



Effectiveness of learning videos on language skills in learning Indonesia

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ABSTRACT

Oral language skills are important in basic education, especially in learning Indonesia. Interactive learning, such as learning videos, educational applications, and interactive simulations, are expected to increase student engagement and facilitate mastery of language skills. This research examines the effectiveness of using learning videos in improving students' language skills in Indonesia. The research method used is a quantitative method with a quasi-experiment design. The research subjects were 63 grade V elementary school students in one of the schools in Bandung Regency. This research was divided into two groups consisting of 33 class Va students as the experimental group who used learning videos and 30 class Vb students as the control group who did not use learning videos. The data was collected through language skills tests before and after treatment, observation sheets, and student response questionnaires. The research showed that students who studied using instructional videos significantly improved their language skills compared to those without this media. These findings indicate that learning videos can be an effective alternative media for improving students' language skills in elementary schools.

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ABSTRAK

Keterampilan berbahasa lisan merupakan komponen penting dalam pendidikan dasar, khususnya dalam pembelajaran bahasa Indonesia. Pembelajaran interaktif seperti video pembelajaran, aplikasi edukasi, dan simulasi interaktif diharapkan dapat meningkatkan keterlibatan peserta didik dan memudahkan penguasaan keterampilan berbahasa. Penelitian ini bertujuan untuk mengkaji keefektifan penggunaan video pembelajaran dalam meningkatkan keterampilan berbahasa peserta didik pada pembelajaran Bahasa Indonesia. Metode penelitian yang digunakan adalah metode kuantitatif dengan desain eksperimen semu (quasi-experiment). Subjek penelitian yaitu peserta didik kelas V sekolah dasar di salah satu sekolah di Kabupaten Bandung sejumlah 63 peserta didik. Penelitian ini dibagi menjadi 2 kelompok yang terdiri dari peserta didik kelas Va sejumlah 33 peserta didik sebagai kelompok eksperimen yang menggunakan video pembelajaran dan peserta didik kelas Vb sejumlah 30 peserta didik sebagai kelompok kontrol yang tidak menggunakan video pembelajaran. Kemudian data dikumpulkan melalui tes keterampilan berbahasa sebelum dan sesudah perlakuan, lembar observasi, dan angket respons peserta didik. Hasil penelitian menunjukkan bahwa peserta didik yang belajar dengan menggunakan video pembelajaran menunjukkan peningkatan keterampilan berbahasa yang signifikan dibandingkan dengan peserta didik yang belajar tanpa media tersebut. Temuan ini menunjukkan bahwa video pembelajaran dapat menjadi alternatif media yang efektif dalam meningkatkan keterampilan berbahasa peserta didik di sekolah dasar.

Kata kunci: keterampilan berbahasa; pembelajaran bahasa Indonesia; video pembelajaran

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INTRODUCTION

Language skills are important competencies that students must master in learning Indonesia. In the elementary school curriculum, language skills include listening, speaking, reading, and writing. However, the reality in the field shows that many students struggle to convey ideas and concepts effectively. Lack of confidence, shame, and fear in answering questions, and there are still students who are not fluent in reading and writing. This is one of the things that causes students to lack still language skills in Indonesian language subjects (Pudjiati & Utami, 2023). Therefore, innovation is needed in using learning media to improve students' language skills. Innovation in learning can be through interactive learning presentations using learning videos (Syahriati, 2023).

With the use of learning videos, it is hoped that there will be more dynamic interactions, more interesting materials, and more profound learning experiences for students (Maulana et al., 2023). The use of learning videos begins in learning Indonesia because Indonesia, as a compulsory subject in elementary schools, has an important role in shaping students' language skills, both oral and written (Mudinillah et al., 2022; Utami et al., 2021). In particular, Oral language skills are crucial because they are the basis of communication that affects students' ability to convey ideas, interact socially, and understand information (Octavianita et al., 2022). Interactive learning emerges as one of the solutions to improve learning effectiveness (Onu et al., 2024).

Especially in the development of oral language skills. Using learning videos as one of the innovations in Indonesian language subjects motivates students to improve their speaking skills. One way to stimulate speaking skills is using animated video media (Lubis et al., 2023). Animated videos or cartoon films are a series of running images in frames that are changed from frame to frame. They are projected mechanically with a lens on a projector and arranged on a monitor screen, making them look alive. In addition to learning activities being interactive and fun, another impact of animated videos is that they help students remember the material presented longer thanks to the audio that is heard, and students will find it easier to capture and understand the material given thanks to the images displayed (Mahdi, 2022).

