



Utilization of Learning Media Based on Blogs, Videos, and Vlogs that Have a Positive Impact on Learning

Helina Pancawardhani✉, Sudarmin, Woro Sumarni, Agung Tri Prasetyo

DOI: <http://dx.doi.org/10.15294/usej.v11i3.60688>

Universitas Negeri Semarang, Indonesia

Article Info

Submitted 2021-12-26
Revised 2022-04-07
Accepted 2022-10-29

Keywords

review analysis, blog, videos, vlog s, learning

Abstract

Using appropriate learning media will positively influence Learning and achieve learning objectives. The purpose of this study was to conduct a literature review on the use of blogs, videos, and video blogs (vlogs) in Learning. This research was conducted using a meta-research or meta-analysis approach, namely a search to collect information by reviewing several research articles in international and national journals relevant to learning media blogs, videos, and vlogs (video blogs). The articles used were published from 2014 to 2021. Based on the sampling criteria, 47 research articles were obtained, including 20 for blog media, 17 for vlog media, and 10 for vlog media. Results show that vlog media has several advantages; besides positively increasing learning motivation, it can also improve learning outcomes, speaking skills, creativity, effectiveness, and efficiency in producing a product, understanding concepts, and learning new experiences. The use of vlog media, which has not been widely used for science learning, in this case, chemistry, because it involves several calculation questions, can be used as an introduction or apperception and motivation so that it does not reduce the content and context of the topic and learning objectives.

How to Cite

Pancawardhani, H., Sudarmin, Sumarni, W., & Prasetyo, A. T. (2022). Utilization of Learning Media Based on Blogs, Videos, and Vlogs that Have a Positive Impact on Learning. *Unnes Science Education Journal*, 11(3), 137-144.

✉ Correspondence Author:
E-mail: helinapancawardhani75@students.unnes.ac.id

p-ISSN 2252-6617
e-ISSN 2502-6232

INTRODUCTION

Students are encouraged to master 21st-century skills in education in this century, namely facing global economic competition and teaching four competencies known as the 4Cs: communication, collaboration, critical thinking, and creativity. It is essential and valuable for students to be more sensitive to changes and developments of the times. It can also encourage students to have a deep knowledge base and understanding to become life-long learners. According to Hampson, Patton, and Shanks, there are ten main principles of 21st-Century Learning, which can be written briefly: (1). Learning is not limited by time (2). Learning is not only limited to the classroom (3). Learning pays attention to the needs of students (4). Learning utilizes students' digital literacy skills, (5) using real projects, (6).

Learning develops skills and learning independence, the ability to follow developments/changes, and empowers students to become 'educators' for their friends (7). Educators are involved in Learning (8). Learning assessment is only for achieved targets (9). Learning involves the family (10). Learner-centered Learning. It means that students can find their information for their learning purposes. It is appropriate and in line with the 4.0 era, which has brought the world of education into the technological era, which impacts the emergence of technology-based learning media. (Budiyono, 2020) stated that the change from using digital technology in education occurred in teaching and learning activities. It requires teachers to be able and able to adapt and start digitizing the teaching and learning process. Technology, teaching and the learning process can occur anywhere and anytime and still be guided by the achievement of learning objectives.

Digital technology-based learning media include blogs, videos, and vlogs. Etymologically, 'blog' is a mixed term for 'web' and 'log.' A 'blog' is a web page that contains multimedia, comments, and hyperlinks. Each blog has a comment facility to allow interaction, discussion, or communication between blog visitors and their owners or fellow visitors. The following choice of media is a learning video. This media is interesting for students because students can see it directly, making it easy to understand. Riyana & Susilana (2007) states that learning videos provide audio and visuals in which they contain messages related to learning in the form of principles, concepts, theories, procedures, and applications that are expected to help understand the material in the Learning. The combination of video me-

dia and blogs (vlogs) is currently prevalent and can attract the attention of various groups. Priana (2017) states that Vlog or Video Blogging is a form of blogging activity as an internet-based media with video as an intermediary for delivering messages with text and audio as the primary source. A vlog is defined as part of a video broadcast online so that anyone can create content and post it as a collection of videos for documentation of their audiovisual life and as a vehicle for communication (Maulidah, 2018).

Using appropriate learning media will positively influence Learning so that learning objectives can be achieved. A learning medium is not necessarily suitable for all subjects, so proper analysis is needed to provide effective results. Learning media is expected not only to improve learning outcomes but also to improve skills in certain subjects. Based on the search results, several technology-based learning media articles, such as blogs, videos, and vlogs, are widely used for several subjects. It is interesting to conduct a literature review by researchers regarding blogs, videos, and vlogs in learning media. The results obtained from this literature review are expected to be a reference for researchers to develop as a learning media in the form of vlogs in chemistry learning.

