

Individual as Actor Model Based on Edu-eDi YouTube Animation: Short Story Writing Skills

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ABSTRACT

This study aims to describe the development of an individual-as-actor model based on Edu-eDi YouTube animation in short story writing instruction. This study was motivated by students' low interest in the learning model used in short story writing activities. The method used was development research or design research with three stages, namely preliminary research, the prototyping phase, and the assessment phase. The developed product was tested in terms of validity, practicality, and effectiveness. Data collection techniques included interviews, observations, questionnaires, tests, and literature review. Validity and practicality data were analyzed through expert review, one-to-one evaluation, and small-group evaluation, while effectiveness was analyzed using normality tests, homogeneity tests, and a one-tailed t-test. The results show that the individual-as-actor model assisted by Edu-eDi YouTube animation meets the criteria of being valid, practical, and effective for implementation in school learning. These findings indicate that the model can support the improvement of students' story-writing skills.

INTRODUCTION

The rapid development of information technology requires education to continue adapting to the needs of twenty-first-century learning. This condition has encouraged the emergence of various learning models, whether in the form of face-to-face learning, media-assisted learning, or network-based learning. In short story writing instruction, the individual-as-actor model can be viewed as a relevant alternative because it provides space for students to be actively involved through the use of audio-visual media, such as images, animated videos, and films. Shabiralyani et al. (2015) explain that audio-visual media, including images, videos, animations, and projectors, can help teachers improve students' ability to read and understand literary works. Similar findings were also reported by Tiarasari et al. (2024), who showed that the use of audio-visual media has a positive effect on students' short story writing skills. In addition, Starwati and Wachidah (2023) proved that animated video media can significantly improve students' ability to write short stories.

Audio-visual media play an important role in increasing students' attention, participation, and motivation during learning activities. Gejel (2012) emphasizes that media aligned with the characteristics of modern learning include digital photography, video, animation, social games, social networks, and various forms of software and hardware. The use of information technology enables the material delivered by teachers to be more easily understood by students because learning messages are presented in concrete, interesting, and interactive ways. Thus, the learning process can take place more effectively, efficiently, and enjoyably. The findings of Rahayu et al. (2023) show that the use of audio-visual media has a significant effect on students' learning motivation. Similar findings were presented by Munawaroh et al. (2022), who demonstrated differences in students' learning motivation before and after the use of

audio-visual media in learning. Therefore, audio- visual media can be viewed as a relevant learning tool for building an active, engaging, and motivating learning atmosphere.

Short story writing skills are an important part of literary learning and require deeper attention. Writing short stories not only demands an understanding of story elements but also involves students' ability to develop imagination, process experiences, and express them in the form of creative narrative texts (Nasution, 2015). However, literary learning at the senior high school level often continues to emphasize mastery of theory. As a result, students tend to understand the concepts and structure of short stories conceptually but are not yet fully able to produce literary works in practice. Munir and Hendaryan (2023) also show that low creative writing ability causes students to experience difficulties in producing literary works, particularly short stories; nevertheless, short story writing programs have been proven to improve students' creative writing skills. Furthermore, Jasril and Asmawati (2025) found that senior high school students need short story writing instruction that emphasizes autonomy, creativity, learning experience, attractive digital media, and continuous feedback. This condition reinforces the gap between mastery of literary knowledge and students' actual ability to write creatively (Rohman, 2012).

A number of studies indicate that learning integrated with information and communication technology has greater potential to improve learning quality than traditional teacher-centered learning patterns. Chaudhari (2013) explains that technology can be used as an additional instructional strategy to strengthen the effectiveness of the learning process. In educational practice, hardware and software do not function only as technical aids; they can also enrich learning experiences across various fields of study, including literary learning. Basoz and Cubukcu (2014) state that computers and learning technologies have become important parts of the teaching and learning process in literature.

