on the levels of reading mastery (CDP Indonesia, 2014).

The assessment has the capability to identify various obstacles faced by early elementary students in reading. This test is conducted individually and typically takes about 15 minutes per student (CDP Indonesia, 2014), evaluating five key aspects:

1. Letter Recognition

This aspect measures a student's ability to recognize and name letters of the alphabet quickly and accurately. Mastery of letter recognition is a crucial first step in learning to read, as it forms the basis for decoding words.

2. Word Reading

In this section, students are asked to read familiar and common words. It assesses their ability to connect letters to sounds and blend them to form meaningful words, which reflects their developing reading vocabulary.

3. Reading Meaningless Words

Also known as "nonsense word reading," this task evaluates a child's decoding skills by asking them to read made-up words. It helps determine whether a student can apply phonics rules without relying on memorization.

4. Reading Fluency and Comprehension

This aspect combines the ability to read a passage smoothly, at an appropriate pace, and with expression, along with understanding its content. Fluent readers are better able to grasp the meaning of texts and retain information.

5. Listening Comprehension

Students listen to a short passage read aloud and then answer questions based on the content. This aspect evaluates their ability to understand spoken language, an important skill that supports reading comprehension development.

Together, these five components provide a comprehensive picture of a child's reading development and help educators identify specific areas where additional support or intervention may be needed.

The ability of students in early reading significantly influences their ability in subsequent reading stages. In every learning process, there are undoubtedly challenges faced by students, including in early reading instruction. Common difficulties experienced by elementary school students in Tasikmalaya Regency in early reading include difficulty distinguishing letters with similar shapes, distinguishing letters with similar pronunciation, difficulty pronouncing syllables with consecutive vowels or consonants, and difficulty reading words with more than three syllables. In terms of reading fluency, students experience difficulties such as stuttering during the reading process and incorrect pronunciation.

Teaching reading in elementary school is divided into two stages: early reading and advanced reading. Early reading, taught in grades 1 and 2, lack good reading skills. The students at this level will have difficulty following the learning process and comprehending and absorbing information from various sources such as textbooks, supplementary materials, and other learning resources. To assess the reading abilities of early elementary students, an instrument called EGRA can be used. EGRA can diagnose the difficulties experienced by children in early grades in reading. The EGRA test includes: 1) letter recognition, 2) distinguishing initial sounds (phonemes), 3) reading meaningful words, 4) reading meaningless words, 5) reading quickly and understanding the text, and 6) listening to the text. In addition to reading ability, EGRA can also indicate the reading speed of children and their comprehension of the text. The EGRA test is conducted individually and takes approximately 15 minutes per child. After data on reading difficulties are obtained from the test results using the EGRA instrument, they are then analyzed with data from observations on the characteristics of students experiencing early reading difficulties (CDP Indonesia, 2014).

In conclusion, reading difficulties are a prevalent challenge among early elementary school students, affecting approximately 85% of this group (Lyon et al., 2001). These difficulties are not due to primary conditions like mental retardation or sensory impairments but are linked to issues such as poor reading habits, word recognition errors, and comprehension problems. The EGRA is a valuable tool for diagnosing these difficulties, as it systematically evaluates key aspects of early reading proficiency, including letter recognition, word reading, and reading fluency. Given the crucial role of early reading skills in overall academic success, identifying and addressing these challenges through assessments like EGRA is essential for supporting students' learning and development.

E. Video

According to Purnama (2013) video technology serves the function of recording, storing, processing, and rearranging moving images. Information-containing videos can be sourced from various mediums such as television, film, video recordings, or other non-computer media. On the other hand, Arsyad (2011) depicts video as a representation of moving objects accompanied by natural or appropriate sounds.

In conclusion, video technology is a versatile tool that captures, stores, and processes moving images, serving as an effective medium for conveying information and demonstrating processes. Videos can be sourced from various mediums and are valuable for illustrating complex concepts, teaching skills, and influencing attitudes, making them a powerful educational resource.

