The Effectiveness of Reading and Writing Learning Videos on Student Learning Outcomes in Online Learning

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ABSTRAK

Pembelajaran daring masih banyak mengalami kendala baik dari guru, siswa maupuan orang tua. Salah satu masalah yang dihadapi adalah redahnya hasil belajar, kemampuan membaca dan menulis peserta didik kelas rendah. Atas dasar hal tersebutlah penelitian yang bertujuan untuk menghasilkan video pembelajaran membaca dan menulis untuk peserta didik kelas rendah dilakukan. Jenis penelitian ini adalah penelitian pengembangan dengan model ADDIE. Subjek penelitian ini adalah 3 ahli media, 3 ahli materi dan siswa kelas 1 untuk uji efektivitas. Metode pengumpulan data yang digunakan adalah angket untuk validasi dan analisis kebutuhan sedangkan tes digunakan untuk hasil belajar. Metode analisis yang dilakukan yaitu metode kualitatif untuk data analisis kebutuhan dan kuantitatif untuk uji validitas dan uji efektifitas. Hasil penelitian menunjukkan bahwa video pembelajaran membaca dan menulis layak digunakan dengan katagory sangat baik dengan skor 4,44-4,81. video pembelajaran membaca dan menulis efektif dapat meningkatkan hasil belajar peserta didik hal ini ditunjukkan dengan hasil uji-t diperoleh skor Sig. < 0,05. Jadi, video pembelajaran membaca dan menulis layak dan efektif digunakan dalam proses pembelajaran di kelas rendah.

ABSTRACT

Online learning still faces many obstacles from teachers, students, and parents. One of the problems faced is lower-grade students' low learning outcomes reading and writing skills. This study aims to develop reading and writing learning videos for lower-grade students. This type of research is development research using the ADDIE model. The subjects of this study were 3 media experts, 3 material experts, and grade 1 students for the effectiveness test. The data collection method used is a questionnaire for validation and needs analysis, while the test is used for learning outcomes. The analytical method used is a qualitative method for needs analysis data and a quantitative method for validity and effectiveness testing. The results showed that the video learning to read and write deserved to be used in the outstanding category with a 4.44-4.81. effective reading and writing learning videos can improve student learning outcomes, and this is indicated by the t-test results obtained by the Sig score. < 0.05. So, reading and writing learning videos are feasible and effective to use in the learning process in lower-grade.

1. INTRODUCTION

In early 2020 there were cases of Covid-19 disease outbreak (Lee & Hsueh, 2020) by the World Health Organization (WHO) declared as international emigrants (Remuzzi & Remuzzi, 2020; Susmiati, 2020; Wong et al., 2020), which causes paralysis in all fields. One of the highly influenced areas is the field of education (Panesar et al., 2020). This pandemic is felt by students in elementary, junior high, high school, and college. The learning process conducted face-to-face must be shifted with online learning to prevent the spread of Covid-19 (Khachfe et al., 2020), and all activities such as seminars, workshops, conferences and other activities are postponed and even canceled (Mishra et al., 2020; Oyedotun, 2020; Patricia, 2020; Sahu, 2020). Online learning allows learners to share their opinions and learn independently without time limits and more flexible spaces (Hwang et al., 2020; Kkese, 2020; Lage-Cala et al., 2020). Tools that can be used in the online learning process are google meet, google room, google classroom, WA, and social media (Chang et al., 2020). Online learning needs the ability of educators and learners because the ability to use technology will significantly help create a more conducive learning atmosphere so that good social interaction is formed (Andel et al., 2020). The online learning process is carried out at all grade levels, including grade I elementary school. Class I learners are level students who start annal of how to write, read and count if given learning materials too tricky will be less effective. This is because 1st-grade learners in learning still do not have the independence to understand the material provided (Handayani et al., 2020). Especially at this time, learners desperately need the help of parents in the learning process (Anugrahana,

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2020) as explained earlier, especially low-class learners are introduced to writing, reading, and numeracy. They are required to have the ability to read and write. Writing ability involves children's cognitive ability in the form of ideas that are realized in the form of words arranged in the form of symbols and written (Huber et al., 2020). Writing skills are related to the literacy ability of learners (Hadith & Manvender, 2016). In addition, the learning ability of learners will affect success in the learning process (Didiharyono & Qur'ani, 2019; Graham, 2019). Therefore, writing is not a simple activity and does not need to be studied but is somewhat controlled. In addition to writing, reading skills are essential for learners.

