

THE DEVELOPMENT OF BASIC ENGLISH GRAMMAR LEARNING MATERIALS USING SOCIAL MEDIA PLATFORM YOUTUBE

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Abstract

This study aims to develop effective and engaging basic English grammar learning materials using the YouTube social media platform for eleventh-grade students at SMK Negeri 2 Rantau Utara. The research employed the ADDIE development model, which comprises five systematic phases: Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques included expert validation, student questionnaires, and pre-test and post-test assessments. A total of 20 students participated in the trial implementation. The results of media validation showed a feasibility score of 86%, while content validation reached 93%, indicating that both the media and materials are highly valid and suitable for instructional use. Students' feedback revealed a high level of practicality and engagement with the learning media. Furthermore, analysis of learning outcomes demonstrated a significant improvement in students' understanding, with average post-test scores increasing from 75 to 93.2. These findings suggest that integrating YouTube as a learning platform can effectively enhance students' grasp of basic English grammar concepts. It also contributes to creating a more interactive, student-centered learning environment, aligning with current trends in digital education and promoting independent learning through accessible and familiar technology.

Keywords: Basic English grammar, instructional media, YouTube, ADDIE, vocational education

INTRODUCTION

Basic English Grammar is a fundamental component of language that must be thoroughly understood and intensively practiced. This can be achieved through structured assignments given by teachers as well as through students' creative efforts. Mastery of basic grammar rules is essential for effective communication, particularly in writing, where students must not only grasp grammatical accuracy but also understand how to organize ideas coherently. To attain proficiency in this skill, students need to internalize the rules of grammar, including sentence structure, verb usage, subject-verb agreement, tenses, and punctuation. According to Majid (2018), learning development is a logical and systematic process of designing instruction that considers students' potential and competencies. Applying this perspective to grammar learning means structuring grammar instruction to progressively enhance students' understanding and application of grammatical rules. This foundational knowledge is crucial before advancing to more complex language tasks such as writing essays or delivering oral presentations. Therefore, developing basic English grammar skills should be prioritized in language education, particularly for learners of English as a foreign language.

Basic English grammar is one of the language skills needed today (2018). Language skills are not easy to have and take a long time to acquire them so it requires a process to achieve them. With basic English grammar, a person can express their ideas or concepts. In basic English grammar skills, students must master various messaging media to make it easier to understand the learning material in the language. One of these types of media is Using Social Media Platforms. According to Anita, (2017) the concept of multimedia is a combination of multiple media with one type, so that there is an overall integration. YouTube is a very highly interactive activity, inviting those who are learning to follow the learning process by choosing and controlling the screen between the information window in the presenting media.

Media functions as an intermediary or channel in helping the learning process and making teaching and learning activities more interesting. Media is a tool or way that facilitates communication between communicators and communicants by acting as a channel or intermediary. Today's learning media is made as attractive as possible by combining educational and entertaining aspects (Elisa, 2021). Social media is media in the form of sites and applications that involve internet-based technology. This internet technology-based media encourages and allows its users to connect with anyone, both the closest people to strangers who have never been known before. FGD participants interpret social media as media that provides online network service facilities that can connect people individually or in groups (Ismanto, 2019). Entertainment media aims to convey information that is difficult to understand, make abstract information understandable and prevent misunderstandings. In addition, learning media has inspiring benefits to develop students' critical thinking skills. Various learning media can be presented such as animation, illustrated comics. According to David (2019) there are several opinions that explain the eligibility criteria of computer-based learning media that are generated before being used by users. According to Chee & Wong (2003), there are three main criteria to evaluate the quality of computer-based instructional media: 1) Appropriateness, 2) Accuracy, Currency, and Clarity, 3) Screen Presentation and Design.

Learning Development of Basic English Grammar Learning Materials guided by the Education Unit Level Curriculum (K13). This is stated in the standard content of the curriculum of vocational school education class XI, with the Competency Standard (SK) which is "disclose information through the Development of Basic English Grammar Learning Materials" and Basic Competency (KD) "With Using Social Media Platforms in the form of YouTube account".

