



Constraints Faced by The Students in Making Virtual Based Tour Videos In Teaching English For Guiding

Made Aryawan Adijaya^{1*} 

¹ Bahasa Inggris untuk Komunikasi Bisnis dan Profesional, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received January 22, 2023

Accepted March 10, 2023

Available online April 25, 2023

Kata Kunci:

Keterbatasan, Video Virtual Tour, English for Guiding

Keywords:

Constraints, Virtual Based Tour Video, English for Guiding



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Rendahnya partisipasi siswa dalam pembelajaran mata kuliah English for Guiding disebabkan kurangnya penggunaan media pembelajaran yang menarik siswa untuk mengikuti pembelajaran dengan baik. Tujuan dari penelitian ini adalah untuk mengetahui kendala yang dihadapi siswa dalam penerapan video tour berbasis virtual pada mata kuliah English for Guiding Class. Penelitian ini merupakan penelitian deskriptif. Jenis penelitian ini yaitu deskriptif kualitatif. Metode yang digunakan dalam mengumpulkan data yaitu observasi dan wawancara. Instrumen yang digunakan dalam mengumpulkan data yaitu kuesioner. Teknik analisis data yang digunakan yaitu analisis deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa implementasi video wisata berbasis virtual menyebabkan delapan kendala utama yang sering dihadapi siswa yaitu, literasi TIK, keuangan, koneksi internet, teknis, administrasi, Kecakapan bahasa Inggris, pengetahuan konten, dan kendala waktu. Disimpulkan bahwa penggunaan video wisata membutuhkan dukungan khusus seperti koneksi internet dan literasi TIK yang bagus. Diharapkan penelitian selanjutnya memberikan solusi lebih lanjut sehingga masalah yang dihadapi siswa dapat diatasi tanpa mengabaikan esensi kreativitas dan inovasi dari video berbasis virtual tour pada mata kuliah English for Guiding.

ABSTRACT

The low participation of students in learning English for Guiding Class is due to the need for more use of learning media that attracts students to follow the lesson well. The purpose of this study was to find out the obstacles faced by students in implementing virtual-based video tours in the English for Guiding Class. This research is descriptive. This type of research is descriptive qualitative. The methods used in collecting data are observation and interviews. The instrument used in collecting data is a questionnaire. The data analysis technique used is descriptive qualitative analysis. The results of this study indicate that implementing virtual-based video tours causes eight main obstacles that students often face: ICT literacy, finance, internet connection, technical, administration, English proficiency, content knowledge, and time constraints. It was concluded that video tours require special support, such as a solid internet connection and ICT literacy. Further research will likely provide different solutions so that the problems faced by students can be overcome without neglecting the essence of creativity and innovation from video-based virtual tours in English for Guiding Class.

1. INTRODUCTION

The current covid-19 pandemic has adversely affected various fields, one of which is education and learning, which results in the low involvement of students in learning. Student involvement in learning is the participation of students emotionally or physically in various activities or learning activities that go through the stages of knowledge that have been determined (Susilowati & Azzasyofia, 2020; Udayani et al., 2021; Wulandari et al., 2020). In addition, involvement can also be interpreted as a measurement for students participating in learning activities (Adzan et al., 2021; Glorioso et al., 2022; Ishaq et al., 2020). Effective educational practices are considered a pattern of engagement in various activities and interactions inside and outside the classroom (Bedar & Al-Shboul, 2020; Fisher, 2021; Utomo et al., 2020).

Students' participation in the English For Guiding Class is the students' activity that facilitates the learners to participate in the classroom or on-site of the tourism objects. They are taught to know guiding, culture, and tradition and explain and describe tourism objects, events, art performances, and other things related to the tourism sector (Biehl & Dellagnelo, 2016; Ho, 2020; Rao, 2019). This course provides the students with the competency of being a skillful and professional tour guide soon after they finish their

*Corresponding author.

E-mail addresses: aryawan.adijaya@undiksha.ac.id (Made Aryawan Adijaya)

studies. As educators, we must create a learning atmosphere that can support good learning to achieve the learning objectives (Andini & Supardi, 2018; Asmahasanah et al., 2018). The performance of learning can utilize strategies, methods, learning models, and learning media to motivate students to be more active in implementing knowledge, which provokes the involvement of students in learning activities (Segantara et al., 2017; Tedjawati, 2011).

