

## DEVELOPMENT OF CHARACTER-BASED VIDEO LEARNING MEDIA TO ENHANCE ANECDOTE TEXT WRITING SKILLS AMONG MA STUDENTS

Luhlu Zahara<sup>1)</sup>, Tri Indah Kusumawati<sup>2)</sup>

<sup>1,2</sup>Universitas Islam Negeri Sumatera Utara, Medan

Jl. Williem Iskandar Psr. V Medan Estate

<sup>1</sup>E-mail: [luhlu0314212011@gmail.com](mailto:luhlu0314212011@gmail.com)

<sup>2</sup>E-mail: [triindahkusumawati@uinsu.ac.id](mailto:triindahkusumawati@uinsu.ac.id)

### Abstrak

*Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis teks anekdot siswa di MA Muhammadiyah 01 Medan yang memerlukan inovasi media pembelajaran agar proses belajar menjadi lebih menarik dan efektif. Tujuan utama penelitian ini adalah mengembangkan media pembelajaran berupa video karakter yang valid, praktis, dan efektif dalam meningkatkan keterampilan menulis teks anekdot pada siswa kelas X. Penelitian menggunakan pendekatan penelitian dan pengembangan (Research and Development/R&D) dengan model ADDIE, yang mencakup tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri dari siswa kelas X dan para ahli yang melakukan validasi konten, media, dan bahasa. Teknik pengumpulan data meliputi observasi, angket validasi ahli, angket kepraktisan dari guru dan siswa, serta post-test untuk mengukur peningkatan hasil belajar siswa. Hasil validasi ahli menunjukkan bahwa media video karakter sangat layak digunakan, dengan skor validitas tinggi. Uji kepraktisan yang diperoleh dari angket guru sebesar 97%, angket siswa sebesar 89%, serta keterlaksanaan pembelajaran mencapai nilai 91 pada kategori sangat baik, mengindikasikan bahwa media ini sangat cocok dan mudah diaplikasikan dalam proses pembelajaran. Selain itu, hasil post-test memperlihatkan peningkatan signifikan kemampuan siswa dalam menulis teks anekdot setelah menggunakan media video karakter. Temuan ini menegaskan bahwa penggunaan media video karakter mampu memberikan pengalaman belajar yang lebih interaktif dan kontekstual dibandingkan metode konvensional seperti ceramah. Penelitian ini memberikan kontribusi penting dalam pengembangan media pembelajaran digital khususnya pada mata pelajaran Bahasa Indonesia, serta dapat dijadikan referensi bagi pendidik dalam mengembangkan materi pembelajaran yang sesuai dengan kebutuhan dan minat siswa.*

**Kata Kunci:** media pembelajaran, video karakter, teks anekdot

### Abstract

This study was motivated by the low ability of students at MA Muhammadiyah 01 Medan to write anecdotal texts, which requires innovative learning media to make the learning process more engaging and effective. The primary objective of this research was to develop a character video learning media that is valid, practical, and effective in improving the anecdotal text writing skills of tenth-grade students. The study employed a Research and Development (R&D) approach using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. The research subjects consisted of tenth-grade students and experts who validated the content, media, and language aspects. Data collection techniques included observation, expert validation questionnaires, practicality questionnaires for teachers and students, and post-tests to measure students' learning outcomes. Expert validation results indicated that the character video media is highly feasible for use, with high validity scores. Practicality tests from teacher questionnaires scored 97%, student questionnaires scored 89%, and learning implementation scored 91, all categorized as very good, indicating that the media is highly suitable and easy to apply in the learning process. Moreover, post-test results showed a significant improvement in students' ability to write anecdotal texts after using the character video media. These findings confirm that the use of character video media provides a more interactive and contextual learning experience compared to conventional methods such as lectures. This study contributes significantly to the development of digital learning media, particularly for Indonesian language subjects, and can serve as a reference for educators in creating learning materials that align with students' needs and interests.

**Keywords:** learning media, character video, text anecdote

Permalink/DOI: <https://doi.org/10.26618/konfiks.v12i2.18324>

## 1. INTRODUCTION

Writing is an important language skill to be mastered by every student in school. Writing is a high-level language skill that reflects the ability to think in a structured, critical, and reflective manner (Rofiuddin, 2013; Wahid, 2021; Wahid et al., 2022). This skill is an important indicator in measuring students' literacy skills and their readiness to face academic and social challenges in the information age. However, writing is also a complex skill because it requires mastery of linguistic aspects (structure, vocabulary, syntax) and non-linguistic aspects (logic, coherence, clarity of ideas) (Karadeniz, 2017; Ruegg & Sugiyama, 2013; Smirnova, 2019; Suyitno, 2012; Wahid et al., 2020). Writing activities are not only mechanistic, but also expressive and cognitive.