F. Animated Video

Video animation is a collection of moving images consisting of various elements, such as humans, animals, plants, buildings, and text, arranged in such so as to create movement according to a predetermined storyline. Animated video typically takes the form of cartoons and can contain instructional material, making it suitable for use as a learning medium due to its engaging nature (Arifin, 2017). Animated films are a type of film that showcases the movement of puppets or images that appear to move.

Overall, animation refers to images that appear and can move (Khalidiyah, n.d.). Animated films are a type of film that showcases the movement of puppets or images that appear to move. In general, animation can be interpreted as images that appear and can move. Animated films are a type of film where objects or images appear to move (Khalidiyah, n.d.). Animation is described as images that appear and can move, while animated films are a type of film where objects or images appear to move (Harrison & Hummel, 2010).

.According to Reiss et al. (2017) the use of video is one of the best methods to engage students and help them understand the subject matter effectively. Video is an effective tool for capturing students' attention so that they can happily engage with and comprehend the content of the lesson (Mendoza et al., 2015). Thus, video presentation proves to be highly effective in supporting the learning process, as evidenced by students' learning outcomes.

In conclusion, video animation is an engaging and effective educational tool that combines various visual elements to create movement according to a storyline, making it particularly suitable for instructional purposes. Animated videos, often in the form of cartoons, are effective in capturing students' attention and enhancing their understanding of the subject matter. The use of video in education is recognized as one of the best methods to engage learners, making it a powerful medium for supporting the learning process and improving student outcomes.

METHOD

This study aims to address three research questions: 1) What types of instructional media are commonly used in teaching early reading for first-grade elementary school students? 2) What types of digital instructional media are needed in teaching early reading for first-grade elementary school students? 3) What type of digital animated video instructional material is appropriate for teaching early reading for first-grade elementary school students? To achieve these objectives, a total of thirty Indonesian language teachers from twenty-three first-grade elementary schools participating in this study were surveyed and interviewed.

The research utilized a sample of 30 class teachers from 23 elementary schools located in Depok. The sample data presented in tabular form. This study employed a qualitative method with a descriptive approach. This method was chosen to identify the needs for animated video instructional materials for early reading in accordance with the field requirements and to facilitate

student learning in elementary schools. According to Sugitono (2010) this kind of research can use simple random sampling to select the samples. In this research, the big data were presented in quantitative form, while qualitative data were obtained through structured interviews.

RESULTS AND DISCUSSIONS

This research was conducted by interviewing 30 elementary school teachers in Depok. From the interview results, the need for digital teaching materials for early reading for first-grade elementary school children can be analyzed. Below is the data from these teachers.

Table 1:
Sample Distribution

No	School Name	Sample
1	SD Islam Cakra Nusantara	2
2	SD Islam Al Ihya	2
3	SD Muhammadiyah Meruyung	2
4	SD Swasta Fabrian School	1
5	SDIT Insan Mandiri	1
6	SD Swasta Plus Darul Ulum	1
7	SDIT Insan Mandiri	1
8	SD Negeri Meruyung	1
9	SD Negeri Cinere 1	1
10	SD Negeri Gandul 1	1
11	SD Negeri Meruyung	3
12	SD Islam Al-Hidayah Cinere	2
13	SD Islam Terpadu Miftahul Ulum	1
14	SD. Islam Plus As-Sa'adain	1
15	MIS Al Muhajiriyah	1
16	MTSS Darur Roja	2
17	MIS Hidayatul Athfal	1
18	MIS Raudlatul Athfal	1
19	MI Hidayatul Athfal Serua	1
20	MI Nurul Falah KBY Kabayunan	1
21	MI Nurul Huda Bojongsari	1
22	SD Depok 2	1
23	SDN Durenseribu 1	1
Total Sample		30

Based on the results of interviews with 30 teachers from 23 elementary schools, data had been collected and were descriptively explained regarding the mapping of digital teaching

material needs. Subsequently, an in-depth discussion was conducted on the required digital teaching materials for Indonesian language learning, particularly in early reading skills. The main objective was to achieve effectiveness and improvement in early reading instruction in accordance with the needs of elementary school students..

