Vol. 4, No. 4, December 2026, pp. 4113-4122
INTERNATIONAL JOURNAL OF
POST AXIAL
FUTURISTIC TEACHING AND LEARNING
https://journal.amorfati.id/index.php/postaxial | | ISSN 3025-7549

Improving Learning Outcomes through Instructional Videos in Indonesian Language Lessons for Grade II Elementary School Students

Murni Ati [1a*], Selly Syah Lestari [2b], Erna Ikawati [3c]
[1,2,3] Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

[a]murniati0225@gmail.com, [b]sellylestari61@gmail.com, [c]ernaikawati@gmail.com

Article History:
Received:
21-09-2026
Revised:
30-10-2026
Accepted:
21-11-2026
Avaiable online:
11-12-2026

Keywords:
Learning outcomes; Instructional videos; Indonesian language; Elementary school; Classroom action research

***Correspondence Address:**
murniati0225@gmail.com

Abstract:
This study aims to improve students' learning outcomes through the use of instructional videos in Indonesian language lessons in Grade II at SDN 200206. Instructional videos combine images, sound, animation, and explanations to help students understand learning materials in a more engaging and accessible way. This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of a pre-cycle stage, Cycle I, and Cycle II. The participants were 20 Grade II students, comprising 9 boys and 11 girls. Data were collected through learning achievement tests, observations, and documentation of classroom activities. The data were analyzed using descriptive quantitative analysis by calculating the class average and the percentage of students achieving learning mastery. The results showed that the class average increased from 61.75 in the pre-cycle to 72.25 in Cycle I and 83.60 in Cycle II. Similarly, the number of students achieving the Minimum Mastery Criterion (KKM) of 75 increased from 7 students (35%) in the pre-cycle to 12 students (60%) in Cycle I and 18 students (90%) in Cycle II. These findings demonstrate an improvement in students' learning outcomes following the implementation of instructional videos. The study suggests that instructional videos can support Indonesian language learning in elementary schools when combined with teacher explanations, discussions, and structured learning activities.

This is an open-access article under the CC–BY-SA license.

Introduction (مقدمة)

According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to

possess religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. Putrayasa, as cited in Aryanthi et al. (2019) defines education as an activity through which a person guides and leads children toward optimal growth and development so that they can become independent and responsible. Meanwhile, education expert M. J. Langeveld, as cited in Hita et al (2021) describes education as assistance provided by adults to individuals who have not yet reached maturity. Thus, education is a process intended to develop students' knowledge, skills, attitudes, and abilities needed in life.

In education, learning at the elementary-school level plays an important role because it provides the foundation for students' academic abilities and skills at subsequent levels. Learning should be designed according to elementary school students' characteristics, as they still need concrete, engaging, and accessible learning experiences. Two factors influence students' involvement in learning: internal and external factors. Internal factors originate within students, including physical and psychological factors, while external factors originate outside the students (Fahreza et al., 2024). such as the choice of learning model and media, school facilities, and teacher quality.

One important subject at the elementary-school level is Indonesian language. Indonesian language learning involves not only reading and writing but also listening, speaking, understanding information, and communicating ideas. In the lower grades, lessons need to be delivered in engaging ways because students' ability to understand information is still developing. Ouralita et al., (2023) explain that Indonesian language learning should actively involve students so that they can interact with the media used by teachers. Interactive videos may therefore be an alternative to help students understand Indonesian language materials.

Grade II elementary school students generally need concrete learning experiences and visual support. Presenting material only through verbal explanations and textbooks may sometimes make it difficult for students to understand the content. This can reduce their attention and affect their learning outcomes. This situation is also observed in the day-to-day learning process at SDN 200206 Students have difficulty understanding material when lessons rely only on teacher explanations and textbooks. As a result, they may be less interested in learning, which can affect their learning outcomes. Therefore, learning media that present material in a more concrete and engaging way are needed.

