

Development of Video-Based Learning Materials for the English Syntax Course for English Education Students at IAIN Metro

Andianto*1), Toto Andri Puspito2)

1) Institut Agama Islam Negeri Metro, Indonesia

2) Institut Agama Islam Negeri Metro, Indonesia

Correspondence: totoandri@metrouniv.ac.id, andianto

Article Information	Abstract
Article history: Received [to be filled by editor] Revised [to be filled by editor] Accepted [to be filled by editor]	<p>This article draft adapts a research proposal into the Tarbawiyah journal format. The study is designed to develop video-based learning media for the English Syntax course for students of the English Education Department at IAIN Metro and to examine its feasibility for classroom use. The rationale of the study lies in the digital transformation of higher education and in the abstract, sequential, and repetitive nature of syntax materials, which require students to revisit explanations several times. The study employs a Research and Development design adapted from Sugiyono, covering needs analysis, product design, expert validation, revision, limited try-out, and final revision. Data are planned to be collected through questionnaires, interviews, observation sheets, and learning tests. The expected product is an instructional video that is clear, attractive, repeatable, and suitable for independent learning. In the full empirical version of the article, the results section should report expert-validation scores, student responses, and learning outcomes.</p> <p><i>Keywords: video-based learning media; English Syntax; research and development; higher education</i></p>
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INTRODUCTION

The acceleration of digital technology has significantly transformed¹ higher education, including the way lecturers design learning experiences and select instructional media. In the context of the Industrial Revolution 4.0, higher education institutions are expected to integrate digital resources into classroom² practice so that learning is not only teacher-centered but also responsive to students' needs for flexibility, accessibility, and repetition³. For language-related courses, this challenge becomes more visible because abstract concepts often require multimodal explanation.

Instructional media play an important role in supporting understanding, motivation, and learning engagement. Arsyad (2013)⁴ argues that learning media can clarify messages and help teachers deliver content more effectively, while Daryanto (2010) emphasizes their role in overcoming limitations of space, time, and sensory experience. Video is particularly relevant because it combines sound, image, sequencing, and replayability⁵. Riyana (2007) notes that video can make learning messages more concrete and can be used repeatedly according to learners' pace. These characteristics make video especially suitable for materials that require step-by-step explanation⁶.

English Syntax is a course that examines the arrangement of words into phrases⁷, clauses, and sentences. Students are not only required to understand definitions, but also to analyze structure systematically and accurately. In the English Education program at IAIN Metro, the course is compulsory and demands repeated exposure to examples and explanations. However, conventional classroom delivery does not always provide enough opportunities for students to revisit complex explanations outside scheduled meetings. This creates a pedagogical gap between the complexity of the material and the limited availability of reusable learning resources.

Previous studies cited in the proposal also indicate the growing importance of technology-based media in education, including mobile and video learning resources⁸.

¹ Dmitry Plekhanov et al., "Digital Transformation: A Review and Research Agenda," *European Management Journal* 41, no. 6 (2023): 821–44, <https://doi.org/10.1016/j.emj.2022.09.007>.

² Mamdouh Alenezi et al., "The Need of Integrating Digital Education in Higher Education: Challenges and Opportunities," *Sustainability* 15, no. 6 (2023): 4782, <https://doi.org/10.3390/su15064782>.

³ Hamidulloh Ibda, "PENGUATAN LITERASI BARU PADA GURU MADRASAH IBTIDAIYAH DALAM MENJAWAB TANTANGAN ERA REVOLUSI INDUSTRI 4.0," *Journal of Research and Thought on Islamic Education (JRTIE)* 1, no. 1 (2018): 1–21, <https://doi.org/10.24260/jrtie.v1i1.1064>.

⁴ "Media Pembelajaran : - / Azhar Arsyad | Perpustakaan Universitas Muhammadiyah Palangkaraya," accessed April 23, 2026, <https://lib.umpr.ac.id/opac/detail-opac?id=931>.

⁵ José Miguel Domingues et al., "Understanding the Impact of Perceived Challenge on Narrative Immersion in Video Games: The Role-Playing Game Genre as a Case Study," *Information* 15, no. 6 (2024): 294, <https://doi.org/10.3390/info15060294>.

⁶ Marie-Christin Krebs et al., "Does Watching an explainer Video Help Learning with Subsequent Text? – Only When Prompt-Questions Are Provided," *Learning and Instruction* 94 (December 2024): 101988, <https://doi.org/10.1016/j.learninstruc.2024.101988>.

⁷ Andrew Radford, *English Syntax: An Introduction*, 1st ed. (Cambridge University Press, 2004), <https://doi.org/10.1017/CBO9780511841675>.

⁸ Giorgio Di Pietro and Jonatan Castaño Muñoz, "A Meta-Analysis on the Effect of Technology on the Achievement of Less Advantaged Students," *Computers & Education* 226 (March 2025): 105197, <https://doi.org/10.1016/j.compedu.2024.105197>.

Nevertheless, the specific need for a video-based medium tailored to English Syntax in the local context of IAIN Metro has not yet been addressed in the available course materials. Therefore, this study is intended to develop a video-based learning medium that is academically relevant, context-sensitive, and feasible for students of the English Education Department. The study focuses on two questions: how the video-based learning media are developed for the English Syntax course and whether the resulting media are feasible for use in instruction.