However, the low involvement of students in learning English For Guiding Class due to the lack of learning media that attracts students to participate in the learning is undeniable. In addition, another problem that arises is in the current situation of the covid-19 pandemic; the learning process that takes place does not use appropriate learning methods so that students find it more challenging to understand the learning materials (Efriana, 2021; Herliandry et al., 2020; Mazidah et al., 2020). This is strengthened by the results of research found a similar problem that the lack of use of models and learning media that varies can make students not interested in participating in learning activities so that the learning objectives that have been stated in the curriculum can not be adequately achieved (Faizah, 2015; Widodo & Widayanti, 2014). To address students' involvement in the English For Guiding Class, applying virtual-based tour videos is the solution that can be considered.

Virtual tour is considered as the simulation of the real environment displayed in the online platforms. It consists of several sequences of video images or series of panoramic photos completed with sound effects, music, narration and text (Hildebrandt, 2011; Maté-González et al., 2022). The principle is the same as the real tour that viewer will be taken to the spots that are usually visited without changing the environment. The use of video media in the delivery of messages is quite comprehensive when it is compared to other publication media such as printed or radio publications, along with the development of information technology, the flexibility that video has put it as a multi-device media (Ario, 2019; Kam et al., 2019; Meyer et al., 2019; Wardani & Syofyan, 2018). Video can be channeled through television and uploaded to various popular internet sites to quickly introduce the objects shown in the video (Alfianti et al., 2020; Nanda et al., 2017; Widiyasanti & Ayriza, 2018). Virtual tour videos aim to promote products/services that contain the advantages or benefits of products/services and encourage tourist objects in a particular area with a specific purpose in tourism. With the advance of technology today, video viewing can be implemented virtually (Kosko et al., 2020; Meyer et al., 2019; Widyaningsih et al., 2020). The advantage of virtual-based tour videos is using social media such as YouTube, Instagram, Facebook, etc. Video content about tourism can be watched not only by students but all social media users in the world (Sari et al., 2021).

Other Research conducted the first research on implementing video media to engage the students' participation and achievement in learning social science. It shows that students' engagement activities fall into the high category through video media (Alfianti et al., 2020; Setyasto & Wijayama, 2017; Walangadi & Pratama, 2020). The second research reveals an improvement in students' involvement through video media (Kam et al., 2019; Purwati, 2021; Widiyasanti & Ayriza, 2018). The third research found increased student involvement during the practice activities inside the learning process through video media (Ario, 2019; Efendi et al., 2020; Riayah & Fakhriyana, 2021). Based on the analysis of several articles on applying virtual-based tour videos on student involvement in the English For Guiding Class, it can be concluded that using virtual-based tour videos is practical to increase student involvement in the English For Guiding Class. Besides that, similar findings of researches showing the effectiveness of the use of video. Other research investigated virtual tour-based E-handout in teaching history for senior high school students (Hikmawan & Sofiani, 2021). It reveals that a virtual tour is considered helpful for the students to understand the materials and reconstruct the history of specific past events (Hikmawan & Sofiani, 2021). Instructional media development for learning valid and effective video learning media as a learning resource for social studies learning. She found that instructional video media enables the students to have succeeded in getting the score above the specified requirements (Ayuningsih, 2017; Riyanto et al., 2019). Thus, it can be said that this instructional video learning media is effective for use in the learning process.

Based on the results of the study, it is recommended to maximize learning achievements using virtual-based tour video considering the current situation of the covid-19 pandemic, the implementation of learning is carried out online so that the learning objectives can be achieved well by utilizing the development of technology through social media and virtual learning applications. However, as any alternative and innovative strategies implemented in motivating the students to get involved in learning can give some benefits for the students, some problems may be faced by the students that can be the obstacles in participating the class. Thus, this study aims to analyze the obstacles students face when they make virtual-based video tours by implementing virtual-based video tours on student engagement in the English For Guiding Class. Hopefully, this research can be used as the basis to get the solution to increase

students' participation, especially in English For Guiding Class, through the application of virtual-based travel promotional videos.