METHOD

This research was conducted through a meta-research or meta-analysis approach, namely a search to collect various kinds of information by reviewing several research articles in international and national journals relevant to learning media Blogs, Videos, and Vlogs (Video Blogs). The articles used must meet the following criteria: (1) published from 2014 to 2021 and (2) the use of learning media Blogs, Videos, and Vlogs (Video Blogs), (3) there is a positive influence in improving motivation and learning outcomes (4) does not limit the subject level. Based on the sampling criteria, 47 research articles were obtained, including 20 for blog media, 17 for videos media, and 10 for vlog media.

RESULT AND DISCUSSION

The results of a literature review of 47 articles divided into three media can be detailed in terms of their use and influence as in Tables 1.

Based on the results of the 47 literature review, the analysis of the relationship between the use of instructional media and its influence on Learning is depicted in table 4. Based on these

Table 1. The Use of Learning Media in Various Subjects and Their Effects

Subjects/ materials	Research Subject	Author and year	Positive Impact
Blog			
Science	JHS students	(Agustini, Rohmawati, & Widodo, 2018)	Train students' scientific literacy
	Science teachers	(Kahraman, 2021)	Increase self-confidence and understanding of the environment
Chemistry	University students	(Barro, Veras, & Queiroz, 2016)	Enhance classroom experience and support instructional classroom activities
	JHS female students	(Nusantari & Septhiani, 2020)	Improve understanding
Biology	JHS female students	(Baara, A, H, & Al-Shamayleh, 2021)	Improve student learning outcomes
	JHS students	(Lazarević, Miljanović, Zarić, & Županec, 2018)	Improve learning achievement
Calculus	University students	(Baidawi, Fathani, & Sunismi, 2020)	Improve students' critical thinking skills
Indonesian	SHS students	(Sartono, 2016)	Improving student achievement and motivation.
		(Alsamadani, 2017)	Improve students' individual and group writing skills
Writing/ Indonesian	University students	(Fithriani, Rafida, & Siahaan, 2018)	Improve writing skills
		(Andreani, Frisnoiry, & Siregar, 2019)	Improve learning outcomes
Writing		(Cahyono & Sa'diyah, 2019)	Improve writing skills
ICT	JHS students	(Azizah, et al., 2019)	Improve learning achievement
Management Information System	University students	(Ifinedo, 2019)	Improve learning outcomes
Online Quiz for UNBK practice	Vocational School Students	(Abdillah, Joyoatmojo, & Noviani, 2017)	Improve learning achievement
Online Activity	University students	(Asma, et al., 2020)	Increase positive attitude and satisfaction with Learning
Civic Education	JHS students	(Holilulloh, Yanzi, & Yuliasari, 2014)	Increase learning motivation

Subjects/ materials	Research Subject	Author and year	Positive Impact
Geography	Vocational School Students	(Jamilah, Darmawan, & Ros-tika, 2020)	Improve concept understanding
Fiqih	Islamic JHS Students	(Nugroho, 2018)	Increase student activity and motivation
Higher education	University students	(Garcia, Haddoud, Moizer, & Wilkins, 2019)	Raise the level of Learning
Videos			
Science	Early Childhood Teacher Education Students	(Yusnia, 2019)	Increase activity and understanding of the material
Chemistry	SHS Students	(Asih, Mursiti, & Sudarmin, 2018)	Improve cognitive Learning and critical thinking
		(Anwar, Sya'bania, & Wijaya, 2020)	Increase students' motivation and learning outcomes
Physics	Islamic SHS Students	(Diani, Syafitri, & Yuberti, 2016)	Improve student learning outcomes
	SHS Students	(Anas, Bunawan, & Rajagukguk, 2020)	Improve students' critical thinking skills.
	Vocational School Students	(Purwanti, 2015)	Overcoming problems in remembering formulas and student participation
Math		(Amir, et al., 2019)	Improve students' conceptual understanding skills.
	JHS Students	(Partayasa, Suharta, & Suparta, 2020)	Improve ability in problem-solving and interest in Learning
Social Science	ES Students	(Suwarjo & Suryansyah, 2016)	Increase student motivation and learning outcomes
Multimedia	Islamic Primary Education Students	(Batubara & Batubara, 2015)	Improve material understanding
Civic Education	JHS Students	(Apriyani, Pujiati, & Sudjarwo, 2016)	Improve students' democratic attitude and understanding of the material
Speaking in English	JHS	(Riswandi, 2016)	Improve students' speaking skills and motivation.
Indonesian	JHS Students	(Susmiati, 2020)	Increase student learning motivation
<i>Thematic</i>	ES Students	(Jampel, Ponza, & Sudarma, 2018)	Improve learning outcomes
Islamic Education	Islamic JHS	(Sholihah, 2018)	Improve achievement and understanding of the material
Civic Education	SHS Students	(Elihami & Syaparruddin, 2020)	Increased student learning motivation

