Development of Interactive Video-Based Learning Media Combined with Blended Learning Method for Writing Short Story Materials in Elementary School

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Abstract: *The creation of interactive video-based learning materials utilizing Adobe Animate CC 2022 was conducted and implemented in the context of the Indonesian language curriculum. This research aims to develop interactive video-based learning resources that are valid, practical, and effective for teaching short story writing. The development process followed the ADDIE model, which encompasses five phases: analysis, design, development, implementation, and evaluation. Evaluation methods included expert validation, one-on-one assessments, small group evaluations, and field tests. The findings indicated that the material's validity was rated at 90%, categorized as very valid; the media's validity was assessed at 87%, classified as highly valid; and the language component received a validity score of 88%, also deemed very valid. The average validity across the three assessments was 88%, falling within the very valid category. In terms of practicality, the one-on-one evaluation yielded a score of 86%, categorized as very practical, while the small group assessment achieved a score of 98%, classified as highly practical. The overall average practicality score was 92%, indicating a very hands-on approach. To assess media effectiveness, pretest results were 56%, while posttest results reached 96%, demonstrating significant learning outcomes for students, with an N-Gain score of 0.92. Consequently, the interactive video-based learning materials developed with Adobe Animate CC 2022 successfully engaged students and can be effectively utilized to enhance the Indonesian language curriculum, particularly in short story writing for fifth-grade elementary school students.*

Keywords: *Interactive Video, Adobe Animate CC 2022, Writing Short story, Grade V*

Abstrak: Pengembangan media pembelajaran berbasis video interaktif menggunakan adobe animate CC 2022 dilakukan dan diterapkan untuk mata pelajaran Bahasa Indonesia materi menulis cerpen siswa kelas V sekolah dasar. Penelitian ini bertujuan untuk menghasilkan media pembelajaran berbasis video interaktif menggunakan aplikasi adobe animate CC 2022 untuk materi menulis cerpen yang valid, praktis, dan efektif. Model pengembangan yang digunakan yaitu model ADDIE yang terdiri dari lima tahap antara lain, tahap analisis, design, development, implementation, evaluation. Evaluasi yang dilakukan adalah validasi para ahli, one-to-one, small group, dan field test. Hasil penelitian menunjukkan bahwa kevalidan materi adalah 90% dengan kategori sangat valid, kevalidan media adalah 87% dengan kategori sangat valid, dan Bahasa dengan tingkat kevalidan 88% dengan kategori sangat valid. Dari ketiga validasi yang dilakukan diperoleh hasil rata-rata 88% dengan kategori sangat valid. Sedangkan skor kepraktisan pada tahap one-to-one yaitu 86% dengan kategori sangat praktis, dan pada tahap small group yaitu 98% dengan kategori sangat praktis. Maka di peroleh rata-rata presentasi sebesar 92% dengan kategori sangat praktis. Sedangkan untuk menunjukkan efektivitas media didapatkan hasil pretest 56% dan hasil posttest 96% serta menunjukkan hasil belajar siswa yang dikategorikan tinggi dengan nilai N-Gain 0,92. Dengan demikian, media pembelajaran berbasis video interaktif menggunakan aplikasi adobe animate cc 2022 menarik perhatian siswa sehingga dapat diterapkan untuk meningkatkan nilai mata pelajaran Bahasa Indonesia pada materi menulis cerpen untuk siswa

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kelas V sekolah dasar.

INTRODUCTION

Currently, the development of technology and information has touched every aspect of societal sectors, including the field of education. Teaching is a profession closely related to the world of education, so teachers are required to be creative and digitally proficient in managing the learning process. One such area is the teaching of the Indonesian language, as it involves four key language skills that need to be emphasized: listening, speaking, reading, and writing abilities (Iskandarwassid, 2001). Writing is a skill that allows an individual to convey their thoughts, ideas, and life experiences in writing clearly (Ruslan and Nasriani, 2019). Writing is an essential part of literacy development. Writing instruction for elementary school students is a learning process that requires special attention to both the process and the results (H. Mahmud, 2017).

