



The Credibility of Listening Learning Videos for Elementary School Students

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ABSTRAK

Seterbatasan media pembelajaran yang tepat guna pada pembelajaran daring mengakibatkan keterampilan menyimak sulit dibelajarkan. Tujuan penelitian ini untuk mengembangkan video pembelajaran menyimak untuk siswa kelas I SD. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Namun, karena situasi pandemi maka penelitian ini hanya dilaksanakan sampai tahap pengembangan. Subjek pada penelitian ini adalah dua ahli media, dua ahli materi dan dua praktisi. Metode pengumpulan data yang digunakan dalam penelitian ini adalah metode kuesioner. Validitas video pembelajaran diukur menggunakan instrument rating scale berupa lembar penilaian. Teknik analisis data menggunakan analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Penelitian ini menghasilkan video pembelajaran menyimak untuk siswa kelas I SD. Nilai rata-rata skor validasi yang diperoleh pada video pembelajaran menyimak adalah

4.71 dan rata-rata skor validasi materi adalah 4.81 dengan kualifikasi sangat baik. Berdasarkan hasil penelitian tersebut video pembelajaran menyimak dinyatakan valid dan dapat digunakan dalam pembelajaran.

ABSTRACT

The limitations of appropriate learning media in online learning make listening skills difficult to teach. The purpose of this study is to develop listening learning videos for first-grade elementary students. This research is development research using ADDIE model, analysis, design, development, implementation, and evaluation. However, due to the pandemic situation, this research is only carried out until the development stage. The subjects in this study were two media experts, two material experts, and two practitioners. The method of data collection used in this study is the questionnaire method. The validity of the learning video is measured using the instrument rating scale in the form of an assessment sheet. Data analysis techniques use qualitative descriptive analysis and quantitative descriptive analysis. This study produced a listening learning video for first-grade elementary school students. The average validation score obtained in the listening learning video is 4.71, and the average material validation score is 4.81, with excellent criteria. Based on the study results, listening learning videos are declared valid and can be used in learning.

1. Introduction

Online learning is the best solution in learning during a pandemic because online learning can connect students with learning sources apart but can communicate, interact or collaborate synchronously and asynchronously (Nengrum et al., 2021; Sadikin & Hamidah, 2020). Online learning has resulted in a shift in traditional methods to the digital era with innovative methods and approaches using digital advances so that learning is not limited by time and space (Dhir et al., 2021; Krishnan et al., 2021; Park & Kang, 2021; Shelly et al., 2021). Online learning is advantageous for students, making it more active and effective in developing knowledge (Syarifudin, 2020; Villegas et al., 2020). Online learning must pay attention to competencies that fulfill affective, cognitive, and psychomotor elements. Teachers are expected to create learning conditions that are creative, active, and can motivate students by using multi

methods, multimedia, and multisource to achieve learning objectives and develop student personalities (Corina Manta & Gabriela Enache, 2020).

One of the important language skills to master at the elementary school level is listening skills because every activity carried out in everyday life is related to listening skills (Doludea & Nuraeni, 2018). Listening is a fundamental skill that a person has in communicating. Listening to other people's words is one way for children to accept language that requires the ability to save various information and is related to thinking processes. Listening is the first skill possessed and mastered by humans to determine the development of a person's first language (Prihatin, 2017). Ideally, learning listening skills at the elementary school level occurs an interactive process by changing spoken language into meaning in mind, which is part of the listening process (Imam, 2014). Listening skills are used more than other skills. Listening is used twice as much as speaking, four times as much as reading, five times as much as writing (Prihatin, 2017). Teachers must always innovate to transform face-to-face learning into distance learning through virtual applications adapted to each school's capabilities. (Dewi, 2020; Syarifudin, 2020). Teachers must make learning adjustments such as creating a fun learning process, increasing student activity and learning achievement through selecting and using appropriate learning methods (Hasyim Taufiq Ridlo, Omon Abdurrahman, 2015; Riyanto & Yunani, 2020).

