

Innovation and Development of a Video-Assisted Tutorial for Book Writing to Support Reference Book Writing Skills in PPG Students

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ABSTRACT

Writing skills are essential for Teacher Professional Education (PPG) students, particularly in producing well-structured and ethical reference books. However, many students struggle due to limited experience and the absence of systematic guidance. This study aims to develop and evaluate a Video-Assisted Tutorial Book Writing (VABTBW) model to support the improvement of reference book writing skills in PPG students. This research employed a Research and Development (R&D) design using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The development process involved expert validation from three domains—material, media, and instructional design—and a practicality test involving PPG students. Data were analyzed using descriptive percentage analysis. Expert validation results indicated that the VABTBW model is highly valid, with average scores of 90% (material experts), 92% (media experts), and 93% (instructional design experts). The practicality test showed a score of 90%, suggesting that the model is very practical for use in learning environments. The VABTBW model effectively enhances students' conceptual understanding and practical competence in writing reference books. Its integration into PPG programs supports not only academic writing skills but also digital literacy, aligning with current educational demands. This innovation promotes active learning, increases writing productivity, and prepares future educators to become competent and digitally capable professionals.

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1. INTRODUCTION

Writing skills are a very important competency for students, because it not only function as a communication tool to convey information clearly and effectively, but also play a role in stimulating

critical thinking, analysis, and reflection (Zulaiha & Triana, 2023). Good writing skills allow students to express ideas and thoughts in writing, which in turn deepens their understanding of the material studied. Writing a book provides an opportunity for students to pour out the knowledge they have and contribute to the development of science. The book output has several advantages, including increased credibility of students' knowledge, contribution to knowledge, development of writing skills, and enhancement of reputation (Song & Song, 2023).

Writing skills among students are still relatively low. Aulia and Kuzairi (2021) reported that only 30% of students have good writing skills, while 50% are at a moderate level and 20% at a low level. Several key factors contribute to these difficulties, including a lack of writing techniques, and insufficient motivation and support from lecturers (Rizaldi & Fatimah, 2023). Additionally, students often struggle to find appropriate references and comprehend research topics, which further diminishes the quality of their writing (Abbas & Herdi, 2022). For PPG students, limited experience in research and academic writing presents a significant challenge, making it difficult to structure their ideas coherently (Zamista, Sellyana, & Rahmi, 2021).

Another major issue is the absence of systematic book-writing guidelines, which affects both the quality and productivity of student writing. As İspir & Yıldız (2023) discuss, the implementation of writing-to-learn activities should be guided by a relationship between the topic and the activities involved, underscoring the importance of providing students with explicit guidelines. Only a small number of PPG students will have work, but some of these works are unstructured due to the absence of clear guidelines. Without clear guidance, many students produce unstructured works, struggle to organize their ideas, and fail to meet academic standards (Wulandari, 2022). Providing structured guidelines ensures that students improve the clarity, depth of research and analytical sharpness of their writing. Therefore, educational institutions and teachers, especially in the PPG program, need to provide students with complete writing guidelines through ongoing training and guidance. A promising solution is the implementation of an innovative video-assisted tutorial method to facilitate students' understanding of reference book composition through structured and interactive learning approaches.

Given these challenges, integrating multimedia-based instructional methods may offer a solution. An example of this method is Video-assist Based Tutorial Book Writing (VABTBW), a structured and interactive course in which students with poor writing skills can practice through various exercises. This not only helps students improve their writing marks, but also overcomes problems such as lack of writing practice, inability to organize ideas and lack of access to effective guidance on how best to prepare their work. Instead of trying to express them in a different way, we provide step-by-step visual guidance that is not only clear and understandable, but also interesting.