The study showed that learning videos made students more interested in learning materials (Hayaturrohman et al., 2025). Other studies have shown that learning videos make it easier for students to receive learning materials (Nirmala et al., 2024). This study focuses on learning videos and oral skills, which previous studies did not discuss. This increase is quite significant with the stimulus given in learning Indonesian. Therefore, using learning videos can be an important reference for teachers to make learning innovations that can improve students' abilities. This study examines the effectiveness of learning videos in improving students' language skills in learning Indonesian.

LITERATURE REVIEW

Learning videos

Learning videos are audiovisual media designed to deliver educational or training materials in an interesting, interactive, and effective way (Zahroh et al., 2025). This video combines visual elements (images, animations, text) and audio (sound, music, narration) to support the learning process, both in class and independently (Ghufron et al., 2024). Learning Videos aim to help students understand abstract material more concretely, provide a more enjoyable and motivating learning experience, support various learning methods that are not monotonous, and improve students' memory and understanding through visualization and narration. Meanwhile, the advantages of learning videos are that they make it easier for students with various learning styles (visual, auditory), can be repeated or replayed according to student needs, clarify concepts that are difficult to understand through text or verbal explanations alone, and are

efficient in conveying information systematically and structured (Nailiah & Saputra, 2022). Thus, using interactive multimedia in the classroom can improve student learning outcomes. In addition, interactive learning is also supported by educational technology such as interactive software or digital media (Nur et al., 2023).

Technology-based learning media combined with videos can increase student motivation, influencing student interest in learning (Casfian et al., 2024). This helps teachers create an active and interactive classroom atmosphere with the help of learning videos, not just using books (Gulo & Harefa, 2022). Technological assistance in video learning media, such as images and videos, will help children practice their language skills (Mulyadi et al., 2021). Video as an interactive learning media supports interaction between teachers and students and students with other students so that students can more easily receive and respond to learning materials (Suryana et al., 2021). Video learning media helps learning activities run effectively with audio-visual support to make it easier for students to receive the material (Syafri et al., 2021). Video learning is effectively used as a learning medium (Haq & Irawati, 2022).

In addition, interactive videos have been proven to improve students' Indonesian speaking skills (Zanah et al., 2023). However, teachers need training to develop video editing skills (Purwasi & Refianti, 2022). The effectiveness of learning videos helps teachers and students in learning activities so that learning takes place in a fun and effective way. In terms of terminology, effectiveness is the determination of the completion of work on time, meaning that its implementation is judged to be good or not, depending on how the task can be completed. Effectiveness is the relationship between output and goals. The more significant the contribution (contribution) of output to achieving goals, the more effective the organization, program, or activity. In achieving goals, it can be seen how far the quality, quantity, and time have been achieved (Sondakh et al., 2021).

Oral Language Skills

Oral language skills are one of the important aspects of language teaching, especially at the elementary school level. Language skills in Indonesia include listening, speaking, reading, and writing. The four aspects are interrelated because they are a unified whole that can be separated. The components of oral language skills consist of pronunciation, grammar, vocabulary, fluency, listening comprehension, speaking skills, expressive delivery, social interaction, and cultural awareness. Oral language skills are complex abilities that involve many linguistic and social aspects. These abilities are important for various communication situations, from everyday conversation to formal presentations. Improving oral language skills requires practice and awareness of the various elements of effective communication. However, oral language skills are also influenced by various factors that can affect a person's ability to communicate effectively. These factors can come from the environment, the individual, and the communication context (Ain, 2024).

Impact of Interactive Learning on Language Skills

Several studies show that interactive learning positively impacts students' oral language abilities. The interactive learning media developed using the Genially platform for learning Indonesia in elementary schools is very suitable (Afifah et al., 2022). The role of technology-based learning media has been proven to help students' cognitive development (Afifah & Masnawati, 2024). This shows that the interactive learning media developed can improve the learning process and attract students' interest in learning. Interactive learning also allows students to engage in activities requiring them to communicate, so listening and speaking skills develop simultaneously. Interactive media such as games or simulations can improve students' ability to confidently convey ideas verbally. Powerpoint is one example of animation-based

learning media that has improved students' speaking skills and improved student interest (Angkarini, 2022; Fajriah et al., 2021; Rosyiddin et al., 2023).