Based on the results of the interview with the English study teacher of Class XI SMK Negeri 2 namely Leliyanti Ritonga, on February 24, 2025, information was obtained that, first, students still do not fully understand the Basic English Grammar Learning Material delivered by the English teacher. Second, students' Basic English Grammar skills are still low because it is difficult for students to express ideas and concepts in writing or speech. Third, learning methods that do not vary in learning Basic

English Grammar. Fourth, the use of the internet social network that is implemented in the school is still not being maximized.

In addition to the teacher, the observation results were also carried out with 3 students in class XI of State Vocational School 2. Based on the observation, it was obtained that students still lack vocabulary and interest in understanding the basic English competition. The vocabulary can be obtained from teachers who provide varied and interesting basic English materials. The students want to acquire knowledge accompanied by entertainment that can relieve the feeling of boredom, such as watching on the YouTube application.

Problems that occur in the Development of Basic English Grammar Learning Materials at SMK Negeri 2 need to be solved. The solution to these problems can be in the form of a learning model or Using Media Platforms to help students in the Development of Basic English Grammar Learning Materials. One of the learning models that can help students in the Development of Basic English Grammar Learning Materials is the Interactive Multimedia learning model using Social Media Platforms.

According to Rohmah (2020), Social media classification consists of six sections: 1) Collaboration Project, 2) Blog, 3) Community Content, 4) Virtual Game World, 5) Virtual Social World, 6) Social Networking Site. Interactive Multimedia Model Using Social Media Platform in the form of YouTube application is one of the learning models that provides full education to students towards the work assigned to them, because by using social Media Platform in the form of YouTube application in the Development of Basic English Grammar Learning Materials, students are required to be more active in discussing by collaborating well, so each individual in each class is required to participate in the learning implementation stages by issuing their ideas and opinions for the results of the discussion in the form of writing results and no one does not understand the introduction of Basic English Grammar Learning Materials. So that students can play an active role in learning and participate in planning, implementing, and assessing learning activities, and students can express their opinions and cooperate in the classroom. Based on the comments and data that have been described above, the author is interested in conducting research with the title "Development of Basic English Grammar Learning Materials Using the YouTube Social Media Platform in State SMK Negeri 2 Rantau Utara".

METHODOLOGY

The location in this study is in Class XI of SMK Negeri 2 Rantau Utara Batu Regency, which is located at Padang Matinggi Street, North Rantau District, Rantau Prapat Regency, and this research process was carried out for about 6 months at most from February to March 2025. In this research using the research and development method, or in English, this research uses ADDIE development. According to Kusuma, (2022) "ADDIE is an acronym of Analyze, Design, Develop, Implement, and Evaluate. ADDIE is a product development concept. The ADDIE concept is applied to build

performance-based learning. Educational Philosophy for Application. This ADDIE is a student-centered, innovative, authentic, and inspirational learning. The concept of systematic product development has existed since the formation of social communities. Making products using the ADDIE process is one of the most effective tools.

Procedure and Research Plan

According to Sugiyono (2017), ADDIE research was carried out through several stages. Each stage is an activity process that has a target to be produced. The implementation and achievement of targets at each stage can affect the implementation of the next stage. Therefore, the implementation must be carried out seriously using tested instruments. The research and development steps in Borg and Gall (Sugiyono, 2017) include: 1) Analyzing, including several steps that must be taken, namely analyzing needs and identifying problems. 2) Designing, in terms of designing, there are several things that must be considered, including formulating product development goals, determining product development goals, determining product design and its use, and mapping KI and Kd based on K13. 3) Development, at this stage, teaching materials begin to be compiled and developed by the researcher according to the design that has been determined, after which the researcher validates. 4) Implementation, in terms of implementation, the researcher to conduct a limited trial with students, after that, the researcher will also conduct an extended trial with students. 5) Evaluation, in this case, the researcher evaluates the product to achieve maximum results (Harahap, 2024)

Data Analysis Technique

To determine how feasible the developed learning media is—specifically, the YouTube-based introduction to basic English grammar—a data analysis process was conducted. The findings were used to inform improvements to the media. This study employed descriptive analysis techniques, which helped to interpret both qualitative and quantitative data. The quantitative data were presented in numerical form, while qualitative data were described narratively and logically. Quantitative data were analyzed using average calculations to assess feasibility. Meanwhile, qualitative data helped provide deeper insights into the results.