Reading skills are essential in everyday life (Rusminiati et al., 2018). Reading skills provide the opportunity to transfer all science from the book into the minds of learners (Ahmad et al., 2018). Reading skills are needed to understand and pronounce writing with clear pronunciation and intonation (Mahsun & Koiriyah, 2019). Reading skills will help achieve learning outcomes. The explanation provides an overview of the importance of writing and reading for learners. Optimal reading and writing skills will have an impact on learning outcomes. Learning outcomes are all forms of learning, knowledge, skills, and attitudes. Learning outcomes are strongly influenced by the emotions experienced by students in the learning process (Roh et al., 2020). This learning, of course, teachers are required to make changes in the learning process and learning media. But the current condition shows that the online learning process still has many obstacles, both from teachers, students, and older people. Obstacles that come from parents, among others, can not always teach students because they are busy working. Illiterate parents certainly have difficulty teaching children. There are also parents who cannot teach children who even make children do not dare to learn because they do not understand the explanation from parents (Handayani et al., 2020).

The teacher must provide emergency preparation teaching materials in the form of materials that must be studied by students with fewer time limits and teaching materials so that the learning can be adequately conveyed. In conveying the entire material, teachers cannot optimize the provision of material on the online learning system to students. Teachers who are not used to using online learning media (Sinaga et al., 2020). The use of online media is still limited. Teachers still have difficulty using different online media (Asmuni, 2020). Teachers who still have limitations in online learning present material to students in the form of materials from student books, e-books presented per chapter, powerpoint-shaped materials, and then only provide assignments to students. Students are also not free to ask teachers about unclear materials in online learning. The provision of materials provided by teachers is sometimes less varied, affecting student understanding (Handayani et al., 2020). This condition certainly impacts the ability to read and write learners. Overcoming these problems certainly requires a solution that can make online learning better.

The solution offered is to create a learning medium. Learning media is very helpful for learners in the online learning process (Widyaningsih et al., 2020). Students can foster motivation in this learning process because the existence of learning is more exciting learning (Nurdin et al., 2019; Final et al., 2018; Ridha, 2021; Rizal Farista, 2019). Learning media must undoubtedly pay attention to learners' learning styles, namely visual, auditory, and kinesthetic. The learning media used must have three main media elements: visual, sound, and motion (Mustafida, 2016; Ridha, 2021). One learning media with all three elements is a learning video (Mustafida, 2016; Ridha, 2021). Learning videos have advantages, including provoking students to learn independently, having a communicative and repeatable language, displaying in detail and complex can be repeated, slowed, and enlarged (Busyaeri et al., 2016; Nurdin et al., 2019). This is evident from research that states significant changes when utilizing learning videos in learning activities (Sulistyawati & Sujarwo, 2016). Other research states that video media makes learning more adaptive (Seo et al., 2021), can improve the accuracy and speed of recognition of learning activities (Li et al., 2021). So, learning videos positively influence student learning motivation, student learning skills, improvement of student learning achievement, the effectiveness of learning activities, student learning activity, student independence in learning, and student's ability to recognize learning activities. This is the reason this video media development is done.

