

# Analysis of the Feasibility of Instructional Video Media for Grade VII Junior High School Indonesian Language Learning Integrated with 21st Century Skills

Leny Junarita<sup>1</sup>, Hesti<sup>2</sup>, Idawati<sup>3</sup>

<sup>1</sup> Indonesian Language Education Study Program, FKIP, University of Muhammadiyah Lampung, Bandar Lampung-35142, Lampung, Indonesia

\*E-mail: email id of the Related Author [idadawati@lampung@gmail.com](mailto:idadawati@lampung@gmail.com)

## ABSTRACT

This study aims to describe the feasibility of Indonesian language learning video media for junior high school grade VII with 21st century skills in descriptive text materials. The research uses a qualitative approach with a descriptive method. The object of the research is a video of Lampung's local wisdom, namely the Lampung Museum video, which is used as a material for student observation in compiling a description text. Data was collected through documentation, observations, interviews, and media feasibility analysis sheets. Data sources include video media, Indonesian teachers, grade VII students, and learning documents. Data analysis is carried out through data reduction, data presentation, and conclusions drawn, with data validity strengthened through triangulation techniques. The results of the study showed that video media obtained an average feasibility of 82.50% with the very feasible category. The content of 21st century skills obtained an average of 79.69% with a fairly strong category, especially in the aspects of critical thinking, creativity, and communication. The results of expert and teacher validation showed an average of 83.10% with the category of very feasible. Thus, the video media of Lampung's local wisdom is suitable as a supporting medium for learning descriptive texts for junior high school grade VII.

**Keywords:** *instructional video media; descriptive text; Lampung Local Wisdom; 21st century skills.*

## INTRODUCTION

Indonesian language learning in grade VII of junior high school plays an important role in developing students' ability to understand, process, and express ideas orally and in writing. At this level, students are guided to understand various forms of text, including visual and audiovisual texts. In the Indonesian Language Learning Achievement Phase D, students are directed to understand the messages of visual and audiovisual texts, identify explicit and implicit meanings, and assess the accuracy of information (Ministry of Primary and Secondary Education of the Republic of Indonesia, 2025). Therefore, video media is relevant to use because it can present material through images, sounds, texts, movements, and concrete situations that are closer to the student's learning experience.

The use of video in learning Indonesian can help strengthen language skills because students not only receive information but are also encouraged to understand messages through verbal, visual, and situational elements simultaneously (Sofia, E.; Riyana, 2025). Additionally,

instructional videos will be more effective if they are designed according to appropriate principles, such as content clarity, appropriate duration, student engagement, and alignment with learning objectives (Fyfield, M., Henderson, M., & Phillips, 2022). Thus, the feasibility of instructional videos needs to be analyzed so that their use is not only visually appealing but also aligned with learning objectives, student characteristics, and 21st-century learning needs. In this study, 21st century skills are focused on four main skills: critical thinking, creativity, communication, and collaboration (Battelle for Kids, 2019).

Critical thinking deals with the ability of students to understand, examine, compare, and draw logical conclusions from information. Creativity refers to the ability of students to generate new ideas or develop information into a product, such as descriptive text based on video presentations. Communication is concerned with the ability of students to convey ideas, opinions, or understandings orally and in writing. Meanwhile, collaboration refers to the ability of students to work together, discuss, share roles, and respect the opinions of peers during the learning process. These four skills are important because 21st-century learning emphasizes not only mastery of content but also students' ability to process information, communicate ideas, collaborate, and generate new ideas (Thornhill-Miller, B., 2023).

Based on a preliminary study conducted during school observation on April 2, 2026, in the practice of learning Indonesian Language Class VII at SMPN 3 Natar, the use of video media still requires a more in-depth examination. Video media has indeed been used as a supporting learning medium, but its use has not been optimal. Learning still has the potential to be dominated by teachers' explanations, while students are not fully active in asking questions, discussing, expressing opinions, and collaborating. In addition, videos used in learning often serve only as additional material delivery, rather than as a medium deliberately designed to foster critical, creative, communicative, and collaborative thinking skills. These findings show that video media can support communication skills when its use is followed by activities such as expressing opinions, discussing, and presenting students' understanding. This is in line with Hesti et al. (2024), who state that communicative skills can develop when students are given the opportunity to understand the material, interact, and express ideas in learning. In learning practice, audiovisual media is also not always used optimally because learning can still be done conventionally and dominated by teachers' explanations (Idawati., 2022). A study by Andriyani, Novi., Dalman., (2021) shows that learning media that is interesting and in accordance with the characteristics of students can be used to support the Indonesian language learning process. This condition shows that the presence of video media in the classroom does not automatically ensure the creation of active learning that is integrated with 21st century skills.