The use of learning media is oneway teachers can make the learning process more engaging. One option is instructional video. Marliani (2021) defines instructional video as audiovisual media that presents moving images and sound to communicate messages, concepts, principles, or theories and support understanding of learning materials. Through video, material can be presented using a combination of images, sound, text, animation, and examples, making information more concrete for students. Video is also relevant to Indonesian language learning. Subakti (2021) found that using video in Indonesian language lessons improved learning outcomes. The average student score increased from 53.43 on the pretest to 80.74 on the posttest, and the statistical test indicated a significant difference.

Sari & Yatri (2023) also found that animated videos created through Canva could be used to improve elementary school students' Indonesian language learning outcomes. Their study highlights the relevance of animated video media to Indonesian language learning at the elementary-school level. Mulyati's study is particularly relevant because it involved Grade II elementary school students. Using a one-group pretest–posttest design, the study found that the average score increased from 65.97 before the use of animated videos to 76.84 afterward. Meanwhile, Maoeli et al., (2026) reported that YouTube videos in elementary Indonesian

language lessons could help students understand material through engaging visualizations and easily understood narration.

Although previous studies have demonstrated that the use of instructional videos can improve elementary school students' learning outcomes in Indonesian language subjects, several aspects still require further investigation. Subakti (2021) examined the use of videos in Indonesian language learning in general, while Sari and Yatri (2023) focused more specifically on developing animated videos using Canva. Meanwhile, Mulyati's study specifically implemented animated videos among second-grade elementary school students. However, these studies have not specifically discussed the implementation of instructional videos as an effort to improve learning outcomes based on the learning needs and challenges experienced by second-grade students at SDN 200206. Therefore, there remains an opportunity to investigate the use of instructional videos that are adapted to students' conditions and needs, based on problems identified directly in the classroom.

The novelty of this study lies in the use of instructional videos as an alternative medium to help second-grade students overcome difficulties in understanding Indonesian language materials, which had previously been delivered primarily through teacher explanations and textbooks. Video media presents learning materials through a combination of images, audio, text, animation, and concrete examples tailored to the developmental stage of lower-grade elementary school students. This study is also specifically aimed at improving learning outcomes through the direct implementation of instructional videos in classroom learning activities at SDN 200206. Thus, the focus of this study is not merely on the use of videos as instructional media, but also on their implementation to address learning difficulties and improve students' learning outcomes in accordance with actual classroom conditions.

These studies suggest that video media have the potential to improve learning quality and student outcomes. However, videos for Grade II students should be adapted to their age and developmental characteristics. Videos should not be too long, should use simple language and engaging visuals, and should be directly relevant to the material being taught. Instructional video is one possible alternative. Through video, students can not only listen to explanations but also see objects, examples, illustrations, and processes related to the lesson. Therefore, instructional videos are expected to improve students' attention and understanding and, ultimately, their learning outcomes.

Based on this background, the researchers propose a study entitled "Efforts to Improve Learning Outcomes through Instructional Videos in Indonesian Language Lessons for Grade II Elementary School Students." This study aims to improve Grade II students' Indonesian language learning outcomes through the use of instructional videos.

Method (منهج)

Identify Subsections

The research method is organized into five subsections: participant characteristics, research design, research procedures, data collection techniques, and data analysis techniques. This study employs Classroom Action Research (CAR) using the Kemmis and McTaggart model, consisting of a pre-cycle, Cycle I, and Cycle II. Data are collected through tests, observations, and documentation, then analyzed descriptively and quantitatively to determine improvements in Grade II students' Indonesian language learning outcomes through instructional videos.

Participant (Subject) Characteristics

The participants in this study were 20 second-grade students at SDN 200206, consisting of 9 boys and 11 girls. The students were selected based on the study's objective of improving

Indonesian language learning outcomes through instructional videos. Learning achievement was assessed using the Minimum Mastery Criterion (KKM) of 75, with a target of at least 80% of students achieving mastery. All participants took part in the pre-cycle, Cycle I, and Cycle II to measure changes in their learning outcomes.