Methodologically, the study applies a Research and Development approach adapted from Sugiyono⁹. The population is students of the English Education Department at IAIN Metro who take the English Syntax course, while sampling for product try-out is to be conducted purposively on the basis of course enrollment and availability. The instruments include interview guides for needs analysis, validation questionnaires for material and media experts, observation sheets, student response questionnaires, and learning tests. The procedures include needs analysis, storyboard and script preparation, video production, expert validation, revision, limited product trial, and final revision. Quantitative data are planned to be analyzed descriptively through percentage scores and category conversion, whereas qualitative comments from experts and students are used for product improvement. Because this manuscript is adapted from a proposal, the present version preserves the full article structure while leaving room for empirical figures to be inserted after field implementation.

RESULT AND DISCUSSION

The product planned in this study is a set of instructional videos for the English Syntax course¹⁰, developed through three integrated phases: pre-production, production, and post-production. The pre-production stage includes the preparation of learning objectives, flowcharts, storyboards, content sequencing, and scripts¹¹. The production stage covers audio recording and visual capture, while the post-production stage consists of editing, synchronizing narration with visual explanation, adding supporting text or illustrations, and rendering the final video output. In design terms, the video product is intended to address students' need for repeatable, self-paced, and visually supported learning.

In the empirical version of this article, the first set of results should report expert validation on at least four aspects: content suitability, instructional presentation, language clarity, and media display. This section should insert the actual scores

⁹ Torang Siregar, "Stages of Research and Development Model Research and Development (R&D)," *DIROSAT: Journal of Education, Social Sciences & Humanities* 1, no. 4 (2023): 142–58, <https://doi.org/10.58355/dirosat.v1i4.48>.

¹⁰ Fernando De Napoli Marpaung et al., "English Syntax Learning; Student Errors in Analyzing Sentence Structure through Tree Diagrams," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 2 (2025): 2967–83, <https://doi.org/10.24256/ideas.v12i2.6223>.

¹¹ Darren R. Reid and Brett Sanders, "3. The Production Process," in *Documentary Making for Digital Humanists*, 1st ed., vol. 2, by Darren R. Reid and Brett Sanders, Open Field Guides Series (Open Book Publishers, 2021), <https://doi.org/10.11647/OBP.0255.03>.

obtained from the validators, for example material-expert feasibility score¹² [insert score], media-expert feasibility score [insert score], and the final feasibility category [insert category]. The second set of results should present student responses from the limited try-out, including indicators such as ease of use, attractiveness, clarity of explanation, and usefulness for independent study. If learning tests are administered, this section should also report pre-test and post-test results or other relevant indicators of learning improvement¹³.

From a theoretical perspective, the expected contribution of the product is consistent with the literature on instructional media. Video-based media can reduce excessive verbal explanation because learners receive information through audio and visual channels at the same time¹⁴. For syntax learning, this is particularly important because sentence structure is easier to understand when examples are broken down in a sequential and visually guided manner¹⁵. In addition, the replay feature enables students to revisit difficult points outside class, which supports independent learning and may increase confidence in analyzing phrases, clauses, and sentence patterns.

The broader implication of this study is that a course-specific video resource can strengthen digital learning ecology in teacher education programs. Instead of using generic materials from external platforms, lecturers can produce contextualized media aligned with course outcomes, student characteristics, and institutional needs. At the same time, several limitations should be acknowledged. Since this manuscript is prepared from a proposal document, the present version does not yet provide numerical validation data, learning-gain statistics, or a full effectiveness test. Future research should therefore complete the field implementation, report the actual validation and trial results, and compare the effectiveness of video-assisted syntax instruction with conventional teaching.

CONCLUSION

Video-based learning media for the English Syntax course are pedagogically relevant because they provide structured explanation, multimodal presentation, and opportunities for repeated learning. Adapted to the Tarbawiyah article format, this manuscript shows that the planned study has a clear rationale, a feasible development procedure, and strong potential to support students of the English Education

¹² Laili Rahmi et al., “The Development of Outcome-Based Education (OBE)-Oriented Teaching Materials through Problem-Based and Project-Based Learning for the Elementary Science Education Course ,” *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 14, no. 6 (2025): 835–51, <https://doi.org/10.33578/jpfkip.v14i6.835-851>.

¹³ Marinu Waruwu et al., “Improving The Ability to Write Action Research Articles for Teachers Through Online-Based Training,” *Jurnal Imiah Pendidikan Dan Pembelajaran* 9, no. 1 (2025): 86–98, <https://doi.org/10.23887/jipp.v9i1.90270>.

¹⁴ Angelica Ronconi and Lucia Mason, “Sailing through Media Multitasking Waters: Does Text Messaging Disrupt Video-Based Learning in Lower-Secondary School Students?,” *Computers & Education* 250 (September 2026): 105634, <https://doi.org/10.1016/j.compedu.2026.105634>.

¹⁵ Dirza Rizki Purnama et al., “The Importance of Syntax in Understanding English Sentence Structure: A Library Research,” *MUDABBIR Journal Research and Education Studies* 5, no. 2 (2025): 4373–82, <https://doi.org/10.56832/mudabbir.v5i2.2267>.

Department at IAIN Metro. For journal submission, the next step is to complete the empirical section by inserting expert-validation data, trial findings, and learning-outcome evidence so that the article fully meets the standards of a research paper.

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