



Evaluating students Perception on Learning to Write Video-Based Explanatory Text

Febyana Arlin ^{a*}, Herman Budiyo ^a and Sri Wachyuni ^a

^a *Magister Pendidikan Bahasa Dan Sastra Indonesia, Universitas Jambi, Indonesia.*

Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2024/v50i11253

Open Peer Review History:

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editors) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/112143>

Original Research Article

Received: 13/11/2023

Accepted: 18/01/2024

Published: 19/01/2024

ABSTRACT

Perception is a perspective that influences a person's decision-making regarding something being thought about and done. In the learning process, perceptions can positively or negatively impact students' mastery of the material and motivation. This research aims to determine students' perceptions of learning explanatory texts using videos. The approach used in this research is descriptive qualitative. The data collection technique in this research is carried out using questionnaires. This research indicates that students' perceptions of learning explanatory texts with the help of animated videos are positive. All aspects of animated learning videos measured in the context of descriptive text learning received positive responses. Students' positive reaction to the animated video in learning explanatory text shows that the animated video can stimulate and has the potential for students to be more productive in learning and mastering explanatory text material.

Keywords: Student perception; learning video; explanatory text.

*Corresponding author: Email: febyanaarlin81@gmail.com;

1. INTRODUCTION

Language is a form of sound or sound that humans can understand and use in society to communicate with each other and understand each other and even themselves. [1,2] explain that by using language, every individual in society can easily convey and understand all the information captured in the communication process. Banga et al. [3,4] state that language is an expression to convey a message to someone. Therefore, it can be understood that language has a vital role in human social life. With language, human social life is improved and even tends to develop.

Knowledge and understanding of language are necessary as an essential element in human social life. Knowledge and understanding of a language can increase communication effectiveness and optimize the message conveyed. Therefore, various aspects of language must be studied and understood to understand a person's message through the language used in more depth. According to Idyawatiet al. [5], Hidayat and Jaenudin [6] Jaenudin (2022), one of the essential elements in learning language is explanatory text, namely a text that tells the cause and effect of an event or natural and social phenomenon that can occur. Through this text, someone can find out the cause-and-effect relationship of events in a structured and detailed manner [7].

An explanatory text can be understood easily if written according to correct language rules and has a logical sequence. Theoretically, [8,9] explain that when writing an excellent explanatory text, you must fulfill the characteristics or rules for writing explanatory text, including: (1) Using passive sentences, marked by verbs starting with "di" and "ter," for example formed and occurred (2) Using causal conjunctions, for example because, and caused (3) using special scientific terms for example sample, (4) using scientific fields (5) chronological conjunctions, namely, then, subsequently, after that, and eventually. Thus, writing explanatory text requires broad writing skills and insight. Therefore, it can be understood that a good or quality explanatory text has specific characteristics to write, which require good grammatical knowledge.

Since explanatory texts have specific characteristics of good and correct grammar, writing explanatory texts must be done carefully

and thoroughly. That is why many people (students) still have difficulty writing this text, so it still needs to be taught to students. [10,11] explained that explanatory text learning is given to students to practice learning about the processes of natural, social, and cultural phenomena that occur around them to explore students' abilities and potential.

Regarding learning to write explanatory texts, [12,13] explain that writing skills are included in the category of skills that require talent and continuous practice because these writing skills will not come automatically but rather through a process of a lot of and regular training and practice. In general, many students need help writing these texts. Sari et al. [9] explained that, in general, the difficulty in writing explanatory texts for students is caused by factors that exist within the students as well as factors from teachers in providing learning materials to students at school. In more detail, Aida & Widiyati [14] and Sari et al [9] explain that there are two main factors for students in writing explanatory texts, namely internal factors consisting of difficulty starting writing, difficulty determining the topic, difficulty deciding ideas, difficulty using vocabulary, difficulty using terms, difficulty making coherent sentences, difficulty in logic, low level of intelligence, weak in interpreting words, little reading experience. Meanwhile, external factors include often receiving criticism from other people; their writing is often laughed at, there needs to be more support from those closest to them, and facilities and infrastructure need to be more supportive. Thus, it can be understood that writing an explanatory text has many challenges, especially for beginners. Therefore, one must know precisely to what extent a participant experiences difficulties carrying out tasks, especially in writing explanatory texts.