While the improvement of postgraduate students' composition abilities will lead to an enhancement in work quality, it will also facilitate the growth and development of future teaching professionals. VABTBW has the potential to facilitate a comprehensive enhancement in learners' comprehension and competence in the drafting of reference books. This concise yet comprehensive writing tutorial is designed for mobile or computer access, allowing students to learn at their own pace while receiving structured guidance. The extant literature indicates that videos serve as an effective instructional medium, particularly in terms of boosting learner motivation and cognitive and affective development (Wiratsari & Margunayasa, 2021). In addition, video-based teaching allows learners to see demonstrations on the ground, making abstract writing concepts more tangible and easier to understand. This approach ensures that students not only have a head knowledge of the theoretical aspects of writing for academic purposes but can also put these skills into practice effectively and creatively in their writing.

Moreover, the use of video as a learning tool can facilitate deeper student engagement, ensuring the effective application of acquired writing strategies (Willinsky et al., 2021). Video tutorials are different from traditional text-based teaching; the material is in motion. This approach, which is typical of today's multimedia environment, caters for different types of learning styles and, of course, brings

benefits that militant traditional writing instruction can neither provide itself nor help teachers to provide. As a result, VABTBW presents a promising method for helping students achieve better grades by improving their writing skills and knowledge, increasing their confidence and ultimately producing better academic work overall.

Improving writing skills among PPG students will not only improve the quality of their writing, but also contribute to their professional development as future teachers. Research shows that students who are active in writing scientific papers or books can increase their writing productivity and also contribute to research activities in their institutions (Nurjanah et al., 2023). With clear guidelines and adequate support, it is expected that students can overcome the existing obstacles and reach their full potential in writing (Marampa et al., 2024).

Students' low skills in book writing have an impact on their productivity and creativity, and the limited number of student works. The video-based guidelines and tutorials will provide practical experience and structured exercises that are close to real situations, strengthen students' writing skills, and increase their productivity and creativity in writing. This can improve the quality of student writing and prepare a more competent generation of teachers in the future with many works. Video-Assisted Based Tutorial Book Writing has a high level of effectiveness in delivering material quickly and easily understood by students.

This research generally aims to develop Video-Assisted Based Tutorial Book Writing to support the improvement of reference book writing skills for PPG students. Although previous studies have highlighted the importance of writing skills and the role of instructional support, limited research has explored the effectiveness of video-based tutorials in enhancing academic writing among PPG students. This study aims to address this gap by developing and evaluating a VABTBW model that provides structured and interactive learning experiences to improve students' writing competencies. Specifically, this research aims to: 1) develop reference book writing materials that meet the eligibility criteria; 2) develop Video-Assisted Based Tutorial Book Writing to package reference book materials that meet the eligibility criteria; and 3) test the practicality of Video-Assisted Based Tutorial Book Writing to support reference book writing skills in PPG students.

2. METHODS

2.1. Research Design

This type of Development Research uses the ADDIE development model by Ghirardini to design Video-Assisted Based Tutorial Book Writing (VABTBW). This model describes 5 stages consisting of:

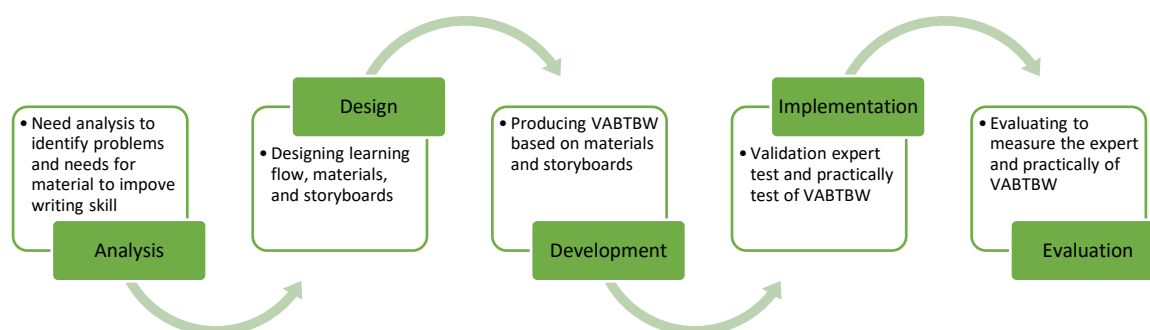


Figure 1. Development Flow of VABTBW

2.2. Population and Sample

The population in this study consisted of 22 PPG students in Malang City. The sample selection used a purposive sampling technique with the following criteria: (1) active as a PPG student in Malang

City, (2) has never received a video guideline or writing tutorial, (3) does not yet have a book work, and (4) is willing to take part in training with the developed method.

