

DEVELOPMENT OF INSTRUCTIONAL VIDEO ON NEWS WRITING TECHNIQUES AS A LEARNING RESOURCE FOR INDONESIA STUDENTS

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Abstract: *In the Journalism course, particularly in the topic of News Writing Techniques, there remains a tendency to rely on the lecture method. Students often lose focus and quickly become disengaged when the material is delivered solely through text or oral explanation. Based on this issue, it is necessary to develop instructional media in the form of animated learning videos for the News Writing Techniques material. This study aims to develop an animated learning video on “News Writing Techniques” as a supplementary learning resource in the Journalism students at Indonesia. The development model employed is ADDIE (Analysis, Design, Development, Implementation, Evaluation). The research subjects students who have taken the Journalism course, as well as expert validators consisting of journalism lecturers/practitioners, video and animation design specialists, and curriculum and instructional experts. The research stages begin with a needs analysis of students regarding video-based learning media, followed by the design of visual learning concepts, product implementation in the form of animated videos, and trials to assess feasibility. Expert validation was conducted to evaluate aspects of content, visual presentation, and video quality, while student response testing was carried out to determine the level of acceptance and usefulness of the product. The results indicate that the developed animated learning video falls into the feasible category. Students responded positively to the clarity of the material, the quality of the visuals, and the ease of understanding the steps in news writing.*

Keywords: *Development of learning videos, news writing techniques, journalism*

Introduction

The Journalism course is a core subject for students majoring in Journalism at universities in Indonesia. It aims to equip students with both conceptual knowledge and practical skills in the field of journalism, particularly the ability to write news articles in accordance with journalistic principles and ethics. News writing competence is an essential skill for Journalism students, as graduates of this program are expected to produce factual, systematic, and responsible journalistic content across print, electronic, and digital media (Romli, 2018).

Nevertheless, in practice, students' mastery of news writing techniques continues to face various challenges. One of the main issues frequently encountered is the low ability of students to apply the practical steps of news writing. While students generally understand the theoretical foundations of news writing, they often struggle to implement the 5W+1H elements, the inverted pyramid structure, and the use of effective and communicative journalistic language. This

condition indicates that the current learning process has not fully succeeded in developing students' news writing skills optimally (Sumadiria, 2016).

This phenomenon is further supported by field findings obtained through interviews with three Journalism students in Indonesia who had completed the Journalism course. The interviews revealed that the learning process remains dominated by lecture-based methods without sufficient practical activities. The one-way nature of lectures reduces student engagement in the learning process, resulting in suboptimal comprehension of procedural materials such as news writing techniques. In fact, the development of writing skills requires active student involvement through continuous practice, the presentation of concrete examples, and direct learning experiences (Sutikno, 2021).

Learning media plays a strategic role in helping students transform abstract concepts into more concrete understanding while also enhancing motivation and interest in learning (Arsyad, 2020). Without appropriate media support, journalism learning risks becoming monotonous and less effective, particularly for students with visual and audiovisual learning preferences.

Alongside the advancement of educational technology, animated instructional videos have emerged as an effective alternative medium to support the learning process. Instructional videos can simultaneously present information visually and auditorily, thereby improving students' comprehension, attention, and memory retention of learning materials (Munir, 2015). Moreover, instructional videos enable students to engage in independent and repeated learning according to their individual needs and learning pace.

Based on the foregoing, it is necessary to develop animated instructional videos on the topic of News Writing Techniques as supplementary learning resources for Journalism students in the KPI program. The development of such media is expected to overcome the limitations of conventional teaching methods, enhance students' understanding of news writing techniques, and assist them in mastering news writing skills more effectively, engagingly, and applicatively.

Literature Review

The Essence of Journalism Learning in Higher Education

Journalism learning is an essential component of communication education, particularly within Journalism Students. The journalism course is designed to equip students with both conceptual and practical competencies in managing information, ranging from fact-finding and data verification to the responsible dissemination of information to the public.

According to Romli (2018), journalism is essentially the activity of gathering, processing, and disseminating information that possesses news value to society through various media. In the academic context, journalism is not only understood as a technical practice but also as a process of cultivating critical attitudes, communication ethics, and students' social responsibility.

Journalism learning in higher education has distinctive characteristics, as students are required to think analytically, understand social phenomena, and express them in systematic writing. Therefore, the learning process cannot merely focus on theoretical mastery but must also emphasize continuous practice and experiential learning. In line with this, Sutikno (2021) asserts that skill-based learning requires strategies that encourage active student engagement. Without practical activities, learning tends to be passive and less impactful in developing competencies.

News Writing Competence as a Fundamental Journalistic Skill

News writing is a fundamental skill in the field of journalism. It serves as the foundation for students before they advance to other forms of journalistic work such as features, opinion pieces, investigative reports, and digital journalism.