Anecdotal text is one type of text taught in the Indonesian language curriculum at the Senior High School (SMA) level. Anecdotal text is a text that contains a short story that is humorous or satirical, which usually describes real or imaginary events related to certain characters (Firmansyah & Firmansyah, 2018; Sari et al., 2017; Yuniarti, 2021). This text requires students' ability to convey personal experiences or social phenomena in a concise, critical, and humorous manner, with the aim of conveying a moral message or satire on social inequality, deviant behavior, or everyday phenomena that are considered less than ideal. Therefore, the skill of writing anecdotal texts not only involves linguistic aspects, but also reflective thinking, social sensitivity, and creativity in framing messages in a subtle but meaningful way.

Writing anecdotal text is a complex skill because it requires integration between cognitive, affective, and creative abilities simultaneously. This complexity is a challenge in learning to write at the Senior High School level, especially when students are not yet accustomed to expressing ideas through written forms that contain elements

of humor, criticism, and moral messages. Based on the results of observations and interviews with Indonesian language teachers in class X MA Muhammadiyah Medan, it was found that most students showed a passive attitude, lacked motivation, and had difficulty in developing ideas in a humorous and communicative manner. This condition is reflected in the achievement of student learning outcomes which are still below the Minimum Completion Criteria (KKM), thus encouraging teachers to conduct remedial learning.

The low ability of students to write anecdotal texts cannot be separated from a number of factors that influence the learning process. One of the main factors is the use of repetitive teaching materials and the use of less interesting learning media, which ultimately has an impact on the low active participation of students in class. In fact, learning to write anecdotal texts should be designed with a contextual and creative approach, so that students are able to relate their personal experiences and observations to the social realities around them (Sobari & Ramadhan, 2020; Yuniarti, 2021). This kind of approach not only builds imagination and strengthens self-expression, but also hones students' sensitivity in conveying social criticism in a subtle, humorous, and aesthetic way. Within this framework, choosing the right learning media is a strategic component to create a meaningful, enjoyable learning process that has a positive impact on the development of students' competencies as a whole.

The application of video-based learning media plays a strategic role in improving students' competence and skills in writing anecdotal texts. Video media not only functions as a means of conveying information (Alfian et al., 2022; Arnold, 2018; Eka et al., 2022; Rasi & Poikela, 2016), but also as a visual and auditory stimulus that can build contextual understanding, foster imagination, and strengthen appreciation for elements of humor and social criticism in

anecdotal texts. With the right approach, the use of videos can create a more interactive, enjoyable, and meaningful learning experience for students (Chen & Wu, 2015; Pratiwi et al., 2021; Wahid et al., 2024; Wibawa et al., 2022).

Research related to the use of video as a learning medium has received much attention in the educational literature (e.g., Alfian et al., 2022; Arnold, 2018; Carmichael et al., 2018; Dewi & Kamaludin, 2022; Ellis et al., 2004; Wahid et al., 2024). These studies generally highlight the effectiveness of video in increasing student engagement, facilitating conceptual understanding, and enriching the learning experience visually and auditorily. On the other hand, studies on anecdotal texts have also been conducted by several researchers who focus on the analysis of structure, pragmatic function, and the development of students' writing skills (e.g., Mascita & Rosmayati, 2018; Sari et al., 2017; Yuniarti, 2021)

A review of the various research studies above shows that there has been no research that specifically develops and applies character video-based learning media in the context of learning to write anecdotal texts, especially in religious secondary education environments such as MAS Muhammadiyah Medan. The absence of such studies opens up important space for scientific contributions that integrate technological approaches, strengthening critical literacy, and internalizing character values in language learning. Therefore, this research occupies a strategic position in filling the gap in studies and is expected to be able to present contextual, meaningful, and relevant learning innovations to the needs of students in the digital era.

## 2. METHOD

This research is included in the category of research and development (R&D), which aims to produce and test the effectiveness of a learning product, in this case in the form of character video media for learning to write anecdotal texts.

