



Utilization of Video Tutorials in Learning Procedure Text for Grade X Students Office Management and Business Services

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Abstract

This study aims to analyze the effectiveness of video tutorials as a learning medium for Procedure Text material in English subjects for grade X students of the Office Management and Business Services (MPLB) program at Vocational High Schools (SMK). Procedure Text, which contains systematic steps in completing a task, is closely aligned with the vocational competencies required in administrative and office environments. The research method used is descriptive qualitative supported by literature study and initial classroom observations, accompanied by quantitative descriptive data to strengthen the findings. Literature review was conducted to establish the theoretical basis of audiovisual learning, while classroom observations involved 32 students to identify learning needs and evaluate the use of video tutorials. The results show that 84% of students stated that video tutorials made the learning content easier to understand, 78% became more motivated to participate in classroom activities, and 81% demonstrated improvement in identifying steps and linguistic features of Procedure Text. In addition, classroom engagement increased from 56% to 87% after the use of video tutorials. These findings indicate that video tutorials significantly support contextual learning, strengthen students' vocational English skills, and increase active participation. The study concludes that video tutorials are an effective and relevant learning medium to improve the quality and outcomes of Procedure Text learning in SMK, especially in the MPLB program.

Keywords: Audiovisual Media; MPLB Students; Procedure Text; Vocational English

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INTRODUCTION

The development of information and communication technology (ICT) has had a significant impact on various aspects of human life, one of which is the education sector. Digital transformation has driven fundamental changes in how teachers and students interact in the learning process. Today, the learning paradigm has shifted from a teacher-centred approach to a student-centered one, emphasizing interactivity, contextual learning, and technology integration. This condition requires the development of methods, strategies, and learning media that are more adaptive to the needs and challenges of the 21st century.

In the context of vocational education, particularly in Vocational High Schools (SMK) with the Office Management and Business Services (MPLB) program, English learning plays a strategic role in equipping students with communication skills relevant to the world of work. The focus of English learning in vocational schools is no longer limited to mastering grammatical structures but is directed toward strengthening vocational abilities such as oral and written communication in professional settings. In other words, English instruction in vocational schools must be practical and contextual, supporting the development of job competencies required in office administration and business services sectors (Maryam et al., 2025)

One type of text taught in English classes at SMKs is the Procedure Text. This text serves to convey systematic steps in carrying out a procedure or task, which is highly relevant in office work environments. The ability to understand and compose Procedure Texts is crucial for MPLB students because it directly relates to routine activities such as writing work instructions, compiling operational manuals, or conducting business correspondence (Alam, 2017). However, the teaching of Procedure Texts is often conducted conventionally through lectures and writing exercises, without adequate media support. As a result, students struggle to fully understand the procedures because they are limited to abstract written text representations.

To overcome these challenges, innovation in the use of learning media is necessary to provide a more concrete, visual, and contextual learning experience. One promising alternative is the use of tutorial videos as a learning medium. Tutorial videos are audio-visual media that display the process or steps of carrying out a task in real time through visual and auditory presentations (Ekawati, 2018). The use of tutorial videos in learning Procedure Texts can help students better understand step sequences, the use of imperative language, and procedural contexts in professional situations more clearly and engagingly.

The urgency of this research lies in the need to design vocational English instruction that not only delivers material textually but also connects it with real-world practices. Many teachers have yet to fully utilize digital technology in the learning process, especially in teaching functional texts such as Procedure Texts. The lack of contextual media and limited digital pedagogical capabilities hinder the creation of meaningful learning experiences for vocational school students (Hehakaya & Pollatu, 2022). With this background, it is important to explore the effectiveness of tutorial video media in supporting students' understanding of procedural texts and enhancing their vocational competencies.

The novelty of this research lies in its specific focus on integrating tutorial video media into Procedure Text instruction for Grade X students in the MPLB program. Unlike previous studies (Andriana, 2021), which only discussed the use of audio-visual media in general or in the context of English learning at general high schools, this research adopts a contextual and integrated approach. The tutorial videos in this study are not merely visual aids but also serve as tools to train listening skills, rewrite procedural texts, and produce videos that reflect students' vocational skills. Thus, this research not only develops instructional media but also strengthens the link between academic competencies and labour market needs.