Based on these problems, this study is directed to analyze the feasibility of instructional video media for Indonesian language learning for Junior High School Class VII from the aspects of content, language, presentation, visual, and audio. In addition, this study also examines 21st century skills embedded in video media, especially critical thinking, creativity, communication, and collaboration in the P21 Framework (Battelle for Kids, 2019). These four skills are important because learning designed to provide students with opportunities to think, discuss, solve problems, and express ideas can also foster creativity and learning engagement (Dilekçi, A., & Karatay, 2023). Therefore, this study aims to describe the feasibility of instructional video media for Indonesian language learning for Junior High School Class VII and to reveal the extent to which video media incorporates 21st century skills.

Many previous studies have discussed the use of video media in learning Indonesian, including procedural text writing skills (Pedrikayana, A., & Afrison, 2024), the development of Indonesian teaching videos for Grade VII (Hulu, N. P., 2025), and the ability to write descriptive texts for junior high school students (Tanjung, H. R., 2026). Unlike the study, this article examines the feasibility of video in terms of content, media, and 21st-century skill integration. Therefore, this research is expected to provide input for Indonesian language teachers in choosing and using video media that is not only interesting but also feasible, meaningful, and relevant to the learning needs of the 21st century.

## LITERATURE REVIEW

The use of video media in Indonesian language learning is growing in line with the demands of 21st century learning that emphasizes critical thinking, creativity, communication, and collaboration skills. Video media is seen as able to provide a more concrete learning experience through the integration of visual, audio, text, and contextual situations so as to help students understand the material more deeply. In this article, it is explained that the use of learning videos is relevant to Indonesian language learning outcomes because students not only passively receive information, but also interpret the visual and audiovisual messages presented.

Previous research has shown that audio-visual media makes a positive contribution to improving language skills. Sofia and Riyana (2025) explain that learning videos are effective in improving language skills because they are able to integrate simultaneous information processing verbally and visually. In line with that, Mayer (2020) through *the theory of Multimedia Learning* emphasizes that learning will be more effective when information is conveyed through a combination of images and words in a structured manner so as to reduce the cognitive burden on students. These findings strengthen the use of video media as an alternative to Indonesian language learning that is more interactive and contextual. Several previous studies have developed and tested the use of video media in learning Bahasa Indonesia. Research by Pedrikayana and Afrison (2024) found that the use of Project-Based Learning-based animation video media is able to improve the ability to write procedural texts for junior high school students. Research by Hulu et al. (2025) also shows that the development of learning videos using Canva can increase student engagement in learning Indonesian. In addition, research by Tanjung et al. (2026) shows that the use of audiovisual media affects the ability to write descriptive texts of grade VII junior high school students. However, most research focuses more on the influence of media on learning outcomes and writing skills, while aspects of media feasibility and integration of 21st century skills have not been analyzed in depth. 21st century skills are becoming an essential component of modern learning design. The framework from Battelle for Kids (2019) emphasizes four main competencies (4Cs), namely *critical thinking*, *creativity*, *communication*, and *collaboration*. Thornhill-Miller et al. (2023) added that the development of these four competencies is necessary so that students are able to adapt to the challenges of education and the future world of work. In the context of learning Bahasa Indonesia, video media can be a means to train students to observe information, develop ideas, express opinions, and work together in completing learning tasks. However, the application of audiovisual media in schools does not always run optimally. This article shows that the use of video is still often a complement to the delivery of material and has not been deliberately designed to foster students' critical thinking, creativity, communication, and collaboration skills. Learning also still tends to be

teacher-centered so that students' active participation has not developed optimally. Based on previous research, there is *a research gap* in the form of limited research that examines the feasibility of Indonesian language learning video media comprehensively based on aspects of content, language, presentation, visual, audio, and 21st century skill integration. Therefore, this study focuses on analyzing the feasibility of Indonesian language learning video media for junior high school grade VII with the ability of the 21st century to contribute to the development of learning media that is not only interesting but also effective, meaningful, and in accordance with current learning needs.