Research Design

This study uses Classroom Action Research (CAR) based on the spiral model developed by Stephen Kemmis and McTaggart. The model consists of four components: planning, action, observation, and reflection (Syaifudin, 2021). These components form a cycle of research activities. Classroom Action Research is a systematic and repeated process in which teachers reflect on their classroom practice and implement planned actions (Utomo et al., 2024). This approach was selected because the study seeks to improve the learning process directly through a specific action, namely the use of instructional videos. The study consists of two cycles, with each subsequent cycle adjusted according to the evaluation of the preceding cycle. The study was conducted in Grade II at SDN 200206. The participants were 20 students, comprising 9 boys and 11 girls. The data sources included primary data from observations of the learning process and secondary data from students' learning assessment results.

Research Procedures

Pre-cycle

The pre-cycle was conducted to determine students' initial achievement in Indonesian language learning before the use of instructional videos. At this stage, the teacher delivered the lesson using the teaching approach normally applied in the classroom and administered an initial test to 20 Grade II students. The completed tests were collected and evaluated to obtain individual scores, the class mean score, and the percentage of students who achieved learning mastery. Students who scored below the Minimum Competency Criterion (KKM) of 75 were identified, and the findings were used to formulate an improvement plan for the subsequent learning activities

Cycle I

Cycle I was implemented through four systematic stages: planning, action, observation, and reflection. During the planning stage, the teacher developed the Indonesian language lesson plan and prepared the necessary learning materials. An instructional video containing a children's story relevant to the lesson was selected, while assessment questions and an observation sheet were prepared to evaluate students' learning progress and classroom participation. In the action stage, the teacher began the lesson by introducing the learning objectives and asking questions related to the topic. The teacher then played the selected video and encouraged students to pay close attention to the story and identify its essential information. With the teacher's guidance, students explored the story's characters, setting, and sequence of events. An assessment was administered at the end of the lesson to measure their learning achievement.

The observation stage focused on students' attentiveness during the video presentation, their willingness to respond to questions, and their participation in classroom activities. The teacher documented these observations and collected the students' assessment results. Subsequently, the reflection stage involved examining the performance of all 20 students by determining the class average and the proportion of students who met the mastery criterion. The teacher also reviewed the obstacles that emerged during instruction. The results of this reflection served as a reference for improving the next cycle, particularly by replaying key sections of the video, explaining the instructions more clearly, and providing straightforward questions to help students comprehend the story.

Cycle II

The second cycle followed the same four stages as Cycle I, with adjustments made in response to the previous cycle's findings. During planning, the teacher refined the lesson plan, selected an instructional video suited to Grade II Indonesian language learning, and prepared guiding questions for use before, during, and after the video presentation. Assessment items and an observation sheet were also developed. In the action stage, the teacher introduced the learning objectives and posed preliminary questions to connect the lesson with students' existing knowledge. The video was then presented with explicit instructions to help students identify relevant information from the story. While students watched and listened, the teacher asked guiding questions to strengthen their understanding. This activity was followed by a discussion of the story's characters, setting, and sequence of events. Students were invited to express their ideas and arrange the information according to the order of events in the story. The teacher provided feedback, corrected misunderstandings, and administered a final assessment to determine students' achievement after the second cycle.

During observation, the teacher assessed students' concentration, involvement in discussions, responses to questions, and comprehension of the story presented in the video. The assessment scores of the 20 students were recorded for further analysis. In the reflection stage, the teacher examined the results of Cycle II, calculated the class average and learning mastery percentage, and compared these findings with the results obtained during the pre-cycle and Cycle I. The evaluation was based on the predetermined success indicator, which required at least 80% of students to obtain scores equal to or higher than the KKM of 75. The findings were then used to assess the effectiveness of the instructional actions and determine whether additional improvements were required.

Data Collection Techniques

Learning Achievement Test

A learning achievement test is an instrument or procedure systematically designed to assess students' learning achievement (Afrilianti et al., 2025). In this study, the test was used to assess students' abilities before and after the action. The questions were developed based on the learning objectives and the material taught.

Observation

Observation is a data collection technique involving the systematic examination and recording of an object, condition, or event (Pratiwi et al., 2024). In this study, observation was used to monitor student activities during lessons, including attention while watching the video, involvement in answering questions, and participation in discussions.