This view is in line with Mathew and Alidmat (2013), who argue that integrating language textbooks with audio and video media has become one form of supplementary learning resource commonly used in language classrooms. Bello (2016) also found a significant relationship between the use of audio-visual media, environmental factors, and students' academic success. Recent findings further strengthen this view. Valverde-Berrocoso et al. (2022) show that learning practices enriched with educational technology can support improved student performance. Lin and Yu (2024) also found that instructional video technology contributes to improving learning effectiveness, learning motivation, and students' practical skills. In addition, Mohamad Shamshul et al. (2024) emphasize that the use of digital technology in literature learning, particularly in ESL classrooms, can provide more flexible pedagogical opportunities, although it still requires teacher readiness and appropriate usage strategies. Therefore, the integration of technology, audio-visual media, and digital tools in literary learning can serve as a strategic alternative for creating learning that is more effective, engaging, and relevant to students' needs.

Several previous studies show that the use of creative learning media plays an important role in improving students' short story writing skills. Nurhayati (2011), for example, proved that the implementation of an imagination-play strategy combined with mind mapping can improve the short story writing skills of tenth-grade students at SMA Smart Ekselensia Indonesia. This improvement was reflected in teacher activity,

which increased from 71.73% in cycle I to 96.73% in cycle II. Student activity also increased from 70.65% to 94.56%, while students' creativity increased from 58.53% in cycle I to 85.35% in cycle II. Furthermore, Batubara (2013) found that the use of comics was more effective than conventional techniques in teaching short story writing to tenth-grade students at SMA Negeri 2 Kabanjahe. Another finding was reported by Aji (2011), who showed that short story writing instruction assisted by short films was more effective than instruction without media. Recent findings also reinforce the importance of using creative media in short story writing instruction. Ginting et al. (2024) showed that the use of inspirational short films can improve students' short story writing skills; students' mean scores increased from 60 in the pre-action stage to 72.40 in cycle I and 85.28 in cycle II. In addition, Al Azzam and Khodair (2025) proved that the use of animation in learning has a positive effect on story-writing skills, especially in the aspects of idea development, setting, writing style, plot, and character.

Preliminary observations through questionnaire distribution showed that 38.9% of students considered short story writing instruction very difficult, 22.2% considered it difficult, and 38.9% considered it not difficult. A total of 44.4% of students stated that teachers very often used the lecture method in short story writing instruction, 27.8% stated often, and 27.8% stated rarely. Furthermore, 72.2% of students considered effective learning in short story writing very important, 27.8% considered it important, and no students considered it unimportant. A total of 77.8% of students stated that the individual-as-actor learning model was very important, 22.2% stated that it was important, and 0% stated that it was not important. In addition, 66.7% of students considered an Edu-eDi YouTube animation-based short story writing learning model very important, 33.3% considered it important, and 0% considered it unimportant.

Based on these findings, students' low interest in short story writing instruction can be related to the learning model applied by teachers. To date, students have mostly received explanations of the concepts and theories of short stories but have not obtained sufficient opportunities to practice writing in a directed, comprehensive, and continuous manner. This condition indicates the need to develop a learning model that is more contextual, engaging, and capable of encouraging students' active involvement in the creative writing process. In line with this, Jasril and Asmawati (2025) emphasize that short story writing instruction needs to be designed according to students' needs, including through the use of active learning models, attractive and flexible digital media, and opportunities for autonomy, creativity, motivation, and continuous feedback. Therefore, this study focuses on the development of an individual-as-actor model assisted by Edu-eDi animation in short story writing instruction. The individual-as-actor model emphasizes students' ability to organize learning materials until they produce a final work (Budiningsih, 2005). This model actively involves students in mental processes to discover concepts through observation, classification, measurement, prediction, and determination. Meanwhile, edutainment animation media refers to a learning process designed by harmoniously combining educational and entertainment content so that learning becomes enjoyable (Hamid, 2011). In the context of this study, edutainment is used to facilitate students' learning interactions and present short story writing material in the form of Edu-eDi YouTube animation.