The use of tutorial videos also aligns with the principles of the Merdeka Curriculum, which emphasizes project-based learning, real-world contextual learning, and the use of digital technology in teaching and learning processes (Pratama & Aryani, 2024). In learning that incorporates tutorial videos, students can actively observe, interpret, and reconstruct the content of procedural texts into visual forms (Kusum et al., 2023). Moreover, students can be involved in the creation of simple tutorial videos as part of learning projects, which not only enhance their language skills but also foster creativity, collaboration skills, and digital literacy. Furthermore, the active nature of the project strongly supports knowledge acquisition from a constructivist perspective (E. L. Johnson, 2021)

Furthermore, the use of tutorial videos provides opportunities for teachers to create more inclusive and varied learning experiences (Widyawati & Sukadari, 2023). Visual and auditory learners will find it easier to understand the material, while kinesthetics learners can be involved in the video production process (Sitinjak et al., 2025). Tutorial videos also enable more engaging and relevant content delivery, as they can be tailored to the MPLB work context, such as procedures for writing business letters, greeting guests, or operating office equipment. This not only makes learning more enjoyable but also reinforces the connection between classroom learning and workplace demands.

Given these various considerations, this study holds strategic value in efforts to improve the quality of vocational English education in vocational schools. The main goal of this study is to deeply analyse how the use of tutorial videos can enhance students' understanding of Procedure Texts, encourage active student engagement in the learning process, and develop English skills that are contextualized with the workplace. Through a descriptive qualitative approach, this research examines the learning process integrating tutorial videos, observes student learning behaviour, and evaluates learning outcomes in the form of procedural texts and student-produced video projects.

Therefore, the results of this research are expected to contribute to the development of innovative and relevant teaching practices in vocational school environments, especially in the Office Management and Business Services program. Additionally, the findings may serve as a reference for teachers in designing technology-based and contextual instruction, and for education policymakers in promoting the use of digital media that align with the needs and characteristics of vocational students. Ultimately, tutorial videos are not merely learning aids, but also bridges that connect knowledge, skills, and students' job readiness in the digital era. This study confirms the evolving and crucial role of digital media as a contemporary tool in modern educational settings (Wang et al., 2019).

RESEARCH METHODS

Research Design

This study adopts a descriptive qualitative research design, which aims to provide a deep and detailed description of the English learning process, specifically focusing on the use of tutorial videos in teaching Procedure Text to vocational high school students. The qualitative approach is appropriate for this research because it enables an exploration of students' and teachers' experiences, perceptions, and interactions in a natural classroom setting without manipulation (Sipayung et al., 2025).

The research was conducted during the 2024/2025 academic year, specifically between April and Mei 2025. The study took place at a public SMK N 2 Tanjung Jabung Timur, Indonesia, particularly in a Grade X class of the Office Management and Business Services (MPLB) program.

Research Subject

The subjects of this study consisted of one English teacher who was responsible for teaching Grade X students in the Office Management and Business Services (MPLB) program, as well as twenty-five students from class X-MPLB who actively participated in English learning activities, particularly those focused on Procedure Texts. The selection of these subjects was carried out using a purposive sampling technique, based on their direct involvement and relevance to the research objectives. The participants were chosen specifically because they were engaged in the teaching and learning process that incorporated tutorial videos as a learning medium.

Research Procedure

The research was conducted through several sequential stages. The preparation stage involved conducting a comprehensive literature review, designing research instruments such as observation sheets and interview guidelines, and developing a lesson plan that integrated video tutorial media for teaching Procedure Text. In the implementation stage, the researcher carried out classroom observations during English lessons where tutorial videos were utilized. These observations focused on teacher performance, student engagement, and the dynamics of classroom interaction. During the data collection stage, information was gathered through classroom observation, teacher reflections obtained via informal interviews and notes, as well as document analysis. Finally, in the data analysis stage, all collected data were systematically reduced, categorized, and interpreted to draw meaningful conclusions about the effectiveness of using tutorial videos in the instruction of Procedure Text.