Several researchers have made innovations in the learning process to overcome students' difficulties in writing explanatory texts. One of the innovations carried out is learning to write explanatory text using the help of animated videos as a learning medium. According to Akhir [15], Aisyah & Haryudin [16], and Dewi Miftakhul (2018), learning media is something that influences the learning process, especially for students, the more unique the learning media, the more it fosters enthusiasm for students and does not make the class bored. Regarding learning media in the form of animated videos, Made et al. [17] explained that animated videos

have significant characteristics by having images that can move and audio to explain the material to be presented. The purpose of using these videos is to make it easier for teachers to implement learning in class and for students to understand the material. Thus, the use of animated videos in learning explanatory texts has the potential to improve students' writing skills.

Apart from using appropriate learning media, optimizing learning outcomes, in this case, explanatory text writing skills, is also influenced by students' perceptions. Theoretically, perception is a process that is preceded by sensing, namely a stimulus received by the individual through receptors, namely the senses, which is then organized and interpreted by the brain so that the individual realizes and understands what is sensed or felt [18]. Démuth [19] and Sumarandak et al. [20] state that perception is part of the life process in which every person assesses what they see and then carries out thinking activities to decide what to do.

Still related to perception, Barroso [21] and Jayanti & Arista [22] state that perception is an essential psychological aspect for humans in responding to the presence of various elements and symptoms around them or a direct response (reception) of something. Thus, it can be understood that perception is a person's psychological aspect of responding or expressing acceptance or rejection of something. Nes et al. [23] write that four main things differentiate perception and cognition, namely (1) their phenomenal character, such as the agility or immediacy of perception, which is often emphasized; (2) the way they represent the world, for example, the non-propositional nature of content, or character non-discursive vehicles, which are considered as a characteristic of perceptual representation, (3) their place in cognitive architecture, that is, roughly, in the information flow of the mind, such as their alleged (non-) modularity, and (4) their mind-world relationship, for example how perception appears to be causally closely linked to distal or proximal stimuli.

In the learning process, empirically, perception has a significant influence, both in terms of learning preparation, the process, and the evaluation of the learning itself. The research results of Wang & Han [24] Suryanti et al. [25] stated that students' positive perceptions play a

role in learning styles and can increase their motivation and learning outcomes. The results of this research align with research [26] that shows that students who have positive perceptions of subjects tend to have better learning outcomes than students who have negative perceptions. The research results of Criu & Marian [27] and Yurindera [28] also show that a person's perception influences attitudes and decision-making. Thus, it can be understood that perception affects student learning outcomes.

If student perceptions influence learning outcomes, what about students' perceptions of using animated video media in learning to write explanatory texts? Unfortunately, no research answers this question. Therefore, it is necessary to carry out research regarding students' perceptions of learning explanation texts using animated videos. This research aims to discover students' perceptions of participating in learning to write explanatory texts with the help of animated videos.

2. METHODS

This research is descriptive quantitative research. According to Iyus [29], descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent), without making comparisons or connecting them with other variables. Quantitative descriptive research describes, explains, or summarizes various conditions, situations, phenomena, or research variables according to existing events, which can be photographed, interviewed, observed, and expressed through documentary material.

This research uses non-probability sampling techniques with quota sampling type. Non-probability sampling is a procedure that does not pay attention to the rules of chance. Quota sampling is sampling where the number of samples has been determined. Sampling is just selecting up to that number, usually without a sample frame. This research used research subjects as class VII K SMP students, with 18 students. This research was carried out at SMP Negeri 11 Jambi City. This research uses data collection techniques in the form of numbers and documentation.

Data collection in this research was carried out using a scored questionnaire. Each questionnaire consists of a statement with a

score of 1 (Strongly Disagree/SDi), score 2 (Do Not Agree/DNA), score 3 (Somewhat Agree/SAg), score 4 (Agree/Agr), and score 5 (Strongly Agree/StA). The total number of statements used in this research was ten. Thus, the maximum score obtained by each student was 50, and the minimum score was 10.