RESEARCH METHOD

This study used a development research approach or educational design research. This approach was selected because it aligns with the purpose of the study, namely to produce a learning product that has theoretical feasibility, ease of implementation, and effectiveness in the learning process. Plomp (2013) explains that educational design research is a systematic process that includes the analysis, design, development, and evaluation of educational interventions to produce research-based solutions to complex educational problems. The quality of products in development research needs to be examined in terms of validity, practicality, and effectiveness, as proposed by Nieveen (1999). In line with this, Tinoca et al. (2022) emphasize that design-based research has an iterative and applied character because it enables researchers to improve products, processes, learning resources, and educational approaches through repeated research cycles. This study was directed toward producing a learning product that is conceptually valid, practical to use, and effective in supporting the achievement of learning objectives.

The product generated in this study was an individual-as-actor model assisted by Edu-eDi animation that met the development quality criteria of being valid, practical, and effective. The model development was carried out through a systematic procedure by adapting and synthesizing several educational design research and design-based research frameworks, particularly those of Reeves (2006), McKenney (2001), Bannan-Ritland (2003), Nieveen et al. (2006), Plomp (2013), and the strengthened framework of McKenney and Reeves (2021). These frameworks emphasize that educational design research is oriented not only toward developing practical solutions but also toward testing and refining products iteratively so that they have strong theoretical and empirical foundations. Therefore, the research design was organized into three main stages: (1) preliminary research, (2) the prototyping phase, and (3) the assessment phase.

The product assessment stage was conducted through semi-summative evaluation oriented toward testing the effectiveness of prototype 5, namely the product that had been declared valid and practical for full use in learning. The assessment phase was implemented to assess the effectiveness of the individual-as-actor model in a field test in Indonesian language learning, particularly on short story writing material. The study was conducted at SMKS APIPSU Medan with eleventh-grade students in the Public Administration (AP) 1 and AP 2 programs as the research subjects over six meetings. Details of the field-test sample are presented in Table 1.

Table 1. Details of Field Test Research Samples

Field Test	Class	Number	Program
Pretest	Experimental (A1)	21	Public Administration (AP) 1
	Control (B1)	19	Public Administration (AP) 2
Posttest	Experimental (A2)	21	Public Administration (AP) 1
	Control (B2)	19	Public Administration (AP) 2
Short Story Writing Analysis	Experimental (A)	21	Public Administration (AP) 1
	Control (B)	19	Public Administration (AP) 2

This study developed a learning product through tests of validity, practicality, and effectiveness. The data collection techniques used included interviews, observations, questionnaires, tests, and literature review. The collected data were analyzed to obtain an appropriate interpretation of the quality of the individual-as-actor model assisted by

edutainment animation. Validity and practicality were analyzed through expert review, one-to-one evaluation, and small-group evaluation. Meanwhile, product effectiveness was analyzed through normality tests, homogeneity tests, and a one-tailed t-test.

RESULTS AND DISCUSSION

Result

A. Results of the Preliminary Research Stage

1. Results of Needs and Context Analysis

The needs analysis for the individual-as-actor model was conducted in two steps, namely distributing needs questionnaires to teachers and distributing needs questionnaires to students. The results of the teacher and student needs analyses are presented in Table 2 and Table 3.

Table 2. Results of Teacher Needs Analysis Data

Number	Needs Analysis	Frequency	Percentage (%)
1	Highly Needed	11	23.91
2	Needed	25	54.35
3	Moderately Needed	0	0.00
4	Less Needed	9	19.57
5	Not Needed	1	2.17
Total		46	100.00

The questionnaire results show that most teachers need a learning model capable of improving students' short story writing skills. The needed category obtained the highest percentage, namely 54.35%, while the not-needed category was only 2.17%. This finding indicates that teachers need a more applicable and engaging learning model to support short story writing instruction.

Table 3. Results of Student Needs Analysis Data

Number	Needs Analysis	Frequency	Percentage (%)
1	Highly Needed	7	18.42
2	Needed	8	21.05
3	Moderately Needed	22	57.89
4	Less Needed	1	2.63
5	Not Needed	0	0.00
Total		38	100.00

Based on the responses of 21 students to 38 questionnaire items, 7 items or 18.42% were in the highly needed category, 8 items or 21.05% were in the needed category, and 22 items or 57.89% were in the moderately needed category. The less-needed category consisted of only 1 item or 2.63%, while the not-needed category was 0.00%. These data show that students generally view the need for a learning model that can help them develop short story writing skills.