In addition to involving students as research samples, product validation was also carried out by three experts who were selected based on their expertise in their respective fields. The experts involved in this study consisted of material experts, media experts, and instructional design experts. The material experts are lecturers or experts who have expertise in the field of book writing development/publication, media experts are lecturers or experts in educational technology who have experience in developing learning media content, and instructional design experts are specialists who have an understanding and experience in designing interactive and effective material structures for digital learning. These experts were tasked with assessing the feasibility of the material, the effectiveness of the learning media, and the suitability of the instructional design in Video-Assisted Based Tutorial Book Writing (VABTBW).

2.3. Data Collection Technique

Data collection in this study was carried out using two main instruments, namely expert validation instruments and learning outcomes tests. In this study, three experts were involved to ensure the quality of Video-Assisted-Based Tutorial Book Writing (VABTBW) development, namely one material expert, one media expert, and one instructional design expert. Table 1 below shows the expert validation instrument.

Table 1. Expert Validation Instrument Design.

No	Dimension	Aspects	Item	Instrument	Scale
1	Material Expert Instrument	Relevance of Material	1-4	Questionnaire	Ordinal (1-5)
		Understandability and Clarity of Material	5-8		
		Suitability of Material with Evaluation	9-12		
2	Media Expert Instrument	Design	1-5		
		Content Accuracy	6-10		
3	Instructional Design Expert Instrument	Technology requirements	11-15		
		Learning Objectives	1-5		
		Instructional Strategies	6-12		

Table 2 below show the practically validation instrument.

Table 2. Practical Validation Instrument Design.

No	Dimension	Indicators	Item	Instrument	Scale
1	VABTBW Content	Interactive Teaching	1-2	Questionnaire	Ordinal (1-5)
		Step-by-Step Tutorial	3-4		
		Practical Examples	5-6		
2	VABTBW Design	Attractive Visuals	7-8		
		Easy Navigation	9-10		
		High Audio and Visual Quality	11-12		
3	Ease of Strategy	Flexible Access	13-14		
		Reuse and Repetition	15-16		
		Collaboration and Discussion	17-18		

2.3. Data Analysis Technique

This study employs expert judgment to assess the feasibility of running the application on the smartphones of PPG students at the State University of Malang. This validation encompasses material expert evaluation to determine the feasibility of the material, media expert evaluation to ascertain the feasibility of the media, and instructional design evaluation to examine the structural feasibility of learning in VABTBW. Table 3 below provides a framework for computing the outcomes of expert evaluations.

Table 3. VABTBV Validation Criteria.

No	Criteria	Validation
1	86% - 100%	Very Valid
2	70% - 85%	Quite Valid
3	60% - 69%	Less Valid
4	0% - 59%	Invalid

Information regarding the practicality of VABTBW material content was derived from field test findings utilizing a questionnaire. The findings from the practicality test were evaluated using descriptive percentages. Table 4 below provides a framework for computing the outcomes of practicality evaluations.

Table 4. VABTBW Practicality Criteria.

No	Criteria	Validation
1	86% - 100%	Very Practical
2	70% - 85%	Quite Practical
3	60% - 69%	Less Practical
4	0% - 59%	Not Practical

The results of expert validation were calculated by averaging the scores given by each expert and categorized based on the predetermined eligibility criteria to determine the practicality of VABTBW. This process aims to provide a clear picture of the feasibility of the product in the context of its use. No inferential statistical test was conducted because this study focused on descriptive evaluation. This study aimed to obtain a qualitative picture of the feasibility of the model, so it did not require more complex statistical testing.

