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TRAINING ON ANIMATED ENGLISH MATERIAL DEVELOPMENT USING VIDEO SCRIBE FOR SECOND-SEMESTER ENGLISH EDUCATION STUDENTS

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Abstract

The use of animation-based digital tools has grown more and more important in preparing pre-service teachers for classrooms in the twenty-first century. This study examines the efficacy of a focused training program that exposed Nias University English education students to Videoscribe, an animated instructional video creation tool. The program focused on learning through practice, reflection, and visual-verbal integration, and it was based on the experiential learning theory (Kolb, 1984) and multimedia learning theory (Mayer, 2021). A hands-on session with a descriptive qualitative approach was attended by nine participants. Field notes, observation checklists, and questionnaires were used to gather data. The results demonstrated that when utilizing VideoScribe to teach English, participants' technical proficiency, pedagogical knowledge, and self-confidence all significantly improved. These difficulties show how important ongoing mentoring and scaffolded help are. According to the study's findings, short-term, hands-on training can help close the knowledge gap between theory and digital teaching proficiency. Additionally, it adds to the increasing amount of data supporting the inclusion of digital media literacy in teacher preparation programs. The consequences go beyond curriculum design and policy-making, indicating that in order to foster future educators' confidence and inventiveness, technology integration should be methodically incorporated into teacher training programs.

Keywords: Animation-Based Learning, Digital Media Training, English Language Education, Instructional Technology, Pre-Service Teachers, Teacher Education, Videoscribe

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INTRODUCTION | مقدمة

In the modern educational landscape, digital technology has become a critical component of instructional innovation. With the rise of multimedia tools and animation-based educational platforms, there are new opportunities to increase engagement, comprehension, and dissemination of content in a variety of fields. (Alammary, 2019; Yuvita et al., 2023)One of them is Videoscribe, which is an easy-to-use and useful tool for creating animated whiteboard videos. It enables more interactive visualization of complex language structures and complex material. (Aryuntini et al., 2018a). (Mayer et al, 2021) proposed the multimedia learning theory that students learn better if pictures and words are used to present information. Therefore, preparing pre-service teachers for using such tools is now crucial for building digital pedagogical competence in the 21st century.

Kurikulum Merdeka is very supportive of this technology integration. It supports enriched, innovative, and technology-based learning. (Purwani et al., 2024). According to research conducted by, it encourages teachers to create digital learning media, which allows students to explore knowledge through visual and interactive content. (Fajria et al., 2022; Syafrizal et al., 2021), animation-based learning design has a significant influence on language learning outcomes, especially in terms of improving vocabulary retention and comprehension. In addition, according to research conducted by (Ramadan et al., 2023), digital storytelling and animated learning objects can help students be more creative and think more in higher order. Therefore, it is crucial for pre-service teacher training to align with these curricular requirements so that graduates are prepared to meet future classroom expectations.

However, current research often shows that there is a discrepancy between political needs and students' digital readiness. (Rahayu et al., 2022), As many teacher education institutions in Indonesia still rely on worksheet-based learning and lack knowledge of digital media tools, students are not prepared to use digital platforms well. (Latifah et al., 2023) Although technological facilities exist, it has not been used effectively in education due to students' low level of familiarity and organizational priorities. (Salam et al., 2023), raised similar concerns, finding that only 30% of teachers in the study had ever made or used digital instructional materials. These findings suggest that there are systemic challenges in integrating theoretical knowledge into the ability to teach digitally.

When students are expected to independently create animated learning content during practicums or assignments, this gap becomes more problematic. This is because most students face difficulties in software navigation, file integration, and instructional design using digital platforms, despite the *Kurikulum* talking about basic digital literacy. (Jordan et al., 2025). Digital competence requires more than passive exposure, according to (Yuvita et al., 2023). Digital competence requires guided and interactive practice based on pedagogical relevance. Furthermore, according to (Groeneveld et al., n.d.) Students not only need technology skills, but they also need opportunities to think critically about how technology is changing education and learning interactions. If there is no scaffolding here, students become afraid and unwilling to use digital tools to plan classes.

According to this study, a framework-based training model using Videoscribe will enable pre-service English language teachers to make animated teaching materials. The intervention is intended to improve technical skills and pedagogical knowledge through direct practice, modeling, and feedback. This approach is based on experiential learning theory (Pamungkas et al., 2019), which proposes that students are able to accomplish significant learning when they practice theory of action, reflection, and conceptualization. The aim was not only to address a ski credentialing spinal educators or take on the challenging task with the creation of a *Kurikulum* module (Tan et al., 2020). By giving students the opportunity to create their own animated material, it is expected to boost their confidence and creativity in the development of a technology-rich classroom.