Research and development aims to create applicable products in the world of education through the process of identifying needs and empirical testing (Sugiyono, 2016). This research was conducted at MA Muhammadiyah 01 Medan, with the background of the researcher's teaching practice experience for three months and observations of the learning needs of class X students at the school.

The research procedure was carried out through several stages, starting from needs analysis, planning, development of character video media products, validation by material and media experts, limited trials in class, evaluation of media effectiveness, to revision and wider trials. All of these stages are designed to ensure that the media developed is not only technically feasible to use, but also effective in improving students' writing skills. The research implementation time is planned from May 2025 to completion, following the academic calendar of the odd semester of the 2024–2025 academic year.

Data collection was carried out through a combination of quantitative and qualitative instruments. Quantitative instruments include a pretest and a posttest of writing anecdotal texts given to students before and after learning using character video media. In addition, researchers also distributed Likert-scale-based questionnaires to material experts and media experts to assess the quality of the media developed. Qualitative data were obtained from open responses in the questionnaire as well as input and suggestions from experts which were used as a basis for revising the product.

Data analysis was carried out by calculating the average value of students' writing test results using a formula, and the results were classified into categories: very good (90–100), good (72–89), sufficient (51–71), and less ( $\leq 50$ ). In addition, expert assessments of the media were analyzed to assess the appropriateness of the content and appearance of the media. Student

responses were also analyzed descriptively to determine the extent to which character video media was accepted and had an impact on learning. With this approach, the study is expected to produce valid, practical, and effective learning media to improve anecdotal text writing skills contextually in religious secondary education environments.

### 3. RESULTS AND DISCUSSION

The presentation of research results in this section is systematically arranged based on the ADDIE paradigm approach (Analysis, Design, Development, Implementation, Evaluation), which is an instructional development model widely used in education to design, develop, and evaluate learning programs or products continuously. Each stage in this model is interrelated and serves as a foundation to ensure that the resulting learning product—in this case, character video media for anecdotal text learning—is not only pedagogically relevant, but also effective in improving student learning outcomes. This approach was chosen because of its flexibility in adapting to diverse learning contexts, as well as its ability to bridge educational theory and empirical field practice. Therefore, the presentation of the results of this study will describe in detail the process of needs analysis, media design planning, product development process, implementation of field trials, to evaluation of student learning outcomes and the effectiveness of the developed learning media.

#### Analys

This research began with observation and interview activities at MA Muhammadiyah 01 Medan as a form of preliminary study to identify learning needs and problems. During the three-month implementation of the Field Experience Practice (PPL), the researcher conducted direct observations of the Indonesian language learning process, especially on the material of writing

anecdotal texts. Based on the results of interviews with subject teachers, it was found that the anecdotal text material was one of the topics that was considered the most challenging for students. The main difficulty experienced by students lies in their low understanding of the structure, content, and social function of the anecdotal text itself.

The teacher revealed that the learning methods that have been used so far are dominated by lectures and limited discussions, without being supported by varied or innovative learning media. This causes students to tend to be passive and less actively involved in the learning process. The limitations of learning media are one of the inhibiting factors in delivering material that actually requires contextual understanding and critical interpretation, especially in interpreting the elements of humor and social messages contained in the anecdotal text.

In this context, the idea arose to develop character video-based learning media which is expected to be able to present a more interesting, interactive, and contextual learning atmosphere. Teachers also expressed interest in the use of visual content, especially character videos, as an alternative to conveying material that has so far been considered abstract and less relevant to students' daily lives. The use of such media is expected to help students build imagination, identify narrative structures, and express social criticism in a creative and aesthetic way.

#### Design

The design stage includes lesson preparation, media selection, subject analysis, learning objectives, and content. The drafting stage is another name for this stage. This stage is carried out methodically. In other words, design is related to the process, methodology, identification, production, and assessment of the finished product. The most important elements of the design or product development plan are now known as product components. The purpose of

this study is to create an anecdote text product using character films on the topic. Character videos based on anecdote texts. Examples of anecdote text content will be explored directly later in the character video. The planning stage for creating anecdote texts includes the presentation and substance of examples of relevant anecdote text material, as well as displays and audio. This is done using various reference materials, including books, journals, and other online resources.