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1 Design of Video-Assisted Based Tutorial Book Writing (VABTBW)

Video-Assisted Based Tutorial Book Writing is developed in the form of an integrated combination of a guidebook and video, making it easier for users to learn the material interactively. Figure 2 below shows the result of the development of reference book writing materials.



Figure 2. Result of Material Development of VABTBW

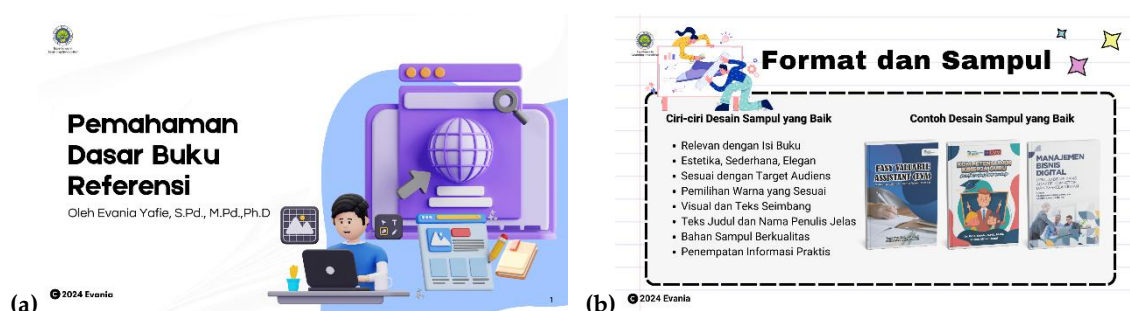


Figure 3. Result of Video Development of VABTBW

The material covers six main topics designed to explain the concepts in the book with the help of relevant and in-depth videos. The Video-Assisted Tutorial Book Writing features flexible access, where users can access the videos through specific links or learning applications, as well as use the book as the main reference. These subjects have been methodically crafted and structured to assist users in comprehending the topics in a holistic manner, with the inclusion of appropriate and cohesive supplementary videos accompanying each subject. The objective of this content is to facilitate learning through the provision of material in the form of written text accompanied by multiple detailed video explanations concerning pivotal concepts.

3.1.2 Result of Validation and Practical Test

Following the completion of the Video-Assisted Based Tutorial Book Writing, a validation test and a practicality test are conducted. Validation testing is carried out by experts, including material experts, media experts, and instructional experts. After validation is complete, practicality testing is carried out by involving users or learners who will use the book. This test aims to assess the extent to which the book can be easily used, understood, and has a positive impact in supporting the learning process. The results of these two tests become the basis for product improvement, so that tutorial books can be used effectively and efficiently in the learning environment.

Table 5 below presents the results of the validation test by experts.

Table 5. Expert Validation Test Results

No	Dimension	Aspects	Percentage (%)	Description
1	Material Expert Instrument	Relevance of Material	90%	Very Valid
		Understandability and Clarity of Material	90%	Very Valid
		Suitability of Material with Evaluation	90%	Very Valid

No	Dimension	Aspects	Percentage (%)	Description
		Total	90%	Very Valid
2	Media Expert Instrument	Design	92%	Very Valid
		Content Accuracy	88%	Very Valid
		Technology requirements	96%	Very Valid
		Total	92%	Very Valid
3	Instructional Design Expert Instrument	Learning Objectives	90%	Very Valid
		Instructional Strategies	93%	Very Valid
		Total	92%	Very Valid

Table 5 displays the results of the validation test by experts related to the development of Video-Assisted Based Tutorial Book Writing. The validation by material experts assessed three key aspects: the relevance of the material, its understandability and clarity, and its suitability with the evaluation. Each of these aspects received a score of 90%, indicating that the experts deemed the material to be very valid. The total percentage of 90% reflects that the developed materials meet the high standards of quality and are well-aligned with the expected teaching objectives. In addition to these quantitative results, the material expert also provided valuable qualitative feedback.