2. Results of the Literature Review

Gestalt psychology theory relevant to the individual-as-actor model was integrated into the development of the Edu-eDi YouTube animation-based model for short story learning. The model syntax consists of six steps: presenting problems, discussing problems individually or in groups, writing the framework of short story elements, drafting short stories, constructing short stories, and presenting students' works. The social system built in this model is oriented toward student-centered learning. The

principle of reaction is directed toward strengthening life skills and integrative learning. The support system of the model is the Edu-eDi YouTube animation product, while its instructional effects include concept mastery, method application, and the achievement of learning objectives in situations approaching real conditions.

B. Results of the Product Development Stage

1. Initial Design Results

At this stage, an initial design of the Edu-eDi YouTube animation interface was developed. The initial design of the research product is presented in Figure 1

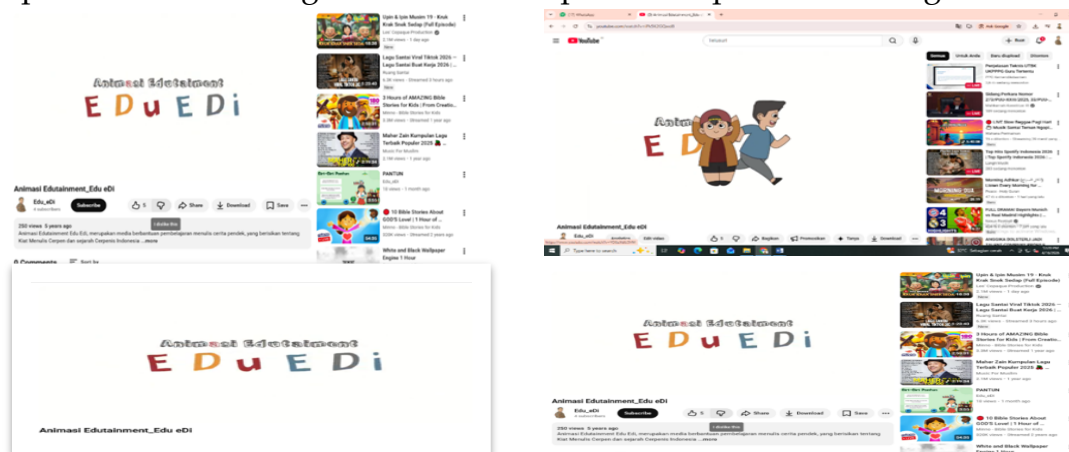


Figure 1. Initial Design of the Research Product

2. Formative Evaluation Results

The formative evaluation in prototype development referred to the stages of formative evaluation, including self-evaluation, expert review, one-to-one evaluation, small-group evaluation, and field testing.

a. Self-Evaluation Results

Visible errors in the product became the first aspect evaluated after prototype 1 had been developed. The results of self-evaluation were used as the basis for improvement so that the product could be upgraded to prototype 2.

b. Validation Results (Expert Review)

Data from the validation of prototype 2, namely the Edu-eDi YouTube animation, are presented in the following table.

Table 4. Results of Prototype Validation Analysis

Nu.	Assessment Aspect	Mean	Percentage (%)	Interpretation
1	Interface	4.08	81.67	Valid
2	Content	4.23	84.67	Highly Valid
3	Language	4.13	82.67	Highly Valid
4	Graphics	4.30	86.00	Highly Valid
5	Design	4.20	84.00	Highly Valid
6	Content	4.10	82.00	Valid
7	Model Syntax	4.15	83.08	Valid
Total Mean		4.17	83.44	Valid

The validity test results show that the individual-as-actor model prototype was generally in the valid category, with a mean of 4.17 and a feasibility percentage of 83.44%.

c. Results of Individual Practicality Analysis (One-to-One Evaluation)

The individual practicality test of prototype 3 involved six students. Data on students' assessment of prototype 3 of the Edu-eDi YouTube animation-based individual-as-actor model are presented in the following table.