This research aims to produce learning videos. Media videos developed in contrast to existing learning videos developed are reading and writing learning videos for elementary school students consisting of movement, animation, visualization, and sound clarifying existing explanations. The material developed in the learning video is the reading and writing material of grade I elementary students consisting of (1) a good sitting attitude in writing, (2) how to hold a pencil or stationery, (3) how to hold a book, (4) relax the hand by writing in the air, (5) relax the fingers to train the basics of writing, (6) create writing that starts with spelling and writes grade I elementary students consisting of Reading the beginning by paying attention to the student's learning positions such as sitting attitude and screen distance or reading books with the eyes. The learning video measures a 16:9 ratio using the help of kinemaster applications and uses tools such as gadgets, tripods, and microphones. Reading and writing learning video media has a video duration of approximately 10 minutes and can be played on a laptop, mobile phone, PC, and uploaded on

youtube. The last learning video display contains self-writing exercises in the form of children reading and writing the nicknames of people around the house. The development of this media is expected to help learners, especially class I, learn to read and write.

2. METHOD

This research was development research. The development model used was the ADDIE (Analyze, Design, Development, Implementation, Evaluation) model. The ADDIE model was structured programmatically with a sequence of systematic activities to solve learning problems according to the needs and characteristics of learners. The ADDIE model consists of five stages, namely: (1) analysis(analyze), (2) design (design), (3) development (development), (4) implementation (implementation), and (5) evaluation (evaluation) (Tegeh et al., 2014) The research subjects referred to in this study were reading learning videos for grade I elementary students tested to experts who were competent in the field of media, materials, and practitioners to determine the feasibility of reading learning videos for grade I elementary students. The object of the research in this study was the validity of reading learning videos for grade I elementary students. The data collection method in this study used the questionnaire method. The instrument used to collect data on this research was a rating scale, which is data in numbers that can be interpreted into descriptive. In this study, the rating scale was in the form of a rating sheet using a scale of 5-1. The validity of the instrument through several stages, namely making the instrument grid, consulting the instrument grid to the guidance lecturer, composing instruments, and expert assessment of judges. The instrument grid of the study's reading learning video's validity sheet consists of six aspects: visual, video, typographic, presentation, material, and language.

The guidance lecturer then consulted the validation sheet instruments grid of the learning video. After conducting consultation, continued by composing instruments and ended with expert assessment (judges). The results of the expert assessment (judges) were calculated using Gregory formula to find out the coefficient of validity of the contents. The validity of the content of the validation instrument of reading learning video for grade I students is 1.00 with all relevant instrument items and was in the range of 0.80-1.00 with very high content validity criteria. The methods and techniques used in this study are qualitative and quantitative descriptive data analysis. The qualitative descriptive method processes data in sentences or words or categories about an object (Agung, 2014). This method was used to process data sourced from input, responses, criticisms, and suggestions from review results by experts related to developed media. The quantitative method processes data in numbers or percentages about the object studied (Agung, 2014). This method tests the difference in average student learning outcomes between those using developed learning videos and students who do not use learning videos. This empirical test was conducted on Grade I Elementary School Group III and IV Kec. Buleleng. Data from this trial was tested using parametric statistics in t-tests, which previously conducted prerequisite tests in data distribution normality tests and variance homogeneity tests. These tests were conducted using the IBM SPSS statistic 26 for the windows program.