The main impacts expected from implementing interactive learning in the teaching and learning process are Increased student participation and motivation (Utomo, 2023). Increasing understanding and retention of information, increasing oral language skills, developing collaborative skills, increasing creativity and innovation, increasing accessibility and inclusivity, facilitating more dynamic assessment, increasing technology awareness and digital skills with the integration of interactive learning in learning, it not only improves students' oral language skills but also enriches their overall learning experience. This integrated, technology-based approach helps create a more effective, inclusive, and meaningful learning environment for all students (Arsyad et al., 2024). Even YouTube can be an interactive independent learning medium to help students' oral skills (Kristiani & Pradnyadewi, 2021).

Implications for Language Education in Elementary Schools

Learning that emphasizes 4C aims to create a generation with cognitive knowledge that can innovate, collaborate, think critically, and communicate effectively. These are important skills so that students can adapt in the future and become active and valuable members of society (Muttaqin & Rizkiyah, 2022). Implementing literacy culture in elementary schools efficiently improves students' 4C skills (Communication, Collaboration, Critical Thinking, and Creativity). This study indicates that students can develop the skills needed to succeed in the 21st century with a good literacy culture. To achieve learning that emphasizes 4C and can also improve students' literacy skills, integrating interactive learning in Indonesian language learning videos can support this achievement (Andrini, 2021).

Research was conducted to see the impact of interactive learning and oral language skills using learning videos, which showed that this approach was instrumental in the elementary school context. Learning that emphasizes interaction provides space for students to learn to communicate effectively, dare to ask questions, and engage in discussions. Learning media in elementary schools can positively impact the development of students' oral language skills, where students become more confident in speaking. Thus, interactive learning can be seen as an effective method for improving students' oral language skills, especially in Indonesian language subjects at the elementary school level. The use of digital media in education shows that interactive digital media can significantly support the mastery of 4C skills, including critical thinking skills (Suryana et al., 2021).

METHODS

Research Design

This study used a quasi-experimental design because the quasi-experimental method allows for a comparison between the group receiving the intervention (experimental group) and the group not receiving it (control group). In addition, the quasi-experimental method allows researchers to obtain valid data despite limitations, such as the lack of randomization. This research design used a Nonequivalent Control Group Design. This design involves two groups of students: the experimental group and the control group. Each group is given a language skills test before and after treatment (pretest and posttest). The first group, namely the experimental group, is students who receive learning using learning videos. In contrast, the second group, namely the control group, is students who receive conventional learning without using learning videos.

In the research stage, there are three parts: 1) The preparation stage includes determining the population and research sample, preparing research instruments that include language skills tests, observation

sheets, and questionnaires, then compiling video-based learning scenarios for the experimental group and compiling conventional learning scenarios for the control group; 2) The implementation stage includes a pretest to measure students' initial language skills in both groups and a posttest after providing treatment to the experimental group by providing learning using videos relevant to Indonesian language material. In contrast, the control group receives learning with conventional methods without learning videos. Posttest: Conducted after learning is complete to measure the improvement of students' language skills in both groups; 3) The analysis stage, pretest, and posttest data are analyzed to compare the learning outcomes of the experimental and control groups. Data obtained from the observation sheets and questionnaires are analyzed descriptively to provide additional information regarding the effectiveness of learning videos.

This study has two variables: the Independent Variable (Use of learning videos in learning Indonesia) and the Dependent Variable (Speaking skills of elementary school students). The research instruments used include language skills tests (pretest and posttest), student activity observation sheets during learning, and questionnaires to measure student responses to learning videos. Data analysis in this study was carried out using the following steps: 1) Quantitative Analysis, using statistical tests to compare the pretest and posttest results in the experimental and control groups; 2) Descriptive Analysis, with data from observation sheets and questionnaires analyzed to provide an overview of student participation and the effectiveness of video-based learning. The results of this analysis are expected to provide an overview of the influence of the use of learning videos on improving elementary school students' speaking skills.

Research Sample

This study's population was fifth-grade elementary school students in Bandung Regency. The sample was taken by purposive sampling, with two classes from schools with video-based learning support facilities. One class was used as an experimental group ($n = 33$), and one class was used as a control group ($n = 30$), so the total sample was 63 students.