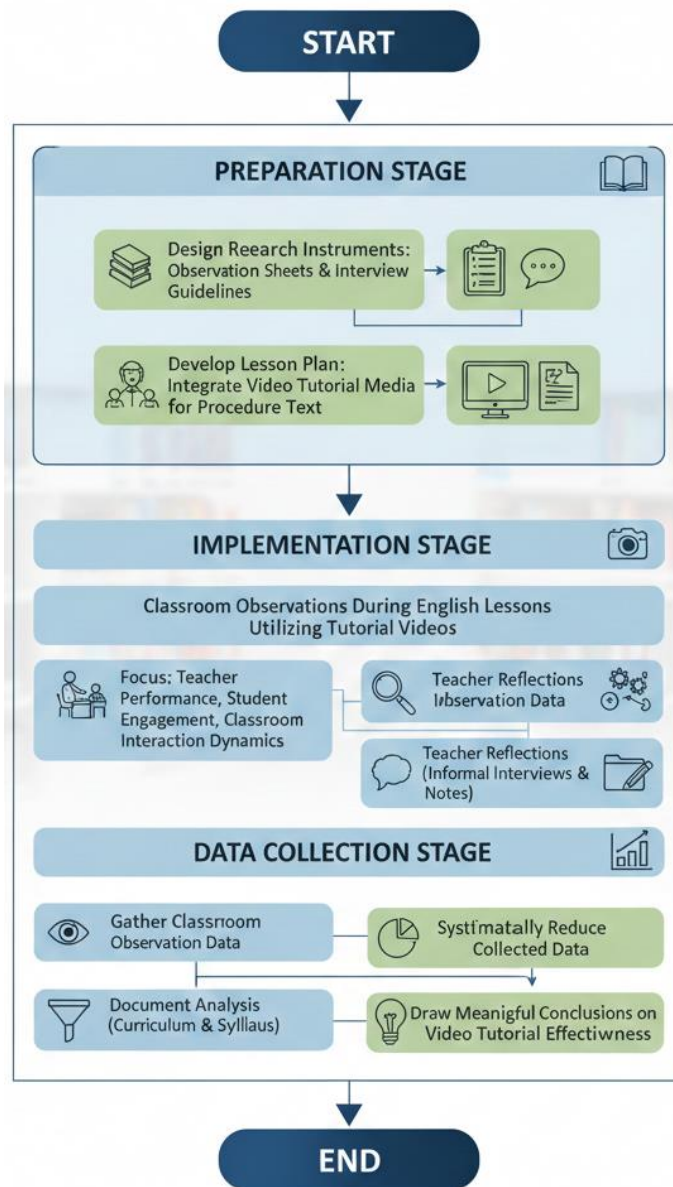


Figure 1. Research Stages

Instruments and Data Collection Techniques

The instruments used in this research consisted of observation sheets, interview guidelines, and a document analysis checklist. The observation sheets were utilized to systematically record the teaching and learning activities that took place during lessons involving video tutorials. These sheets helped document various aspects of classroom interaction, including teacher delivery and student responses. Interview guidelines were employed during informal interviews with the English teacher to obtain reflective insights regarding the integration of tutorial videos in the learning process. Meanwhile, the document analysis checklist served as a tool to evaluate essential learning materials, such as the lesson plans (RPP), student worksheets, and the Procedure Texts produced by students after engaging with the video content.

In terms of data collection techniques, this study employed three main methods. First, classroom observations were conducted in a structured manner to capture the dynamics of student interaction, their level of engagement, and their responses following the viewing of tutorial videos. Second, a literature

review was carried out to establish a strong theoretical foundation that supports the study's focus on video-based instruction. Third, document analysis was conducted to examine instructional materials and students' learning outcomes, including both written texts and project-based video assignments. These combined techniques ensured a comprehensive understanding of how tutorial videos were utilized and their impact on students' learning of Procedure Texts.