3. RESULT AND DISCUSSION

Result
Analysis Stage

Activities carried out at the analysis stage are analyzing the needs characteristics of students and video learning media. **The needs analysis** was carried out by spreading questionnaire questionnaires to grade I teachers in SD Group IV Buleleng District related to media use in learning and the need to develop reading and writing learning videos for grade I elementary students. Based on the results of the questionnaire obtained that: (1) 12.5% of teachers stated that they did not use learning videos during online learning (2) 12.5% of teachers stated that they did not use reading and writing learning videos during online learning (3) 12.5% of teachers stated that the learning videos they used were not relevant to the learning materials (4) 12.5% of teachers stated that they did not make their own learning videos used (5) 75% of teachers stated that learning videos were not relevant to learning materials(4) 12.5% of teachers stated that they did not make their own learning videos used (5) 75% of teachers stated that learning videos were not relevant to learning materials (4) 12.5% of teachers stated that they did not make their own learning videos used (5) 75% of teachers stated that learning videos were not relevant to learning materials (4) 12.5% of teachers stated that they did not make their own learning videos used (5) 75% of teachers stated that learning videos were not relevant to learning materials (4) 12.5% of teachers stated that they did not make their own learning videos used (5) 75% of teachers stated that learning videos were not relevant to learning materials (4) 12. And writing is hard to find (6) 25% of teachers strongly agree if reading and writing learning videos are developed, and 75% of teachers agree if reading learning videos are developed.

Analysis of student characteristics is carried out to analyze the attitudes and behaviors of grade I elementary students who will be subjected to reading learning videos to be used as an overview in designing learning videos that match the characteristics of grade I elementary students. Ibda (2015) mentions that elementary students will have difficulty learning without the help of objects that can explain the intended learning. So, when elementary students learn, it took a learning medium that can be an intermediary for elementary students to learn. **Curriculum analysis** was conducted to analyze KI, KD, and Indicators related to reading learning, which will be used as guidelines in developing reading learning videos. Basic Competencies and Competency Achievement Indicators are presented in Table 1.

Media analysis, to get information about the quality of good media, then media analysis was done. In this study's development of reading learning videos, there were several criteria: visual aspects, audio aspects, typographic aspects, material aspects, language aspects, and presentation aspects. Visual aspects include image clarity, suitability of shooting, color clarity, background clarity, image clarity, animation clarity, motion speed of the image, accuracy of lighting. Aspects of audio include sound clarity, sound rhythm, and musical suitability. Aspects of typography include the selection of text type and the accuracy of text size. Aspects of the presentation include the appeal, duration of time, and clarity of the storyline. Aspects of the material include the clarity of the learning material with the purpose of learning, the conformity of learning videos with learning materials, and the accuracy of the division and traceability of the material. Aspects of language include the conformity of language with the rules of Indonesian, sentences used already understood and understood, the communicative nature of the language used, and the level of language with cognitive students.

Table 1. Basic Competencies and Indicators of Competency Achievement

Basic Competencies	Indicators of Competency Achievement
3.1 Understand the initial reading preparation activities (how to sit reasonable and good, the distance between the eyes and the book, how to turn the pages of the book, choose a place with bright light) correctly	3.1.1 Knowing the initial reading preparation activities (how to sit fair and good, the distance between the eyes and the book, how to turn the pages of the book, choose a place with bright light) correctly
3.4 Understand the writing or symbol of letters that arrange words on objects in everyday life through short texts/ words	3.4.1 Identify the writing or letter symbols that compose words on objects in everyday life through short texts/ words

Design Stage

The activity carried out at this stage was to design teaching materials that support the implementation of distance learning. This design was in the form of a product framework produced. Namely the design of content and things that will be delivered in the learning video from the beginning to the end. Starting from the opening design of the reading learning video. The core of the reading learning video and the closing of the reading learning video. The process of making video learning reading begins with designing storylines creating scripts. Then followed by recording videos, finding the necessary completeness to complete the video editing process (images, background, and backsound), and continued with the editing stage. Reading and writing learning videos for first graders developed each has a ratio of 16:9 with a duration of 13 minutes 48 seconds. The reading and writing learning videos for grade I elementary students developed in this study are divided into 3 parts: the opening, content, and closing sections. The opening section consists of intros, greetings, and introductions. The contents section consists of reading learning materials for grade I elementary students. The closing part consists of assignment giving, closing greetings, and an outro. The app used to develop reading and writing learning videos for grade I elementary students is Kinemaster.