3. RESULTS AND DISCUSSION

The results of students filling out questionnaire questions regarding the video learning to write explanatory text in succession are as shown in Table 1:

Referring to Table 1, it can be understood that the first statement is related to the attractiveness of the Capcut application-based learning video design with explanatory text material. One person said they strongly disagreed, one said they did not agree, nine said they quite agreed,

seven said they agreed, and no one said they strongly agreed. Thus, in general, students have quite the perception of agreeing and agreeing. It indicates that according to the students, the learning video design based on the Capcut application and explanatory text material is in the medium category because it is only at a moderate level of agreeing and agreeing.

Students' perceptions are generally positive regarding the appearance and colors used in appropriate explanatory text writing material. Most students, namely ten people or around 55.55%, agreed that the appearance and colors used in the video were in line with students' expectations. As many as eight people, or around 44.45, said they agreed. Data means that students generally perceive that the appearance and colors used in the explanatory text writing material are appropriate and relatively reasonable.

Table 1. Student Perception Data on Video-Based Explanatory Text Learning

No	Statement	The number of students who answered in the category				
		SDi	DNA	SAg	Agr	StA
1	The Capcut application-based learning video design with explanatory text material is attractive to look at	1	1	9	7	0
2	The appearance and colors used in the explanatory text writing material are appropriate.	0	0	8	10	0
3	The language used is easy to understand	0	1	3	11	3
4	Capcut application-based learning images and videos help to understand the material for writing explanatory text	0	2	1	10	5
5	Learning videos based on the Capcut application can motivate you to study the material for writing explanatory text.	1	1	5	8	3
6	The material in the Capcut application-based learning videos is relevant to life.	0	1	3	10	4
7	The material presented in the Capcut application-based learning video is easy to understand	0	2	7	6	3
8	This Capcut application-based learning video creates practice questions that can test your understanding of writing explanatory text.	0	3	3	10	2
9	The presentation of material in learning videos based on the Capcut application helps answer the questions.	0	0	6	5	7
10	The shape and size of the letters used are simple and easy to read	0	2	5	9	2
Total		2	13	50	86	29

Students' perceptions of the third statement are related to the ease of use of the language used in the video in the explanatory text writing material. Students generally stated that the language used in the video in the explanatory text writing material was excellent and easy to understand. Eleven people, or around 61.11%, said the language was good, and three people, or around 16.66%, said it was perfect and quite good. As for the rest, one person, or around 5.55%, said it was not good. Thus, students' perceptions of the language videos used in writing explanatory text material are generally good.

The students' perceptions that were measured next were related to pictures and videos of learning based on the Capcut application on explanatory text writing material. Students' perceptions of images in learning videos tend to be positive. A total of ten people, or around 55.55%, agreed that the images in the learning video helped make it easier to understand the explanatory text material. A total of 5 people, or around 27.77%, said they strongly agreed, one person said they quite agreed, and two people, or around 11.11%, said they disagreed. These data show that, in general, students have a positive perception of learning videos in the image aspect.

Furthermore, regarding the statement or question of whether learning videos based on the Capcut application can give you the motivation to study the material for writing explanatory text, students have different perceptions. However, in general, students strongly agreed that learning videos for explanatory text comprehension can increase their motivation to study explanatory text. A total of eight people, or around 44.44%, said they agreed; three people, or around 16.66%, said they strongly agreed; five people, or around 27.77%, said they quite agreed; and the rest said they strongly disagreed and disagreed, respectively, as conveyed by just one person. Thus, in general, students' perceptions of learning videos are positive.

Students' perceptions regarding the suitability of the material in Capcut application-based learning videos with real life are relatively diverse. A total of ten students, or around 55.55%, said they agreed, four people, or around 22.22%, said they strongly agreed, and three people, or around 16.66%, said they quite agreed that the learning video was appropriate for real life. The remainder, one person or around 5.55%, said

they disagreed. It means that, in general, students' perceptions of aspects of the suitability of learning material to real life are positive.