Prior research on the use of digital animation tools in the classroom has mostly concentrated on their visual appeal and motivational effects rather than on formal pedagogical instruction. For example, powtoon and animaker have been widely utilized to enhance multimedia learning activities; nevertheless, the majority of research emphasizes their use as teacher created supplemental media rather than as pre-service teacher training tools. (Salfitri et al., 2022). These platforms, which frequently constitute a barrier in low-resource situations like local institutions, tend to emphasize presentation-style animation and demand reliable internet

access and advanced editing knowledge. Videoscribe, on the other hand, has an offline function, an easy-to-use interface, and a strong fit for storytelling in the style of a whiteboard, which promotes sequential explanation and gradual concept delivery in language learning. (Dewi & Yudiana, 2024). Videoscribe, on the other hand, has an offline function, an easy-to-use interface, and a strong fit for storytelling in the style of a whiteboard, which promotes sequential explanation and gradual concept delivery in language learning. (Dewi & Yudiana, 2024). Few research have examined Videoscribe training as an instructional development model as opposed to just as a teaching tool, despite these benefits. Prior studies by (Aryuntini et al., 2018), for instance, noted favorable results in terms of student engagement and creativity, but they lacked thorough explanations of how pre-service teachers are taught to use such material into lesson planning. By using VideoScribe to provide an organized, theory-based training approach that emphasizes both the technical and pedagogical aspects of digital teaching competency, this study seeks to close this research gap.

By illustrating how effective practice-based learning can assist in converting theoretical knowledge into practical competencies, this work contributes to the expanding body of literature on digital literacy in education. By filling such an instructional gap, this study adds to our understanding of how media-based instruction can be appropriately utilized in teacher education settings. (Hidayat et al., 2023) Furthermore, this study lays the groundwork for future investigations into the long-term effects of animation-based instruction on learning outcomes for students, instructional creativity, and the inclination of aspiring educators to embrace technology. The implications of this research are discussed in relation to *Kurikulum* planning, instructional design, and policy formation, especially in the context of ongoing digitization in education. (Marina et al, 2024)

METHOD | منهج

Participants

Nine undergraduate students enrolled in a Nias university English Education Program, who are presently in their second semester, participated in this study. Based on their status as preschool teachers who had never used or been exposed to Videoscribe software before, each participant was chosen at random. There were no exclusion criteria aside from this requirement. Every participant gave their written consent before beginning the training, and they all did so voluntarily. As backed by (Okewole et al., 2020), given the qualitative and formative nature of this intervention, which focused on skill development and individual performance in a training context, the small participant size was appropriate.

Ethical considerations were also taken into account throughout the research process. Prior to participation, each respondent was informed of the study's purpose, procedure, and voluntary nature. Written informed consent was obtained, and participants were assured that their personal data would remain confidential and used only for academic purposes. All data were anonymized using participant codes (M1–M9). The research procedure adhered to the ethical guidelines of educational research and was approved by the institutional review committee.

Research Design

In this study, a descriptive qualitative design was used as a training model. Participants were observed and evaluated before, during, and after the intervention. The training was in a qualitative format without a control group, which is a common practice in technology integration

studies in education. (Aryuntini et al., 2018). The focus is to measure the development of knowledge, skills, and attitudes towards the use of Videoscribe as an English language learning tool.

The design emphasized process-oriented evaluation rather than statistical comparison, aiming to describe the participants' performance growth through multiple qualitative instruments. This approach allowed the researcher to capture both cognitive and affective development dimensions.

Procedure

The training was conducted in a classroom setting on May 3, 2025. The course consisted of guided instructional leads, where participants were introduced to Videoscribe, and then practical exercises to create animated instructional videos. The course lasted for about three hours and included direct instruction, guided instructional leads, and individualized exercises. During the practical exercises, participants followed a scheme organized in ten steps, starting with account creation and inserting

In educational intervention research, data triangulation is a critical strategy to enhance the validity and credibility of findings. In this study, three types of data sources were used in the triangulation approach: field notes, observation reports, and questionnaires. Field notes were used to record real-time obstacles faced by participants during the implementation process. These notes provided rich contextual information about the challenges faced by participants during the implementation process. As part of a methodological triangulation approach that integrates various instruments to strengthen the validity of the study, these instruments provided objective data regarding the participants' procedural skills. In addition, a questionnaire was administered to measure changes in participants' knowledge and confidence both before and after the intervention. These data show how the intervention affected participants' cognitive and affective domains. This is a strategy that fits the perspective of (Asogwa et al., 2023), which emphasizes that the use of triangulation in educational research guarantees data validity and meets high standards for intervention studies.