Data Analysis Techniques

The data in this study were analysed using Miles and Huberman's interactive model, which consists of three interrelated stages: data reduction, data display, and conclusion drawing and verification. In the data reduction phase, the researcher selected, focused, and simplified the raw data obtained from observations, interviews, and document analysis to ensure its relevance to the research objectives. This process involved filtering out less significant information and organizing the data to facilitate further analysis.

The next stage was data display, where the reduced data were presented in a descriptive narrative format. This helped to illustrate key findings in a clear and structured manner, making it easier to identify emerging patterns and relationships within the data. Finally, in the conclusion drawing and verification stage, the researcher interpreted the data by identifying recurring themes and patterns that addressed the research questions. This phase also involved verifying the findings to ensure their validity and reliability.

Through the use of this analytical model, the researcher aimed to develop a comprehensive understanding of the role of tutorial videos in enhancing students' comprehension and production of Procedure Texts within the context of vocational English learning.

RESULTS AND DISCUSSION

Based on the results of observations and document analysis during the implementation of English learning with Procedure Text material using video tutorials, several important findings were obtained in Table 1.

Table 1. Research findings data on the use of video tutorials in procedure text learning

Observed Aspects	Technique	Findings
1. Student Participation and Enthusiasm	Observation	a) 26 students (87%) actively took notes, asked questions, and answered.
		b) 4 students (13%) were passive but participated in the learning.
		c) Active participation increased from 45% to 87% compared to the lecture method.
2. Understanding the Structure of Procedure Text	Written Task Analysis	a) 21 students (70%) composed texts with complete structures and correct imperative sentences.
		b) 6 students (20%) structure is incomplete but understandable.
		d) 3 students (10%) had difficulty writing.
3. English Oral and Written Skills	Rubric Analysis and Oral Assessment	a) All 5 groups produced 2–4 minute videos according to the theme.
		b) 3 groups (60%) showed fairly good mastery of pronunciation and language clarity.
		c) 2 groups (40%) need improvement.
4. Digital Literacy and Collaboration	Interviews and Observations	a) Students use applications such as CapCut, Kinemaster, and Canva.
		b) Coordination of work within a team is seen in the division of roles.

Observed Aspects	Technique	Findings
		c) 25 students (83%) felt happy seeing the results of their own work.
		a) Video media is effective in explaining real procedures.
5. Teacher Reflection	Documentation	b) Increase motivation to learn English.
		c) Supports 21st century skills such as critical thinking and teamwork.

Motivation Suitability of Video Tutorials to the Needs of MPLB Students

Students majoring in Office Management and Business Services (MPLB) are prepared to face various work situations related to administrative activities and business services, such as compiling documents, serving clients, managing archives, and operating office equipment (Akhmad & Azzam, 2022). In the learning process, they are not only required to understand theoretical concepts, but also must master technical and practical work procedures. Therefore, English learning in this department must be able to reflect the real needs in a professional work environment. One type of text that is relevant in this case is Procedure Text, which presents step-by-step instructions in carrying out a task. However, in order for students to understand and apply this material optimally, contextual and concrete learning media are needed.

The findings show that the majority of students (87%) showed active participation during learning using video tutorials, including taking notes, asking questions, and answering. This increase is significant when compared to the lecture method which only resulted in active participation of 45%. This reflects that the use of audio-visual media can activate the learning process cognitively and affectively. Video media is able to attract students' attention, facilitate visual and auditory learning styles, and create a more interactive learning environment (Khulaifatuzzahra et al., 2024)

The use of video tutorials in learning Procedure Text has proven to be very effective in bridging theory with practice. Videos that show real activities in the work environment, such as the process of writing a business letter in English, the procedure for welcoming foreign guests at the reception desk, or the stages of copying and filing documents professionally, provide authentic visual and auditory representations. This kind of video content not only conveys verbal information, but also shows expressions, gestures, use of body language, and communication procedures that are in accordance with professional ethics in the office world. By watching work procedures directly through videos, students can understand the flow of actions more systematically and realistically than just reading text in textbooks.