Sumadiria (2016) explains that news is the fastest report of factual or current events that hold significance, interest, and impact for society. News writing must adhere to journalistic principles, including the 5W+1H elements, the inverted pyramid structure, and the use of concise, clear, precise, and objective journalistic language.

In practice, however, news writing is not a skill that can be acquired instantly. Haris (2017) emphasizes that writing news requires logical thinking, accuracy in selecting facts, and precision in sentence construction to avoid ambiguity of meaning. Students often face difficulties in composing news leads, determining the angle, and distinguishing between opinion and fact. This indicates that teaching news writing techniques requires media that can provide concrete examples and systematic visualization of the writing stages.

Challenges in News Writing Instruction

Various studies reveal that the teaching of news writing continues to encounter several obstacles. One of the main issues is the dominance of lecture-based methods in the learning process.

Djamarah and Zain (2019) argue that lectures tend to be one-directional and provide limited opportunities for student exploration. As a result, students become passive recipients of information without gaining sufficient practical experience. In the context of journalism education, this condition negatively affects students' ability to apply theory in practice. While students may understand the 5W+1H concept theoretically, they struggle to implement it in actual news writing.

Furthermore, differences in students' learning styles are also an important factor. DePorter and Hernacki (2016) state that each individual has a distinct learning preference, such as visual, auditory, or kinesthetic. If learning relies solely on verbal explanation, students with a visual learning style may face significant comprehension barriers.

Animated Instructional Videos as Audiovisual Media

Animated instructional videos represent one of the rapidly developing forms of audiovisual media in line with advancements in digital technology. Munir (2015) highlights that audiovisual media are advantageous because they combine sound and visual elements simultaneously, thereby enhancing the effectiveness of message delivery.

According to Mayer (2009), in his Cognitive Theory of Multimedia Learning, learning becomes more effective when information is presented through two primary channels—visual and auditory. This theory underscores that instructional videos can improve comprehension by optimizing human cognitive processing.

Animated videos also allow complex material to be simplified through illustrations, symbols, and visual movements. This makes animated videos highly relevant for explaining the stages of news writing techniques, such as determining the lead, structuring the news, and editing the manuscript.

Additionally, Rusman (2020) notes that instructional videos support self-directed learning, as they can be accessed at any time and studied repeatedly according to individual needs.

Method

This study employed the Research and Development (R&D) method with the objective of developing an animated instructional video on News Writing Techniques as a learning resource for the Journalism course. The development model applied was ADDIE, which consists of five stages: analysis, design, development, implementation, and evaluation. The analysis stage was conducted to identify students’ needs regarding learning media. The design stage involved the preparation of materials, storyboards, and the visual concept of the video. The development stage comprised the production of the instructional video and validation by subject matter experts, media experts, and instructional design experts. The implementation stage was carried out through a trial with Journalism students in Indonesia. Finally, the evaluation stage was conducted based on expert validation results and student responses to determine the feasibility of the developed learning media.

Results and Discussion

Table 1. Validators

Subject	Expert of
Material Experts	1. Reporter at DAAI TV
	2. Reporter at Harian Mistar
Media Experts	1. Graphic Designer
Students	1. Journalism student (30 students)
Teachers	1. Journalism Lecturer North Sumatra Province

Here are the evaluation results from the students and validations from media and content experts.

Table 2. The material experts' validation

No	Aspect	Number of items	Total Score	Max. Score	%	Criteria
1	Usability	1	9	10	90%	Eligible
2	Learning Objectives	3	29	30	96,66%	Eligible
3	Technical Quality	3	30	30	100%	Eligible
4	Benefits	1	10	10	100%	Eligible
Total		8	78	80	97,50%	Eligible

Source: primary data

Based on Table 2, the validation results from subject matter experts regarding the animated instructional video on News Writing Techniques indicate a very high level of feasibility, with a total percentage of 97.50%, categorized as very good. The assessment was conducted across four main aspects: usability, learning objectives, technical quality, and benefits.

The usability and benefits aspects achieved a score of 100%, demonstrating that the instructional video was considered highly relevant, easy to use, and provided significant contributions in assisting students to understand news writing techniques. The learning objectives aspect obtained a score of 96.66%, signifying that the presented material was aligned with the learning outcomes of the Journalism course, particularly in the competency of news writing. Meanwhile, the technical quality aspect reached 100%, indicating that the presentation of content, the flow of explanation, and the clarity of information were of very high quality.

These findings suggest that, substantively, the instructional video has met academic and

journalistic standards and is deemed suitable for use as a supplementary learning resource.

Table 3. The media expert’s validation

No	Aspect	Number of items	Total Score	Max. Score	%	Criteria
1	Media	7	35	35	100%	Eligible
2	Learning Design	4	19	20	95%	Eligible
Total		11	54	55	98%	Eligible

Source: primary data.