To ensure ethical implementation, all training activities were recorded solely for analytical purposes, and participants' identities were replaced with codes during transcription and reporting. Any identifiable information was omitted to maintain confidentiality and research integrity.

Instruments

During the activity, three tools were used to collect detailed data. Notes from the field recorded various problems encountered by participants directly in the field, such as technical problems with using Videoscribe and time management issues. They were collected during the implementation process to provide a contextualized understanding of real classroom circumstances.

Based on observation sheets, observation reports were compiled to evaluate participants' ability to complete each step of the animated video creation process. The assessment included close observation of participants' performance, noting their degree of independence, and noting if they needed assistance to complete tasks. In the meantime, questionnaires were used to determine changes in participants' perceptions regarding the ease of use, familiarity, and confidence in using Videoscribe both before and after the training sessions. The questionnaire items were presented in a closed-ended format to facilitate measurement.

All instruments were evaluated by two media education experts to ensure that the content was valid and relevant to the objectives of the activity. The use of these three instruments allows for accurate and complementary data collection, as recommended (Asogwa et al., 2023). They state that this method increases the credibility of instructional evaluation results.

All instruments underwent a content validation process by two experts in educational media and instructional technology. The experts reviewed each item for clarity, relevance, and alignment with the research objectives. A pilot test was also conducted on three students outside the main participants to check readability and consistency of responses. The feedback from the pilot test was used to refine the questionnaire and observation checklist before implementation.

The observation sheet applied a standardized rubric containing five performance indicators (1) account setup and login, (2) use of media elements, (3) narration and timing arrangement, (4) editing and previewing, and (5) final export of the project. Each criterion was scored from 1 (poor) to 4 (excellent). Participants achieving a score of 15 or higher (≥75%) were considered successful in mastering the basic skills. Two trained raters independently scored each participant's performance, and inter-rater consistency was discussed to minimize bias.

RESULT | نتائج

Based on data from field notes, most participants faced technical problems such as uploading media or synchronizing audio with animation at the beginning of the training session; however, these problems were gradually overcome through direct guidance during the session.

For instance, one participant said, "At first, I didn't know how to add pictures and sound, but after following the tutor's example, I finally managed to make it work." (M3) Another participant noted, "The internet connection was slow, so I couldn't finish my video on time." (M5) These statements illustrate how technical barriers and environmental factors affected the early stages of learning.

The observation reports showed that all participants successfully followed every stage outlined in the training sessions. Six out of nine participants completed all steps accurately and thoroughly, with performance rated from "good" to "very good." The remaining three participants experienced mild to moderate difficulties in certain stages, such as editing visual elements or organizing narrative flow, but still were able to complete their tasks with minimal assistance. According to the observation notes, M1, M2, and M7 demonstrated a high level of independence and creativity, while M5 and M6 needed repeated instructions to complete the tasks. One observer wrote, "M6 seemed confused when adjusting the timing between the animation and the narration, but after further practice, she could do it independently."

According to the survey results, most participants had no prior knowledge or experience with using Videoscribe before the training. After the training, most participants said they were more confident in using the app and found it a useful tool for instructional material design. Participants' reflections also revealed emotional and motivational growth. For example, M2 mentioned, "Now I know how to make my own animated teaching video I feel proud because I can use it in my future class." Similarly, M8 shared, "I used to be afraid of technology, but now I want to explore more animation tools for teaching." These responses indicate that the training not only built technical competence but also fostered self-efficacy and enthusiasm.

When compared to previous research, such as that conducted by (Hafizhah et al., 2024), the differences stand out. They found that pre-service teachers still face difficulties with their

digital media skills. However, the results of this training show that by using a structured and practice-based approach, these shortcomings can be effectively addressed in a short time. These findings are also consistent with (Puspitasari et al., 2024), who emphasized the importance of using animation tools to enhance engagement and digital competence of students.

Table 1. Performance Participants

No	Description	Information
1	Initial Knowledge and Skills	8 out of 9 participants had no prior knowledge or experience with *Videoscribe*.
2	Post-Training Competence	All participants understood and could follow the steps of using *Videoscribe* after training.
3	Performance Variations	6 participants completed all tasks with "Good" to "Excellent" scores; 3 showed minor to moderate difficulties.
4	Self-Reported Confidence and Usefulness	All participants reported increased confidence and recognized the tool's usefulness in teaching.
5	Comparison with Previous Studies	Results showed higher effectiveness than previous studies that indicated low digital readiness.
6	Implications	Focused, hands-on training was effective in bridging the digital skills gap among pre-service teachers.