2. METHOD

This study used a qualitative approach on the basis of a qualitative study or an interpretive research design. Qualitative research is research that has the goal of analyzing data, especially the formation of new views that require the perspective of the respondent. However, the resulting qualitative data is obtained from a complex epistemological process and is faced with ethical challenges. A qualitative research requires the focus of the researcher in analyzing a context (Mannheimer et al., 2019). The context of qualitative research relates to academic practice, academic culture and academic work (Rodríguez-Dorans et al., 2021). Qualitative research aims to form criticism, according to experimental aspects and also review traditional aspects (Denzin, 2020). In the aspect of education and learning, a qualitative approach is very important. Because the interpretation of a finding focuses on the implications of the problem being studied (Akkerman et al., 2021). The method of data collection is done using questionnaire in order to gain the information about the students' perception towards the implementation of virtual based tour videos in the English for Guiding Class.

3. RESULT AND DISCUSSION

Result

The rapid change of information and technology in undeniable, and the students usually deal with it all the time in their life, they still think this as the main problem. It deals with certain hardwares and softwares needed in order to make good videos that are going to be uploaded in the online platforms. They spend the time more on gathering information and learning how to use certain application to create video. It results in the longer time needed for it. They try to do this by themselves to minimize the cost if it is compared to hiring other people to do all things related to technology application. Besides browsing in the internet, they often ask friends who know well about ICT. Of course it still needs some sort of trial and error. The result of the study in Table 1.

Table 1. Results of Constraints in Application of Virtual-Based tour Video in English For Guiding Class

Types of constraints	Descriptions
Literacy on Information and technology	Students have insufficient knowledge of information and technology needed in making virtual tour based video
Financial constraint	It costs much money for the students to make a video
Technical constraint	Lack of ability to take some shots for videos or photos
Internet network constraint	Some students's houses are not provided with internet connection
Administration constrain	Permits needed to enter the objects during the pandemic
English proficiency	English is needed in giving the text and narration to the video
Content knowledge	Information and knowledge about the objects and other related culture.
Time constraint	Time allocated to make video is not enough

The second one is financial constrain. In the pandemic era, most of the students face some financial problems as a result of the decrease of their family income. Some parents have early retired and even lost their jobs, especially those who are relying on the business on tourism sectors. So, this process of making virtual tour video costs much money for them due to their mobility to the tourism objects that they want to take. They need to come there for several times which needs extra cost for transportation and food along the video taking process on the spots. It is also related to the internet cost that they need to spend in order to support the video uploading. The budget for the internet increases significantly even though the government has distributed to the students free educational allotment for internet, it is still not enough for the coverage of the assignment accomplishment.

The third is technical constraint. Soon after the pictures, videos were taken, they need to compile them all. Here they need to put which photo and video come first, and what text and naration should be given. This complexity of task requires special technical skill. Even though it can be done at home, it needs help of other students or techician to mix all the information that the video should cover. The students need to adjust the video and the narration like making longer duration for the text and narration because the video of the objects has some details that need to be explained. One detail should be described and narrated appropriately before moving to the other objects with different textual and oral description. This process of editing takes longer time if they are not supported with the proper equipment and softwares.

Discussion

Internet connection becomes the next constraint faced by the students. During the online mode of learning, students join the teaching learning process from their homes. Learning from home is carried out in accordance with regulations issued by the government (Hermanto & Srimulyani, 2021; Putri et al., 2020; Simatupang et al., 2020; Susilowati & Azzasyofia, 2020). Some of the areas where they live have poor or even no internet coverage for certain provider (Fikri et al., 2021; Primasari & Zulela, 2021). It causes them to buy new simcard that can cover the internet connection, or get or install the paid static internet service. It, of course, costs extra money. For the area that has no internet connection, students need to go to the city or places that have internet coverage nearby the village they live. It must be postponed when it rains and can only be done in daytime, especially for the girls. So the internet connection is very crucial in the process of making the video for getting the information, sending media to friends, download contents and upload the video (Albab, 2020; Arizona et al., 2020). Administrative constraint is often faced by the students when they visit tourism objects. It is started from getting the recommendation of the institution telling that the students are going to make the video about the object for educational purpose. This letter is handed over to the management of the objects in order to get the permission to enter the objects, which some of them should face follow up interview, and wait for days to get the permit. It is done not only for avoiding the entrance tickets for several visits, but during the covid-19 pandemic, all tourist destinations are suspended to be visited. This long bureaucracy consumes time and energy, especially when the destination is cross the border of the regency which requires more than one visits just for the permit administration.