The use of video tutorials in learning Procedure Text is in line with the social cognitive learning theory proposed by Albert Bandura, especially in the aspect of observational learning or learning through observation. According to Bandura, individuals can learn new behaviours by observing the actions of others, especially when the observed model performs activities that are relevant and meaningful to the learner. In this context, video tutorials function as visual and auditory models that systematically show the work process, which are then replicated by students in their language assignments. The approach also supports socio-cultural theory by placing the learning within a concrete, situated industry context (Lave & Wenger, 1991). In addition, the dual coding theory by Allan Paivio also supports the effectiveness of using videos in learning. This theory explains that information processed through two channels, verbal and visual, will be easier to understand and remember. The enhanced information retention is theoretically supported by dual-coding theory, which posits that combining visual and verbal inputs improves memory (Paivio, 2014).

In addition, the dual coding theory by Allan Paivio also supports the effectiveness of using videos in learning. This theory explains that information processed through two channels, verbal and visual, will be easier to understand and remember. In video tutorials, procedural text is not only delivered in verbal or narrative form, but is also reinforced with visual representations of the steps taken. This combination facilitates a deeper understanding of the concepts and sequences of actions that students need to master. Thus, learning becomes more contextual, concrete, and in accordance with the demands of the office work world.

Furthermore, the direct connection between the content of the video tutorial and the typical tasks of the MPLB field makes English learning more meaningful and applicable. For example, when students are asked to write a Procedure Text about "how to write a formal business letter," they no longer imagine the procedure abstractly, but already have a strong visual image from the video they have watched. This makes it easier for them to compile steps using the right language structure, appropriate technical vocabulary, and formal language style as shown in the video. Learning experiences like this also help strengthen vocational English skills needed in the industrial and service worlds. This makes learning more contextual, concrete, and in accordance with the demands of the office work world. This study confirms the evolving and crucial role of digital media as a contemporary tool in modern educational settings (Wang et al., 2019)

In addition to providing conceptual and practical understanding, the use of video tutorials also increases student motivation and participation. The observed increase in student engagement confirms that technology and media strongly influence student motivation and learning spirit (Sipayung et al., 2025). Students feel more interested and involved when learning using dynamic, interactive, and visual media. The learning process becomes less monotonous, because they can learn through observation, group discussions, writing practices, and even recreating procedures in the form of their own videos. In this context, video tutorials are not only a medium for conveying information, but also a source of inspiration and a project-based learning tool that fosters students' creativity and critical thinking skills.

Thus, video tutorials that display real work practices provide a significant contribution in connecting Procedure Text learning with competency needs in the world of work. This approach allows MPLB students to understand the material contextually, improve professional communication skills in English, and build better work readiness since school.

Improving Language Skills and Digital Literacy

The use of video tutorials in learning Procedure Text has a broader impact than just understanding the structure of the text and the use of language. One of its important contributions is in the development of students' digital literacy skills. In today's digital era, literacy is no longer limited to the ability to read and write, but includes the ability to access, understand, evaluate, and create digital-based information. Through video-based learning activities, students are trained to actively listen to English-language information. They do not only listen passively, but are required to understand the contents of the video, note important points, and relate them to the structure of the Procedure Text being studied.

As many as 70% of students were able to compose procedural texts with complete structures (goals, materials, steps) and the use of appropriate imperative sentences. This shows that the representation of procedures in the video helps students understand the sequence and logic of actions to be taken. Some students (20%) who wrote with incomplete structures still showed basic understanding, although they still needed guidance. The 10% of students who had difficulty showed the need for a differentiated approach and additional support in understanding the concept and use of procedural language.