Subjects/ materials	Research Subject	Author and year	Positive Impact
General	ES Students	(Mahardika, Parlindungan, & Yulinar, 2020)	Improve students' ability to understand concepts and improve their learning outcomes
Vlogs			
<i>Chemistry</i>	Vocational School Students	(Indriyatmi, 2018)	Improve learning outcomes
Biology	SHS Students	(Chodzirin, Khasanah, & Umami, 2019)	Increase effectiveness and efficiency in producing a product
Math		(Harahap, Khai-rani, & Masitoh, 2019)	Improve understanding of the material
Speaking/ lan-guage	University stu-dents	(Mei-huiLiu, 2016)	Improve learning outcomes and af-fective outcomes
		(Kusumaningrum & Rakhmanina, 2017)	Increase effectiveness and motiva-tion
Indonesian	JHS Students	(Lestari, 2019)	Improve speaking skills and motiva-tion
character building	Early Childhood Students	(Abdullah, 2018)	Improve material understanding
	SHS Students	(Juwita & Fitria, 2018)	Improve character learning and new experiences
History		(Susanti, 2019)	Increase creativity and motivation
		(Agung, Sapto, & Susanti, 2020)	Increase learning motivation.

data, it can be seen that students widely use that blog learning media, then high school students and junior high school students, but it is not found for elementary school students. This media is applied to various subjects, especially science and language. It is also supported that the use of blog media can increase learning motivation, improve classroom experience and support instructional classroom activities (Barro et al., 2015), improve student achievement and learning motivation (Çelik et al., 2018), improve learning outcomes (Garcia et al., 2019; Lazarević, T., Miljanović, T., Zarić, G., & Županec, 2018; Ramdiah et al., 2020; Siregar et al., 2020; Suprihatien et al., 2019) writing skills (Alsamadani, 2017; Fithriani et al., 2019; Sa'diyah & Cahyono, 2019) increasing activeness and motivation (Nugroho, 2018), increasing positive attitudes and satisfaction in Learning (Khan et al., 2021) increasing ability critical thinking (Fathani & Baidawi, 2020), and improve understanding the concept (Rostika et al., 2020) as well as increasing self-confidence and understanding of the environment (Kahraman, 2021).

Video learning media is widely used for high school students, junior high schools, elementary schools, and students and is not found

in teacher education. This media is used in various subjects, especially science, and shows an increase in learning motivation (Susmiati, 2020; Syaparuddin & Elihami, 2020), achievement, and motivation (Suryansah & Suwarjo, 2016; Sya'bania et al., 2020) achievement /student learning outcomes (Diani et al., 2016; Ponza et al., 2018), achievement and understanding of the material (Parlindungan et al., 2020; Sholihah et al., 2018), speaking skills and student motivation (Riswandi, 2016), considering the formula and participation (Purwanti, 2015), cognitive Learning and critical thinking (Asih & Widyantoro, 2019), students' critical thinking skills (Anas et al., 2020), democratic attitudes and understanding of the material, activeness and understanding of the material (Yusnia et al., 2019), problem-solving abilities and interest in Learning and understanding of concepts (Batubara & Batubara, 2020; Nurdin et al., 2019).

Furthermore, vlog learning media is widely used for high school and college students, then junior high school students and teachers, and not found for elementary students. Subjects that use this media are language, science, and social studies. This media has a positive effect on increa-

Table 2. Comparison of Blogs, Videos, and Video-Blogs (Vlogs)

Blog	Videos	Vlogs
<p>Excess :</p> <ol style="list-style-type: none"> 1. Can be used anywhere and anytime (without limitations of space and time) 2. Keeping up with the times / technological advances. 3. Practice writing skills 4. There is interaction with fellow visitors/writers <p>Weakness :</p> <p>It tends to be boring because you have to read a lot</p> <p>Lack of training in communication skills</p> <p>Takes time</p> <p>More material-oriented</p> <p>Need an internet network to create and access it.</p>	<p>Excess :</p> <ol style="list-style-type: none"> 1. Can be used anywhere and anytime (without limitations of space and time) 2. Keeping up with the times / technological advances. 3. Showing something abstract 4. Learners will gain experience in feeling a situation, 5. Presenting real-life situations for discussion 6. Can reconstruct student knowledge <p>Weakness :</p> <p>Prioritizing material over the process</p> <p>Broadcasting requires a particular set of tools</p> <p>Not interactive; students are less actively involved</p> <p>Unable to display object with actual size</p> <p>In general, it looks two-dimensional</p>	<p>Excess :</p> <p>It can be used anywhere and anytime (without limitations of space and time)</p> <p>Keeping up with the times / technological advances.</p> <p>Cultivate self-confidence, Cultivate creativity</p> <p>Forming their own experience so that they can reconstruct their knowledge</p> <p>Train the ability to communicate/talk</p> <p>Can be done individually or in groups</p> <p>More variety, so it's more interesting</p> <p>Weakness :</p> <p>The content cannot be done, so if something goes wrong, you have to recreate it</p> <p>It is hard to find the password in the browser</p> <p>Procurement takes quite a long time</p> <p>Requires a strong internet network to upload and access it</p> <p>Not suitable for lessons that involve math problems (science)</p>