The ability to use English is the next problem. Students consider that their English skills, especially speaking is still far from the expectation of a good narrator in the published videos. They should take several shots or recordings due to mispronunciation of certain words, especially for the unfamiliar words. They should also be able to differentiate between reading and speaking. In the video, students can read the text but the reading should be made as if it is speaking with the guest in the real situation of interaction (Anggraini, 2021; Ariyanto et al., 2018; Syafiq et al., 2021). Another thing in speaking is intonation, students usually have flat intonation, because they are often distracted with the movement of the objects that they need to be explained (Chien et al., 2020; Hartatik, 2018; Saidu, 2017). The mismatch between the length of the video and the narration needed causes some gaps between one description with the other ones.

The English proficiency above will be useless without any supply of information about the content of the objects they are explaining (Han, 2021; Ling et al., 2014; Yu & Gao, 2022). Students should gather some information, learn and understand the objects (Ariyanto et al., 2018; Syafiq et al., 2021). They try to memorize what they can be found in the spots, and all the cultural aspects like the symbols, the value, the artifacts, the belief should be mastered by the students. The knowledge about them all supports the ability of the students to explain and describe the objects properly. It creates qualified and professional content of video of tour. It is realized that being knowledgeable in the cultural content is not easy, it needs practice, a lot of reading, and communication with local people as the authentic source. The last one is the time constraint. With all the things that the students do above require time consumption. For one video of tour can take at least 7 days to finish. It highly depends on the degree of complexity of the other constraints like internet connection, technical supports, and administrative process. The better the internet coverage and the more sufficient the technical support and knowledge, the sooner the video will be accomplished. Of course it needs time management to make the schedule of what should be done first and later. It also needs the creativity of the students the put the priority on the urgent tasks that enables other tasks to be finished

4. CONCLUSION

It can be concluded that the implementation of virtual-based tour videos causes eight main constraints that students often face namely, literacy on ICT, financial, internet connection, technical, administrative, English proficiency, content knowledge, and time constraints. It needs future research in order to get further solution so that the problem faced by the students can be overcome without neglecting the essence of creativity and innovation of the virtual tour base video in English For Guiding Class.

5. REFERENCES

- Adzan, N. K., Pamungkas, B., & Juwita. (2021). Pengembangan Media Pembelajaran Tari Bedana Berbasis Android. *Jurnal IKRA-ITH Humaniora*, 5(1), 93–102. <https://doi.org/10.17977/jptpp.v2i9.9958>.