One effective method to enhance students' writing skills is to ensure they possess a rich vocabulary, which can be achieved through frequent reading activities. Writing proficiency cannot develop in isolation; it must be complemented by strong reading skills. The more students engage in reading, the broader their vocabulary becomes, thereby aiding them in optimizing their writing abilities. Additionally, students must be capable of articulating their ideas, thoughts, and feelings in their written compositions, allowing readers to easily comprehend their work (Rusty & Wini, 2022).

In the fifth-grade Indonesian language curriculum, there is a focus on writing short stories, commonly referred to as "cerpen." Short narratives are particularly engaging for fifth-grade students, as they are encouraged to cultivate their imagination. However, many students encounter challenges during the learning process, particularly in generating ideas and identifying conflicts within the story's plot (Subakti, 2019; Subakti & Handayani, 2020). These difficulties often result in stories that are less engaging and may not align with the intended theme, reflecting the struggles students face in their writing endeavors.

The learning process experienced by several researchers indicates that the objectives of writing short stories have not been fully achieved as anticipated (Mulina et al., 2021; Yusrina, 2022). A similar situation is observed at SDN 148 Palembang in the Gandus district of Palembang City, South Sumatra, during the 2022/2023 academic year, where the short story writing activities have not met the targeted goals. This is primarily because, during the writing activities, a majority of the students find the process of writing short stories to be tedious and lack enthusiasm. They encounter difficulties when attempting to articulate their ideas and struggle to develop their imagination in crafting words and expressing them in their short stories.

The low ability of students in writing short stories is certainly not only due to their lack of writing skills, but there are other factors that must also be considered to support the success of short story writing goals. One of these factors is the use of learning media. However, its use is still limited and lacks variety, as teachers tend to rely on conventional media with a lecture-based method that is less innovative. This results in a monotonous learning environment, which causes students to become bored and less interested in participating in short story writing activities (Rusty & Wini, 2022). Meanwhile, the development of learning media today must keep up with the rapid growth of technology. Media has become more varied, one of which is interactive video.

Interactive learning media is well-suited for writing drama and short stories created through the application of interactive multimedia (Fita & Nurul, 2020). In addition to facilitating the delivery of material, interactive videos can also be utilized in a Blended Learning format, allowing students to study short story writing anytime and anywhere, thereby enhancing the likelihood of achieving learning objectives (Vika et al., 2020). Research on the use of interactive videos to improve short story writing skills has also been conducted by Nail et al. (2021), who analyzed the role of interactive audiovisual media in enhancing short story learning in schools. The findings from this analysis indicate that using interactive audiovisual media significantly aids students in writing short stories effectively and accurately.

In light of the aforementioned issues, the need for learning media in the form of interactive videos combined with a blended learning approach emerges as a solution. This approach presents systematically organized material, engaging short story videos, and interactive exercises and quizzes, making it easier for students to access and study the content anytime and anywhere. Consequently, the researcher intends to develop interactive videos under the title of the study "Development of Interactive Video-Based Learning Media Combined with Blended Learning Method in the Indonesian Language Subject on Short Story Writing for Fifth Grade Elementary School Students."

RESEARCH METHODS

This research was conducted using the ADDIE development model. The Analysis phase involves examining the work situation and environment to identify the product that needs to be developed. The Design phase focuses on creating a product that meets the identified requirements. The Development phase encompasses the creation and testing of the product. The Implementation phase involves the application of the product, while the Evaluation phase assesses whether each step of the process and the resulting product align with the specified criteria. Specifically, the procedure for developing interactive video-based learning media using Adobe Animate includes the following stages.

At this stage, the goal is to analyze existing issues before conducting the research. This includes analyzing student characteristics to identify their learning styles, as well as understanding their needs in terms of the types of media required for the short story writing lessons. Additionally, the teaching method to be used in the Asmaul Husna lessons is also assessed. Moving on to the design phase, the first step is selecting an appropriate application for developing the interactive video. This includes determining the font and text size for the media. The design also involves creating an interactive video by gathering materials such as images, audio, color schemes, and lesson content, all of which are aimed at improving students' understanding of short story writing. The video will be integrated into Google Classroom and developed using Adobe Animate, with added audio and animations.