Assessment Instruments

The research instruments consisted of a learning achievement test, a student observation sheet, and documentation guidelines. The learning achievement test was developed based on the Indonesian language learning objectives and the instructional materials taught to Grade II students. It was administered at the end of each research stage to measure students' understanding and learning achievement. The test results were used to calculate individual scores, the class average, and the percentage of students who achieved the Minimum Mastery Criterion (KKM) of 75.

The observation sheet was used to record students' activities during the learning process, particularly their attention while watching instructional videos, participation in answering questions, involvement in discussions, and responses to the learning materials. Meanwhile, documentation guidelines were used to collect supporting evidence, including photographs of classroom activities, students' assessment results, lesson plans, and completed observation

sheets. These instruments provided complementary data to describe the implementation of instructional videos and changes in students' learning outcomes.

Instrument Validation Procedure

Before being used in the research, the learning achievement test and observation sheet were reviewed to ensure their suitability for the research objectives and the characteristics of Grade II students. The validation process involved [the subject-matter expert/lecturer or classroom teacher], who examined the instruments in terms of content relevance, clarity of language, alignment with the learning objectives, and suitability for the students' developmental level. Feedback and suggestions from the validator were used to revise the instruments before their implementation. The revised instruments were then used to collect data during the pre-cycle, Cycle I, and Cycle II.

Documentation

Documentation was used to collect supporting data, including student score lists, teaching materials, observation sheets, and photographs of research activities, where such activities had actually taken place. To support the research findings, evidence was collected directly from the classroom activities conducted during the pre-cycle, Cycle I, and Cycle II. The evidence included photographs showing the teacher's presentation of instructional videos, students' attention and participation during the lessons, classroom discussions, and assessment activities. In addition, students' completed test sheets, score records, and observation sheets were collected as supporting research documents. These materials were used to verify the implementation of the instructional actions and support the analysis of changes in students' learning outcomes. The documentation was presented as evidence of the actual classroom activities rather than relying solely on the researcher's descriptions.

Data Analysis Techniques

Students' learning outcomes were analyzed using descriptive quantitative analysis. This approach describes, summarizes, and organizes numerical data as observed, without intending to make broad generalizations (Sudirman et al., 2023). The analysis was used to identify changes in student learning outcomes across the pre-cycle, Cycle I, and Cycle II after instructional videos were introduced in Indonesian language lessons.

The data were analyzed by calculating the class average and the percentage of classical learning mastery.

Class average:

$$\bar{X} = \frac{\Sigma X}{N}$$

where $\bar{X}$ is the class average, ΣX is the sum of all students' scores, and N is the number of students who took the test.

Classical learning mastery:

$$P = \frac{\text{number of students achieving the } KKM}{\text{total number of students}} \times 100\%$$

Result (نتائج)

1. *Learning Outcomes in the Pre-cycle, Cycle I, and Cycle II*

The students' Indonesian language learning outcomes were assessed through three stages: the pre-cycle, Cycle I, and Cycle II. The assessment was conducted to identify improvements in students' learning achievement following the implementation of instructional videos. The results of each stage are presented in Table 1.

Table 1. Comparison of Students' Indonesian Language Learning Outcomes

Learning Indicators	Pre-cycle	Cycle I	Cycle II
Number of students	20	20	20
Class average	61.75	72.25	83.60
Students achieving mastery	7	12	18
Students not achieving mastery	13	8	2
Learning mastery (%)	35%	60%	90%
Non-mastery (%)	65%	40%	10%

Source: Results of students' learning achievement tests.

2. *Description of Learning Outcomes*

Learning Outcomes in the Pre-cycle

The pre-cycle assessment was conducted to identify students' initial Indonesian language learning outcomes before the implementation of instructional videos. As presented in Table 1, the class average was 61.75. Of the 20 students, only 7 students (35%) achieved the Minimum Mastery Criterion (KKM) of 75, while 13 students (65%) did not achieve mastery. These results indicated that students' initial learning achievement was relatively low and required improvement through appropriate instructional strategies.