Research Variable

The study uses independent variables, namely, learning media (learning videos), and the dependent variable, students' language skills. The control variable is the same learning material for both groups (two classes) and different learning times but with the same teacher to avoid teaching bias.

Data Collection

Data was collected using several methods and instruments to ensure that the data produced was accurate, relevant, and adequate to answer the research questions. The following details the data collection techniques used: 1) Language Skills Test, a pretest conducted before learning begins to determine students' initial abilities. The posttest is conducted after learning is completed to measure improvements in language skills. The instruments used are Test Question Sheets (multiple choice, descriptive) and Rubrics for assessing speaking and writing skills; 2) Student activities are observed in class during learning. Observation focuses on indicators such as student participation in discussions, responses to teacher questions, interest, and attention when the video is played; 3) Student Response Questionnaire, given after the learning is completed. Questions are made using a Likert scale (1-5) or multiple choice; 4) Documentation, in the form of photos or videos of the learning process, documents of student test results (pre-test and post-test), and notes from teachers regarding the implementation of learning.

RESULTS AND DISCUSSION

Based on the data collection results analysis through pretest and posttest, it can be described that the posttest results showed an increase compared to the pretest results. Initially, grade 4 students as research subjects were given a pretest, then continued with treatment. Learning Indonesia provided learning media in learning videos to stimulate students. The stimulus in the form of learning videos was provided for 4 weeks, four meetings in 1 week, so the number of meetings was 16 times. In each meeting, all students took turns giving their opinions or expressing them individually or in groups. The teacher observed student responses to learning media in class during the process. This study aims to analyze the effect of interactive learning on Indonesian language-speaking skills. The analysis was done by comparing the pretest and posttest results using SPSS statistical software. The increase in pretest and posttest results can be seen in **Table 1** below.

Table 1. pretest and posttest results

No	Pretest	Posttest	Difference	Improvement (%)
1	60	85	25	41.67
2	55	80	25	45.45
3	65	80	15	23.08
4	62	82	20	32.26
5	72	88	16	22.22
6	66	80	14	21.21
7	58	78	20	34.48
8	71	90	19	26.76
9	63	81	18	28.57
10	74	90	16	21.62
11	61	80	19	31.15
12	60	85	25	41.67
13	65	88	23	35.38
14	65	82	17	26.15
15	62	80	18	29.03
16	57	79	22	38.60
17	68	87	19	27.94
18	60	83	23	38.33
19	59	79	20	33.90
20	62	77	15	24.19
21	61	82	21	34.43
22	66	85	19	28.79
23	58	77	19	32.76
24	59	76	17	28.81
25	60	81	21	35.00
26	57	79	22	38.60
27	55	77	22	40.00
28	56	78	22	39.29
29	67	85	18	26.87
30	66	88	22	33.33
31	60	82	22	36.67
32	61	85	24	39.34
33	62	83	21	33.87
Average	62.21	82.24	20.03	32.19

Source: Research 2024

Table 1 above shows the pretest and posttest results of 33 students during the research and illustrates an increase in scores. The maximum score for the test is 90. Based on the pretest and posttest results, the average student score increased from 62.21 to 82.24, with an average gain score of 20.03. For more details on the increase in scores on the posttest, see **Figure 1** below.