In terms of media planning, flowcharts and storyboards will be created as guides for managing the media, both in terms of appearance and structure. These tools will provide a clear picture of the media design, ensuring it aligns with the learning objectives. The storyboard will depict the rough design of the media, organizing content to meet educational goals. Furthermore, instruments for validation will be developed, including those for content, media, and language. The content validation will assess the product's display, audio/sound, text, and the inclusion of animations and images, while the language validation will focus on grammar and font usage.

During the development phase, a prototype of the learning media will be created, followed by expert validation for media, content, and language. Revisions will be made based on expert feedback.

The implementation phase involves testing the developed media in the classroom, which will be observed through one-to-one, small group, and field testing. The effectiveness of the interactive video-based learning media will be assessed through pretest and posttest evaluations. The pretest will evaluate students' writing skills using the traditional lecture method and image-based media. The evaluation results from the pretest will inform improvements to the interactive video-based learning media. Finally, the purpose of the evaluation phase is to assess the practicality and effectiveness of the interactive video media, developed using Adobe Animate, in enhancing fifth-grade students' ability to write short stories.

RESULTS AND DISCUSSION

Hasil dari penelitian pengembangan ini adalah menghasilkan sebuah media pembelajaran berbasis video interaktif menggunakan aplikasi adobe animate materi menulis cerpen siswa kelas V sekolah dasar yang dilakukan melalui lima tahap yaitu analisis kebutuhan, desain, pengembangan, implementasi dan evaluasi. Sedangkan pada tahap pengumpulan data berupa validasi oleh expert review dan observasi. Untuk penilaian dilakukan dengan one-to-one evaluation, dan small group evaluation dan field test. Tahapan penelitian dan evaluasi tersebut dijabarkan sebagai berikut:

Analysis Stage

The analysis stage involved examining both student characteristics and needs to better understand and address the challenges faced during short story writing lessons. Observations revealed a diversity of learning styles among the students. Some students appeared confused after oral explanations from the teacher and sought clarification from their peers. Others requested the teacher to repeat the explanation either individually or as a group, while some asked the teacher to write examples and their solutions on the board. A few students remained silent when questioned and were unable to respond.

Building on these findings, the student characteristics analysis informed the student needs analysis to identify effective ways to resolve the challenges. A key conclusion was the necessity of developing a specialized media tool to make the short story writing material in the Indonesian language class more engaging and motivating for students. To meet this need, an interactive video using Adobe Animate was proposed. The video-based learning media will include features such as a brief explanation of short stories, a step-by-step guide to writing them, and interactive evaluation questions. Developed with Adobe Animate and Canva, the media will utilize ActionScript, audio, and video to create an engaging learning experience. The needs analysis findings were further supported by data collected from fifth-grade students at SDN 148 Palembang through a Google Forms questionnaire.
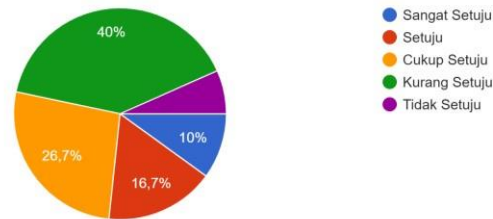
Figure 1. Preparation of Learning Media for Writing Short Stories

According to the results of the questionnaire presented in Figure 6, regarding the aspect of learning media needs with the indicator of media usage in the fourth item, it was noted that the materials and media were adequately prepared by the teacher. Students expressed their opinions through the questionnaire, indicating that 40% disagreed and 16.7% agreed, suggesting that the teacher has not sufficiently prepared the media for teaching short story writing.
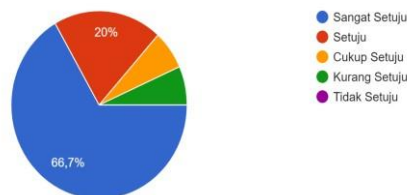

Figure 2. Use of Videos for Learning to Write Short Stories

Based on the results of the questionnaire shown in Figure 2, which explains the aspects of the learning media needs for short story writing that students desire, the indicator on the use of media in item 7 indicates that the use of video media is considered more suitable for teaching short story writing than thematic books. According to the students' responses in the questionnaire, 66.7% strongly agreed, while 6.7% disagreed.