**Figure 1. Anecdotal Text Video Display**

### Development

To create learning materials for anecdotal texts that meet the structural requirements that have a direct impact on writing anecdotal texts at this developmental level, anecdotal text writing assessment sheets are used both before and after using the media. Validators will validate initial findings at this stage. Four validators - language experts, media experts, material experts, and expert practitioners (Indonesian language teachers) - will assess the character video learning media product to find out whether the media can be used or tested at the implementation stage.

Media experts verify the appearance used by Indonesian language teachers, ensuring the quality of the content and appearance of the design created. Validation questionnaires are available for validators in the appendix.

Validation data will be used to generate ideas for improvement before student testing. The tool for product validation was developed using a Likert scale questionnaire. This validation is part of formative evaluation, one of the evaluation processes.

### Feasibility Test

The data obtained for the feasibility test was obtained through material experts, language experts and media experts. The following are the results of expert validation:

**Table. 1 Expert Validation Results**

Validator	Score	Criteria
BDN (Material)	95	Very Valid
FR (Language)	90	Very Valid
MD (Media)	80	Very Valid
Final Result	$95 + 90 + 80$ $= 265/300 =$ 88%	Very Valid

Based on table 1 above, the final result of the score obtained by the three expert validators of material, language and media is 88% with very valid criteria. So it can be concluded that the digital teaching materials developed based on the assessment of media, material and language experts are declared very valid to be implemented in the classroom.

### Implementation

Implementation as the fourth stage of research activities that include large group and small group trials to collect information on the usefulness and effectiveness of student worksheets, can also be shown with documentation in the form of images of research activities. After that, the questionnaire with the media assessment tool that has been prepared must be filled out by subject teachers and students. Students and Indonesian language subject teachers are asked to fill out the media produced to fill out the questionnaire. To see its application, participants also conducted a trial in class. Some activities that have been carried out

in class. The following is a summary of the trial results:



**Figure 2. Testing Before Using Media**



**Figure 3. Post-Media Test (Supervised by Indonesian Language Subject Teacher)**

### Trial and Practicality Test

The trial of the Indonesian language subject for grade X used 22 students, the implementation date was April 28 to April 30, 2025. At the stage of delivering the permit letter on April 14, 2025. a) Practicality Test Practicality test, data was obtained through observation sheets on the implementation of the use of student worksheets, teacher response questionnaires and student response questionnaires. The following is a description of the results of the practicality test:

**Table 2. Results of the Educator Response Questionnaire Sheet**

Observer	Score
ES	34 : 35 x 100 = 97

Based on table 2. The score of the questionnaire obtained by the observer is 97 with very good criteria (appropriate). So it can be concluded that the questionnaire of Indonesian language subject teachers is satisfied, meaning

that educators feel it is very appropriate to be implemented in the classroom.

**Table 3. Results of Student Response Questionnaire Sheet**

Score	Frequency	Percentage	Category
81 - 100	18	89%	Very good
61 - 80	4	11%	Good
41 - 60	-	-	Enough
21 - 40	-	-	Not enough
0 - 2-	-	-	Very less
<b>Total</b>	22	100%	Very good

Based on the table above, there are 22 students who filled out the questionnaire data with the statements given in the assessment column which are in the very good category at 89% and also good at 11%, which means that each point of this is stated that the media used is very good and good.

### Effectiveness Test

Effectiveness test, data obtained through student learning outcome tests. The following is a description of the results of the effectiveness test.

**Table 4. Results of the Anecdotal Text Writing Score Sheet Before and After Using Anecdotal Video Media for Students**

Sample	After	Before
22 Students	Average value = 1.481	Average value = 2.022
	1.481 : 22 = 67	2.022 : 22 = 91

The final result of the score obtained by students with an average value increased by 91 with very appropriate criteria. So it can be concluded that the character video media for the anecdote text material that was developed as a whole was declared effective based on the results of student evaluations and was declared very appropriate to be implemented in class.

## Evaluation

At the evaluation stage in this study, the assessment carried out focused on formative evaluation. This is due to the main objective of the study, namely to test the feasibility of the developed learning media, not to measure its overall level of effectiveness. Formative evaluation is carried out continuously during the development process in order to obtain feedback from experts, so that the media can be revised and refined before being widely used.

Meanwhile, summative evaluations such as pre-tests and post-tests are not the main focus in this study, because both are more appropriately used to assess the extent to which students have mastered the skills that have been taught, which is the realm of effectiveness evaluation. In the context of this development research, pre-tests and post-tests are only part of a limited testing process to see the potential for practical use of media in the field.