All groups successfully compiled and produced 2–4-minute procedural videos with relevant themes. This indicates that project-based learning is effective in encouraging students to practice language skills in an integrated manner. Three out of five groups (60%) showed fairly good mastery in terms of pronunciation, expression, and sentence structure, while the other two groups still needed improvement in grammar and pronunciation. However, in general, all videos were understandable to the audience. It means that the communication process was successful even though it was not perfect.

During the learning process, students are also accustomed to identifying technical vocabulary related to office activities and recognizing imperative sentences, which are the main characteristics of procedural texts. Vocabulary such as "attach the document," "greet the guest," or "submit the report" are not only understood theoretically, but are directly associated with the real work context shown in the video. This makes them more prepared to use English in professional communication.

Moreover, the use of videos encourages students to rewrite procedural texts with the correct structure, starting from the use of goals, materials (if any), to a systematic sequence of steps with the correct use of conjunctions and imperative sentences. This process helps students understand the form and function of each part of the text, while also training them to think coherently and logically.

The aspect of digital literacy is also seen from students' ability to access and evaluate digital information independently. Students are able to use various video editing applications such as CapCut, Kinemaster, and Canva, which shows an increase in digital literacy. This learning also encourages collaborative work through the division of tasks (scriptwriter, presenter, editor), which strengthens interpersonal skills and team coordination. As many as 83% of students said they were happy because they could see the results of their own work, indicating intrinsic satisfaction from output-based learning. In several activities, students are encouraged to search for video tutorials from trusted sources themselves, then assess the suitability and accuracy of the video content before using it as a learning reference. They learn to compare various digital sources, understand differences in content quality, and develop a critical attitude towards the information they consume. This activity strengthens their competence as independent learners who are ready to face the challenges of a technology-based work world.

Thus, video tutorials not only serve as teaching aids, but also as a means to develop essential 21st-century skills, especially in terms of digital literacy, critical thinking, and vocational communication in English. This approach has a positive impact on the overall quality of learning for students majoring in Office Management and Business Services at SMK.

Increasing Student Motivation and Engagement

Based on the results of observations during the English learning process with the Procedure Text material in class X majoring in Office Management and Business Services (MPLB), it was found that the use of video tutorials contributed significantly to the quality of the process and student learning outcomes. In general, the level of student engagement increased significantly, as shown by their active participation in class discussions, questions and answers, and enthusiasm when following video-based learning instructions. Compared to conventional lecture methods, this approach creates a more interactive classroom atmosphere and is oriented towards students' learning experiences. Students appear more focused, showing enthusiastic gestures such as taking notes, asking questions, and discussing spontaneously after watching the video.

Observation data and informal interviews show that around 80% of students find it easier to understand the contents of the Procedure Text material after watching a video, compared to just reading or listening to the teacher's explanation. They stated that seeing procedures visually, for example how to write a business letter or serve guests in a work context, helps them understand the language structure, sequence of steps, and appropriate expressions more concretely. This strengthens the finding that visual representations in videos help bridge the gap between theoretical knowledge and real practice, especially for vocational students who tend to have visual and kinesthetics learning styles.

In addition to watching videos, teachers also provide learning projects in the form of making simple tutorial videos by students. This project is designed as a collaborative task, where students are asked to compose procedural texts in English, practice them according to the context of office work, and record them as the final product. Of the five participating groups, all were able to complete the project with satisfactory results. Involvement in this project reflects the strengthening of 21st century skills, including teamwork, creativity, communication skills, and problem solving.

In carrying out the project, each group divided the tasks independently: one or two students acted as script writers, one student became the narrator or presenter in the video, and the others were tasked with recording and editing the video. This activity provided space for students to show their individual strengths while learning to work cooperatively. Analysis of the results of the students' videos showed that 70% of them were able to compose Procedure Text with the right structure (goal-steps), using imperative sentences and technical vocabulary that were appropriate to the professional context. Several videos also showed high creativity, such as the use of authentic office properties and simulations of interactions with clients, which showed a contextual understanding of the material.