Table 5. Results of Practicality Analysis of Prototype 3

Nu.	Mean Score	Frequency	Percentage (%)	Interpretation
1	$X > 4.2$	3	50	Highly Practical
2	$X > 3.4 - 4.2$	3	50	Practical
3	$X > 2.6 - 3.4$	0	0	Moderately Practical
4	$X > 1.8 - 2.6$	0	0	Less Practical
5	$X \leq 1.8$	0	0	Not Practical
Total		6	100	

The practicality test results show that prototype 3 of the Edu-eDi YouTube animation-based individual-as-actor model generally had practical criteria, with a holistic mean of 4.17. A total of 50% of students rated the product as highly practical, and the other 50% rated it as practical. This finding indicates that, from students' perspectives, the developed model is useful in making learning more engaging, increasing independence and activeness, and helping sharpen short story writing skills.

d. Results of Small-Group Evaluation Analysis through FGD

Small-group evaluation analysis was conducted through a Focus Group Discussion (FGD), both online and offline, involving 14 participants using prepared instruments. The results of the practicality analysis of prototype 3 through the FGD are presented in the following table.

Table 6. Results of Practicality Analysis of Prototype 3 through FGD

Nu.	Mean Score	Frequency	Percentage (%)	Interpretation
1	$X > 4.2$	5	36	Highly Practical
2	$X > 3.4 - 4.2$	7	50	Practical
3	$X > 2.6 - 3.4$	2	14	Moderately Practical
4	$X > 1.8 - 2.6$	0	0	Less Practical
5	$X \leq 1.8$	0	0	Not Practical
Total		14	100	

The practicality test results show that prototype 3 of the individual-as-actor model was generally in the practical category, with a holistic mean of 4.02 and a practicality percentage of 50%. Based on these results, prototype 3 did not require further revision. To obtain an overview of users' views on the practicality of the model, teacher response data are presented in Table 7.

Table 7. Practicality Test Results of the Edu-eDi YouTube Animation-Based Individual-as-Actor Model Based on Teacher Responses

Nu.	Mean Score	Frequency	Percentage (%)	Interpretation
1	$X > 4.2$	1	20	Highly Practical
2	$X > 3.4 - 4.2$	3	60	Practical
3	$X > 2.6 - 3.4$	1	20	Moderately Practical
4	$X > 1.8 - 2.6$	0	0	Less Practical
5	$X \leq 1.8$	0	0	Not Practical
Total		5	100	

The statistical analysis of teacher responses shows that product practicality was in the practical category, with a holistic mean of 3.92 and a practicality percentage of 60%. Thus, prototype 3 was considered feasible for use without additional revision.

C. Results of the Assessment Phase

The assessment phase was conducted to assess the effectiveness of the Edu-eDi YouTube animation-based individual-as-actor model in the field test. A comparison of the mean achievement scores for short story writing skills between the experimental class and the control class is presented in Figure 1.