The validation results from media experts, as presented in Table 3, show with a total assessment percentage exceeding 98% (categorized as very good). The evaluation focused on two main aspects: media and instructional design. The media aspect achieved the maximum score, indicating that the visual quality, animation, color selection, typography, and synchronization of audio and visuals were considered highly effective and engaging. This is significant, as well-designed audiovisual media can enhance students’ focus and motivation in learning. The instructional design aspect also obtained a very high score, demonstrating that the sequence of material delivery in the video was systematic, coherent, and aligned with instructional principles. Thus, the instructional video is not only visually appealing but also pedagogically effective. These findings are consistent with Mayer’s multimedia learning theory, which posits that learning becomes more effective when material is presented through a structured combination of visual and auditory elements.

Table 4. Teacher Assessment

No	Aspect	Number of items	Total Score	Max. Score	%	Criteria
1	Usability	1	5	5	100%	Eligible
2	Learning Objectives	3	15	15	100%	Eligible
3	Technical Quality	3	15	15	100%	Eligible
4	Benefits	1	4	5	80%	Eligible
Total		8	39	40	97,5%	Eligible

Source: primary data.

Based on the assessment conducted by a journalism lecturer, the evaluation results indicate that the instrument achieved a total score of 39 out of a maximum score of 40, resulting in an overall percentage of 97.5%. This result demonstrates that the instrument is classified as —Eligible and is highly feasible for use. In terms of Usability, the instrument obtained the maximum score of 5 (100%), indicating that it is considered very easy to use by the journalism lecturer. This suggests that the design and functionality of the instrument effectively support user interaction without causing operational difficulties. Regarding Learning Objectives, which consisted of three assessment items, the instrument achieved a perfect score of 15 (100%). This finding implies that the learning objectives are clearly formulated, relevant, and well aligned with the expected learning outcomes in journalism education. Consequently, the instrument is considered effective in supporting instructional goals. The Technical Quality aspect also received a full score of 15 (100%), reflecting excellent technical performance. This result indicates that the instrument meets high technical standards in terms of system reliability, presentation, and overall functionality within the learning context. Meanwhile, the Benefits aspect obtained a score of 4 out of 5 (80%), which, although slightly lower than the other aspects, still falls within the —Eligible category. This suggests that the instrument is perceived as beneficial by the journalism lecturer; however, there remains potential for further

enhancement to maximize its instructional benefits.

Table 5. Students assessment

No	Aspect	Number of items	Total Score	Max. Score	%	Criteria
1	Media	4	498	600	83%	Eligible
2	Learning Design	11	1375	1650	83%	Eligible
Total		15	1873	2250	83%	Eligible

Source: primary data.

Based on Table 4, the trial conducted with Journalism students in Indonesia revealed highly positive responses toward the developed animated instructional video. The overall student assessment reached 83%, which falls within the very good category. For the aspect of learning objectives, students provided a score of 83%, indicating that the instructional video effectively supported their understanding of the goals and procedures of news writing techniques. This suggests that students not only enjoyed the medium but also comprehended the substantive content delivered. The benefits aspect likewise obtained a score of 83%, demonstrating that the instructional video was considered useful in enhancing comprehension, facilitating independent learning, and assisting students in practicing news writing.

Table 6. Percentage Validation and Assessment Result

No	Subject testing	Validity result	Percentage qualification
1	Material Experts	97,50%	very good
2	Media Experts	98%	very good
3	Students	83,00%	very good
4	Teachers	97,50%	very good

Source: primary data

These results demonstrate the consistency of evaluations from various stakeholders, affirming that the animated instructional video on News Writing Techniques is highly feasible for use as a supplementary learning resource. The high feasibility percentages from subject matter experts, media experts, and students indicate that the development of the animated instructional video successfully addresses challenges in journalism education, which has traditionally been dominated by lecture-based methods. This medium effectively transforms procedural content into more concrete, visual, and easily comprehensible material. The animated instructional video assists students in understanding the stages of news writing, including identifying the 5W+1H elements, structuring the inverted pyramid, and applying effective journalistic language. These findings are consistent with the views of Munir (2015) and Mayer (2009), who assert that audiovisual media can enhance learners' comprehension and retention.

Conclusion

This study concludes that the animated instructional video on News Writing Techniques, developed using the ADDIE model, is highly feasible as a supplementary learning resource for the Journalism course. The validation results demonstrate very high feasibility levels from material experts (97.5%), media experts (98%), and journalism lecturers (97.5%), indicating that the instructional video meets academic, technical, and pedagogical standards.

Furthermore, student responses, which reached 83%, indicate that the animated instructional video effectively enhances students' understanding of news writing procedures, increases learning interest, and supports independent learning. Therefore, the developed instructional video

can be effectively utilized to complement conventional journalism instruction and improve the overall quality of learning.

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