The feasibility level of the multimedia learning tool was determined based on expert evaluations. These results served as the foundation for refining the learning product. Responses and feedback were gathered through questionnaires and analyzed using descriptive statistics. A Likert scale was used to measure attitudes, perceptions, and opinions, with values ranging from 1 (lowest) to 5 (highest). The final results from this analysis, including material validation, media feasibility, practicality, and effectiveness, were expressed in percentages using the following formula:

$$\text{Percentage} = \frac{\text{score obtained}}{\text{maximum score}} \times 100\%$$

RESULT AND DISCUSSION

Result

The research that has been carried out has produced multimedia-based learning media products (YouTube) on class XI English materials using the ADDIE method. The results of the development carried out with the ADDIE model are as follows:

1. *Analysis*

At the analysis stage, content analysis, technology analysis, and general analysis are carried out. General analysis consists of two activities, namely field studies and literature studies. Field studies were obtained through discussions with partner teachers at the school. From the results of the discussion, several information were obtained related to the curriculum used in SMK Negeri 2 North Rantau is the 2013 curriculum. In learning Equality Education, schools do not follow the semester system like formal schools, but follow the module completion system. Then, for the Development of Basic English Grammar Learning Materials, including module 6 or the first module taught in class XI.

In literature study activities, researchers obtain the necessary collection of theories, and the results of the literature study are then included in the background and literature review. Based on literature studies, researchers also get information about technologies that can be used in developing learning media. Researchers also know the steps of the ADDIE method that will be applied to interactive learning media, namely, social media (YouTube).

At the stage of content analysis based on the results of the study of the curriculum, syllabus, school books, and reference books, the scope of the Development of Basic English Grammar Learning Materials is obtained, the learning materials are divided into 2 sub-topics, namely suggestions and offers, each of which has several more activities such as reading, speaking, listening and writing. As for the characteristics of the English material, the presentation contains text, video, and audio so that if this material is presented in digital form, it requires technology that can display text, audio, and video that can help students in self-study.

In technical analysis, it was found that the technology needed for the development of YouTube media is shown in Table 1 below:

Table 1. Menu and link in the YouTube application

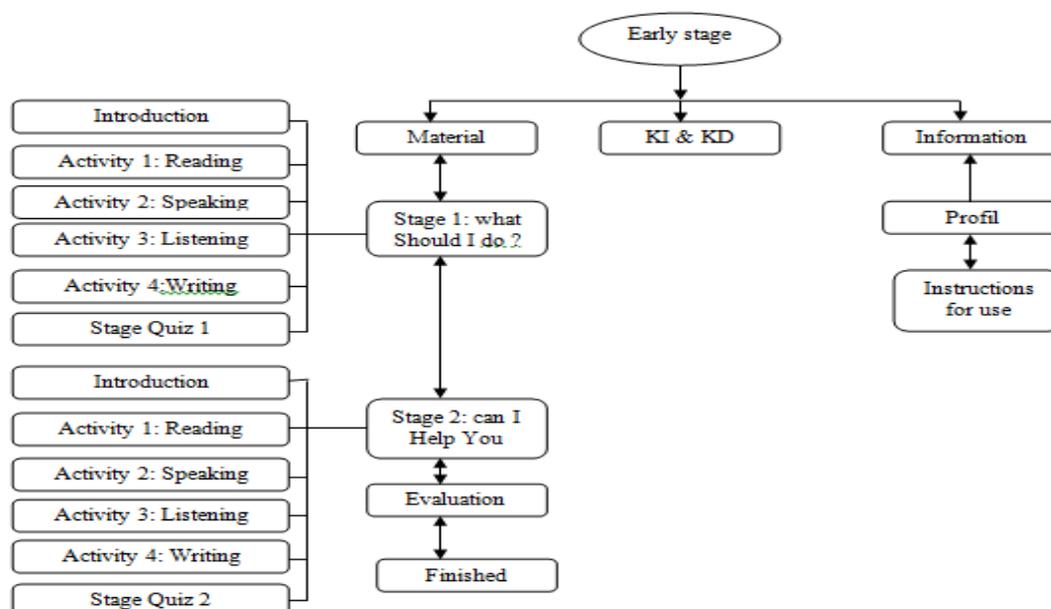
Need	Menu and link
Displaying learning content in the form of texts and learning videos in addition to that, in addition to making pages Linked to each other.	HTML YouTube
Search part of speech (noun)	https://youtu.be/Ak4tO5IprCo?si=bXYUGZPA21MNOzwo .
Search part of speech (pronoun)	https://youtu.be/XO_ltzEm2eg?si=H2116WMO_lagTjr3
Search part of speech (verb)	https://youtu.be/XgnWNvI3P6A?si=oRhbXzNGdU6ew9wr
Search part of speech (adverb)	https://youtu.be/jfE8GLIaOXU?si=F_3v8scnvho_BFBB

Search part of speech (adjective)	https://youtu.be/OxKvnuUvpjo?si=eHLBLOHxPHu9c2hR
Search part of speech (preposition)	https://youtu.be/SMedWCxmVow?si=xBTqPZMZPEXpiSw
Search part of speech (conjunction)	https://youtu.be/GNX42rhKYP0?si=EOd2yhvPmau92rrS
Search part of speech (interjection)	https://youtu.be/jDE68n33oVY?si=Yd6gPDAGtAZdqLY5

Based on Table 1, which has been shown above, information can be obtained from every search. Search for part of speech, and there will be a YouTube link that can be directly accessed by students who want to learn.

2. Product Design

At the design stage, the design of basic English grammar learning materials, interface display, and database design is carried out. The design of teaching materials in the form of learning modules is validated by material experts. Next, there is a flowchart which is the steps of the running process of a program from the beginning of the application. The flowchart is shown in Figure 2 below:



3. Development

The development of this basic English grammar teaching material is made using the YouTube application with the following steps:

- Open the YouTube worksheet,
- Then click the link that has been presented on the menu bar above
- Then click the video you want to watch based on the basic English grammar order.
- Then listen and repeat several times until the students understand the material that has been displayed by the teacher on the screen.
- If so, students are required to repeat the words they watched in front of the class to practice how to pronounce words or sentences.

An example of a media design for developing basic English materials using the YouTube application, before being revised and given a video link, is:

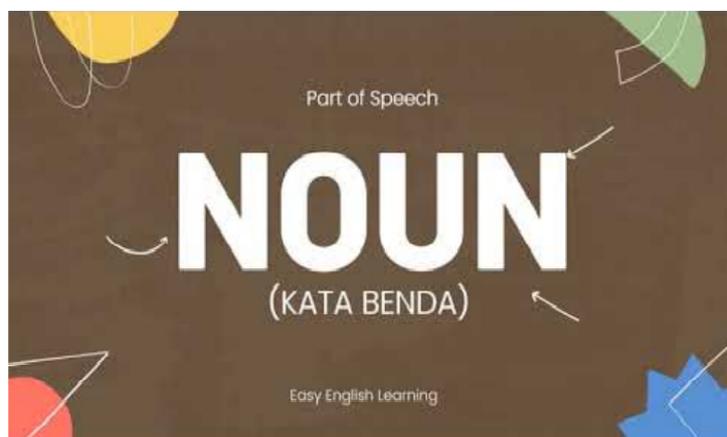


Figure 2. The first view of learning basic English grammar (Noun) using the YouTube media application.