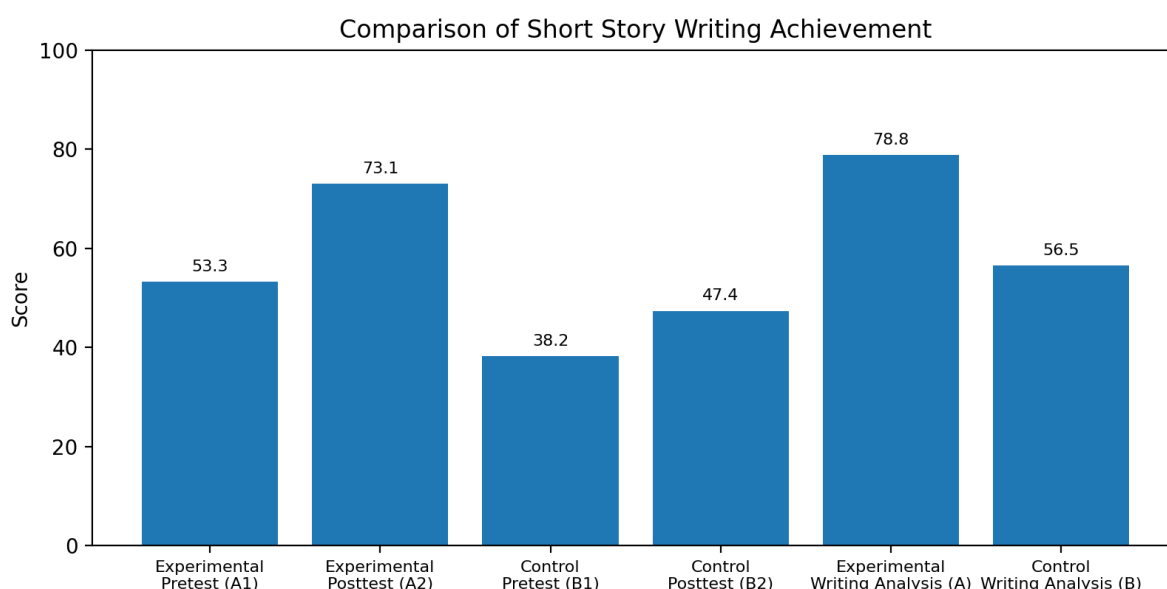


Figure 1. Comparison of Short Story Writing Achievement in the Experimental and Control Classes

The mean short story writing score in the experimental class was higher than that in the control class, which used the conventional model. The short story writing achievement data were then analyzed through prerequisite tests to determine data normality and homogeneity. The normality test results are presented in Table 8.

Table 8. Normality Test Results of Short Story Writing Achievement Data

Class	N	Mean	Alpha (5%)	Significance	Conclusion
Pretest Experimental (A1)	21	53.33	0.05	0.196	Normal
Pretest Control (B1)	19	38.16	0.05	0.597	Normal
Posttest Experimental (A2)	21	73.10	0.05	0.374	Normal
Posttest Control (B2)	19	47.73	0.05	0.586	Normal
Writing Analysis Experimental (A)	21	78.81	0.05	0.775	Normal
Writing Analysis Control (B)	19	56.53	0.05	0.482	Normal

The recapitulation of the normality test shows that all short story writing achievement data in the experimental and control classes were normally distributed at the 5% significance level. The next prerequisite test was the variance homogeneity test. The homogeneity test results for the achievement data are presented in Table 9.

Table 9. Homogeneity Test Results for Short Story Writing

Item	Experimental Pretest (A1)	Experimental Posttest (A2)	Control Pretest (B1)	Control Posttest (B2)	Experimental Writing Analysis (A)	Control Writing Analysis (B)
Total	1120	1535	725	900	1655	1074
Mean	53.3	73.1	38.2	47.4	78.8	56.5
Minimum	40	60	20	30	69	45
Maximum	65	90	55	60	93	65
Standard Deviation	6.0	6.8	11.8	8.7	6.7	6.0
Variance	35.8	46.2	139.5	76.0	44.7	35.9
F_calculated	1.29		1.83		1.24	
F_table	2.05		2.17		2.13	
Conclusion	Homogeneous		Homogeneous		Homogeneous	

The pretest and posttest groups in both the experimental and control classes, as well as the recapitulation of short story writing analysis results, showed F_calculated values smaller than F_table values. These results indicate that all data groups from the experimental and control classes had homogeneous variances at the 5% significance level. Next, hypothesis testing was conducted using a one-tailed t-test, as presented in Table 10.

Table 10. Results of the One-Tailed t-Test for Short Story Writing

Nu.	Hypothesis	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
1	Experimental Class Posttest - Experimental Class Pretest	19.762	4.603	1.005	17.667	21.857	19.673	20	0.000
2	Control Class Posttest - Control Class Pretest	9.211	8.210	1.883	5.254	13.167	4.890	18	0.000

Based on the results of the one-tailed t-test analysis, the acceptance of H0 can be represented through Figure 2 as follows.