But in reality, online learning cannot be carried out optimally, so that it has various problems such as limited social and emotional activities of students, loss of student motivation, and students tend to feel anxiety (Anugrahana, 2020; Cahyati & Kusumah, 2020; Mulyani Aziz & Fatimah, 2020). Online learning makes students need to adapt and indirectly affect students' learning ability so that there is a pressure that appears due to academic demands (Barseli & Irdil, 2017; Dewi, 2020). Learning listening skills still faces obstacles in online learning. Listening skills problems that occur include listening competency test problems, technology stuttering problems, media availability, and learning process that are still conventional (Prihatin, 2017). Language skills such as listening are difficult to develop in a pandemic situation because of the suitable media's limitations. Based on the results of observations by distributing questionnaires in SD Gugus II, Kecamatan Buleleng, which was held on Monday, November 9, 2020, it was found that 66.6% of teachers stated that in implementing online learning difficulties in finding listening learning videos. 88.8% of teachers mentioned that they did not make listening learning videos themselves. 66.6% of the teachers strongly agreed to develop instructional videos, and 33.3% chose to agree. If the problem is left unchecked, it will have an impact on student learning in the future, because students will have difficulty understanding information so that it will affect other language skills such as speaking, reading, and writing. Besides, listening problems will also affect students' cognitive abilities so that there is a decrease in their comprehension of information which has an impact on learning achievement (Yusantika et al., 2018).

Existing solutions to these problems have been implemented by developing instructional videos to increase student motivation and cognitive learning outcomes (Suryansah & Suwarjo, 2016). The use of video and image media on fifth-grade writing skills (Ulfah & Soenarto, 2017). Indonesian language learning videos of poetry reading techniques (Marius Panje, Sihkabuden, 2016). Occupational health and safety animated learning videos (Arthur et al., 2021). Seventh-grade student responses to the observation result report text with knowledge video (Rahmawati et al., 2017). Video learning media for elementary school student learning outcomes (Novita et al., 2019). The use of instructional videos to improve science learning outcomes (Busyaeri et al., 2016). Survey of elementary school teacher needs on video learning mathematics based on contextual teaching and learning (Astika et al., 2019). Implementation of lesson study in video-based civics education learning (Suprpto, 2016). Development of video-based learning media for fourth-grade elementary schools (Fadhli, 2015). Based on this research, it is known that the use of media in instructional videos has been proven effective in online learning. The use of instructional videos in online learning can increase motivation, student learning outcomes, improve student skills, and be more fun.

The research above also has limitations, that it has not discussed listening skills for first-grade elementary school students. It has not been able to meet learning videos in SD Gugus II, Kecamatan Buleleng. Listening learning videos still need to be developed because they are difficult to find, and no one has yet developed listening learning videos for first-grade elementary school students. Therefore, to overcome the shortcomings of the previous learning videos, listening videos for first-grade elementary school students were chosen to be developed and taught to students. The advantages of listening learning videos are improving students' listening skills packaged using an interesting method and observing their relationship. Learning videos can be repeated if students have not reached an understanding, can be used anywhere and anytime, can illustrate the concept abstract with attractive animations, can be accessed via social media with the YouTube application via cellphone or laptop, displays practice questions to hone listening skills, assigns tasks as a follow-up to learning at the end of the video, and provides learning

motivation to students socially and emotionally. The use of YouTube media is very appropriate for distributing listening learning videos because students like social media and use it to transfer information to learn. Videos as learning media are very appropriate (Ramprathap, 2021). The aim of this study was to develop listening instructional videos for first-grade students of elementary school. There is the development of listening learning videos for first-grade elementary school students to develop one of the students' language skills, listening. Thus teachers can teach students listening material in pandemic situations in online learning.

2. Method

This research was research and development. The product developed in this study was a listening learning video for first-grade students of elementary school. The development model used in this research is the ADDIE development model, which consists of the following stages: the analyze stage, the design stage, the development stage, the implementation stage, and the evaluation stage (Tegeh & Kirna, 2013). In this development research, the implementation and evaluation stages were not carried out due to the pandemic and time constraints. Furthermore, the data from the assessment results were analyzed, and revisions were carried out based on the input and suggestions of the assessment team. The revision was carried out by adding parts of the listening learning video that lacked animation, pictures, videos, word pronunciation, and transitions to suit the first-grade elementary school students. This study tested the subjects by two media experts, two material experts, and two practitioners. The data collection method used in this research is a questionnaire method. The questionnaire method is a data collection method that is carried out by giving a set of questions in the form of a written statement to the respondent to obtain information from the respondent regarding matters related to educational material (Hendryadi, 2017; Nugroho, 2018). In this study, questionnaires were distributed in SD Gugus II, Kecamatan Buleleng, to determine the need for media in online learning. The data collection instrument used in this study is the rating scale because it requires a little time, money, and training. The rating scale is research based on a certain scale from the lowest to the highest. The rating scale used on the rating scale is 1-5 (Ilhami & Rimantho, 2017). The validity sheet instrument grid refers to developing learning videos that include six aspects that need attention: visual, audio, typography, presentation, material, and language (Arsyad, 2014).