- Akkerman, S. F., Bakker, A., & Penuel, W. R. (2021). Relevance of Educational Research: An Ontological Conceptualization. *Educational Researcher*, 50(6), 416–424. <https://doi.org/10.3102/0013189X211028239>.
- Albab, S. U. (2020). Analisis kendala pembelajaran e-learning pada era disrupsi di SMK Terpadu Al-Islahiyah Singosari Malang. *Mudir: Jurnal Manajemen Pendidikan*, 2, 46–57. <https://doi.org/10.55352/mudir.v2i1.105>.
- Alfianti, A., Taufik, M., Hakim, Z. R., Sultan, U., & Tirtayasa, A. (2020). Pengembangan Media Pembelajaran IPS Berbasis Video Animasi Pada Tema Indahnnya Keragaman Di Negeriku. *Indonesian Journal of Elementary Education*, 2(1), 1–12. <https://doi.org/10.31000/ijoe.v1i2.2927.g1791>.
- Andini, D. M., & Supardi, E. (2018). Kompetensi Pedagogik Guru Terhadap Efektivitas Pembelajaran Dengan Variabel Kontrol Latar Belakang Pendidikan Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 148. <https://doi.org/10.17509/jpm.v3i1.9450>.
- Anggraini, A. (2021). Improving Student's Speaking Skill Using Youtube Video as Media: An Action Research. *Scope: Journal of English Language Teaching*, 5(2). <https://doi.org/10.30998/scope.v5i2.8406>.
- Ario, M. (2019). Pengembangan Video Pembelajaran Materi Integral Pada Pembelajaran Flipped Classroom. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 8(1), 20–31. <https://doi.org/10.24127/ajpm.v8i1.1709>.
- Ariyanto, N., Rochsantiningsih, D., & Pudjobroto, H. (2018). Enhancing Students' Speaking Skill by Using Youtube Video. *English Education*, 6(3). <https://doi.org/10.20961/eed.v6i3.35883>.
- Arizona, K., Abidin, Z., & Rumansyah, R. (2020). Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19. *Jurnal Ilmiah Profesi Pendidikan*, 5(1), 64–70. <https://doi.org/10.29303/jipp.v5i1.111>.
- Asmahasanah, S., Sa'diyah, M., & Ibdalsyah. (2018). Analisis Keterampilan Mengajar Guru Dan Penanaman Nilai Positif Melalui Pemanfaatan Kebun Sekolah. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 27(2). <https://doi.org/10.17977/um009v27i22018p167>.
- Ayuningsih, K. (2017). Pengaruh Video Animasi Terhadap Hasil Belajar Kognitif Pada Mata Pelajaran IPS Materi Menghargai Jasa Pahlawan di Kelas V SDN Sidokumpul Sidoarjo. *JICTE (Journal of Information and Computer Technology Education)*, 1(1), 43. <https://doi.org/10.21070/jicte.v1i1.1129>.
- Bedar, R. A. H., & Al-Shboul, M. (2020). The effect of using STEAM approach on developing computational thinking skills among high school students in Jordan. *International Journal of Interactive Mobile Technologies*, 14(14). <https://doi.org/10.3991/IJIM.V14I14.14719>.
- Biehl, P. G., & Dellagnelo, A. de. (2016). "Contextualization" in development: a microgenetic study of an English as a Foreign Language teacher. *Fórum Linguístico*, 13(4). <https://doi.org/10.5007/1984-8412.2016v13n4p1599>.
- Chien, S.-Y., Hwang, G.-J., & Jong, M. S.-Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. *Computers & Education*, 146. <https://doi.org/10.1016/j.compedu.2019.103751>.
- Denzin, N. K. (2020). Qualitative Inquiry in an International Space. *International Review of Qualitative Research*, 13(1), 3–4. <https://doi.org/10.1177/1940844720920075>.
- Efendi, Y., Adi, E., & Sulthoni, S. (2020). Pengembangan Media Video Animasi Motion Graphics pada Mata Pelajaran IPA Di SDN Pandanrejo 1 Kabupaten Malang. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran): Kajian Dan Riset Dalam Teknologi Pembelajaran*, 6(2), 97–102. <https://doi.org/10.17977/um031v6i22020p097>.
- Efriana, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *Journal of English Language Teaching and Literature*, 2(1).
- Faizah, U. (2015). Penerapan Pendekatan Saintifik Melalui Model Project Based Learning Untuk Meningkatkan Ketrampilan Proses Dan Hasil Belajar Siswa Kelas Iv Sd Negeri Seworan, Wonorego. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 5(1), 24. <https://doi.org/10.24246/j.scholaria.2015.v5.i1.p24-38>.
- Fikri, M., Ananda, M. Z., & Faizah, N. (2021). Kendala Dalam Pembelajaran Jarak Jauh di Masa Pandemi Covid-19: Sebuah Kajian Kritis. *Jurnal Education and Development*, 9(1), 145–148. <https://doi.org/10.37081/ed.v9i1.2290>.
- Fisher, D. (2021). Educational Leadership and the Impact of Societal Culture on Effective Practices. *Journal of Research in International Education*, 20(2), 134–153. <https://doi.org/10.1177/14752409211032531>.
- Glorioso, I. G., Arevalo, S. F. Q., Decena, M. B. S., Jolejole, T. K. B., & Gonzales, M. S. (2022). Developing and pre-testing of nutrition cartoon video to promote healthy eating among hearing and deaf and