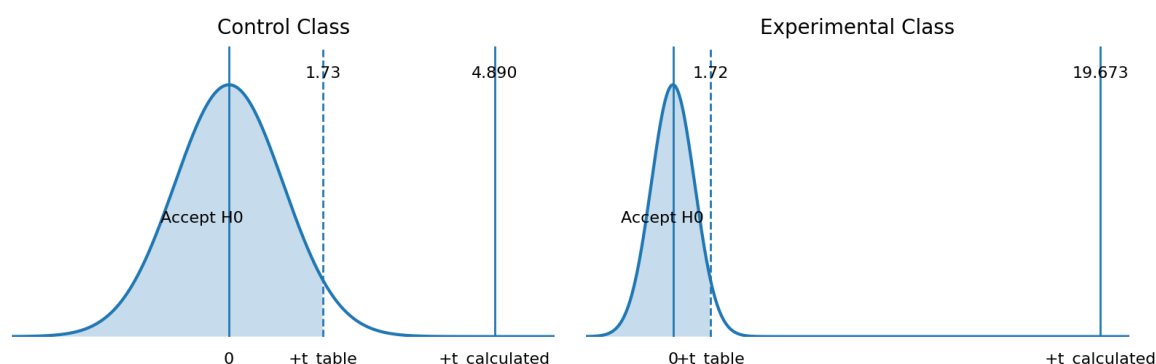


Figure 2. Acceptance Regions of H0 for the Control and Experimental Classes

The hypothesis test results show that short story writing achievement was within the acceptance of H0. Thus, the Edu-eDi YouTube animation-based individual-as-actor model was generally more effective than the conventional model in improving short story writing skills.

Discussion

The findings demonstrate that the Edu-eDi YouTube animation-based Individual-as-Actor model successfully fulfills the three essential quality criteria of educational design research, namely validity, practicality, and effectiveness. The high validity scores obtained from expert evaluations indicate that the instructional syntax, learning materials, animation design, graphical presentation, and language are conceptually appropriate and pedagogically aligned with the objectives of short story writing instruction. Furthermore, the positive responses from both teachers and students suggest that the developed model is practical and feasible for classroom implementation. These findings indicate that the iterative design process adopted in this study successfully produced a learning model that addresses both theoretical rigor and classroom applicability, which is consistent with the principles of Educational Design Research emphasizing the iterative refinement of educational interventions through continuous evaluation (McKenney & Reeves, 2021; Tinoca et al., 2022).

More importantly, the effectiveness analysis revealed that students who learned using the Individual-as-Actor model supported by Edu-eDi YouTube animation achieved significantly higher short story writing scores than students who experienced conventional instruction. This improvement suggests that integrating structured learning activities with multimedia-based instructional support facilitates students' creative writing development more effectively than traditional teacher-centered approaches. Unlike conventional learning, which primarily emphasizes the transmission of theoretical knowledge, the developed model actively engages students throughout the entire writing process, beginning with problem identification, collaborative discussion, narrative planning, drafting, story construction, and presentation. Such sequential learning activities encourage students to construct knowledge through authentic experiences while simultaneously developing higher-order thinking, reflection, and creativity, all of which are fundamental components of successful creative writing.

The effectiveness of the developed model can be explained from the perspective of the Cognitive Theory of Multimedia Learning proposed by Mayer (2021). According to this theory, meaningful learning occurs when learners actively integrate verbal and visual information through dual-channel cognitive processing while minimizing unnecessary cognitive load. In the present study, Edu-eDi YouTube animation functions not merely as an attractive learning medium but as an instructional scaffold that provides visual representations of narrative situations, character development, settings, and story conflicts. These visual stimuli enable students to generate ideas more easily, organize narrative structures more coherently, and transform abstract literary concepts into meaningful written stories. Consequently, students can allocate greater cognitive resources to composing narratives rather than struggling to generate initial ideas, which frequently becomes one of the major obstacles in creative writing instruction.

The findings also reinforce constructivist learning principles, which argue that knowledge is actively constructed through meaningful interaction with learning experiences rather than passively transmitted by teachers. Throughout the Individual-as-Actor learning process, students continuously observe, discuss, interpret, organize ideas, produce drafts, revise their work, and present their final products. Such activities

encourage active cognitive engagement and collaborative knowledge construction while simultaneously promoting learner autonomy. This instructional process reflects the characteristics of student-centered learning that have been widely recognized as an effective approach for improving creative thinking and writing performance. Therefore, the success of the developed model cannot be attributed solely to the use of digital animation but rather to the integration of multimedia technology within a structured pedagogical framework that supports active learning.