This research uses descriptive qualitative data analysis methods and quantitative descriptive data analysis techniques. The qualitative descriptive analysis method was used to process data from input, responses, criticism, and suggestions from the results of expert reviews of listening learning videos developed through media assessment sheets in the form of questionnaires. At the same time, the quantitative descriptive analysis method was used to produce data in the form of numbers. It was obtained from the provision of validation assessment sheets for listening learning videos for primary school students that have been developed for teachers as practitioners and lecturers as experts or judges. This research method requires the use of numbers, starting from data collection and data interpretation (Siyoto & Muhamad Ali Sodik, 2015). This method is used to obtain the average score of experts related to media developed using the mean formula (Agung, 2016). There are three types of validation assessment sheets used in this study, including the media expert validation, the content validation assessment sheet/material content in Indonesian, and the practitioner validation assessment sheet. Validation sheets are presented in Table 1, Table 2, and Table 3. The three validity assessment sheets were submitted to each expert to determine each assessment sheet's score. Next, the average score obtained converted using five scale conversion guidelines to obtain the validity of listening learning videos for first-grade elementary school students.

Table 1. Media Expert Learning Video Validation

No.	Aspect	Indicator	Number
1	Visual	a. Image clarity	1
		b. Shooting suitability	2
		c. colors, backgrounds, images, and animations	3
		d. The speed of the image moves	4
		e. Lighting accuracy	5
2	Audio	a. Voice clarity	6
		b. rhythm of sound	7
		c. Music suitability	8
3	Typography	a. Selection of text type	9

No.	Aspect	Indicator	Number
4	Presentation	b. Text size accuracy	10
		a. Interesting	11
		b. Duration	12
		c. The clarity of the storyline	13
Total			13

Modified from (Arsyad, 2014)

Table 2. Material Expert Learning Video Validation

No.	Aspect	Indicator	Number
1	Material	a. Clarity of learning material	1
		b. The suitability of the learning video with the learning objectives	2
		c. The suitability of the learning video with the learning material	3
		d. The accuracy of the distribution and order of the material	4
2	Language	a. Suitability of the language with the rules of the Indonesian language	5
		b. The sentences used are easy to understand and understand	6
		c. The communicative nature of the language used	7
		d. Language level with student cognitive	8
Total			8

Modified from (Arsyad, 2014)

Table 3. Learning Video Instrument for Practitioners

No.	Aspect	Indicator	Number
1	Visual	a. Image clarity	1
		b. Shooting suitability	2
		c. The beauty of colors, backgrounds, images, and animations	3
		d. The speed of the image moves	4
		e. Lighting accuracy	5
2	Audio	a. Voice clarity	6
		b. rhythm of sound	7
		c. Music suitability	8
3	Typography	a. Selection of text type	9
		b. Text size accuracy	10
4	Material	a. Clarity of learning material	11
		b. The suitability of the learning video with the learning objectives	12
		c. The suitability of the learning video with the learning material	13
		d. The accuracy of the distribution and order of the material	14
5	Language	a. Suitability of the language with the rules of the Indonesian language	15
		b. The sentences used are easy to understand and understand	16
		c. The communicative nature of the language used	17
		d. Language level with student cognitive	18
6	Cohesiveness	a. Interesting	19
		b. Duration	20
		c. The clarity of the storyline	21
Total			21

Modified from (Arsyad, 2014)