## METHOD

This study uses a qualitative approach with a descriptive method. This approach was chosen because this study aims to describe the feasibility of instructional video media for Indonesian language learning for Junior High School Class VII and the 21st century skills embedded in it. In qualitative research, data can be obtained through observations, interviews, documents, and audiovisual materials, making it suitable for examining video media as a learning object (Creswell, J. W., & Creswell, 2023). The research was conducted on learning Indonesian language in Class VII at SMPN 3 Natar, South Lampung. The object of this research is the video media of teaching Indonesian language used in descriptive text materials. The analyzed video contains tourist attractions or local wisdom of Lampung. The video was chosen because it has visual and audiovisual elements that can be observed by students, such as the shape of the object, color, atmosphere, activity, sound, and overall impression of the presentation.

Data on videos were analyzed using media feasibility analysis sheets, class observations, interviews, and documentation. Research data sources include video media, Indonesian language teachers, grade VII students, and supporting learning documents, such as teaching modules, teaching materials, student worksheets (LKPD), and student work. The display of video media used in learning can be seen in Figure 1 below.



**FIGURE 1: SCREENSHOT OF LAMPUNG LOCAL WISDOM VIDEO MEDIA IN DESCRIPTIVE TEXT MATERIAL**

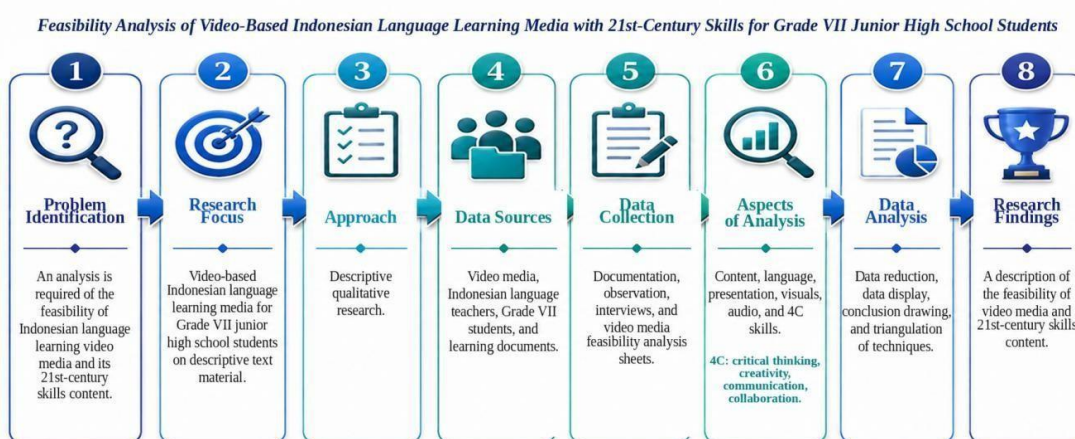
Source: Youtube: "Visit the Lampung Museum! Learn a Complete Variety of History and Culture! | Lampung Geh"

The screenshot shows a video of Lampung local wisdom used by students as observation material in compiling descriptive texts. Through this presentation, students are directed to

observe the characteristics of objects, atmospheres, colors, activities, and general impressions as the basis for the preparation of texts.

Data collection techniques include documentation, observations, interviews, and instructional video feasibility analysis sheets. Documentation is used to collect relevant videos and learning tools. Observations were made to examine the use of video media in the learning process. Interviews are used to obtain information from teachers and students regarding video use, student engagement, and obstacles that arise during learning. The instructional video feasibility analysis sheet is used as a guide to examine the feasibility of content, language, presentation, visual, audio, and 21st-century skills integration. The feasibility of video media was analyzed using a feasibility sheet reviewed by two validators, namely Indonesian language material experts and instructional media experts. The subject matter expert assesses the suitability of the content, language, and presentation of the material for Class VII. Indonesian language learning, while media experts assess visual and audio aspects as well as the coherence of video displays. In addition, Indonesian language teachers are involved as practitioners to provide feedback on the usefulness of videos in learning. Video feasibility sheets refer to multimedia theory (Mayer, 2020), which emphasizes that a good learning medium needs to combine images and words clearly, avoid overload, and help students understand information more easily.