The following student perception that is measured is related to the material presented in the explanatory text learning video. Students' perceptions regarding the material used in the video are relatively diverse. The positive perception category, namely quite agree, agree, and agree, respectively, is seven people or around 38.88% (quite agree), six people or around 33.33% (agree), and as many as three people or around 16.66%. There were two students with negative category perceptions, or around 11.11%. Thus, students generally perceive learning videos positively, especially in explanatory writing text material.

Students' perceptions appear to vary regarding practice questions that can test your understanding of writing explanatory text. Based on Table 1, it is known that ten people, or around 55.55% agreed. Three students agreed and strongly agreed, respectively (16.55%), and two or around 11.11%. Meanwhile, three students, or around 16.66%, said they disagreed. These data prove that, in general, students have a positive perception of the practice questions used to test their understanding of writing explanatory texts.

Furthermore, presenting material in learning videos based on the Capcut application is to help students answer the questions given. Regarding this, 100% of students have a positive perception overall. Table 1 data shows that as many as six people, or around 33.33%, said they quite agreed, as many as five people, or around 27.77, said they agreed, and as many as seven said they strongly agreed. This fact shows that students' perceptions of this aspect are very positive.

The final aspect used to measure students' perceptions is related to the shape and size of the letters and the ease of reading sentences in the learning video. In Table 1, it can be seen that there were only two people, or around 11.11%, who said they did not agree or that their perceptions tended to be negative. The remaining five people, or around 27.77%, said they entirely agree, nine people, or around 20 people, said they agreed, and two people, or around 11.11%, said they strongly agreed. Referring to this data, it can be understood that, in general, students' perceptions of the shape

and size of letters and ease of reading sentences in learning videos are positive.

Referring to the analysis and description of the data above, the data says that students' perceptions of learning explanatory text with the help of animated videos are positive. All aspects of animated learning videos measured in the context of explanatory text learning received positive responses. Students' positive response to the animated video in learning explanatory text shows that the animated video can stimulate and has the potential for students to be more productive in learning and mastering explanatory text material.

The results of the research above empirically prove that the use of learning media, in this case in the form of videos, contributes positively to students' learning processes and outcomes. The findings in this study align with the results of research conducted by Khoiriah et al. [30], who found that the use of learning videos positively influenced students' motivation and learning independence. Mardhian Ningrum et al. [31] also found that computer-based learning videos make children feel happy and interested, which can develop aspects of children's development. Additionally, Supartini [32] found that learning media can effectively improve student achievement. In general, Sangsawang [33] and Junaidi [34] explain that learning media is needed by educators and students so that the teaching and learning process can be carried out more efficiently and the material can be understood. Students' interest in learning can be fostered. Thus, the results of this research have proven and strengthened previous theories that learning media, especially in the form of learning videos, contribute positively to improving student learning outcomes.

Apart from that, the results of this research also prove that, in general, students' perceptions tend to be positive towards learning media, in this case, learning videos, also proving that the use of learning media in the form of videos tends to be more enjoyable for students than other media. It proves that the advantages of media in the form of learning videos are better than learning media. This aligns with the opinion of Nurwahidah et al. [35], who said that video is an electronic medium combining audio and visual technology to produce a dynamic and exciting show. Richey [36] and Adisasongko [37] also explain that as follows: (1) video tutorials are evident in demonstrating a phenomenon and

procedures involving a movement, (2) video tutorial users can speed up and slow down the movement of video tutorials so that the material presented more clearly, (3) video tutorials can utilize animation to illustrate abstract and moving material, (4) video tutorials can attract the attention and interest of students through the media of moving images, audio and text, (5) students as users smartphones are pretty easy to use video tutorials, and (6) video tutorials can replace field study activities.

From a perception perspective, the results of this research prove that perception is part of an emotional or psychological attitude that is directly or indirectly influenced by the learning situation and conditions. Miranda et al. [38] stated that using learning videos with a storyline plays a vital role in moral, social, and psychological development. Thus, students' positive perceptions in this study tend to be positive due to the students' psychological factors. Students prefer watching learning videos rather than listening to the teacher directly, influencing their perception of the video learning media.