"The material is relevant to the audience's needs, with clear and logical explanations. The content aligns well with the evaluation objectives, supporting the application of knowledge in real-world scenarios."
(Comments from Material Expert)

The validation by media experts covered three aspects: design, content accuracy, and technology requirements. For design, it scored 92%, for content accuracy, it scored 88%, and for technology requirements, it scored 96%. These results suggest that the media are considered to be very robust and of good quality. Furthermore, 92% of the total score means that this media meets the standards required to support video tutorial-based learning with specific technology features. Further qualitative feedback from a media expert involved in the production of these results supports these findings.

"The media design is engaging and functional, with a layout that facilitates easy navigation. The content is accurate, supported by reliable references and up-to-date information."
(Comments from Media Expert)

Instructional design experts evaluated two main aspects: learning objectives and instructional strategies. The learning objectives received 90%, while the instructional strategies received 93%, resulting in a total percentage of 92%. These results highlight that the instructional design is highly valid and effective in supporting the learning process. The design aligns well with pedagogical best practices and meets the necessary criteria for effectiveness and suitability in instructional settings. The instructional design expert provided this insight.

"The learning objectives are clear, measurable, and relevant to the content, guiding toward achieving the desired outcomes. The instructional strategies are diverse and effective, integrating active and collaborative methods to enhance engagement and understanding."
(Comments from Instructional Design Expert)

Table 6 below presents the results of the user practicality test.

Table 6. User Practicality Test Results.

No	Aspects	Percentage (%)	Description
1	VABTBW Content	90%	Very Practical
2	VABTBW Design	87%	Very Practical
3	Ease of Strategy	93%	Very Practical
	Total	90%	Very Practical

Table 6 presents the results of the user practicality test related to the development of Video-Assisted-Based Tutorial Book Writing (VABTBW). This test includes three aspects, namely the content of VABTBW, the design of VABTBW, and the ease of the strategy. The content aspect of VABTBW obtained a percentage of 90%, VABTBW design got 87%, and the ease of strategy reached 93%. The total overall percentage of the practicality test results is 90%, which indicates that users consider this media very practical. These results confirm that the tutorial media developed has a high level of practicality in supporting the learning process that is easy to access and use. In addition, one student, as a user, took a practicality test to give further feedback.

"It can be accessed anytime, anywhere, which is perfect for a busy schedule. The ability to repeat the material also helps strengthen understanding."

(Feedbacks from User Practicality)

This feedback underscores the flexibility and accessibility of the VABTBW, which allows learners to engage with the content at their convenience, making it especially useful for individuals with tight schedules. The option to revisit the material ensures that users can reinforce their knowledge, promoting deeper learning and mastery of the concepts.

3.2. Discussion

3.2.1 Development of Video-Assisted Based Tutorial Book Writing (VABTBW)

The Video-Assisted Based Tutorial Book Writing (VABTBW) is an integral component of the media tutorial book writing process, which is predicated on a five-stage development model, namely ADDIE, that has demonstrated its efficacy as a development methodology. The initial stage of analysis encompasses needs analysis, target user analysis, and type and topic analysis. Each subsequent stage is meticulously designed to systematically record the diverse types of data pertinent to the user needs during the learning process. The subsequent phase, designated as design, encompasses three distinct designs: media design, material design, and instructional design. Media design entails the creation of a visual storyboard, which serves to illustrate the tutorial's progression and the visual elements that will be employed. Material design involves the systematic organization of materials for each topic, ensuring optimal comprehension. The objective of instructional design is to devise a customized training solution, inclusive of manuals and supplementary videos.

After the design stage was completed, the development of the Video-Assisted Based Tutorial Book Writing proceeded to the content creation stage which included the use of graphic design software and a video editor to create attractive and effective visual elements. Each element of the book and video was thoroughly integrated to create a comprehensive learning experience. Evaluation by experts was conducted to ensure the quality of the content, followed by revisions and improvements based on feedback, including refinement of visual elements, addition of detailed instructions, and reorganization of the assessment format. Users are introduced to the product through training, material distribution and mentoring, which is expected to effectively support the teaching-learning process and improve their understanding of the material being taught.