Data is analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawn. At the data reduction stage, the researchers selected and grouped the data based on aspects of video media feasibility and 21st century skills integration. At the data presentation stage, the findings are compiled in the form of descriptive explanations and simple tables so that they are easy to read. Furthermore, the researchers drew conclusions regarding the feasibility of instructional video media for Indonesian language learning for Junior High School Class VII and 21st century skills reflected in the media. The validity of the data was strengthened through triangulation techniques by comparing the results of documentation, observations, interviews, and media analysis sheets. To clarify the stages of the research, the research flow is briefly presented in Figure 2 below.



Source: Processed by the researcher

**Figure 2: Research Flow**

## RESULTS

This study aims to analyze the feasibility of instructional video media for learning Indonesian language in grade VII junior high school on descriptive text materials and identify the integration of 21st century skills contained in it. Feasibility assessments are conducted on five

aspects: content, language, presentation, visuals, and audio. A recapitulation of the feasibility of video media is presented in Table 1.

**TABLE 1: RESULTS OF VIDEO MEDIA FEASIBILITY ANALYSIS FOR  
INDONESIAN LANGUAGE LEARNING**

| Nope. | Aspects Assessed | Score obtained | Maximum Score | Percentage | Categories      |
|-------|------------------|----------------|---------------|------------|-----------------|
| 1.    | Contents         | 14             | 16            | 87.50      | Highly feasible |
| 2.    | Language         | 13             | 16            | 81.25      | Highly feasible |
| 3.    | Presentation     | 14             | 16            | 87.50      | Highly feasible |
| 4.    | Visual           | 13             | 16            | 81.25      | Highly feasible |
| 5.    | Audio            | 12             | 16            | 75.00      | Worthy          |
| 6.    | Average total    | 66             | 80            | 82.50      | Highly feasible |

Based on Table 1, instructional video media for Indonesian language learning for Junior High School Class VII obtained an average feasibility score of 82.50%, categorized as very feasible. The content aspect obtained a score of 87.50%, which shows that the material in the video is in line with the learning objectives of the descriptive text in Class VII. The video presents objects that students can observe through physical characteristics, atmosphere, colors, activities, and general impressions. The content of the video helps students get concrete material to compose descriptive texts.

The language aspect obtained a score of 81.25%, categorized as very decent. The language used in the video is quite clear, communicative, and in accordance with the level of understanding of grade VII students. The presentation aspect also obtained a score of 87.50%, which shows that the video flow is composed coherently, starting from object recognition, information delivery, observation examples, and guidance for learning activities. The visual aspect obtained a score of 81.25% because the image of the object was quite clear and supported student understanding. Meanwhile, the audio aspect received a score of 75.00%, categorized as feasible. Although the sound in the video is still understandable, the audio quality needs to be improved so that the narration can be heard more clearly and not be disturbed by background noise.

In addition to media feasibility, this study also analyzes the integration of 21st century skills in instructional video media. The integration of 21st century skills focuses on four aspects: critical thinking, creativity, communication, and collaboration. The results of the analysis are presented in Table 2.

**TABLE 2: INTEGRATION OF 21ST CENTURY SKILLS IN VIDEO**

| Nope. | 21st Century Skills | Score obtained | Maximum Score | Percentage (%) | Categories |
|-------|---------------------|----------------|---------------|----------------|------------|
| 1.    | Critical thinking   | 14             | 16            | 87.50          | Strong     |
| 2.    | Creativity          | 13             | 16            | 81.25          | Strong     |
| 3.    | Communication       | 13             | 16            | 81.25          | Strong     |
| 4.    | Collaboration       | 13             | 16            | 68.75          | Enough     |

|                           |    |    |       |                |
|---------------------------|----|----|-------|----------------|
| <b>Total/<br/>Average</b> | 51 | 64 | 79.69 | Quite powerful |
|---------------------------|----|----|-------|----------------|

Based on Table 2, the integration of 21st century skills in video media obtained an average score of 79.69%, categorized as quite strong. The critical thinking aspect received the highest score, which was 87.50%. This is reflected in activities such as observing presentations, recording important information, interpreting the characteristics of objects, and summarizing the content of the video. The creativity aspect obtained a score of 81.25% because students were directed to develop their observations into outlines and descriptive texts. The communication aspect also obtained a score of 81.25%, as seen in activities involving the expression of opinions, explanations of observation results, and the presentation of texts that have been prepared. The collaboration aspect received the lowest score, namely 68.75%, although it remained in the adequate category. This shows that the video provides an opportunity for students to discuss, but collaborative activities are not as strong as the aspects of critical thinking, creativity, and communication. Collaborative activities still need to be strengthened through teacher guidance, distribution of roles in groups, structured discussions, and joint assignments after students watch the video.