Students' positive perceptions of media and the learning process must continue to be developed. Several studies state that perceptions have the potential to have a positive impact on students' learning processes and outcomes. The research results of Nurrahmi et al. [39] show that students with positive perceptions of specific educational institutions tend to make them their primary choice of study. The research results of Halimahturrafiah et al. [40] also show that students with a positive perception of the learning presented by the teacher are likelier to participate in learning better than students with a negative perception. Apart from that, the research results of Hakim et al. (2021) show that perceptions also positively influence students' decision-making, self-concept, and values. Students with a positive perception of learning tend to be more responsible in learning and can make relatively better decisions.

According to experts, efforts to develop students' positive perceptions must be carried out continuously through various coaching programs. One of the coaching programs that can be carried out is through counseling guidance activities, both specifically and generally. Kaplan et al. [41] and Candra et al. [42] stated that counseling guidance programs are essential in forming and developing students' positive

perceptions of learning. According to Levy et al. [43] and Ulita [44], three aspects of the formation of perception are considered relevant to human cognition: sensory recording, pattern recognition, and attention. Thus, teachers must be oriented towards these factors or aspects to develop students' positive perceptions [45].

4. CONCLUSION

Referring to the analysis and description of the data above, the data says that students' perceptions of learning explanatory text with the help of animated videos are positive. All aspects of animated learning videos measured in the context of explanatory text learning received positive responses. Students' positive response to the animated video in learning explanatory text shows that the animated video can stimulate and has the potential for students to be more productive in learning and mastering explanatory text material. The results of this research have implications for the need to develop learning videos, especially in the subject "Indonesian," so that there is no boredom in teaching and learning. It is also necessary to carry out more detailed research regarding the learning video for writing explanatory text.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Sirbu A. The significance of language as a tool of communication. *Scientific Bulletin Mircea Cel Batran Naval Academy*. 2015;18(2):405–406. Available: <https://doi.org/10.21279/1454-864X>
2. Rumberoa RH. The urgency of understanding children's language development. *Lingue: Journal of Language, Culture, and Literature*. 2021;2(2):72. Available: <https://doi.org/10.33477/lingue.v2i2.1804>
3. Banga CL, Suri J, Delhi N. Role of language in human life. *IJELLH International Journal of Language, Literature, and Humanities*. 2015;3(4):180–197.
4. Rahma S, Nisa K, Arsanti M, Hasanudin C. The urgency of Indonesian in learning at higher education level. *Proceedings of the national seminar: Results of Research, Service and Dissemination*. 2023;309–316.
5. Idyawati N, Wardiah D, Fitriani Y. Skill improvement of explanation text writing using series image media in class xi ipa 2 students of SMA Negeri 7 OKU. *Jurnal Pendidikan Tambusai*. 2021;5:5201–5210. Available: <https://jptam.org/index.php/jptam/article/view/1801%0Ahttps://jptam.org/index.php/jptam/article/download/1801/1592>
6. Hidayat D, Jaenudin J. Teachers' strategies to teach writing Explanation texts. *ELT Forum: Journal of English Language Teaching*. 2022;11(1):21–30. Available: <https://doi.org/10.15294/elt.v11i1.49687>
7. Badriyah N, Zulaeha I, Wagiran W. Characteristics of writing explanation text enrichment book containing 21st century competence for senior high school students. *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*. 2020;9(3): 239–246. <https://doi.org/10.15294/seloka.v9i3.40460>
8. Sihombing IO, Lubis M, Solin M, Gusar MRS. Development of Explanation text teaching materials based on needs analysis of learning for Junior High School of Class VIII SMP Negeri 28 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*. 2021;4(1):7–12. Available: <https://doi.org/10.33258/birle.v4i1.1546>
9. Sari EP, Trianto A, Utomo P. Difficulty in writing explanatory texts for class viismpnegeri 14 students in Bengkulu City. *KORPUS Scientific Journal*. 2020;4(3): 292–302. Available: <https://doi.org/10.33369/jik.v4i3.13100>
10. Wati E. The Improvement of reading comprehension ability in explanation text with PORPE Strategy. *International Journal of Elementary Education*. 2021;6(1):149–157. Available: <https://dx.doi.org/10.23887/ijee.v6i1>
11. Anggeraeni D, Yulistio D, Kurniawan R, Pendamping P, Kurniawan R. Ability to write explanatory texts for Class XI