The main results of the study on "Videoscribe" training for second semester students of the English Education Study Program are shown in the table above. Most participants (8 out of 9) did not know about "Videoscribe" before the training, and all participants were able to follow the steps of using the application well; three participants experienced mild to moderate technical difficulties, and six participants showed excellent to perfect performance. Overall, the practice-based training proved effective in helping prospective teachers improve their digital skills.

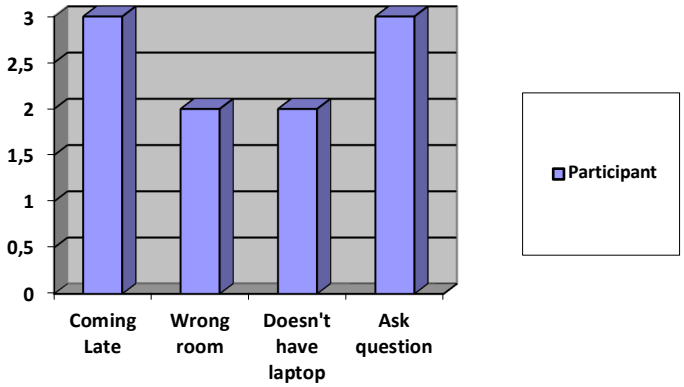

Figure 1. Field Notes

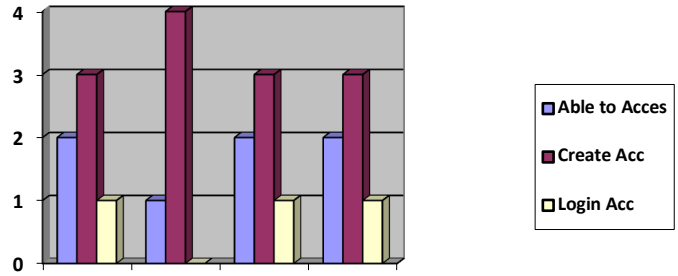

Figure 3. Observation Report

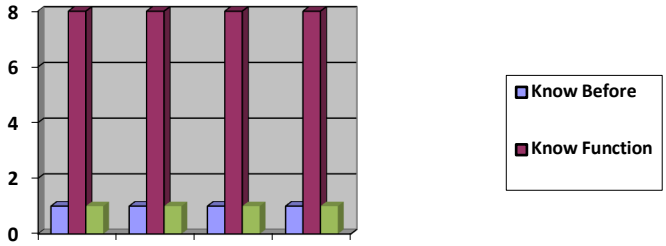

Figure 2. Questionnaire

In summary, the integration of field notes, observation reports, and participant reflections revealed a clear progression from technical struggle to digital empowerment. The thematic interpretation supported by direct participant quotations demonstrates that the Videoscribe training effectively enhanced both skill competence and teaching motivation among pre-service teachers.

DISCUSSION | مناقشة

Participants' capacity to produce digital learning materials was shown to have increased dramatically as a result of the Videoscribe training. According to field notes, they initially had trouble with things like synchronizing video timing, adding images, and modifying voiceovers. However, they rapidly understood how the application functions after seeing live demonstrations and then attempting the steps themselves. Because participants could test ideas and see the results right away, this hands-on experience accelerated learning. This is consistent with the idea that concrete experience makes learning more accessible (Kolb et al., 2021).

The training's success also resulted from leading participants through precise, step-by-step instructions, demonstrating that even a brief program can be successful with the right planning. However, not every participant picked things up at the same rate, and some still required assistance with particular tasks. Thus, in accordance (Purnama et al., 2024), future sessions ought to be more adaptable so that each participant can advance at their own pace and ability.

The majority of participants finished every step of making an animated video, according to observation reports: six produced results that were rated as "good" to "very good," while three needed help with things like saving the finished video or organizing the audio and image sequence. According to (Nuis et al., 2023), who stress the importance of continuous supervision and numerous practice opportunities in digital training, even though the workshop was successful, these results show that more time and repeated practice are required for everyone to achieve full proficiency echoing.

Data from the questionnaire indicated that following the workshop, all participants felt more comfortable using Videoscribe. Most were uncertain of their skills because they had never used the application before. However, after practical experience, they thought the tool was manageable and helpful. This supports (Rahmi et al., 2024), who observe that students' confidence increases when they succeed at a task, and (Sari et al., 2025), who note that increased confidence increases the likelihood of implementing new technologies in the classroom.