Video-Assisted Based Tutorial Book Writing consists of an integrated combination of a guidebook and interactive video, which aims to facilitate users in learning the material effectively. The material covers six main topics organized to explain the concepts covered in the book with the support of in-depth and relevant videos. Each video is designed to reinforce user understanding through visual demonstrations and practical examples that cannot be fully explained with text alone. The content is organized around six principal themes, offering readers access to comprehensive and pertinent videos that elucidate the book's central tenets. The objective of each instructional video was twofold: firstly, to illustrate design combinations that enhance comprehension through visual representation, which is more effective than mere words; and secondly, to reinforce fundamental concepts from the source text through engaging and informative clips. The course was structured around six central themes, with

each video providing a detailed examination of a concept presented in the sourcebook. The dual format also permitted users to access pertinent sections via customized links or applications while utilizing the printed material as a foundational reference. As demonstrated by Aliyu (2020) research, the use of learning videos has the potential to enhance student involvement and facilitate more nuanced engagement between the learner and the material. Meanwhile, research by Hiver et al. (2024) indicates that educational environments are commonly augmented with video technology embedded within. While writing tutorials may improve expression abilities, their impact on reasoning using scientific literature remains limited. However, when thoughtfully implemented, they can foster higher-quality, ethically sound research that contributes to the body of knowledge in educational fields.

3.2.2 Practicality of Video-Assisted Based Tutorial Book Writing (VABTBW) to Support the Improvement of Book Reference Writing Skills

The practicality evaluation of the innovative video-assisted tutorial book writing system yielded promising results, indicating that this approach provides learners with a highly usable format for accessible and straightforward education, with an aggregate practicality percentage of ninety. The material content includes an examination of the results of the testing, which collectively produced a ninety percent rating based on the assessment of design fluency, strategy simplicity, and additional factors. These findings suggest that users appreciate the developed medium, notably due to its functional design. Prior investigations corroborate this conclusion, demonstrating that video-centered platforms can enhance both involvement and learning achievement. As Rahmatika et al. (2021) discovered, video-oriented learning tools like YouTube prove advantageous for students who benefit from combined visual and auditory instruction, as well as for more interactive and efficient teaching and learning. Such videos are uploaded to students' LMS so that they can be accessed at any time and from any location according to the student's needs. Video integration facilitates self-directed and lifelong learning, strengthens comprehension of the content by allowing repetition of material learned, and encourages interactivity through various activities that are offered on the learning platform (Kustiawan, Yafie, & Surahman, 2021). This practical step affirms that video integration is able to improve learning motivation and academic achievement of students in writing scientific papers such as reference books.

However, when compared with traditional textbook-based instruction, which often relies solely on static text and lectures, the dynamic nature of video-based learning (VBL) offers a more interactive and engaging approach. According to research by Sari et al. (2024), when interactive multimedia combines local cultural elements with project-based learning models, students' writing skills grow significantly more than in traditional teaching methods such as PowerPoint. This result is also seen in the work of Pentang et al. (2023) in increased students' language production skills, that the use of Vlog-Assisted Language Learning (VALL), which takes full advantage of such modern technical tools as digital video cameras and the Internet to superimpose text via computer screen or projector on any particular part of a video image played live by the teacher--increases students' academic writing skills more than conventional methods in both structural aspects and quality of the written word. This finding is consistent with the results of this study, which highlights not only the benefits of a lower classroom temperature but also the long-term learning effects.

This study shows that active learning makes the process better. According to Wardhana and Muhammad (2021), using videos is more engaging for students and helps them understand better because it activates both the visual and auditory senses. One advantage of replaying instructional videos is that it helps students learn at their own pace. Perhaps most impressively, it reduces the burden on working memory, allowing learners to revisit complicated or multifaceted content at their own pace. Furthermore, a study by O'Sullivan et al. (2019) found that learners perform better on knowledge tests when they study from educational videos than when they study short textual summaries. This alleviates mental load by allowing learners to go over hard content at their own speed. Also, people

remember more from educational videos than from text summaries because visual representations help them understand the material better.