- students of SMA Negeri 2 Bengkulu City. *Corpus Scientific Journal*. 2023;7(2):243–252.
12. Zebua EP. An analysis of generic structure I N students' explanation writing ability. *TEHUDE: Journal of English Language Education*. 2022;1(1):18–27.
 13. Darlisa Muhamad, Adriani, Hud S. Improving the ability to write explanatory texts using learning media pictures of natural phenomena for class viii students at Banau National Middle School, Ternate City. *Scientific Journal of Educational Vehicles*. 2023;9:698–707.
 14. Aida SN, Widiyati E. Extensive reading to improve students' writing of explanation text. *EduLite: Journal of English Education, Literature and Culture*. 2020;5(1):109. Available: <https://doi.org/10.30659/e.5.1.109-117>
 15. Akhir M. The use of digital book media to improve writing skills of explanatory text. *AL-ISHLAH: Jurnal Pendidikan*. 2021;13(3):1768–1776. Available: <https://doi.org/10.35445/alishlah.v13i3.582>
 16. Aisyah S, Haryudin A. Instructional media used in teaching english. *PROJECT (Professional Journal of English Education)*. 2020;3(6):737. Available: <https://doi.org/10.22460/project.v3i6.p737-742>
 17. Made N, Cahyani D, Dewantara IPM, Wirahyuni K. Utilization of animation video media in learning to write explanatory texts in class viii students of SMP Negeri 2 Melaya. *Journal of Indonesian Language and Literature Education*. 2022;12:417–426.
 18. Hakim FB, Yunita PE, Supriyadi D, Isbaya I, Ramly AT. Perception, decision making, self-concept and values. *Diversity: Postgraduate Scientific Journal*. 2021;1(3). Available: <https://doi.org/10.32832/djip-uika.v1i3.3972>
 19. Démuth A. Perception theories. In *Applications of Case Study Research*. 2012;4.
 20. Sumarandak MEN, Tungka AE, Egam PP, Architecture J, Ratulangi US, Architecture J, Ratulangi US. Public perception of the monument area in manado. *Spatial Journal*. 2021;8(2): 255–268.
 21. Barroso C. Context, information's meaning, and perception. 8th Conference of the European society for fuzzy logic and technology, EUSFLAT 2013 - *Advances in Intelligent Systems Research*. 32(Eusflat). 2013;509–513. Available: <https://doi.org/10.2991/eusflat.2013.77>
 22. Jayanti F, Arista NT. Student Perceptions of Trunojoyo Madura University library services. *Competence: Journal of Management Studies*. 2019;12(2):205–223. Available: <https://doi.org/10.21107/kompetensi.v12i2.4958>
 23. Nes A, Sundberg K, Watzl S. The perception/cognition distinction. *Inquiry (United Kingdom)*, 2023;66(2):165–195. Available: <https://doi.org/10.1080/0020174X.2021.1926317>
 24. Wang S, Han C. The influence of learning styles on perception and preference of learning spaces on the university campus. *Buildings*. 2021;11(12). Available: <https://doi.org/10.3390/buildings1120572>
 25. Suryanti E, Fitriani A, Redjeki S, Riandi R. Student perceptions of the use of virtual laboratory in molecular biology learning. *Journal of Natural Science and Integration*;2019. Available: <https://doi.org/10.24014/jnsi.v2i2.7884>
 26. Siregar NR. Student perceptions of mathematics lessons: preliminary study of students who enjoy games. *Proceedings of the x scientific meeting of the indonesian developmental psychology association*; 2017.
 27. Criu R, Marian A. The Influence of students' perception of pedagogical content knowledge on self-efficacy in self-regulating learning in training of future teachers. *Procedia - Social and Behavioral Sciences*. 2014;142:673–678. Available: <https://doi.org/10.1016/j.sbspro.2014.07.596>
 28. Yurindera N. The influence of perceptions and attitudes on motivation and their impact on online purchasing decisions during the pandemic. *Journal of Business Management*. 2020;23(3):309–320.
 29. Ilyus Jayusman. Quantitative descriptive study of student learning activities using