Development Stage

At the development stage, reading learning videos for grade I elementary students began to be done following the designed design and following the input provided by the guidance lecturer. The reading and writing learning videos for grade I elementary students developed in this study were divided into 3 parts: the opening, content, and closing sections. The opening section consists of intros, greetings, and introductions. The contents section consists of reading and writing learning materials for grade I elementary students. The closing part consists of assignment giving, closing greetings, and an outro. The development of reading and writing learning videos for grade I elementary students was presented in Figure 1, Figure 2, and Figure 3. In the opening part of the video, there was a self-identity, learning video title, and learning objectives designed with an attractive background accompanied by an energetic tone to

increase the spirit of students in watching learning videos. The contents were designed with images and exciting color blends that match the learning material delivered. In the contents, there was a learning opening, learning core, and learning cover accompanied by a softer background than the background in the opening part of the video. There was a material conclusion and assignment in the closing section of the learning video.

Figure 1. Learning Video Opening Section

Figure 2. Reading and Writing Learning Video Content Section
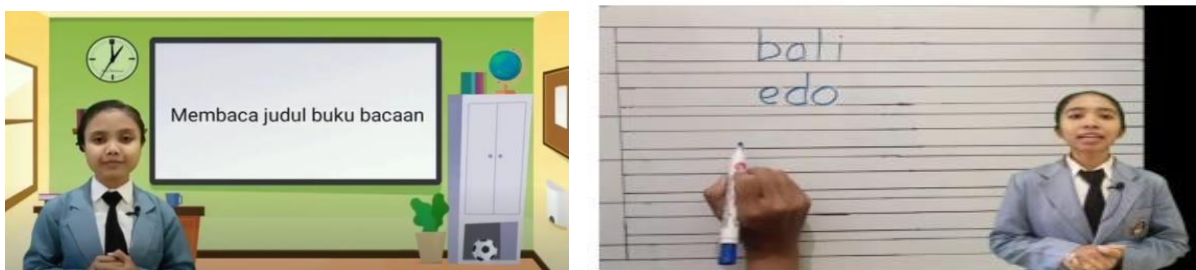
Figure 3. Video Learning Reading and Writing

Data from learning video validity tests by media experts, material experts, and practitioners are further analyzed to determine the validity of developed reading learning videos. Data analysis was done by calculating the average score that has been obtained through assessment sheets by media experts, material experts, and practitioners. The data that has been obtained is further converted with five-scale conversion guidelines to find out the qualifications for the validity of the learning video developed. Media validation results reading each assessment item get an average score in the range. Each of the assessment items is very well qualified. This indicated that reading learning videos for grade I elementary students are valid. The average video validation of reading learning is 4.73, with very high qualifications. $3,75 < X \leq 5,00$ While the average validation of reading learning video material is 4.81 with very high qualifications. The average overall validation score of the reading learning video is valid with excellent qualifications. While the video writing media obtained validation results, each indicator gets an average score in the range of $3.75 < X \leq 5$, each item of assessment gets an excellent qualification. This was indicated that the writing learning video for grade I elementary students was declared valid. The average result of the overall learning video validation score for the learning video was 4.44, and the average material validation score was 4.06. So the average result of the validation score of the writing learning video was at an excellent qualification. Media learning developed has been declared worthy of use with revision.

Differences in students' learning outcomes resulting from treatment from the use of reading and writing learning videos and without learning videos are objects in the quantitative analysis section of the