Learning Outcomes in Cycle I

Following the implementation of instructional videos in Cycle I, students' learning outcomes showed improvement. The class average increased to 72.25. Of the 20 students, 12 students (60%) achieved the KKM, while 8 students (40%) did not. Compared with the pre-cycle, the class average increased by 10.50 points, while the number of students achieving mastery increased by 5. Although these results indicated progress, the percentage of learning mastery had not yet reached the predetermined success criterion of 80%. Therefore, improvements were made in Cycle II based on the reflection of Cycle I.

Learning Outcomes in Cycle II

Following the improvements made based on the reflection of Cycle I, students' learning outcomes increased further in Cycle II. The class average reached 83.60, with 18 students (90%) achieving the KKM and only 2 students (10%) remaining below the mastery criterion. Compared with Cycle I, the class average increased by 11.35 points, and the number of students achieving mastery increased by 6. The learning mastery percentage of 90% exceeded the predetermined success criterion of at least 80%.

Discussion (مناقشة)

The findings indicate a consistent improvement in students' Indonesian language learning outcomes following the implementation of instructional videos. In the pre-cycle, most students had not achieved the Minimum Mastery Criterion (KKM), indicating the need for more engaging learning media. The increase in the class average from 61.75 to 72.25 in Cycle I suggests that instructional videos may help students understand learning materials more effectively. This improvement is in line with Subakti (2021), who found that the use of instructional videos could improve students' Indonesian language learning outcomes. Similarly, Sari and Yatri (2023) reported that animated videos developed using Canva could support elementary school students' learning achievement. These findings reinforce the results of the present study, showing that video-based learning media can serve as an alternative to support students' understanding of Indonesian language materials.

However, the mastery rate in Cycle I reached only 60%, which was below the predetermined success criterion. Therefore, improvements were made in Cycle II by providing clearer instructions, replaying important video segments, and encouraging students to participate in question-and-answer activities and discussions. These adjustments were followed by an increase in the class average to 83.60 and classical mastery to 90% in Cycle II. This achievement exceeded the target of 80%, indicating that the classroom action met the established success criterion.

The improvement in students' learning outcomes may have been influenced by several factors. First, instructional videos presented learning materials through visual and audio elements, making the content more concrete and easier for second-grade students to follow. Second, the use of stories and illustrations helped attract students' attention and maintain their interest during lessons. Third, repeated video presentations and teacher explanations provided opportunities for students to review important information and clarify their understanding. Furthermore, question-and-answer activities and classroom discussions encouraged students to become more actively involved in the learning process. Therefore, the improvement was not solely attributable to the videos but also to the combination of instructional media, teacher guidance, and interactive classroom activities.

Nevertheless, instructional videos also have limitations that need to be considered. Videos cannot fully replace the teacher's role in explaining materials, providing feedback, and addressing individual learning difficulties. Students may also become passive viewers if video presentations are not accompanied by questions, discussions, and other learning activities. In addition, the effectiveness of videos may depend on the availability of supporting equipment, audio-visual quality, and students' ability to concentrate while watching. This is relevant to the findings of Cycle II, in which two students had not yet achieved the KKM despite the overall improvement. These students still required additional guidance, listening practice, and learning activities tailored to their individual needs.

Overall, the findings suggest that instructional videos can be a useful alternative for improving Indonesian language learning outcomes among Grade II elementary school students when accompanied by appropriate teacher guidance and structured learning activities. The increase in the class average from 61.75 to 83.60 and learning mastery from 35% to 90% demonstrates positive progress throughout the classroom action research cycles. However, the findings are limited to one classroom involving 20 students at SDN 200206. Therefore, the results should be interpreted within the context of the research setting and do not automatically represent all elementary school students. The study highlights that instructional videos are most beneficial when integrated with active learning strategies and adapted to students' needs.

Conclusion (خاتمة)

Based on the study involving 20 Grade II elementary school students, the class average increased from 61.75 in the pre-cycle to 72.25 in Cycle I and 83.60 in Cycle II. The number of students achieving the Minimum Mastery Criterion (KKM) of 75 increased from 7 students (35%) in the pre-cycle to 12 students (60%) in Cycle I and 18 students (90%) in Cycle II.