The results of the study by Anggraeni (2020) demonstrate the potential of video media to stimulate students' curiosity and inspiration, thereby fostering an enjoyable and meaningful learning environment. This finding aligns with existing evidence that supports the efficacy of VABTBW media in addressing contemporary educational challenges and enhancing learning outcomes. The VABTBW employs video in an engaged teaching and blended video model, offering a more interactive and potentially enriching experience for users and learners. Furthermore, Suryana and Hijriani (2021) contend that video is perceived as a realistic medium for learning. These findings corroborate the assertion that VABTBW media is a participant-driven and technology-focused modality of information provision, as evidenced by the fact that 93% of participants reported overall satisfaction with the practical approach. The accessibility of VABTBW media renders its academic resources a pragmatic instrument for classroom application by teachers and learners alike. Consequently, the positive trend observed in research on VABTBW media validates its usability, underscoring its efficacy in facilitating interactive learning experiences and aligning with the demands of the digital age.

By comparison, unlike traditional methods where a book does not speak nor sing and the teacher is only one person with limited time to answer questions even if he teaches well (Sundari et al., 2021), interactive media like VABTBW can increase student engagement and significantly impact all dimensions of knowledge graduates' lives. Summative evaluation results have shown that the so-called blended learning model presented by Sumbayak et al. (2024) collects all the benefits of having both footnotes and an index, while one can also easily write in different characters, which greatly enhances one's understanding and memory for language nuances. These benefits include improved personalization of feedback and student engagement in writing tasks, but they are also of great benefit in traditional classroom settings.

The compilation of a reference handbook for students requires a high level of expertise and the ability to present material in a systematic manner. The primary objective of a reference book is to provide valid and reliable sources that will enhance students' understanding of a particular topic. The writing process begins with the identification of needs, followed by the collection of materials from reliable scientific sources. The study by Pentang et al. (2023) highlights that vlog-assisted learning, which is essentially a video-based learning medium, is effective in enhancing students' academic writing skills, particularly in helping them structure their writing more effectively. Similarly, Mu'awanah et al. (2024) demonstrated that interactive video media significantly improve students' ability to write simple sentences. Subsequently, the writer must organize the content in a coherent manner and express the argument with the appropriate academic terminology. This necessitates the use of effective writing skills to construct a compelling and well-reasoned argument. The ethical considerations in academic writing pertain to the appropriate citation of sources and the avoidance of plagiarism (Mohamad & Abdul Karim, 2021). It has been demonstrated that student writing improves when they are taught the ethics of academic writing. The development of proficient writing skills enables students to actively engage in the advancement of educational sciences (Jannah, Nuraini, & Ulum, 2021).

While the advancement of VBATBW offers students the opportunity to visualize and experience materials in an interactive manner, thereby reinforcing comprehension, its impact is contingent upon deliberate design. If implemented in an optimal manner, VBATBW has the potential to engage learners through hands-on practice with video tutorials that illustrate the various stages of the writing process. By integrating theoretical knowledge with practical examples, VBATBW may assist students in applying concepts directly while developing their writing abilities. Nevertheless, in order to achieve its full potential, it is necessary to create content that is carefully crafted in a multimodal format in order to actively engage users and stimulate higher-order thinking (Sinaga et al., 2023).

In contrast to the mere transmission of information, the most impactful digital learning tools facilitate a more profound engagement with concepts through an iterative process of participation. This

is promising for VBATBW, especially if it motivates students to experiment with and extend their thinking. For example, if we provide a synchronized view of text and video, we could also include regular pauses for integrated assessment or questions on related topics that encourage exploration. In addition, adding collaborative review and commenting features has the potential to improve individual practice by integrating social perspectives and accountability. If carefully constructed and its strengths harnessed, VBATBW has the potential to be a source of understanding while helping students develop analytical and ethical writing skills for the long term.

Research by Sundari et al. (2021) indicates that instructional media designed to guide students as they practice and receive feedback on writing can support students in meeting required standards. However, the impact of such performance-based efforts is contingent upon the manner in which they are applied. These efforts can be used merely to disseminate information or to enliven learning as an active practice of knowledge construction. In light of these considerations, it is imperative to evaluate not only the motivational impact of digital tools such as VBATBW, but also their capacity to facilitate higher-order self-regulated mastery.