Saya dapat dengan mudah mempelajari materi menulis cerpen di manapun dan kapanpun untuk menyelesaikan tugas yang diberikan oleh guru
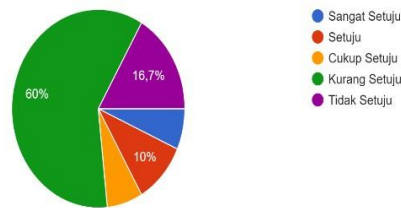30 jawaban

Figure 3. Use of Learning Media in Blended Learning

According to the presentation in Figure 8 above, which outlines the aspects of students' needs for learning media, the indicator regarding the use of learning media in item 6 states that students can easily study the material for writing short stories anytime and anywhere to complete assignments given by the teacher. The students expressed their opinions through the questionnaire, revealing that 60% disagreed and 10% agreed with the aforementioned statement.

Table 1. Results of Student Needs Analysis

No	Aspect	Indicator	Item (%)
1	Learning Needs	Initial learning condition	48.35%
		Teacher's attitude in the learning process	46.7%
	Short Story Writing		
2	Media Needs	Use of learning media	23.35%
		Learning process	13.3%
3	Material Understanding	Alignment of material with learning objectives	50%
		Evaluation	63.3%

Design Stage

The selection of the application to be used for creating the interactive video-based learning media is the initial step in the design phase. In this study, Adobe Animate CC 2022 was chosen as the primary tool for developing media on the topic of writing short stories.

The design process using Adobe Animate CC 2022 involved creating a product that includes the necessary materials and resources. The media to be developed is an interactive video-based learning tool focused on teaching short story writing. The content created for this media aligns with the core competencies in the Indonesian language curriculum for fifth-grade students. The materials developed include instructions and steps for writing short stories.

The next step in the design process was to gather resources, including background images, audio, video, font selection, and color schemes. The background images chosen were nature-themed, fitting the context of the subject matter. Additionally, audio was selected for interactive buttons, and videos were created using videoscribe to visually represent the writing process. The videos also include background music and narration to explain the steps involved in writing. Moreover, interactive evaluations based on the lesson, video content, and the prepared short story text were incorporated into the media. All visual and interactive elements were tailored using Adobe Animate CC 2022.

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Development Stage

In the development stage, the selected application (Adobe Animate CC 2022) was used to develop the interactive learning media. The design and layout were transformed into the actual product. The prototype, which was based on the previous design, was developed into a fully functional learning tool. This stage resulted in an interactive video-based learning media on writing short stories for fifth-grade students. The product also went through validation by experts in the areas of content, media, and language to ensure its effectiveness and quality.

Table 2. Recapitulation of Expert Validation Results

Aspect	Percentage	Description
Content	90%	Very Valid
Media	87%	Very Valid
Language	88%	Very Valid
Average	88%	Very Valid

Comments and suggestions from material experts, language media are improved to obtain valid results. Below are the results and tables that describe the product before and after improvements are made based on suggestions from material experts, media and language.

Implementation Stage

The developed media was implemented at SDN 148 Palembang from November 27 to 29, 2023. The implementation phase was carried out in three stages: one-to-one evaluation with three students, small group evaluation with five students, and a field test involving 16 students. Each student had varying abilities, categorized into high, medium, and low levels. This stage aimed to assess the students' responses regarding the attractiveness and feasibility of the product, following the product validation conducted by experts beforehand.

Table 3. One-To-One Evaluation Results

No	Aspect	Percentage	Category
1	Learning Media Display	92%	Very Practicaly
2	Program	77%	Practicaly
3	Content	100%	Very Practicaly
	Total	86%	Very Practicaly

Based on the results from the one-to-one evaluation phase concerning the interactive video-based learning media, the assessment conducted by three students was analyzed across several aspects. In terms of the media's appearance, it received a score of 13, translating to a percentage of 92%. This indicates that the learning media's presentation aligns well with the students' preferences. Regarding programming, the total score was 7, with a percentage of 77%, categorizing it as practical. This suggests that the learning media is engaging for the students and suitable for educational activities. Furthermore, in the content aspect, a score of 6 was achieved, equating to a 100%

percentage, which demonstrates that the material presented in the learning media is clear and easily comprehensible.