Overall, the findings of the study show that instructional video media for Indonesian language learning for Junior High School Class VII is suitable for use as a supporting medium in descriptive text learning. This eligibility is reflected in content suitability, language clarity, presentation coherence, visual quality, and audio support. Video media also incorporates 21st-century skills, especially critical thinking, creativity, and communication. However, the collaboration aspect still needs to be strengthened so that the use of video not only encourages individual understanding but also builds interaction and cooperation between students in learning.

The feasibility of the video was also assessed by the validators, namely material experts, media experts, and Indonesian language teachers. The results of the assessment by validators and Indonesian language teachers are presented in Table 3.

**TABLE 3: VALIDATION RESULTS OF INDONESIAN LANGUAGE TEACHING VIDEO MEDIA EXPERTS AND TEACHERS**

| Nope. | Assessor/Validator               | Assessment Focus                    | Percentage (%) | Categories      |
|-------|----------------------------------|-------------------------------------|----------------|-----------------|
| 1.    | Indonesian subject matter expert | Content, language, and presentation | 85.42          | Highly feasible |
| 2.    | Instructional media expert       | Visual, audio, and video design     | 80.56          | Worthy          |
| 3.    | Indonesian Language Teacher      | The use of video in learning        | 83.33          | Highly feasible |
| 4.    | Average                          |                                     | 83.10          | Highly feasible |

Based on the results of the validator's assessment, instructional video media for Indonesian language learning for Junior High School Class VII obtained an average feasibility score of 83.10%, categorized as very feasible. The material expert gave a score of 85.42% because the video content was considered appropriate for descriptive text material, used clear language, and had a coherent presentation. Media experts gave a score of 80.56% because the visual display and audio video support student understanding, although the audio quality still needs

to be improved. Meanwhile, the Indonesian language teacher gave a score of 83.33% because the video was considered to be able to be used in learning and help students observe objects more concretely.

### Reporting Research Results

The reporting of the results of the study shows that the instructional video media used in descriptive text learning has met the feasibility indicators in terms of content, language, presentation, visual, and audio. An average score of 82.50% indicates that the media is able to support the achievement of learning goals and provide a more concrete learning experience to students. In terms of content, videos provide objects that students can observe through elements of shape, color, atmosphere, activity, and object characteristics so as to support the process of preparing descriptive texts. In terms of language, the narrative and the delivery of information are considered quite clear and in accordance with the comprehension ability of grade VII students. The systematic structure of the video presentation allows students to follow the learning flow in sequence from object recognition to text preparation activities. The visuals used also support the formation of concrete representations of learning materials. Meanwhile, the audio aspect, although in the decent category, still shows the need for improvements, especially in the clarity of the narrative and the reduction of background noise disturbances.

The results of the integration of 21st century skills show that video media not only functions as a means of delivering material, but also provides opportunities for students to observe, interpret, communicate, and develop ideas based on the information obtained. Validation from experts and teachers strengthens the finding that media can be applied in real learning because it obtained an average validation of 83.10%.

### DISCUSSION

The findings of the study show that instructional video media has adequate quality to support descriptive text-based Indonesian language learning. The high score on the content aspect shows that the suitability of the material with the learning objectives is an important factor in determining the effectiveness of the media. These findings support the *Multimedia Learning* theory put forward by Mayer (2020), which explains that appropriately designed visual and verbal integration can improve students' understanding and reduce cognitive load during the learning process.

A high score on the presentation aspect shows that the organization of information helps students build understanding gradually. This result is also in line with the research of Fyfield, Henderson, and Phillips (2022) who stated that good video design is influenced by the clarity of delivery, information structure, and student involvement. From the perspective of 21st century skills, the dominance of critical thinking scores shows that the use of video is able to encourage students to carry out the process of observation, interpretation, and drawing conclusions. These findings are in line with the Framework for 21st Century Learning (Battelle for Kids, 2019) which places critical thinking skills as a key competency in modern learning. However, the low collaboration score indicates that the existence of video media has not automatically resulted in interaction between students. Collaboration requires the design of additional activities such as group discussions, role sharing, and shared projects facilitated by teachers.