3. Result and Discussion

The analysis stage was carried out through several stages. A needs analysis was carried out using a questionnaire method. Based on the questionnaire results, it was found that 66.6% of teachers stated that in implementing online learning difficulties in finding listening learning videos. 88.8% of teachers said that they did not make listening learning videos themselves. 66.6% of teachers chose strongly agree to develop video learning, and the other 33.3% agreed. Based on the distribution of questionnaires,

listening learning videos were needed online to help teachers and students in learning. Curriculum analysis was carried out by analyzing core competencies, basic competencies, and teacher and student books indicators as references in developing media. Based on the analysis results, student characteristics found that elementary school students were in the concrete operational stage (7-12 years). The child was mature enough to use logical thinking or surgery at this stage, but the child has limitations only in what the child can imagine. The child's thinking is still concrete and cannot understand abstract things. Based on this, online learning requires an intermediary to help students understand the material. The intermediary is in learning media. The use of media is needed to make learning more concrete and make it easier for students to understand better the material being studied. Media analysis is carried out to obtain information about good media quality to be used as a reference. In the development of this media, there are several criteria used, including visual, audio, typography, presentation, material, and language aspects.

The design stage aimed to design the media based on the analysis that has been done previously. The design begins with making the overall media design with the Kine Master application. The designs made include background with the classroom's appearance, supporting images, supporting animations, transitions, music, and the theme fonts used. The 11-minute learning video was divided into three parts: the opening, content, and closing. At the opening, there is an intro, greetings, and self-introduction. The content section displays the material and listening exercises for students with the material contained in Theme IV My Family, Sub Theme I Family Members using the method of observing the relationship of family members. In the closing part, the assignment, closing greeting, and outro are given. Videos were created in a 16: 9 ratio and 720p resolution. After the design was complete, consultations were carried out with the supervisor to get input and suggestions on the designs that have been made. Based on the input and suggestions from the supervisor, improvements were made and continued to the development stage. The design of the instructional video is presented in Table 4.

Table 4. Scenarios for Making Instructional Videos

No	Section	Isi	Music	Scene	Description
1	Opening	Intro	Fun music	Animated Text: a. Personal identity b. title c. Learning objectives	Video Type: Animated subtitles from the Kine Master application. Duration: ± 20 seconds Shot Type: Medium
		Greeting	Slow and soft	Greet students with a classroom background	Assistive tools: green screen, tripod, microphone, and cellphone camera Duration: ± 20 seconds Shot Type: Medium
		Provides an overview of listening skills	Slow and soft	The narrator stands in front of the camera against the background of the classroom picture.	Assistive tools: greenscreen, tripod, microphone, and cellphone camera Duration: ± 40 seconds Shot Type: Medium
		Pre-listen	Slow and soft	The narrator stands in front of the camera against the backdrop of the classroom picture.	Assistive tools: greenscreen, tripod, microphone, and cellphone camera Duration: ± 50 seconds Shot Type: Medium
2	Core	Give students problems	Slow and soft	Illustration of listening activities.	Assistive tools: greenscreen, tripod, microphone, and cellphone camera Duration: ± 4 minutes Shot Type: Medium
		Describe the material	Slow and soft	The narrator stands in front of the camera against the background of The classroom picture.	Assistive tools: tripod, microphone, and cellphone camera Duration: ± 50 seconds
		Listening	Slow and	Present a family side	Shot Type: Medium

No	Section	Isi	Music	Scene	Description
3	Closing	practice using the guessing method	soft	chart of kinship member relationships.	Assistive tools: microphone and Kine Master application Duration: ± 3 minutes 30 seconds
		Give assignments as a follow-up to learning	Slow and soft	The narrator stands in front of the camera, delivering the assignment against a classroom setting.	Shot Type: Medium Assistive tools: greenscreen, tripod, microphone, and cellphone camera Duration: ± 20 seconds
		Summing up the learning material	Slow and soft	The narrator stands in front of the camera, delivering the assignment against a classroom setting.	Shot Type: Medium Assistive tools: greenscreen, tripod, microphone, and cellphone camera Duration: ± 15 seconds
		Close the video by saying hello and thank you	Slow and soft	The narrator stands in front of the camera, saying hello and thank you.	Shot Type: Medium Assistive tools: greenscreen, tripod, microphone, and cellphone camera Duration: ± 15 seconds
		Outtro	Fun music	Animated Text: a. Image link b. Video link	Video Type: Animated Text from the Kine Master application. Duration: ± 5 seconds

At the development stage, a listening instructional video media was prepared for first-grade elementary school students according to the design and input from the supervisor. The listening learning video that has been developed consists of three parts. The opening part consists of self-identity, the title of the learning video, and the learning objectives, which were designed attractively with a back sound with a tone that was adjusted to the children to increase students' enthusiasm in watching the learning video. The content section describes the lesson's opening, the essence of the lesson, and the closing of the lesson accompanied by a back sound adjusted during the teaching conditions so that students' concentration can be centered on learning. In the closing section of the learning video, there was a material conclusion and assignments for students. The listening learning video display is presented in Figure 1.