The training changed participants' perspectives on instructional design in addition to technical proficiency. In addition to learning how to create videos, they also learned how to

deliver information in an interesting and understandable way, which is in line with multimedia theory (Mayer et al., 2022), which maintains that integrating text, images, and narration improves comprehension. The Merdeka Belajar program, which encourages educators to use technology to promote active learning, is also in line with these results (Riyan et al., 2022).

Despite these positive outcomes, several methodological limitations should be acknowledged. This study involved only nine participants, all from the same English Education Program, which makes the sample small and homogeneous. Such a limited scope restricts the generalizability of the findings because participants share similar academic experiences and technological exposure. In addition, the training lasted for only three hours, which constrained the participants' opportunities for deeper exploration, reflection, and repeated practice. Short-term training may produce immediate skill improvement but may not ensure long-term retention. Moreover, this study did not include a follow-up phase to observe whether participants maintained or continued to apply their newly acquired skills in subsequent weeks. As suggested by (Dewi & Yudiana, 2024), training on digital media should be continuous and staged to promote sustainable mastery. Therefore, future research should include longitudinal or follow-up assessments to measure retention and the transfer of learning into classroom practice.

It is also important to note that not all studies on digital training report similar positive outcomes. For instance, (Aryuntini et al., 2018) found that a one-day workshop on multimedia tools did not significantly enhance pre-service teachers' digital competence due to insufficient time for practice and lack of post-training support. Similarly, (Lisa D. Hobson, 2022) reported that some pre-service teachers reverted to conventional teaching methods after short-term workshops because they lacked sustained mentoring. These contrasting findings highlight that the success of training does not depend solely on the quality of the materials or instructors, but also on the duration, continuity, and reinforcement after the training sessions. In contrast, the present study showed that even within a short time frame, a well-structured and hands-on training approach can still generate meaningful learning outcomes. This underscores that effective design and active engagement can compensate, to some degree, for time limitations, although sustained mentoring would likely strengthen the results further.

In conclusion, while the Videoscribe training effectively improved participants' skills, creativity, and confidence in developing animated instructional materials, its methodological constraints small and homogeneous sample, short training duration, and lack of follow-up assessment should be considered when interpreting these results. Nevertheless, the study demonstrates that experiential, step-by-step digital media training can serve as an efficient entry point for fostering pre-service teachers' technological competence and pedagogical innovation. Future research should expand the participant pool, extend the training period, and incorporate post-training evaluations to confirm the sustainability of these gains.

CONCLUSSION | خاتمة

The study's findings validate that practical instruction with Videoscribe can successfully close the gap between pre-service English teachers' real skills and the digital competencies required by the Kurikulum. The results demonstrate that students' confidence, inventiveness, and technical proficiency all dramatically increase when they are given organized, supervised opportunities to qualitative approach with digital tools. These results lend credence to the necessity of technology-based, hands-on teacher education for aspiring English teachers.

By giving aspiring educators the skills to create animated teaching materials, this research advances the larger objective of preparing educators for learning environments of the digital age. The training's success raises the possibility that comparable strategies could be used more widely, across institutions and disciplines. Future research might look into incorporating Videoscribe and other multimedia resources into standard coursework and assessing how they affect real-world learning.

Nevertheless, several limitations must be acknowledged in interpreting these findings. This study involved a small and homogeneous group of nine second-semester students from a single institution, which restricts the generalizability of the results. In addition, the training lasted only three hours and did not include a follow-up assessment to evaluate whether participants retained or continued to apply the acquired skills over time. These methodological constraints suggest that while the short-term impact of the intervention was clearly positive, the long-term effects remain uncertain. Future research should therefore include a larger and more diverse participant group, extend the training duration, and integrate delayed post-tests to measure retention and transfer of learning into classroom practice.

As the trainers, we advise that future research of this kind focus on a few crucial areas in the administration and use of research tools. First and foremost, it is crucial to make sure that participants show up on time on the day of implementation. Consistent reminders and early notifications can help achieve this. Second, to prevent technical problems during the activity, all necessary facilities and equipment should be ready and in good operating order. Third, to minimize disruptions like participant delays or logistical unpreparedness, the activity's overall coordination needs to be well-planned.

Furthermore, we strongly advise that the three research instruments, field notes, observation reports and questionnaires be meticulously planned out well in advance of their actual use. In addition to guaranteeing the activity's seamless operation, careful planning also improves the accuracy and dependability of the data gathered from each instrument. Despite the study’s limitations, its findings clearly indicate that experiential and structured digital media training, such as Videoscribe, holds strong potential to transform pre-service teachers’ readiness for 21st-century classrooms.

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