These results indicate an improvement in student learning outcomes following the use of instructional videos in Indonesian language lessons. The improvement is reflected in the class average and the percentage of classical mastery at each stage. In Cycle II, classical mastery reached 90%, exceeding the success criterion of at least 80% of students achieving the KKM. However, 2 students had not yet achieved the KKM and therefore require additional guidance

and practice suited to their learning difficulties. Teachers can provide support through repeated listening, question-and-answer activities, and exercises in understanding stories.

In conclusion, instructional videos can be used as one approach to improving Indonesian language learning outcomes among Grade II elementary school students. Videos combined with listening activities, discussions, questions and answers, and assessments can help students understand material in a more engaging and structured way. Successful implementation also depends on selecting videos appropriate to students' characteristics and providing teacher guidance throughout the learning process.

Acknowledgment (شكر وتقدير)

The authors would like to express their sincere gratitude to SDN 200206 for granting permission and providing support throughout the research process. Appreciation is also extended to the Grade II teacher and all participating students for their contributions to the data collection process. Furthermore, the authors gratefully acknowledge the research supervisor and all parties who provided guidance, constructive feedback, and assistance in preparing this article. It is expected that the findings of this study will contribute to the improvement of Indonesian language instruction in elementary schools, particularly through the use of instructional videos as a supporting medium to enhance students' learning outcomes.

Bibliography ((مراجع

Afrilianti, D., Az-zahra, V. S., & Nurhadi. (2025). *Karakteristik Tes yang Baik*. *5*(2), 1142–1158.

Alifah, H. N., Virgianti, U., Sarin, M. I. Z., Hasan, D. A., Fakhriyah, F., & Ismaya, E. A. (2023). Systematic literature review: Pengaruh media pembelajaran digital pada pembelajaran tematik terhadap hasil belajar siswa SD. *Jurnal Ilmiah Dan Karya Mahasiswa*, *1*(3), 103-115.

Aliyyah, R. R., Saraswati, S., Ulfah, S. W., & Ikhwan, S. (2021). Upaya meningkatkan hasil belajar ipa pada materi sifat-sifat cahaya menggunakan media video pembelajaran. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, *7*(2), 317-326.

Aryanthi, K. D., Suwatra, I., Wayan, I., & Made, S. (2019). *Pengaruh Model Pembelajaran Air Berbantuan Gambar Terhadap Hasil Belajar IPS Siswa*. *17*, 33–43.

Cahyanti, N. R., William, N., & Nurmalasari, W. (2023). Pengembangan Media Pembelajaran E-Flashcard Untuk Meningkatkan Keterampilan Membaca Permulaan Peserta Didik Kelas 1 Sekolah Dasar. *Jurnal Elementaria Edukasia*, *6*(4), 2170-2182.

Fahreza, M. Y., Hartatik, S., & Astini, A. (2024). *Peningkatan Hasil Belajar Materi Indahnya Perbedaan Melalui Video Pembelajaran Siswa Kelas 1b SD Khadijah Surabaya*. *4*, 745–748.

Gae, N. A., Ganing, N. N., & Kristiantari, M. G. (2021). Pengembangan Media Video Animasi Berorientasi Membaca Pemahaman Dengan Strategi Directed Reading Thinking Activity (DRTA) Pada Muatan Bahasa Indonesia. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *5*(1), 100-108.

Hita, A., Febby, A., Shifa, A., & Maulana, G. M. R. (2021). *Peningkatan Pembelajaran Melalui Media Pembelajaran Video Animasi untuk Sekolah Dasar*. *1*, 115–127.

Indah, U. S. (2021). *Upaya meningkatkan keterampilan membaca siswa kelas rendah melalui media video di kelas II SD Negeri 347 Batahan* (Doctoral dissertation, IAIN Padangsidimpuan).

Khasanah, S. N., Sukirman, S., & Aswar, N. (2024). Implementasi Model Teams Games Tournaments Dalam Meningkatkan Hasil Belajar Peserta Didik. *Jurnal Konsepsi*, *13*(1), 36-53.