Figure 3. The first view of learning basic English grammar (Pronoun) using the YouTube media application

From the images 2 and 3 displayed above, it can be seen that the two images provide information on how to learn basic English grammar which make it easier for students to better understand the vocabulary, each image Will be accompanied by a YouTube account link that can make it easier for students to access directly to the website.

4. Implementation

The trial was carried out with 20 students (10 male and 10 female) class XI SMK Negeri 2 Rantau Utara Labuhan Batu Regency. The following is the trial schedule seen in Table 2 below.

Table 2. Trial schedule using the YouTube application

No	Date	Learning materials
1	Wednesday, 26 February 2025	Unit material 1: (Noun, pronoun)
2	Monday, 10 March 2025	Unit material 2 (verb, adverb, adjective), Unit quiz 1 and 2 Unit material 3 (preposition, conjunction)
3	Thursday, 13 march 2025	Unit material 4 (interjection), Unit quiz 3 and 4
4	Thursday 20 March 2025	Evaluation

At the time of the trial implementation, it takes several days and is divided into four units of material. learning is carried out face-to-face, where students, teachers, and researchers are in the same classroom to conduct learning. The means that teachers use to share learning links is the class WhatsApp group. While the discussion between teachers and students is carried out directly in the classroom, if there is material that is poorly understood.

5. Evaluation

The evaluation stage is the fifth step. According to Safitri (2022), formative evaluation is conducted in four stages before implementation. Since the purpose of this study is to create and produce valid and usable teaching materials based on the validator's assessment of previously existing teaching materials, several evaluation steps must be carried out, including: a) The assessment of teaching material experts shows that the basic English competency material is quite appropriate, relevant, and good in terms of design; it's just that the drawback is that the writing is still not careful enough, especially in the use of prepositional vocabulary. b) The content of the basic English competency material is appropriate, relevant, and systematic; the recommendation given is to add to the written material. c) The assessment of material experts shows that the language used in the basic English competency material is quite good; it's just that the drawback is that the font size is not small enough, so it is not easy to read.

Validity

The assessment of the validity level of a learning medium is obtained from the results of validity tests carried out by material experts and media experts. The results of the validity of the learning materials were obtained from material experts, namely, an English teacher at SMK Negeri 2 Rantau Utara. The first validation result from the material expert is shown in Table 3 below.

Table 3. Validation from material experts

No	Aspect	Validator 1	
		Score obtained	Maximum Score
1	Material Display (noun)	8	10
2	Material Display (pronoun)	8	10

3	Material Display (verb)	7	10
4	Material Display (adverb)	8	10
5	Material Display (adjective)	9	10
6	Material Display (preposition)	8	10
7	Material Display (conjunction)	8	10
8	Material Display (interjection)	8	10
Total achievement		64	80

$$\begin{aligned} \text{Validity} &= \frac{\text{score obtained}}{\text{maximum score}} \times 100\% \\ &= \frac{64}{80} \times 100\% = 80\% \text{ (valid)} \end{aligned}$$

As seen in Table 3, the results of material validation from both subject matter experts reached an overall achievement percentage of 93% with very high validity criteria. Based on these results, it can be concluded that the English teaching materials used as content on learning media are valid and can be used.

The validity of the learning media results was obtained from media expert. The results of the second media expert validation are presented in Table 4.

Table 4. Media expert validation results

No	Aspect	Validator 2	
		Score obtained	Maximum score
1	The eligibility of the contents	7	10
2	Visual display	9	10
3	Language eligibility	9	10
4	Skin the sound	9	10
5	Ease of access	9	10
Total achievement		43	50

$$\begin{aligned} \text{Validity} &= \frac{\text{score obtained}}{\text{maximum score}} \times 100\% \\ &= \frac{43}{50} \times 100\% = 86\% \text{ (valid)} \end{aligned}$$

Based on Table 4, the result of the media expert's validity accounts for 85% percent of the total score. Based on validity criteria, basic English interactive learning media have high validity criteria.