study. The group of students who followed the learning using reading and writing learning videos was called the experimental group. In contrast, those who did not use the learning video were called the control group. The data in the study were grouped into data on the learning outcomes of students who followed the learning using reading and writing learning videos (Y1) and data on the learning outcomes of students who followed learning without using learning videos (Y2). The results of the descriptive analysis found that the grades of the group of students who were taught with reading and writing learning videos had a greater average score of 59.86 with a standard deviation of 8,856. Compared to students who were taught without video learning reading and writing, who had an average score of 47.24 with a standard deviation of 7.89. Based on these results, reading and writing learning videos developed effectively in the learning process. This appears to be the average value of practical classes and control classes. To strengthen these results, the data of the study results was then conducted inferential test i.e. t-test. Before the test, the requirement of the test was first carried out, namely the normality test and homogeneity test. Normality test results using Kolmogorov-Smirnov in students learning outcome data showed that sig. > 0.05, which was 0.200, means that the learning outcomes data comes from the distribution of normally distributed data. The variance homogeneity test in this study was conducted with the Hartley test. The results of the analysis of the homogeneity test variance data of student learning outcomes come from a homogeneous population with sig values. > 0.05 or 0.617 > 0.05. After the requirement test was met, the next was a hypothesis test. The analysis results also showed that the numeracy value was 4,969 with a sig value of 0.001. It turned out that the value of sig. < 0.05 means that H0 is rejected and Ha was accepted, so it can be said that there were differences in the learning outcomes of experimental group students with control group students. This means that reading and writing learning videos are effectively used in the learning process.

Discussion

The results of this study state that the learning videos of reading and writing developed are feasible and effective to use. Learning media developed in conjunction with the characteristics of elementary school children where elementary school children were at the counterinsuctional level. Students show that elementary school students are at the stage of concrete operational (Hardani & Akmal, 2017; Maryani & Sumiar, 2018). Students at the concrete operational stage urgently need the existence of learning media to assist students in understanding the learning materials (Saputri et al., 2018; Sukmanasa et al., 2017). Using media that can explain students concretely will facilitate students in understanding the material (Asmara et al., 2018; Hilmy & Niam, 2020). By the analysis results, the media needed by elementary school children, deficient grade, was a medium that can be seen and heard directly, considering that 1st-grade learners cannot learn independently. Learning media must certainly pay attention to learners' learning styles, namely visual, auditory, and kinesthetic. The learning media used must have three main media elements: visual, sound, and motion (Mustafida, 2016; Ridha, 2021). One learning media with all three elements is a learning video (Mustafida, 2016; Ridha, 2021). Learning videos have advantages, including provoking students to learn independently, having a communicative and repeatable language, things that are displayed in detail and complex can be repeated, slowed, and enlarged (Busyaeri et al., 2016; Nurdin et al., 2019). The advantages of learning video media are developed and can improve student learning outcomes.

Reading and writing video learning media was worth using because the design was attractive. Learning videos started from the opening design of reading learning videos, the core of reading learning videos, the closing of reading learning videos, background selection, backsound, and images associated with each other. The use of appropriate and appropriate images will be able to condense material that is abstract, close to the actual object, and clarify a problem (Armansyah et al., 2019; Sari & Putri, 2018). The animations featured in the learning video media were also exciting. The ministry of animation displayed in video media can awaken student learning motivation (Arif et al., 2019; Rosmiati, 2019). The text displayed in contextual learning video media can be read well by students as well as contextual learning video media has a good resolution. By using a good resolution, the illustrations in the learning video will be visible (Cheppy, 2017). Audio aspects displayed, such as the narrator's voice, sound effects, and background in learning video media, are clear and appropriate. Music and sound effects are an essential part of the video because they will make the video more interesting dramatic and give a more tangible impression if the sound is supportive and appropriate (Limbong et al., 2020; Sulihin et al., 2020).

In addition, the presentation of messages in learning videos was very creative and exciting. Engaging learning media will overcome boredom, foster students' positive attitude towards the material and learning process, and improve the quality of student learning (Budiono, 2018; Winarto et al., 2020). Then, in terms of video media design of learning reading and writing, this study followed the characteristics of grade IV students and the characteristics of the material presented. The language used in the video learning medium was also easy for students to understand. The use of simple language will make it easier

for students to understand the subject matter, as well as the proper use of language, can affect students' understanding of a concept and will have an impact on students' interest in listening to learning videos (Bigelow et al., 2021; Jundu et al., 2020). This learning video media can also help students understand the subject matter because the use of video in the learning process involves more than one five senses and can conceptualize abstract material. So that the material will be more easily absorbed and understood by students (Busyaeri et al., 2016; Hidayati et al., 2019). So, the media developed has a design that complies with the characteristics of learners and curriculum. This will undoubtedly have a positive impact on students' learning outcomes.