The utilization of VBATBW in courses as part of Teacher Professional Education programs is a valuable investment, given the substantial advantages it offers in terms of enhancing student writing skills and academic productivity. Integrating this methodology provides students with the opportunity to refine their writing abilities and enhance their productivity in the production of high-quality scientific papers. The results of studies indicate that video-based and blended learning writing methods can enhance learner outcomes, reduce tedium, and foster a more stimulating study environment. Some studies have found that VBATBW can significantly improve complexity and flow (Huda et al., 2022). However, in some cases, targeted adjustments may be necessary to maximize the benefits. When implemented judiciously with opportunities for feedback, multimodal, multiple methods of instructing writing have been shown to be effective in fostering persistent, confident communicators.

The objective of the module is to cultivate writing abilities through the utilization of video and blended methods of instruction. This simulation approach enables students to gain direct experience with the complexities of planning, drafting, and publishing written work. As Huda et al. (2022) argue, blended learning fosters interactive engagement, which ultimately improves learning outcomes. Learners develop theoretical understanding while applying that knowledge in meaningful real-world contexts, a critical skill in our digitally driven era. In the final stage of the PPG program, guidance is provided on the dissemination of academic endeavors, including the leveraging of digital proficiencies accrued during the college career (Yafie et al., 2024). Moreover, trainees are instructed in the maintenance of scholarly ethics, including the avoidance of plagiarism, in order to guarantee the integrity and efficacy of their contributions. The observation that undergraduates exhibit heightened engagement with challenging, practical assignments may be attributed to the task-oriented approach to writing instruction employed to enhance student involvement and performance (Jiang, Yu, Zhou, & Xu, 2023).

It is evident that students who engage with both scientific treatises and reference works will undoubtedly gain a competitive advantage in the fields of pedagogy and professionalism, particularly as they prepare to assume instructional roles in the future. The opportunity to produce works of varying complexities will serve to strengthen their authorial voice and refine their abilities to communicate both fundamental and sophisticated principles to a diverse readership. The incorporation of the concept of VBATBW (Video-Based Assisted Tutorial Book Writing) into this PPG (Teacher Professional Education) curriculum has the potential to enhance students' digital proficiency, equipping them with the skills necessary to utilize digital technology as competent and productive educators in the digital age.

It would be beneficial for the academic education sector to consider providing a platform for the publication of scientific articles or reference books, thereby enabling professionals to make a more substantial contribution to educational standards by offering students a different perspective as future class teacher. Therefore, the integration of VBATBW within the PPG will facilitate the development of

students into competent, contemporary, and professional educators within the digital landscape. This will augment their influence on education and elevate their status among prospective admirers and the academic community.

4. CONCLUSION

This research has found that Video-assisted-based tutorial book writing (VABTBW) is an effective method for improving students' writing skills, especially for producing compiled reference books in an orderly and ethical manner. The introduction of interactive video in this tutorial strengthens students' learning of both abstract concepts and practical skills, as shown by the results of practicality tests, which indicate that VABTBW is generally quite practical to use, with an overall percentage of 90%. Interactive video allows students to return to the material at any time. This reinforces what they have learned and helps with memory retention. However, there are some limitations to this study, such as a small sample size and a limited testing period, which limit the generalizability of these findings to a broader population. Finally, this study did not examine the long-term effects of using VABTBW on students. The long-term acceptance effect is important to make it clear to the majority of parents and students that this program can really help students to form good writing habits and improve their writing skills. Therefore, future research should be conducted on a much larger scale with a longer evaluation period. However, broader investigations could also consider how VABTBW will influence other student abilities or add an evaluation of VABTBW implemented within non-government and college settings. In addition, VABTBW's long-term development gives it the potential to be widely accepted in a variety of educational settings to further promote writing skills and help professionals 'humanistic education' to once again develop as it should.

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