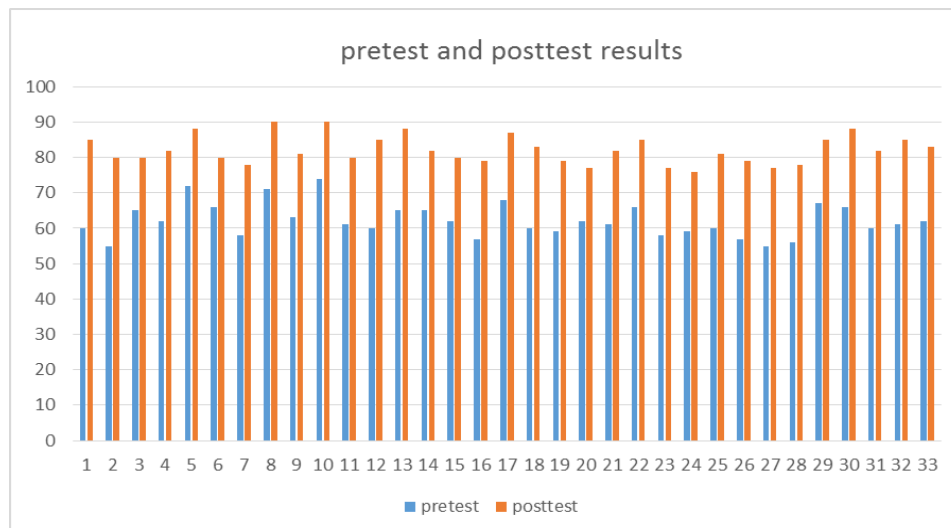


Figure 1. Percentage of Pretest and Posttest Results
Source: Research 2024

Figure 1 above compares the pretest and posttest scores obtained from the research results. The Y-axis represents a maximum value of 90, while the X-axis represents the absence of students in grade 4 (four) as the research subjects. Each student has two bars, one for the pretest score and one for the posttest score. Based on **Figure 1** above, the score obtained on the posttest has increased. The acquisition of these values shows that using learning videos in the Indonesian language subject for grade 4 (four) students as research subjects is very effective in improving students' language skills. A statistical test was carried out to determine the significance of this increase.

Table 2. pretest and posttest statistics

Statistics	Pretest	Posttest
Average	62.21	82.18
Number of Respondents	33	33
Standard Deviation	(calculated SPSS)	(calculated SPSS)
Standard Error Mean	(calculated SPSS)	(calculated SPSS)

Source: Research 2024

Table 2 shows the statistical results of the pretest and posttest in the study. The average value in the pretest was 62.21, while the average value in the posttest increased to 82.18. This shows an increase in scores after the treatment (use of learning videos) in the Indonesian language subject was given to students. The number of respondents who took the pretest and posttest was the same, namely 33. The consistency of the number of respondents is important for the validity of the data analysis. The standard deviation shows how much the value is spread from the average in pretest and posttest, calculated using SPSS. The standard error of the mean describes the sample average's accuracy level as an estimate of the population average calculated using SPSS.

Table 3. T-test results in SPSS

Paired Samples Statistics	Mean	N	Std. Deviation	Std. Error Mean
Pretest	62.21	33	(stddev)	(std_error)
Posttest	82.18	33	(stddev)	(std_error)
Paired Samples Test	Mean Difference	T	df	Sig. (2-tailed)
Pretest - Posttest	-19.97	-38.17	32	<0.001

Source: Research 2024

Table 3 shows the statistical analysis results of the Paired Samples T-Test, which compares the average pretest and post-test scores of the same group (same respondents) before and after treatment or intervention. The average value before treatment (pretest) was 62.21, while the average value after treatment (posttest) increased to 82.18. This increase indicates that the treatment (use of video learning media) positively impacts students' abilities. The standard deviation value shows how much variation or spread the scores are from the average in the pretest and posttest. The smaller this value, the more homogeneous the data or the closer the individual values are to the average. The average difference between the post-test and pretest is -19.97 (the post-test is higher). This indicates that students' scores increased significantly after the treatment was given. The T value = -38.17 indicates the strength of the relationship between the pretest and posttest. The greater the absolute value of T, the stronger the relationship. The value of $df = 32$ is the degree of freedom, namely the number of respondents minus 1. This is an important element in statistical tests to determine significance. A minimal significance value of <0.001 indicates that the media used in the study (learning videos) effectively improves student skills. The presence of stimulus in the form of media has helped students understand the material better or be more motivated to learn to achieve higher posttest scores than pretest scores.



Figure 2. Students present the results of group discussions
Source: Data from Teacher Observations in Class

Looking at the results of observations in this study during group discussions, learning videos facilitated discussions so students could interact actively. Then, students seemed confident in conveying the results of their discussions. **Figure 2** shows that students who dare to appear in front of the class to present the results of their group discussions are no longer shy about coming forward. Future presentations train oral language skills. Students' oral language skills will be well trained by frequently playing an active role in the future. The reactions of fellow students were involved in the discussion or responded to their friends' explanations.



Figure 3. Students appear to express their opinions
Source: Data from Teacher Observations in Class

As a result of the teacher's observation data in the classroom, the class runs actively, and there is two-way communication. Students have begun to appear brave enough to express their opinions in front of the class, as seen in **Figure 3**, and students who only raise their hands. From the observation data of learning activities in the classroom, it can be seen that there is an active interaction between students and teachers or students with students. Students dare to come forward to express ideas or present the results of their discussions. Overall, in the learning process in the classroom, students are actively involved, and the use of interactive learning helps their understanding of the material.