Video learning reading and writing can effectively improve learners' learning outcomes. This was inseparable from the learning media carried out with an attractive design that can attract learners' attention in the learning process. The video learning media of reading and writing learning that is developed was engaging in terms of images, animations, and sounds that positively affect learners' interest in the learning process. Learning media is very helpful for learners in the online learning process (Widyaningsih et al., 2020). Students can foster motivation in this learning process because the presence of learning media will make learning more interesting (Nurdin et al., 2019; Final et al., 2018; Ridha, 2021; Rizal Farista, 2019). Learning videos can also improve students' understanding of the concept of learning materials and can increase student motivation in the learning process (Nurdin et al., 2019). This will certainly make the learning atmosphere more enjoyable. With a conducive learning atmosphere, learners will be more comfortable learning. Of course, this has an impact on learners' understanding. Social interaction between individuals and others is an essential factor in cognitive development. The learning process will occur efficiently and effectively if learners learn the atmosphere and supportive environment (Santiani et al., 2017; Zahro et al., 2018). A conducive and pleasant atmosphere will make students learn better, later affecting learning outcomes. Learning outcomes are all forms of learning, knowledge, skills, and attitudes. Learning outcomes are strongly influenced by the emotions experienced by students in the learning process (Roh et al., 2020). Quality learning outcomes will be realized if the learning process allows students to be more active in learning and finding their years. Students who are more active in the learning process will form a more meaningful learning atmosphere. Meaningful learning will be generated if learners gain experience and develop emotional intelligence, and the learning process is carried out with a cognitivism approach (Angela, 2014; Kostiainen et al., 2018).

The student experience in the learning process will occur well if the learning process provides an opportunity for students to interact with other students. Interaction is a communication process between students with teachers, students with learning resources, and peers. Good interaction between learners and peers will help foster a more conducive and fun learning atmosphere. Learning with peers will encourage learners to play an active role in learning (Oh, 2019). Peers help guide and support their peers to build learning through interaction and collaboration (Andersen &Watkins, 2018). Learning involving peers will reduce anxiety by being guided, helped, and given feedback by peers, learners will increase confidence (Han et al., 2015; Stone et al., 2013). So, it can be said that good interaction between students with learning resources and peers will produce a more conducive learning atmosphere. The existence of video learning media reading and writing learning will make students learn actively..

The video media of reading and writing learning developed has the advantages of reading and writing learning videos for grade I elementary students developed in this study have clear images, appropriate shooting, the speed of motion of the right images, the right lighting, and have interesting colors, backgrounds, images, and animations. Reading learning videos for grade I elementary students in this study have a clear sound, appropriate rhythm, and appropriate music. The reading learning videos for grade I elementary students developed in this study have the right text and text size, appeal, duration of time appropriate for elementary school students, and a clear storyline. The implication in this study was that there were reading and writing learning videos for grade I elementary students with excellent qualifications. The reading and writing learning videos developed in this study are utilized to implement reading learning and early writing, especially for grade I elementary students. The development of reading and writing learning videos for grade I elementary students was expected to be a facility for students to learn to read and write beginnings in a practical and fun way so that learning goals can still be achieved optimally despite the changing learning situation.

4. CONCLUSION

The video media of reading and writing learning developed was worth looking at from the material and media aspects with excellent and effective categories towards learning outcomes. Learners who follow learning with video media reading and writing got a learning atmosphere like face-to-face learning. Based

on this, it can be recommended that the video media of reading and writing learning be developed as an alternative to learning media for low grades.

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