The present findings are consistent with previous empirical studies highlighting the educational value of multimedia and animation in writing instruction. Lin and Yu (2024), through a comprehensive meta-analysis, concluded that instructional video technologies significantly improve learning effectiveness, student motivation, and practical learning outcomes across various educational contexts. Similarly, Valverde-Berrocso et al. (2022) found that educational technology contributes positively to students' academic performance when integrated with appropriate pedagogical strategies rather than being used merely as technological enhancements. Specifically in literary learning, Al Azzam and Khodair (2025) demonstrated that animation significantly improves students' story-writing skills, particularly in idea development, characterization, plot organization, setting construction, and writing style. Likewise, Ginting et al. (2024) reported that inspirational short films successfully improved students' short story writing achievement, while Tiarasari et al. (2024) confirmed the positive influence of audiovisual media on students' writing competence. The present study extends these previous findings by demonstrating that multimedia effectiveness becomes substantially stronger when embedded within a comprehensive instructional model that systematically guides learners through each stage of the creative writing process rather than relying solely on digital media as supplementary instructional resources.

Another significant contribution of this study lies in the development of a complete instructional model rather than evaluating isolated learning media. Previous studies have predominantly investigated the effectiveness of audiovisual media, animation, or short films independently, whereas the current research integrates these technologies into a validated pedagogical model developed through Educational Design Research. Consequently, the contribution of this study extends beyond confirming the effectiveness of multimedia learning by providing an instructional framework that has undergone iterative validation, practicality testing, and effectiveness evaluation. This comprehensive development process enhances both the theoretical contribution and practical applicability of the model, offering educators a structured approach that can be implemented in real classroom settings.

From a practical perspective, the developed Individual-as-Actor model offers considerable potential for Indonesian language teachers seeking innovative approaches to teaching creative writing in the digital era. The integration of YouTube-based educational animation provides accessible and engaging learning resources while encouraging students' creativity, independence, collaboration, and active participation throughout the writing process. Because YouTube is widely available and familiar to students, the model can be implemented with relatively minimal technological barriers in schools that possess basic internet access. Moreover, the model aligns with current educational trends emphasizing twenty-first-century competencies, including creativity, communication, critical thinking, collaboration, and digital literacy.

Despite these promising findings, several limitations should be acknowledged. First, the effectiveness evaluation was conducted within a single vocational high school involving a relatively limited number of participants, thereby restricting the generalizability of the findings to broader educational contexts. Second, the study focused exclusively on short story writing and did not investigate whether the developed instructional model could also improve students' performance in other forms of creative writing, such as poetry, drama scripts, essays, or novels. Third, this research primarily examined students' writing achievement immediately after the intervention without investigating long-term retention, sustained writing improvement, or changes in students' motivation and creativity over extended learning periods. Future studies should therefore examine the implementation of the Individual-as-Actor model across different educational levels, larger and more diverse populations, and various literary genres. Furthermore, future research may integrate emerging technologies, including artificial intelligence, adaptive learning systems, and generative AI-based writing assistants, to provide personalized feedback and adaptive instructional support, thereby extending the pedagogical potential of the developed model in contemporary digital learning environments.

CONCLUSION

The developed Edu-eDi YouTube animation-based individual-as-actor model has five main components as its characteristics, namely syntax, social system, principles of reaction, support system, and learning impact. The model syntax consists of six steps: presenting problems, discussing problems individually or in groups, writing the framework of short story elements, drafting short stories, constructing short stories, and presenting students' works.

The Edu-eDi YouTube animation-based individual-as-actor model has a high level of validity and practicality. Model validity was reviewed based on the aspects of content, construction or graphics, and the language used in the animation design. The practicality of the model and its support system was assessed based on ease of use, usefulness, and attractiveness. All of these aspects received practical ratings from users.

The developed individual-as-actor model also has a level of effectiveness. This effectiveness was obtained through a comparison of short story writing skill achievement between students who learned using the Edu-eDi YouTube animation-based individual-as-actor model and students who learned using the conventional model.

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