Kusumahwardani, D., Pramadi, A., & Maspupah, M. (2022). Peningkatan hasil belajar siswa menggunakan video animasi audiovisual berbasis animaker pada materi sistem gerak manusia. *Jurnal Educatio Fkip Unma*, *8*(1), 110-115.

Maisarah, M., & Ayu, P. (2023). Pengembangan Media Video Animasi Menggunakan" Movie Studio" Untuk Meningkatkan Keterampilan Membaca di Kelas 1 SD. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, *3*(2), 104-112.

Maoeli, R., Damanik, L., & Fransiska, C. (2026). *Meningkatkan Hasil Belajar Mata Pelajaran Bahasa Indonesia Materi Cerita Anak Melalui Media Video YouTube Pada Siswa Sekolah Dasar*. *4*, 26–39. https://doi.org/https://doi.org/10.69743/edumedia.v4i1.54

Marliani, L. P. (2021). *Pengembangan Video Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa Sekolah Dasar*. *1*(2), 125–133.

Mawanto, A. (2022). Pengaruh media video pembelajaran terhadap hasil belajar ipa materi siklus air kelas v sd negeri lontar ii surabaya. *Journal on Education*, *4*(4), 1264-1271.

Ouralita, S., Safitri, E., Fazliani, B., Budiman, S., & Destrinelli. (2023). *Upaya Meningkatkan Pemahaman Konsep Materi dalam Muatan Bahasa Indonesia Menggunakan Video Interaktif di Kelas II SDN 64/1 Muara Bulian*. *3*, 594–602. https://doi.org/https://ejournal.yasin-alsys.org/index.php/tsaqofah

Pratiwi, P. A., Mashalani, F., Hafizhah, M., & Batrisyia, A. (2024). *Mengungkap Metode Observasi Yang Efektif Menurut Pra-Pengajar EFL*. *2*(1). https://doi.org/https://doi.org/10.59059/mutiara.v2i1.877

Sari, H. R., & Yatri, I. (2023). *Video Animasi Melalui Aplikasi Canva Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar*. *2*(3), 159–166. https://doi.org/10.56916/ejip.v2i3.381

Siregar, T. (2025). Classroom action research-based learning innovations: Kemmis and McTaggart models.

Subakti, H. (2021). *Efektivitas Penggunaan Video pada Pembelajaran Bahasa Indonesia di SD Islam Darul Falah 2 Samarinda*. *04*(01), 31–42. https://doi.org/https://doi.org/10.21093/sajie.v0i0.3670

Sudirman, Cahaya, M. L. K. A. S. I. M. E., Tandirerung, N. L. S. A. | J. S. W. Y., Indrawati, S. R. | D. O. N. F., Fittriya, N. L., Hasanah, N. A. | N. K. A. W. T., & Penerbit. (2023). *Metodologi Penelitian 1*.

Sugiri, A. (2024). Pembelajaran inovatif: implementasi metode membaca terbimbing (guided reading) berbantuan video animasi untuk meningkatkan membaca pemahaman siswa sekolah dasar. *Jurnal Pendidikan Sosial dan Humaniora*, *3*(1), 45-63.

Syaifudin. (2021). *Penelitian Tindakan Kelas (Teori dan Aplikasinya Pada Pembelajaran Bahasa Arab)*. *1*(2), 1–17.

Utomo, P., Asvio, N., & Prayogi, F. (2024). *Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk Guru dan Mahasiswa di Institusi Pendidikan*. (4), 1–19.

Wardani, N. W., Kusumaningsih, W., & Kusniati, S. (2024). Analisis penggunaan media pembelajaran terhadap hasil belajar siswa sekolah dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *4*(1), 134-140.

Zahra, A., Dewi, I., Puspita, M., & Darwanto, D. (2025). Efektivitas penggunaan media video animasi dalam meningkatkan kemampuan membaca siswa di sekolah dasar: Tinjauan literatur. *Al-Irsyad: Journal of Education Science*, *4*(2), 584-597.