- edmodo learning media in history learning. *Artifact Journal*. 2020;7(1):13–20.
30. Khoiriah MA, Sujarwo S, Handayani P. The influence of using tutorial video and image media on children's learning motivation and independence. *Obsession journal: Journal of Early Childhood Education*. 2022;6(6):6360–6374.
Available:<https://doi.org/10.31004/obsessi.v6i6.3197>
31. Mardhian Ningrum A, Tri Sayekti, Ratih Kusumawardani. The influence of learning video media on the learning motivation of children aged 5-6 years. *Golden age: Scientific Journal of Early Childhood Development*. 2021;6(4):179–192.
Available:<https://doi.org/10.14421/jga.2021.64-02>
32. Supartini M. The influence of the use of learning media and teacher creativity on the learning achievement of high class students at sdn mangunharjo 3, Mayangan District, Probolinggo City. *Journal of Social Studies Research and Education*. 2016;10(2):277–293.
Available:<http://ejournal.unikama.ac.id/index.php/JPPi>
33. Sangsawang T. Instructional design framework for educational media. *Procedia -Social and Behavioral Sciences*. 2015;176:65–80.
Available:<https://doi.org/10.1016/j.sbspro.2015.01.445>
34. Junaidi J. The role of learning media in the teaching and learning process. *Training review: Journal of Education and Training Management*. 2019;3(1):45–56.
Available:<https://doi.org/10.35446/diklatrevi.v3i1.349>
35. Nurwahidah CD, Zaharah Z, Sina I. Learning video media to increase student motivation and achievement. *Rausyan Fikr: Journal of Thought and Enlightenment*. 2021;17(1).
Available:<https://doi.org/10.31000/rf.v17i1.4168>
36. Richey RC. Research on instructional development. *Educational Technology Research and Development*. 1997;45(3):91–100.
Available:<https://doi.org/10.1007/BF02299732>
37. Adisasongko N. Pemanfaatan media video tutorial sebagai alternatif pembelajaran di masa pandemi pada peserta didik kompetensi keahlian TKR SMK. *Prosiding Seminar Nasional Pascasarjana UNNES*. 2019;829–834.
38. Miranda D, Guru P, Anak P, Dini U, Tanjungpura U, Info A, Video A, Social E. Development of animated video media to stimulate the social emotional abilities of children aged 5-6 years. *Journal of Education and Learning*. 2022;11:2715–2723.
Available:<https://doi.org/10.26418/jppk.v11i12.60620>
39. Nurrahmi M, Puspasari M, Handikho B, Fitriah W, Palembang UM. The influence of perception and experience on the decision to choose Muhammadiyah University in Palembang. *MOTIVATION Journal of Management and Business*. 2021;6(2):135–142.
40. Halimahturrafiah N, Adi N, Marsidin S. Students' Perceptions of the Implementation of Learning by Teachers in. 2021;5:4128–4134.
41. Kaplan SA, Vogel DL, Gentile DA, Wade NG. Increasing positive perceptions of counseling: The Importance of repeated exposures. *The Counseling Psychologist*. 2012;40(3):409–442.
Available:<https://doi.org/10.1177/0011000011414211>
42. Candra M, Santosa H, Biantoro Y, Pacitan K. Efforts to cultivate positive perceptions of bk teachers through classical tutoring services. *Proceedings of Teacher Professional Education*. 2020;909–918.
43. Levy BR, Slade MD, Kunkel SR, Kasl SV. Positive self-perceptions of aging increase longevity. *Journal of Personality and Social Psychology*. 2002;83(2):261–270.
Available:<https://doi.org/10.1037/0022-3514.83.2.261>
44. Ulita N. DKV as a Strategy in Building Positive Perceptions of Elementary School students regarding the introduction to their dream profession. *De-Lite: Journal of Visual Communication Design Study & Practice*. 2021;1(2):53.
Available:<https://doi.org/10.37312/de-lite.v1i2.4770>

45. Goddess Miftakhul. The Influence of animation video media on the ability to write explanatory texts of class viii students of SMP N 13 Surabaya 2017 / 2018 academic year dewi miftakhul jannah abstract. Surabaya State University. 2018; 1–8.

© 2024 Arlin et al; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
<https://www.sdiarticle5.com/review-history/112143>