Table 4. t-Test Results (Paired Sample T-Test)

Pretest mean	62.21
Posttest mean	82.18
Mean difference (improvement)	19.97
T-statistic (t)	38.17
P-value	2.91×10^{-28}

Source: Research 2024

The conclusion of the test in **Table 4** is that if the p-value (2.91×10^{-28}) is much smaller than the significance level of 0.05, then H_0 is rejected. This means a significant difference exists between the pretest and posttest scores. An average increase of 19.97 points indicates that the applied learning method is efficacious in improving student learning outcomes.

Discussion

Based on the research results, it can be seen that elementary school students in grade 4 (four) experienced an increase in grades after being given treatment with interactive media in the form of learning videos. The average increase in grades was 20.03. This shows the effectiveness of efforts made to improve students' oral language skills in the Indonesian language subject before receiving treatment. Students showed limitations in expressing their opinions. On average, students still lacked self-confidence, expressing opinions needed to be directed, and many students still had difficulty choosing words and were not coherent in telling stories. Class teachers faced challenges from both the media and students. Several teachers said that one of the obstacles they felt was a lack of self-confidence and limited knowledge in adjusting teaching methods to the needs of students. Several teachers were not yet proficient in using IT to make learning videos, and there were still several students who were not yet proficient in reading and writing; students' vocabulary was still limited, and many students used everyday slang. Classroom teachers need guidance, training, discussion, and sufficient materials to significantly increase their confidence and abilities and adapt teaching materials and methods according to the characteristics of the students (Purwasi & Refianti, 2022).

Students with low pretest scores showed a more significant increase after being given a stimulus to learn Indonesia. This shows that the treatment helps students with initial limitations in expressing their opinions or ideas. Research has shown that providing interactive media in the form of learning videos for Indonesian subjects is more effective in improving students' oral language skills than conventional learning or lectures. Field practice and ongoing guidance allow teachers to apply the knowledge gained effectively while getting feedback to improve their teaching methods (Zahroh et al., 2025). This integrated approach allows teachers to practice the theories they have learned with adequate support to improve their teaching skills and strategies more effectively. It is hoped that the training received by class teachers on how to make learning videos is not only in certain subjects but can be applied to all subjects so that students can be actively involved in the learning process through interactive visualization, simulation, and narration (Nailiah & Saputra, 2022).

This study's results follow the definition of effectiveness, namely the relationship between output and objectives. The more significant the output contribution to achieving goals, the more effective the organization, program, or activity with learning media in videos can improve effective and enjoyable learning for students. Learning videos effectively improve students' oral skills by displaying animations or visuals to attract students' interest (Angkarini, 2022). Learning videos combine visual and audio elements so that they are more engaging for students to understand the material given (Hita et al., 2021; Syafrizal et al., 2021). Videos are straightforward to access and popular, making this method important in helping the teaching and learning process (A.S. Ayuningtyas et al., 2020). Previous studies have proven that learning videos can improve students' speaking skills and motivation (Mulyadi, 2021; Utomo, 2023). In addition, the use of learning videos creates an interactive classroom atmosphere. The technology combines audio, visuals, and learning materials (Ghufron et al., 2024).

CONCLUSION

Interactive learning implemented by teachers in the classroom can improve students' oral language skills. This method allows students to participate more actively, discuss, and express their opinions to improve their speaking skills. Interactive learning in the form of learning videos significantly improves oral language skills, such as intonation, fluency, vocabulary, and the ability to understand and convey ideas. Students are also more confident in speaking in front of the class. A supportive learning environment regarding teachers and learning media significantly influences the success of implementing interactive learning methods. The use of media such as language games, group discussions, and dialogue simulations has been shown to make learning more engaging and effective. However, there are also challenges in optimizing the use of interactive learning in the form of learning videos in the classroom. Teachers are advised to continue developing innovative interactive learning, such as educational applications or other digital media, to optimize learning further and provide a variety of interesting methods for students. Teachers also need to be given training related to the implementation of interactive learning so that they can choose and implement the method that best suits class conditions and student needs regularly. To further improve oral language skills, additional activities such as speech contests, debates, or presentations in front of the class are needed that can improve students' confidence and speaking skills. It is recommended that further research be conducted with broader subjects or with a focus on other aspects of language skills, such as writing or reading, to gain a more comprehensive understanding of the impact of interactive learning.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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