As stated by Fitria et al. (2017), media validity test data was collected through validation forms filled out by experts or validators who are competent in their fields. In line with this, the validation of character video media in this study involved three parties, namely media experts, material experts, and language experts. The three validators provided an assessment indicating that the media developed had a high level of feasibility and practicality as a learning tool for writing anecdotal texts. Thus, formative evaluation is an important foundation in ensuring the quality of the media before being implemented more widely. This approach is in line with the principle of quality-oriented development which emphasizes continuous improvement through expert validation and limited trials. It was stated that it was very practical based on student responses of 91 with very practical criteria and 97 teacher responses with very practical criteria at MA Muhammadiyah 01 Medan.

## DISCUSSION

The results of this study indicate that the development of learning media in the form of character videos has significant effectiveness in improving students' anecdotal text writing skills. This media is designed not only as a visual aid, but also as a cognitive and affective stimulus that is able to build connections between students' learning experiences and the narrative structure contained in the anecdotal text. This shows that the integration of visual and verbal elements in learning can improve students' understanding of concepts and memory in more depth (Chen & Wu, 2015; Kay & Kletskin, 2012; Meianti, 2018).

The assessment of the feasibility of this character video media was obtained through validation by experts, including material, media, and language experts. The assessment from the experts showed that the media was classified as "very feasible", which reflects the suitability of the content, clarity of the message, visual appearance, and alignment with learning objectives. The results of the practicality test through observation of the implementation of learning reached a score of 91, while the educator's response was at 97, and the student's response was 89%. These values indicate that the media is not only easy to implement in the classroom but also positively received by all parties involved (Donna et al., 2021; Farizi et al., 2019; Fitria et al., 2017). The practicality aspect is an important indicator in determining whether the product of the development is worthy of being integrated into a real learning system (Ernawati, 2017; Fitria et al., 2017; Pangestu & Wafa, 2018).

The use of character videos as a learning medium also contributes to the creation of a more participatory and meaningful learning atmosphere. Learning anecdotal texts which were previously only carried out using the lecture method has become more interactive because students are directly involved in observing, understanding the context of humor, and compiling narratives. Vygotsky (1978) in the

Sociocultural Theory of Cognitive Development states that social interaction and support from the environment are very important in helping students achieve the Zone of Proximal Development (ZPD) (Schunk, 2012). Character videos, in this case, act as scaffolding that supports students' creative and critical thinking skills.

#### 4. CONCLUSION

The learning process of writing anecdotal texts at MA Muhammadiyah 01 Medan shows that the success of learning is highly dependent on the selection of appropriate learning resources and the teacher's ability to guide students. The character video media developed in this study succeeded in providing a more interesting and applicable learning experience compared to the monotonous lecture method. The existence of this media encourages students to understand and practice writing anecdotal texts contextually.

Media development was carried out by following the stages of the ADDIE model, which include analysis, design, development, implementation, and evaluation. The validation results from language experts, media experts, and material experts showed that the media was classified as very feasible to use. In addition, the results of the practicality test showed that the media had a learning implementation of 91 (very appropriate category), a questionnaire response from educators of 97 (very good category), and a student response of 89% (very good category). This proves that character video media can be used optimally in the learning process in the classroom.

The limited scope of the study is one of the weaknesses in the development of this media. The research subjects only consisted of one class, so it is not possible to generalize the results more widely. In addition, the study has not fully measured the effectiveness of the media through systematic summative evaluation, so the long-term influence on improving students' writing

skills cannot be ascertained in its entirety. The results of this study contribute to the development of digital media-based learning models, especially in learning Indonesian. The designed character video media is able to be an innovative solution for delivering anecdotal text material more interactively and enjoyably. This study can be a reference for teachers and education developers in creating similar learning media for other materials and levels of education..