In the small group phase, the interactive video-based learning media, developed using Adobe Animate CC 2022, was tested with five children who possess varying cognitive abilities, based on prior assessments in the subject of short story writing. The five students involved in this trial were ISL, RSK, RDW, AY, and GHN. The primary objective of this trial was to identify any potential shortcomings in the developed learning media. During this phase, the students were tasked with testing the product and completing a questionnaire prepared by the researcher. Prior to this, the researcher explained the purpose of the questionnaire to the students and provided appropriate instructions for accurately filling it out.

Table 4. Small Group Evaluation Results

No	Aspect	Percentage	Category
1	Learning Media Display	100%	Very Practicaly
2	Program	93,3%	Very Practicaly
3	Content	100%	Very Practicaly
	Total	98%	Very Practicaly

The final stage in the ADDIE model is evaluation, which primarily employs formative assessment. This phase aims to assess the effectiveness of the learning media developed by the researcher for students. During the development stage, the evaluations conducted by media and content experts were deemed highly valid. In the field test phase, the learning activities were implemented in their entirety according to the plan designed by the researcher, focusing on the topic of writing short stories using interactive video-based learning media. This educational activity will yield a comparison of scores before and after the use of the interactive video-based learning media created with Adobe Animate CC 2022. The field test was conducted with 16 fifth-grade students from SD Negeri 148 Palembang, involving both pretests and posttests. On the first day, the researcher administered a pretest to assess the initial capabilities of the students prior to the implementation of the interactive video-based learning media and the blended learning method.

Table 5. Student Pretest and Posttest Results

No	Student Name	Pretest Score	Category	Posttest Score	Category
1	NRD	66.6	Needs Guidance	100	Excellent
2	RFL	53.3	Needs Guidance	93.3	Excellent
3	STR	53.3	Needs Guidance	100	Excellent
4	ASP	40	Needs Guidance	93.3	Excellent
5	WDY	60	Needs Guidance	100	Excellent
6	PNJ	66.6	Needs Guidance	93.3	Excellent
7	FNA	40	Needs Guidance	100	Excellent
8	ZKI	60	Needs Guidance	100	Excellent
9	VNR	33.3	Needs Guidance	100	Excellent
10	ISL	40	Needs Guidance	86.6	Good
11	IKH	73.3	Fairly Good	100	Excellent
12	KTN	66.6	Needs Guidance	100	Excellent
13	MRV	46.6	Needs Guidance	86.6	Good

14	RDW	46.6	Needs Guidance	100	Excellent
15	DND	60	Needs Guidance	100	Excellent
16	DMS	73.3	Fairly Good	100	Excellent

The evaluation stages carried out in this study aim to determine the effectiveness of interactive video-based learning media combined with the blended learning method developed by researchers. effectiveness is measured using N-gain. Based on the analysis of the data obtained from the pretest and posttest, the N-gain score reached 0.928, which falls into the high category. This high N-gain score indicates that the use of interactive video-based learning media combined with the blended learning method is effective in improving student learning outcomes. In other words, this learning media significantly helps students understand and master the concept of writing short stories. Therefore, it can be concluded that the interactive video learning media developed in this study is highly effective and suitable for supporting the learning process, particularly in enhancing students' short story writing skills in fifth-grade elementary school students.

CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of the data conducted, it can be concluded that the development of interactive video-based learning media integrated with the blended learning method using Adobe Animate CC 2022 is valid. The validation results from three content validators yielded a score of 90%, the media validator scored 87%, and the language validator achieved 88%. This results in an average validity score of 88%, categorizing it as valid. In terms of practicality, the assessment from student response questionnaires during the one-to-one evaluation phase, conducted with three students, resulted in an average score of 86%. Additionally, the small group evaluation, which involved five students, yielded an average score of 98%, leading to an overall average of 92%, thus categorizing it as practical.

Regarding effectiveness, observations from the field test indicated an average pretest score of 56.6% and a posttest score of 96.6%, demonstrating a significant improvement following the implementation of the interactive video-based learning media integrated with the blended learning method. Consequently, the learning outcomes of the students can be classified as high, with an N-gain value of 0.928. In summary, the interactive video-based learning media integrated with the blended learning method using Adobe Animate CC 2022 for teaching short story writing has been validated as valid, practical, and effective, making it suitable for use in Indonesian language instruction.

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