The implications of this study show that it is not enough to develop learning media to focus only on the technical quality of video, but also to consider the design of learning activities that are able to integrate 21st century skills in a more balanced way. Thus, instructional video media can be an effective supporting media in learning Indonesian if developed pedagogically and integrated with collaborative learning strategies.

## CONCLUSION

The findings of the study show that instructional video media for Indonesian language learning for junior high school grade VII on descriptive text materials is suitable for use in the learning process. This feasibility can be seen from the aspects of content, language, presentation, visuals, and audio, which generally support students' understanding of the objects observed. The video of Lampung's local wisdom also incorporates 21st century skills, especially critical thinking, creativity, and communication, although the collaborative aspect still needs to be strengthened through group discussion activities, role sharing, and joint tasks. The validation results from material experts, media experts, and Indonesian language teachers confirm that this media can be used as concrete, interesting, and relevant supporting teaching materials to help students compile descriptive texts.

## CONFESSION

The author would like to express his deepest gratitude to the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Lampung, where the author continues his studies. The author also expressed his appreciation to SMPN 3 Natar, especially the principal, Indonesian language teachers, and grade VII students, who have provided opportunities and support to conduct research data collection.

## REFERENCES

- Andriyani, Novi., Dalman., I. (2021). Efforts to improve the ability to write news texts through comic media. 565–570.
- Battelle for Kids. (2019). Frameworks for 21st Century Learning.
- Creswell, J.W., & Creswell, J.D. (2023). Research design: Qualitative, quantitative, and mixed method approaches (6th edition). AGE Publications.
- Dilekçi, A., & Karatay, H. (2023). The influence of the 21st century skills curriculum on the development of students' creative thinking skills. *Thinking Skills and Creativity*, 47.
- Fyfield, M., Henderson, M., & Phillips, M. (2022). Improving instructional video design: A systematic review. *Australian Journal of Educational Technology*, 38(3), 155–183.
- Hesti, H., Utama, S., Murtiyasa, B., Markamah, M., Prayitno, P., Muhibbin, M., & Anif, A. (2024). Literature Studies: Implementation of Performing Arts Modules to Improve Communicative Skills in the 21st Century. *Didactic Vehicle: Journal of Educational Sciences*, 22(1), 162–170. <https://doi.org/10.31851/wahanadidaktika.v22i1.15041>
- Hulu, NP, et al. (2025). Development of learning videos using Canva on personal letter materials for grade VII students of SMP Negeri 1 Alasa Talumuzoi. *Journal of Words: Language, Literature, and Learning*, 13(1), 92–101.

- Idawati., et al. (2022). Learning Indonesian Language with Audio-Visual Media: Civilization of Noble Characters (M. H. Hikmat et al. (ed.); pp. 960–967). Atlantis Press. [https://doi.org/\(Eds.\): ICOLAE 2022, ASSEHR 757, pp. 960–967, 2023. https://doi.org/10.2991/978-2-38476-086-2\\_81](https://doi.org/(Eds.): ICOLAE 2022, ASSEHR 757, pp. 960–967, 2023. https://doi.org/10.2991/978-2-38476-086-2_81)
- Ministry of Primary and Secondary Education of the Republic of Indonesia. (2025). Definition of Learning Outcomes (CP). <https://pusatinformasi.rumahpendidikan.kemendikdasmen.go.id/hc/id/articles/52513313951257-Pengertian-Capaian-Pembelajaran-CP>
- Mayer, R.E. (2020). Multimedia Learning. Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Pedrikayana, A., & Afrison, M. (2024). The effect of using the Project Based Learning model assisted by animation video media on the writing skills of procedural texts of grade VII students of SMP Negeri 14 Kerinci. *Deiksis: Journal of Indonesian Language and Literature Education*, 10(1), 103–114.
- Sofia, E.; Riyana, C. (2025). The Effectiveness of Language Skills Learning Videos in Indonesian Learning. *Curriculum Innovation*, 22(1), 307–318. <https://doi.org/10.17509/jik.v22i1.75866>
- Tanjung, H.R., et al. (2026). The effect of the use of audio-visual media on the ability to write descriptive texts for grade VII students of SMP Negeri 4 Padangsidempuan. *Journal of Education and Development*, 14(1), 502–507.
- Thornhill-Miller, B., et al. (2023). Creativity, critical thinking, communication, and collaboration: Assessment, certification, and promotion of 21st-century skills for the future of work and education. *Journal of Intelligence*, 11(3).