#### 5. REFERENCES

- Alfian, A. N., Putra, M. Y., Arifin, R. W., Barokah, A., Safei, A., & Julian, N. (2022). Pemanfaatan Media Pembelajaran Audio Visual berbasis Aplikasi Canva. *Jurnal Pengabdian Kepada Masyarakat UBJ*, 5(1), 75–84. <https://doi.org/10.31599/jabdimas.v5i1.986>
- Arnold, B. R. (2018). Pengembangan Media Pembelajaran Video Animasi Powtoon pada Mata Pelajaran Pelayanan Penjual Di SMK Ketintang Surabaya. *Jurnal Pendidikan Tata Niaga (JPTN)*, 06(04), 145–150. <https://ejournal.unesa.ac.id/index.php/jptn/article/view/25565/23439>
- Carmichael, M., Reid, A.-K., Karpicke, J. D., & Bradley, J. V. (2018). *Assessing the Impact of Educational Video on Student Engagement, Critical Thinking and Learning: The Current State of Play*. Sage Publishing. <https://us.sagepub.com/sites/default/files/hevideolearning.pdf>
- Chen, C. M., & Wu, C. H. (2015). Effects of different video lecture types on sustained attention, emotion, cognitive load, and learning performance. *Computers and Education*, 80, 108–121. <https://doi.org/10.1016/j.compedu.2014.08.015>
- Dewi, A. M., & Kamaludin, A. (2022). Development of Audiovisual-Based Powtoon Animation Video on Chemical Bonds for Tenth Grade. *Jurnal Penelitian Pendidikan IPA*, 8(1), 222–229. <https://doi.org/10.29303/jppipa.v8i1.865>
- Donna, R., Egok, A. S., & Febriandi, R. (2021). Pengembangan Multimedia Interaktif Berbasis Powtoon pada Pembelajaran Tematik di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3799–3813.

- <https://jbasic.org/index.php/basicedu/article/view/1382>
- Eka, H. F., Oktaviana, D., & Haryadi, R. (2022). Pengembangan Media Pembelajaran Video Animasi Menggunakan Software Powtoon terhadap Kemampuan Berpikir Kritis pada Materi Sistem Persamaan Linier Dua Variabel. *JagoMIPA: Jurnal Pendidikan Matematika Dan IPA*, 2(1), 1–13. <https://doi.org/10.53299/jagomipa.v2i1.136>
- Ellis, G. W., Lee, K. S., & Tham, A. (2004). Learning engineering mechanics through video production. *Proceedings - Frontiers in Education Conference, FIE*, 2, 7–12. <https://doi.org/10.1109/fie.2004.1408659>
- Ernawati, I. (2017). Uji Kelayakan Media Pembelajaran Interaktif Pada Mata Pelajaran Administrasi Server. *Elinvo (Electronics, Informatics, and Vocational Education)*, 2(2), 204–210. <https://doi.org/10.21831/elinvo.v2i2.17315>
- Farizi, Z. Al, Sulisworo, D., Hasan, M. H., & Rusdin, M. E. (2019). Pengembangan Media Animasi untuk Mendukung Pembelajaran Berbasis TPACK dengan POWTOON pada Materi Torsi SMA Kelas XI. *Jurnal Penelitian Pembelajaran Fisika*, 10(2), 108–113. <https://doi.org/10.26877/jp2f.v10i2.4017>
- Firmansyah, F., & Firmansyah, D. (2018). Penerapan Metode Demonstrasi Berbasis Media Cerita. *Parole: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(4), 585–590.
- Fitria, A. D., Mustami, M. K., & Taufiq, A. U. (2017). Pengembangan Media Gambar Berbasis Potensi Lokal Pada Pembelajaran Materi Keanekaragaman Hayati di Kelas X di SMA 1 Pitu Riase Kab. Sidrap. *Jllurnal Pendidikan Dasar Islam*, 4(2), 14–28. <http://journal.uin-alauddin.ac.id/index.php/auladuna/article/download/5176/4669>
- Karadeniz, A. (2017). Cohesion and coherence in written texts of students of faculty of education. *Journal of Education and Training Studies*, 5(2), 93–99. <https://doi.org/10.11114/jets.v5i2.1998>
- Kay, R., & Kletskin, I. (2012). Evaluating the use of problem-based video podcasts to teach mathematics in higher education. *Computers and Education*, 59(2), 619–627. <https://doi.org/10.1016/j.compedu.2012.03.007>
- Mascita, D. E., & Rosmayati, A. (2018). Pengembangan Bahan Ajar Teks Anekdote Berbasis Kearifan Lokal Untuk Siswa Kelas X Sma. *Jurnal Tuturan*, 7(1), 803. <https://doi.org/10.33603/jt.v7i1.1698>
- Meianti, A. (2018). Pengembangan Media Pembelajaran Berbasis Audio Visual Powtoon pada Kompetensi Dasar Menerapkan Promosi Produk Kelas X Pemasaran SMK Negeri Mojoagung. *Jurnal Pendidikan Tata Niaga (JPTN)*, 06(03), 109–144. <https://ejournal.unesa.ac.id/index.php/jptn/article/view/25565/23439>
- Pangestu, M. D., & Wafa, A. A. (2018). Pengembangan Multimedia Interaktif Powtoon pada Mata Pelajaran Ekonomi Pokok Bahasan Kebijakan Moneter untuk Siswa Kelas XI IPS Di SMA Negeri 1 Singosari. *Jurnal Pendidikan Ekonomi*, 11(1). <https://doi.org/10.17977/UM014v11i12018p071>
- Pratiwi, M. S., Zulherman, & Amirullah, G. (2021). The Use of the Powtoon Application in Learning Videos for Elementary School Students. *Journal of Physics: Conference Series*, 1783(1). <https://doi.org/10.1088/1742-6596/1783/1/012115>
- Rasi, P., & Poikela, S. (2016). A review of video triggers and video production in higher education and continuing education PBL settings. *Interdisciplinary Journal of Problem-Based Learning*, 10(1), 5–6. <https://doi.org/10.7771/1541-5015.1609>
- Rofiuddin, A. (2013). Faktor Kreativitas dalam Kemampuan Membaca dan Menulis Siswa Kelas 5 Sekolah Dasar. *Bahasa Dan Seni*, 31(2), 172–197. <https://www.researchgate.net/publication/242617153>
- Ruegg, R., & Sugiyama, Y. (2013). *Organization of ideas in writing: what are raters sensitive to?* 1–13.
- Sari, R., Hudiyono, Y., & Soe'oad, R. (2017). Pengembangan Media Blog Dalam Pembelajaran Menulis Teks Anekdote Pada Siswa Kelas X SMA. *Ilmu Budaya*, 1(4), 317–330.
- Schunk, D. H. (2012). *Learning Theories: Educational Perspectives* (6th Editio). Pustaka Pelajar.