Practicality

The practicality of learning media is obtained through a survey of learning media users, namely, students and teachers. See Table 5 for student survey results.

Table 5. Student assessment survey results

Indicator	Respondent Answer Distribution
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	SS (5)		S (4)		KS (3)		TS (2)		STS (1)		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. Picture	10	50	5	25	5	25	0	0	0	0	20	100
2. Colour	9	45	6	30	5	25	0	0	0	0	20	100
3. Layout	9	45	6	30	5	25	0	0	0	0	20	100
4. Text	10	50	5	25	5	25	0	0	0	0	20	100
5. Visualization	8	40	7	35	5	25	0	0	0	0	20	100

The findings of the response of 20 students at SMK Negeri 2 using YouTube learning materials are shown in Table 5. After being analyzed, the most common findings showed very agreeable results. So, it can be said that learning media according to students can be concluded to be practical and have a good user reaction. Then continued with the presentation of materials and direct practice about how basic English skills using the YouTube application are applied in a school environment that requires all students to be active and creative. After that, the researcher distributed the posttest to the students about the basic competence of English. The following data about students' pretest and posttest can be described in Table 6.

Table 6. Post-test and pre-test scores

No. Responden	post-test	pre-test	N Gain
1	94	65	0,82
2	96	70	0,86
3	96	80	0,80
4	86	75	0,44
5	90	80	0,50
6	90	75	0,60
7	98	73	0,92
8	92	73	0,70
9	84	76	0,33
10	98	76	0,91
11	96	71	0,86
12	92	80	0,60
13	84	80	0,20
14	98	69	0,93
15	98	73	0,92
16	96	79	0,80
17	84	79	0,23
18	96	77	0,82
19	98	73	0,92
20	98	76	0,91
Mean	93.2	75	0,72

The general N-Gain result can be seen in Table 6. Because the N-Gain figure reaches 72% or 0,72, the data is included in the High classification because it is equivalent to 0.7, $g \leq 1.00$. And it can be concluded that the basic English grammar

learning material based on YouTube that is made can improve student learning results. Can be seen in the Gain value below.

Table 7. Gain score comparison (Sugiyono, 2017)

Normalized Gain value	Criteria
$0,7, g \leq 1,00$	High
$0,3 < g \leq 1,00$	Medium
$g \leq 0,3$	Low

The results of the research that has been carried out at SMK Negeri 2 Rantau Utara, researchers found an improvement in the learning results of class XI students in English subjects in Basic English Grammar Learning materials by using YouTube, which has been developed.

Effectiveness

The results of the media effectiveness analysis are shown in Table 8 below, and the results of the student assessment evaluation are used to determine the effectiveness of learning media.

Table 8. Description of Student Learning Completion

Skor	Solid	Frequency	Percentage
0-64	Incomplete	3	15%
65-100	Complete	17	85%
Amount		20	100

The table above shows that in cycle II, there are 17 students (85%) who are categorized as complete and 3 incomplete students (15%). This shows that when compared to cycle I, according to Wulandari (Wulandari, 2023), with a KKM value of 70, so that the learning media can be said to be effective, all class X students experienced a very significant increase.

DISCUSSION

This study aimed to develop basic English grammar learning materials using the YouTube platform as a digital learning tool for students at SMK Negeri 2 Rantau Utara. The initial analysis confirmed that English instruction at the school primarily relied on printed modules, with minimal integration of technology. This condition created a learning gap, especially considering that today's students are digital natives who respond better to audio-visual and interactive content. Based on this gap, the development of materials focused on aligning grammar content with multimedia components to support independent and engaging learning. The use of the ADDIE model ensured a structured and systematic approach to the development process.

In the analysis stage, field and literature studies were conducted to identify learners' needs, curriculum alignment, and technological tools that support modular learning.