Responses from interviews with 30 elementary school teacher is shown in Table 2

Table 2:
Analysis Results of the Needs for Early Reading Animated Videos
Regarding Early Reading Animated Videos for First Grade Elementary School Students

No	Questions	Answered	Teachers Total	Ket Percentage
1	What types of teaching materials are commonly used in early reading instruction for first-grade elementary school students?	Reading textbooks	15	50%
		Big book		
		Picture cards		
		Flashcard	9	30%
		Picture cards		
		Power point		
2	What types of digital teaching materials are needed in early reading instruction for first-grade elementary school students?	Powtoon	6	20%
		Animted Video		
		Animted Video		
		Power Point	10	33,3%
		Kinemaster		
		Powtoon		
3	What kind of animated video teaching materials are suitable for teaching early reading to first-grade elementary school students?	Inshoot	6	20%
		Instructional Video		
		2D Animated Video		
		3D Animated Video	12	40%

Table 2 above shows that from the teacher interviews regarding the Media Often Used in Early Reading Instruction for First Grade Elementary School Students. As many as; 50% of the teachers still use conventional teaching materials such as reading textbooks and big books "Reading". Meanwhile; 9% of the teachers have started using digital media such as Flashcards, Picture Cards, PowerPoint, and Powtoon. Next 20% of the teachers have utilized animated videos as teaching materials for early reading instruction in first-grade elementary school (see Table 3).

Table 3:
Recapitulation of the types of teaching media often used in early reading instruction for first-grade elementary school students

No	The types of digital media	Percentage
1	Reading textbooks	50%
	Big book	
2	Flashcard	9%

	Picture Cards	
	Power point	
	Powtoon	
3	Animated Video	20%

The Types of Digital Teaching Media Needed in Early Reading Instruction for First Grade Elementary School Students, 46.6% of the teachers school. In general, the results suggest that early reading instruction for first-grade students is still predominantly carried out using traditional materials such as reading textbooks and big books, as indicated by 50% of the teachers. Only a small percentage (9%) have started using digital media like flashcards, picture cards, PowerPoint, and Powtoon, while 20% have incorporated animated videos. This indicates that while there is some movement toward digitalization, most teachers still rely heavily on conventional methods in teaching young children to read.

Table 4:
The Results of Analysis of Suitable Digital Teaching Material: Animated Video in Teaching Early Reading for First Grade Elementary School Students

The types of digital media	Total
2D Animated Video	60%
3D Animated Video	40%

Table 4 above showed that from the results of interviews with teachers regarding the analysis of suitable digital teaching materials: animated video in Teaching Early Reading for First Grade Elementary School Students, 60% of teachers responded that the appropriate digital teaching material is 2-dimensional animated videos and 40% indicated 3-dimensional animated videos.

According to the interviews with teachers, planned digital teaching materials should be engaging by incorporating captivating animated videos and interspersed with gaming elements. The research findings indicate the importance of using digital learning media in the early reading learning process, especially digital teaching materials in the form of 2-dimensional and 3-dimensional animated videos for first-grade elementary school students.

CONCLUSION

In general, the analysis underscores the importance of integrating digital teaching materials to strengthen the learning process in early grade reading. While conventional materials remain prevalent, there is a clear need to shift towards digital solutions, particularly animated videos, to improve reading outcomes. Therefore, the findings recommend prioritizing the use of digital animated instructional media to support first-grade students' early reading development. The implications of this research are expected to address key challenges in early reading instruction at the elementary level.

ACKNOWLEDGEMENT

We would like to express our gratitude to the supervisor and co-supervisor at Muhammadiyah University, Prof. Dr. Hamka, Jakarta, Indonesia.

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