In terms of learning motivation, this project has a strong impact. Students feel more motivated because their work products have real meaning, watched and evaluated together by teachers and classmates. This process gives them a sense of pride and increases their confidence in using English functionally. The evaluation process is carried out openly by giving appreciation for the strengths of the video as well as constructive feedback on aspects that need to be improved, such as pronunciation, sentence structure, and use of non-verbal expressions.

Overall, the learning outcomes showed improvements both cognitively (understanding of the material), affectively (motivation and self-confidence), and psychometrically (text production and speaking ability in English). The use of video tutorials not only succeeded in increasing students' absorption of the Procedure Text material, but also provided a contextual and applicable learning experience, in line with the needs of vocational high school graduates who are ready to enter the workforce. Thus, video media has proven effective in shaping the vocational competencies of MPLB students which include language skills, digital literacy, collaboration, and creative problem solving.

Teacher Reflection

Teachers said that video media is very helpful in explaining real procedures more concretely than verbal explanations alone. In addition, this media has been proven to increase students' learning motivation and facilitate the development of 21st century skills such as critical thinking, problem solving, communication, and teamwork. This reflection shows that video tutorials are not just complementary media, but the main tool in designing contextual, modern, and effective learning.

Teachers' reflections on the use of video tutorials show that this media is not just a visual aid, but rather a primary pedagogical instrument in creating meaningful and contextual learning experiences. This is in line with (Paivio, 2014) dual coding theory, which states that information processing will be more effective if delivered through verbal and visual channels simultaneously. In this context, video tutorials work synergistically to strengthen students' understanding through the depiction of procedures that are not only explained verbally, but also displayed visually.

The use of video also supports the experiential learning principle developed by David Kolb, where students learn through direct experience (concrete experience) and reflection on that experience. Through video-making projects, students not only listen to content, but also experience the process of thinking, designing, communicating, and solving problems collaboratively, an active learning cycle that leads to deeper understanding and sustainable skills.

Furthermore, teacher reflections show that video media provides a real contribution to increasing learning motivation. This aspect is important considering that motivation is the main driver in the learning process, as explained in the self-determination theory (Mallett, 2005), which emphasizes the importance of autonomy, competence, and relatedness in increasing intrinsic motivation. When students feel capable of producing work, are involved in a collaborative process, and see concrete results from their learning, they tend to be more motivated to learn independently and continuously.

In the context of 21st century skills, video tutorials act as an integrative medium that facilitates the development of 4C skills (critical thinking, communication, collaboration, and creativity) (Pardede, 2020). Through activities such as composing scenarios, recording scenes, and editing videos, students engage in high-level thinking processes that require analysis, evaluation, and synthesis of information. They also practice effective communication and teamwork that are closely related to work competencies in the professional world.

Thus, teacher reflections underline that video tutorials are no longer positioned as a complement to learning, but rather as a main component in adaptive instructional design that is relevant to the needs of vocational high school students. This media opens up a more flexible learning space, is project-based, and is directly connected to the challenges and demands of the world of work. This makes video tutorials one of the innovations in teaching media that has great potential to improve the quality of vocational learning holistically.

CONCLUSION

This study validates the use of video tutorials as an effective and contextually relevant intervention for teaching Procedure Text to vocational students, successfully bridging the gap between theoretical linguistic knowledge and practical, industry-applicable skills. The findings confirm that audio-visual media not only enhances understanding of textual structure but also stimulates the development of key 21st-century competencies such as digital literacy and collaboration a result that supports and extends socio-constructivist learning theory by demonstrating how digital tools facilitate interactive, project-based knowledge creation in a vocational context.

However, the conclusions drawn must be considered within certain limitations. Firstly, the research focused exclusively on students in the MPLB major in a single school setting, which restricts the generalizability of the findings to other vocational fields or educational levels. Secondly, while the study confirmed the positive development of competencies, it did not employ a standardized, pre-validated instrument to quantify the growth of 21st-century skills, relying primarily on observation and teacher reflection. Future research should therefore prioritize longitudinal and comparative studies across different vocational disciplines and incorporate validated metrics to solidify the theoretical understanding of digital media's role in competency development and vocational English acquisition.

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