The 2013 curriculum used in the school encourages the integration of technology to promote student autonomy and active learning, which aligns with recent findings by Harahap et al. (2024) that emphasize the importance of contextual and flexible instructional models in vocational education. Grammar topics such as suggestions and offers, which require mastery of reading, writing, listening, and speaking, are best delivered through multimedia formats. Moreover, a study by Phan and Dubien (2022) found that YouTube-based grammar instruction significantly improved EFL students' engagement and performance by providing authentic, repeatable, and self-paced learning experiences. Therefore, the decision to adopt YouTube as a platform was pedagogically sound and contextually relevant to support the goals of digital-based, student-centered grammar instruction.

The design and development phases focused on creating a learning flow that was accessible, student-friendly, and aligned with pedagogical principles. Flowcharts and module layouts were constructed to help guide student interaction with content. The inclusion of direct video links allowed for seamless transitions between explanations and practice. Visual elements such as color-coded categories, icons, and sample sentences enhanced the cognitive accessibility of the material (Anggraeni et al., 2021). Early versions of the media were revised based on expert feedback before implementation. As a result, the learning material addressed both content quality and technical functionality.

Evaluation by media and content experts supported the material's validity and effectiveness. The media expert assessed the accessibility and clarity of video links and instructions, resulting in an overall practicality score of 86%. Meanwhile, the content expert evaluated the material structure, relevance, and grammar accuracy, awarding a 93% validity score. These high ratings suggest that the product was both feasible and pedagogically appropriate. However, expert feedback also revealed areas for improvement, including refinements in vocabulary precision (particularly prepositions) and font size readability (Hashish & Alnajjar, 2024). These insights are valuable for future refinement and scalability.

The implementation stage showed that students responded positively to the use of YouTube in grammar instruction. Trials conducted with 20 students showed significant improvement in learning outcomes, with the average post-test score increasing from 75 to 93.2. Student engagement was notably higher, as learners enjoyed the combination of visual, audio, and interactive features. They reported feeling more motivated and capable of learning independently. This result aligns with previous studies, such as those by Zega et al. (2025), which found that audiovisual media can enhance language acquisition among vocational students. Moreover, the blended format, face-to-face instruction combined with YouTube materials, promoted active classroom participation and flexible learning at home.

Despite its strengths, this study had limitations in terms of participant size and duration of implementation. The findings are specific to one school and a particular

grammar module, and may not represent broader contexts. Future research should involve larger and more diverse student populations, as well as explore long-term integration of digital media across different grammar topics. Additionally, interactive features such as quizzes embedded within YouTube or learning management systems could be added to strengthen engagement. Overall, this study demonstrates that YouTube-based grammar instruction holds strong potential to modernize EFL education, promote learner autonomy, and align teaching practices with current digital learning trends.

CONCLUSION

Based on the results of the research that has been carried out, the following conclusions can be drawn: YouTube media that contains English vocabulary material for class XI SMK Negeri 2 is designed according to the existing materials and curriculum with a combination of attractive colours and images, has been successfully developed using YouTube social media. There are seven materials in this basic English competence, namely part of speech (noun), part of speech (pronoun), part of speech (verb), part of speech (adverb), part of speech (adjective), part of speech (preposition), part of speech (conjunction) and part of speech (interjection). This Research and Development is carried out according to the ADDIE method, which is an acronym for Analyzing, Designing, Developing, Implementing, and Evaluating. The eligibility rate for media gets a score of 85% and materials of 93%, thus getting an average validity of 60%. Judging from the student response survey, getting an average score of 60% and has reached the criteria very decent, which means that this YouTube media is very "worthy" to use.

The results of the practicality test are the findings that show the most results, 20 students gave a very agreeable response. So, it can be said that, according to students, learning media can be concluded as practical and have good user reactions, and the overall results regarding the students' pretest and posttest are 75 for the pre-test results and 93.2 for the post-test results. And for the effectiveness results in cycle II, there were 17 students (85%) who were categorized as complete and 3 students who were not complete (15%). This shows that all grade XI students experienced a very significant increase.

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