Figure 1. Listening Learning Videos for First Grade Students of Elementary School

Trial data were analyzed to determine the validity of the learning videos developed. Data analysis was performed by calculating the average score obtained from the six experts. The average score results are converted to the five scale conversion guidelines to determine the media validity criteria that have been developed. The analysis of the validity of the listening learning video for first-grade elementary school students is presented in Table 5 and Table 6. Based on the analysis of the table, it was found that each assessment item received an average score with a range of $3.75 < X \leq 5$. Based on the five scale conversion guidelines in Table 2, each assessment item had very good criteria. This condition indicates that the listening learning video for first-grade elementary school students is valid. The average score of the validation of the learning video was 4.71, and the average score of the validation of the learning video

material was 4.81. The average score of the listening learning video validation as a whole is valid with very good criteria.

Table 5. The average Score of Listening Learning Video Validation

No.	Rating Points	Average	Criteria
1	The material image can be seen clearly	5	Very good
2	Taking the picture size is suitable for first-grade students of elementary school	4.5	Very good
3	Selection of colors, backgrounds, text, images, and interesting animations	4.5	Very good
4	The speed of motion of the images is suitable for first graders of elementary school	4.75	Very good
5	Image lighting is correct	5	Very good
6	The narrator's voice is clear and informative	4.75	Very good
7	The sound rhythm presented by the narrator is according to the needs of first-grade students (not too slow and not too fast)	4.5	Very good
8	Music sounds according to the atmosphere and image display	4.5	Very good
9	Text is easy to read	5	Very good
10	The text size is appropriate (not too small and not too big)	5	Very good
11	The appearance and presentation of the material has attractiveness	4.75	Very good
12	The duration setting is suitable for first-grade students	4.5	Very good
13	The presentation of the material has a clear storyline	4.5	Very good
Total		4.71	Very good

Modifikasi (Arsyad, 2014)

Table 6. The average Score of the Learning Video Material Validation

No	Rating Points	Average	Criteria
1	The material in the learning video is clear	5	Very good
2	Learning objectives in the learning video	5	Very good
3	The learning material in the learning video is appropriate	4.75	Very good
4	In the learning video, the material distribution and sequencing are correct	4.75	Very good
5	The language used in the learning video is following the rules of the Indonesian language	5	Very good
6	The sentences used in the learning videos are easy to understand and understand	4.75	Very good
7	The language used in the learning video is communicative	4.75	Very good
Total		4.81	Very good

Modifikasi (Arsyad, 2014)

The results of this study state that the listening learning video was valid with very good criteria. This score was found because listening to video fulfills the visual, audio, typography, presentation, material, and language aspects. The visual aspect of the listening learning video scored 4.75 with very good criteria based on the five scale conversion guidelines. It because the material images can be seen. The image size was suitable for first graders of elementary school, color selection, background, text, images, and the animation was made attractive. The motion of the image was suitable for first-grade students, and the picture's lighting was clear. The visual aspect was needed in the learning video because students will more easily understand the message conveyed by looking at pictures, posters, photos, and props. The visual aspect can improve understanding and strengthen memory. Besides that, it can also foster student interest and can provide a relationship between the content of the subject matter and the real world (Diputra, 2016; Mumtahabah, 2014).

The audio and typography aspects of the listening learning video scored 4.5 and 5 with very good criteria based on the five scale conversion guidelines. The narrator's voice was heard clearly and informatively. The rhythm of the voice presented by the narrator was according to the needs of first-grade

elementary school students. Which was not too slow and not too fast, the sound of the music follows the atmosphere and appearance of the image, the type of text is easy to read, and the text size is appropriate, not too small and not too big. The audio element acts as a learning aid that students hear to get information to stimulate thoughts, feelings, attention and help gain knowledge, skills, or attitudes (Mumtahabah, 2014; Ratminingsih, 2016). Without audio, the message contained in the learning video cannot be conveyed properly because it only displays the visual aspect. Typography is a visual representation of verbal communication in letters, numbers, and punctuation by following the rules and layout of typography (Maulana, 2021; Purba, 2016). Typography aspects are important to make it easier for children to obtain information in written form given in the learning video.