- mute children. *Malaysian Journal of Nutrition*, 28(3). <https://doi.org/10.31246/mjn-2021-0127>.
- Han, X. (2021). Examining the college English teaching and listening based on English Proficiency Scale. *Aggression and Violent Behavior*. <https://doi.org/10.1016/j.avb.2021.101710>.
- Hartatik, S. F. (2018). Enhancing the first semester students' speaking ability using instructional video. *Journey*, 1(1). <https://doi.org/10.33503/journey.v1i1.220>.
- Herliandry, L. D., Nurhasanah, Suban, M. E., & Heru, K. (2020). Pembelajaran Pada Masa Pandemi Covid-19. *Jurnal Teknologi Pendidikan*, 22(1), 65–70. <https://doi.org/10.21009/jtp.v22i1.15286>.
- Hermanto, Y. B., & Srimulyani, V. A. (2021). The Challenges of Online Learning During the Covid-19 Pandemic. *Jurnal Pendidikan Dan Pengajaran*, 8(2), 1. <https://doi.org/10.37762/jgmds.8-2.215>.
- Hikmawan, R., & Sofiani, Y. (2021). Implementasi Media Virtual Tour Berbantuan E-Handout pada Pembelajaran Sejarah di Kelas XI MIPA 6 SMAN 2 Tasikmalaya. *Bihari: Jurnal Pendidikan Sejarah Dan Ilmu Sejarah*, 4(1).
- Hildebrandt, H. (2011). Virtual study tour to integrated care in Germany. *International Journal of Integrated Care*, 11(7).
- Ho, Y.-Y. C. (2020). Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 27. <https://doi.org/10.1016/j.jhlste.2020.100271>.
- Ishaq, K., Azan, N., Zin, M., Rosdi, F., Abid, A., & Ijaz, M. (2020). The Impact of ICT on Students' Academic Performance in Public Private Sector Universities of Pakistan. *International Journal of Innovative Technology and Exploring Engineering*, 9(3), 1117–1121. <https://doi.org/10.35940/ijitee.c8093.019320>.
- Kam, J., Khadra, S., Tran, Q. H., Ainsworth, H., Louie-Johnsun, M., & Winter, M. (2019). Portable Video Media Versus Standard Verbal Communication in Surgical Teaching: A Prospective, Multicenter, and Randomized Controlled Crossover Trial. *Journal of Surgical Education*, 76(2), 440–445. <https://doi.org/10.1016/j.jsurg.2018.08.013>.
- Kosko, K. W., Ferdig, R. E., & Zolfaghari, M. (2020). Preservice Teachers' Professional Noticing When Viewing Standard and 360 Video. *Journal of Teacher Education*, 71(2), 1–14. <https://doi.org/10.1177/0022487120939544>.
- Ling, G., Powers, D. E., & Adler, R. M. (2014). Do TOEFL iBT® scores reflect improvement in English-language proficiency? Extending the TOEFL iBT validity argument. *ETS Research Report Series*, 1. <https://doi.org/10.1002/ets2.12007>.
- Mannheimer, S., Pienta, A., Kirilova, D., Elman, C., & Wutich, A. (2019). Qualitative Data Sharing: Data Repositories and Academic Libraries as Key Partners in Addressing Challenges. *American Behavioral Scientist*, 63(5), 643–664. <https://doi.org/10.1177/0002764218784991>.
- Maté-González, M. Á., Rodríguez-Hernández, J., Blázquez, C. S., Torralba, L. T., & Sánchez-Aparicio, L. J. (2022). Challenges and Possibilities of Archaeological Sites Virtual Tours: The Ulaca Oppidumi (Central Spain) as a Case Study. *Remote Sensing*, 14(524). <https://doi.org/10.3390/rs14030524>.
- Mazidah, Erna, M., & Anwar, L. (2020). Developing an Interactive Chemistry E-Module for Salt Hydrolysis Material to Face the Covid-19 Pandemic Developing an Interactive Chemistry E-Module for Salt Hydrolysis Material to Face the Covid-19 Pandemic. *Journal of Physics: Conference Series*, 1–6. <https://doi.org/10.1088/1742-6596/1655/1/012051>.
- Meyer, O. A., Omdahl, M. K., & Makransky, G. (2019). Investigating the effect of pre-training when learning through immersive virtual reality and video: A media and methods experiment. *Computers and Education*, 140, 103603. <https://doi.org/10.1016/j.compedu.2019.103603>.
- Nanda, K. K., Tegeh, I. M., & Sudarma, I. K. (2017). Pengembangan Video Pembelajaran Berbasis Pendekatan Kontekstual Kelas V di SD Negeri 1 Baktiseraga. *Jurnal Edutech Universitas Pendidikan Ganesha*, 5(1), 88–99. <https://doi.org/10.23887/jeu.v5i1.20627>.
- Primasari, I. F. N. D., & Zulela. (2021). Kendala Pembelajaran Jarak Jauh (PJJ) Secara Online Selama Masa Pandemi Covid-19 di Sekolah Dasar. *JIKAP PGSD: Jurnal Ilmiah Ilmu Kependidikan*, 5(1), 64–73. <https://doi.org/10.26858/jkp.v5i1.16820>.
- Purwati, P. (2021). Implementasi Media Video Animasi Interaktif Secara Daring Untuk Meningkatkan Hasil Belajar Dan Keaktifan Siswa Kelas IV SDN Tulung 03 Pada Tema 8 Semester 2 Tahun Pelajaran 2020/2021. *Journal Of Education Research*, 3(2). <https://doi.org/10.36653/educatif.v3i2.76>.
- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(5), 4809–4818. <https://search.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/en/covidwho-830197>.
- Rao, P. S. (2019). The role of English as a global language. *Reserach Journal of English (RJOE)*, 4(1), 65–79.