- Smirnova, E. A. (2019). Referential coherence of academic texts: A corpus-based analysis of L2 research papers in management. *Journal of Language and Education*, 5(4), 112–127. <https://doi.org/10.17323/JLE.2019.9688>
- Sobari, T., & Ramadhan, M. (2020). Pembelajaran Menulis Teks Anekdote dengan Menggunakan Metode Discovery Learning. *Indonesian Language Education and Literature*, 6(1), 36. <https://doi.org/10.24235/ileal.v6i1.4246>
- Sugiyono. (2016). *Quantitative, Qualitative, and R&D Research Methods*. Alfabeta.
- Suyitno, I. (2012). *Menulis Makalah dan Artikel*. PT Refika Aditama.
- Wahid, A. (2021). *Relasi Antarproposisi dalam Karangan Siswa*. Universitas Negeri Malang.
- Wahid, A., Pendidikan, P., Indonesia, S., & Muhammadiyah, U. (2024). *Inovasi Video Pembelajaran Literasi Melalui Aplikasi Canva : Bagaimana Pengaruhnya Terhadap Keterampilan Membaca- Menulis Siswa Di Sekolah Dasar ? Inovasi Video Pembelajaran Literasi Melalui Aplikasi Canva : Bagaimana Pengaruhnya Terhadap Keterampilan Mem.* 4(259), 1962–1974.
- Wahid, A., Suyitno, I., Suyono, & Martutik. (2020). Discourse marker in descriptive essays: A study on junior highschool students. *Journal for the Education of Gifted Young Scientists*, 8(3), 1099–1111. <https://doi.org/10.17478/jegys.764191>
- Wahid, A., Syamsuri, A. S., & Syakur, A. (2022). Repetition markers in junior high school students ' essays. *EduLite: Journal of English Education, Literature, and Culture*, 7(2), 266–278. <https://doi.org/10.30659/e.7.2.266-278>
- Wibawa, I. M. C., Putu, N., & Ratna, S. (2022). The Effectiveness of Reading and Writing Learning Videos on Student Learning Outcomes in Online Learning. *International Journal of Elementary Education*, 6(1), 18–28. <https://ejournal.undiksha.ac.id/index.php/IJEE/article/download/44413/pdf/115857?>
- Yuniarti, Y. (2021). Project Based Learning sebagai Model Pembelajaran Teks Anekdote Pada Siswa SMA. *Jurnal Pendidikan Bahasa Indonesia*, 9(2), 73. <https://doi.org/10.30659/jpbi.9.2.73-81>