The presentation, material, and language aspects of the listening learning video obtained very good criteria based on the five scale conversion guidelines with an average of 4.83, 48.1, and 48.1 this is because the appearance and presentation of the material has attractiveness, the duration setting is suitable for first grade elementary school students, the presentation of the material has a clear storyline, the material in the learning video is clear, the learning objectives in the learning video are clear, the learning material in the learning video is appropriate, and in the learning video the material distribution and sequencing are correct, the language used in the learning video is appropriate with Indonesian rules, the sentences used in the learning videos are easy to understand and understand, the language used in the learning videos is communicative, and the level of language used in the learning videos is in accordance with the cognitive of first grade elementary school students. These aspects have very good criteria based on the five scale conversion guidelines. Listening learning videos are suitable for visual, audio, typography, presentation, material, and language aspects. Based on this, it is known that the listening learning video for first-grade elementary school students developed is suitable for use as a learning medium for elementary school students. With the listening learning video for first-grade elementary school students who get very good criteria, teachers and students in online learning on Indonesian language content, especially in theme IV family, sub-theme I family members.

Effective learning can be achieved if the teacher can know the characteristics of their students. In theory, students at the elementary school level are at the concrete operational stage. When learning, they need the help of concrete objects to understand better the material being studied (Juwantara, 2019). This media can facilitate students in online learning, and learning objectives can be achieved optimally. The advantages and disadvantages of listening learning videos for first-grade elementary school are they can be repeated to add clarity, clarify abstract things and provide more realistic explanations, can display videos, music, pictures, and animations simultaneously, which can attract students' interest in learning, and does not require high costs in the making process. The weakness is that the learning video is limited to listening skills, while other language skills are not developed in this learning video. The material is limited to Theme IV Sub Theme I, so that there needs to be further developed for other themes.

This research is in line with the research that Fadhli has conducted, which states that the effectiveness of using video-based learning media in fourth-grade elementary school, of the 20 experimental class students who are subjected to video-based learning media. 85% of students reach KKM, with an average score of 71.3. While students in the control class who were subjected to picture book media were 35% of the students reaching the KKM with an average score of 62.5. From these results, it can be concluded that the group using the developed video-based learning media had better learning achievement compared to the group using picture book media. Other research which was carried out in fourth grade obtained a score of 75 with a percentage of 93.7% (Amilia et al., 2019). Based on these criteria, it can be concluded that the learning video is valid and feasible to use. Subsequent research with the title "developing animation video instructional media on volume building space for fifth-grade elementary school" get the result that the average percentage score of media experts was 77%, and material experts was 84% (Mashuri & Budiyo, 2009). The results of the homeroom validation showed an average score percentage of 89% for media assessment and 87% for material assessment. Other research is in the form of a hands-move animation video for fourth-grade elementary school students (Permatasari et al., 2019). The comprehension test results, the pre-test score got the lowest score of 20 and the highest score of 85, and the average score of 39.25% was included in the criteria of "less." While the comprehension test results, the post-test score got the lowest score of 75 and the highest score of 100, and the average score was 83%. Thus, the use of hands-move animation video media provides understanding to students because there is an increase. This research has an impact on learning. It can help teachers and students learn. Teachers can be facilitated in explaining abstract concepts towards more contextual concepts so that students easily understand them. Students can understand the material more quickly and not worry if the teacher's explanation is too fast because the learning video can be repeated as needed. The use of instructional videos is effective and efficient because it does not require a lot of time, effort, and money in the making process.

4. Conclusion

Based on the research results that have been carried out, it is known that listening learning videos for first-grade elementary school students were developed through a process of validation and revision with very good criteria. The listening learning video for first-grade elementary school students developed is suitable to use in learning. The existence of the COVID-19 virus pandemic situation resulted in testing students being unable to be carried out. Based on this, it is hoped that further research will be carried out to determine the effectiveness of using instructional videos directly.

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