- Riayah, S., & Fakhriyana, D. (2021). Optimalisasi pembelajaran dalam jaringan (daring) dengan media pembelajaran video interaktif terhadap pemahaman matematis siswa. *Jurnal Pendidikan Matematika (Kudus)*, 4(1). <https://doi.org/10.21043/jmtk.v4i1.10147>.
- Riyanto, M., Jamaluddin, U., & Pamungkas, A. S. (2019). Pengembangan Video Pembelajaran Berbasis Aplikasi Video Scribe Pada Mata Pelajaran IPS di Sekolah Dasar. *Madrasah: Jurnal Pendidikan Dan Pembelajaran Dasar*, 11(2). <https://doi.org/https://doi.org/10.18860/madrasah.v11i2.6419>.
- Rodríguez-Dorans, E., Murray, F., de Andrade, M., Wyatt, J., & Stenhouse, R. (2021). Qualitative Inquiry, Activism, the Academy, and the Infinite Game: An Introduction to the Special Issue. *International Review of Qualitative Research*, 14(1), 3–16. <https://doi.org/10.1177/1940844721991079>.
- Saidu, J. (2017). Effect of using video materials in the development of speaking and listening skills in english language in senior secondary school in yobe state. *International Journal of Innovative Language, Literature & Art Studies*, 5(4). <https://doi.org/10.5296/ijl.v6i4.5870>.
- Sari, W. E., Yulianto, Y., Junirianto, E., Franz, A., Karim, S., & Khamidah, I. M. (2021). Video branding untuk promosi usaha mikro kecil menengah (UMKM). *Jurnal Inovasi Hasil Pengabdian Masyarakat*, 4(1). <https://doi.org/10.33474/jipemas.v4i1.7174>.
- Segantara, I. G. M., Yudana, I. M., & Sunu, I. G. K. A. (2017). Studi Korelasi antara Motivasi Kerja, Kompetensi Profesional Guru, dan Etos Kerja Terhadap Kinerja Guru. *Jurnal Penelitian Dan Pengembangan Sains Dan Humaniora*, 1(1), 30–34. <https://doi.org/10.23887/jppsh.v1i1.12927>.
- Setyasto, N., & Wijayama, B. (2017). Penerapan Perangkat Pembelajaran IPS Model TPS dengan Media Video untuk Meningkatkan Karakter, Aktivitas, dan Hasil Belajar Siswa. *Jurnal Pendidikan Teori Dan Praktik*, 2(2). <https://doi.org/10.26740/jp.v2n2.p128-133>.
- Simatupang, N. I., Sitohang, S. R. I., Situmorang, A. P., & Simatupang, I. M. (2020). Efektivitas pelaksanaan pengajaran online pada masa pandemi covid-19 dengan metode survey sederhana. *Jurnal Dinamika Pendidikan*, 13(2), 197–203. <https://doi.org/10.51212/jdp.v13i2.1754>.
- Susilowati, E., & Azzasyofia, M. (2020). The parents stress level in facing children study from home in the early of covid-19 pandemic in Indonesia. *International Journal of Science and Society*, 2(3), 1–12. <https://doi.org/10.200609/ijsoc.v2i3.117>.
- Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing speaking skill through YouTube video as English learning material during online learning in pandemic covid-19. *Elsya: Journal of English Language Studies*, 3(1), 50–55. <https://doi.org/10.31849/elsya.v3i1.6206>.
- Tedjawati, J. M. (2011). Peningkatan kompetensi guru melalui lesson study: kasus di Kabupaten Bantul. *Jurnal Pendidikan Dan Kebudayaan*, 17(4), 480–489. <https://doi.org/10.24832/jpnk.v17i4.43>.
- Udayani, N. K. Ar. T. K., Wibawa, I. M. C., & Rati, N. W. (2021). Development Of E-Comic Learning Media On The Topic Of The Human Digestive System. *Journal of Education Technology*, 5(3), 472–481. <https://doi.org/10.23887/jet.v5i3.34732>.
- Utomo, A. C., Abidin, Z., & Rigiyan, H. A. (2020). Keefektifan Pembelajaran Project Based Learning Terhadap Sikap Ilmiah Pada Mahasiswa PGSD. *Educational Journal of Bhayangkara*. <https://doi.org/10.31599/edukarya.v1i1.103>.
- Walangadi, H., & Pratama, W. P. (2020). Meningkatkan Pemahaman Belajar Siswa Menggunakan Media Video Animasi 2D. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 4(3), 201. <https://doi.org/10.37905/aksara.4.3.201-208.2018>.
- Wardani, R. K., & Syofyan, H. (2018). Pengembangan Video Interaktif pada Pembelajaran IPA Tematik Integratif Materi Peredaran Darah Manusia. *Jurnal Ilmiah Sekolah Dasar*, 2(4), 371. <https://doi.org/10.23887/jisd.v2i4.16154>.
- Widiasanti, M., & Ayriza, Y. (2018). Pengembangan Media Video Animasi Untuk Meningkatkan Motivasi Belajar Dan Karakter Tanggung Jawab Siswa Kelas V. *Jurnal Pendidikan Karakter*, 8(1), 1–16. <https://doi.org/10.21831/jpk.v8i1.21489>.
- Widodo, & Widayanti, L. (2014). Peningkatan Aktivitas Belajar dan Hasil Belajar Siswa dengan Metode Problem Based Learning pada Siswa Kelas VIIA MTs Negeri Donomulyo Kulon Progo Tahun Pelajaran 2012/2013. *Jurnal Fisika Indonesia*, 17(49). <https://doi.org/10.22146/jfi.24410>.
- Widyaningsih, S. W., Yusuf, I., Prasetyo, Z. K., & Istiyono, E. (2020). Online Interactive Multimedia Oriented to HOTS through E-Learning on Physics Material about Electrical Circuit. *JPI (Jurnal Pendidikan Indonesia)*, 9(1), 1–14. <https://doi.org/10.23887/jpi-undiksha.v9i1.17667>.
- Wulandari, Sudatha, & Simamora. (2020). Pengembangan Pembelajaran Blended Pada Mata Kuliah Ahara Yoga Semester II di IHDN Denpasar. *Jurnal Edutech Undiksha*, 8(1), 1–15. <https://doi.org/10.23887/jeu.v8i1.26459>.
- Yu, Z., & Gao, M. (2022). Effects of Video Length on a Flipped English Classroom. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440211068474>.