sing learning motivation (Susanti et al., 2020), learning outcomes and effectiveness (Liu, 2016), learning outcomes (Indriyatmi, 2018), speaking skills and motivation (Lestari, 2019), creativity and motivation (Susanti, 2019), effectiveness and motivation (Rakhmanina & Kusumaningrum, 2017), effectiveness and efficiency in producing a product (Septi et al., 2019), concept understanding (Harahap, 2019; Rosyid, 2018) dan 2 as well as character learning and new experiences (Fitria & Juwita, 2018).

In addition to several research results on the use of learning media and their positive influence on Learning, blogs have weaknesses, as stated by limited infrastructure, increased teacher workload, and the vulnerability of misunderstandings in receiving information, and are not suitable for improving affective competence (Nugroho, 2018). The advantages and disadvantages of the three media, in general, are shown in Table 2.

CONCLUSION

It can be concluded that from the use of blogs, videos, and vlog media, vlog media has several advantages. Besides positively increasing learning motivation, it can also improve learning

outcomes, speaking skills, creativity, effectiveness, and efficiency in producing a product, understanding concepts, and learning character and new experiences. However, the use of vlog media, which has not been widely used for science learning, in this case, chemistry, because it involves several calculation questions, can be used as an introduction or apperception and motivation so that it does not reduce the content and context of the topic and learning objectives.

ACKNOWLEDGMENT

The researcher would like to thank Semarang State University for its assistance in completing this research.

REFERENCES

- Alsamadani, H. A. (2017). The Effectiveness of Using Online Blogging for Students' Individual and Group Writing. *International Education Studies*, 11(1), 44. <https://doi.org/10.5539/ies.v11n1p44>
- Anas, L. H., Rajagukguk, J., & Bunawan, W. (2020). Video technology media based on heat and temperature to improve of learner critical thinking. *Journal of Physics: Conference Series*

- ries, 1485(1). <https://doi.org/10.1088/1742-6596/1485/1/012037>
- Asih, W., & Widiantoro, A. (2019). *A Needs Analysis of Developing HOTS-based Interactive Multimedia*. 330(Iceri 2018), 388–392. <https://doi.org/10.2991/iceri-18.2019.82>
- Barro, M. R., Veras, L., & Queiroz, S. L. (2015). Undergraduate Chemistry Students and Technology: an Analysis of Blog Comments for a Scientific Communication Course. *Química Nova, February*. <https://doi.org/10.5935/0100-4042.20150180>
- Batubara, H. H., & Batubara, D. S. (2020). Penggunaan Video Tutorial Untuk Mendukung Pembelajaran Daring Di Masa Pandemi Virus Corona. *Muallimuna : Jurnal Madrasah Ibtidaiyah*, 5(2), 21. <https://doi.org/10.31602/muallimuna.v5i2.2950>
- Budiyono, B. (2020). Inovasi Pemanfaatan Teknologi Sebagai Media Pembelajaran di Era Revolusi 4.0. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(2), 300. <https://doi.org/10.33394/jk.v6i2.2475>
- Çelik, A., Yaman, H., Turan, S., Kara, A., Kara, F., Zhu, B., Qu, X., Tao, Y., Zhu, Z., Dhokia, V., Nassehi, A., Newman, S. T., Zheng, L., Neville, A., Gledhill, A., Johnston, D., Zhang, H., Xu, J. J., Wang, G., ... Dutta, D. (2018). *Journal of Materials Processing Technology*, 1(1), 1–8.
- Diani, R., Yuberti, Y., & Syafitri, S. (2016). Uji Effect Size Model Pembelajaran Scramble dengan Media Video Terhadap Hasil Belajar Fisika Peserta Didik Kelas X MAN 1 Pesisir Barat. *Jurnal Ilmiah Pendidikan Fisika Al-Biruni*, 5(2), 265–275. <https://doi.org/10.24042/jpifalbiruni.v5i2.126>
- Fathani, A. H., & Baidawi, M. (2020). *Pi : Mathematics Education Journal Received : 07-12-2019 Revised : 22-01-2020 Efektivitas Kemampuan Berpikir Kritis Melalui Model Collaborative Learning Dengan Media Blog Pada Matakuliah Kalkulus Ii Pi : Mathematics Education Journal* 3(1), 7–12.
- Fithriani, R., Rafida, T., & Siahaan, A. (2019). *Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions*. <https://doi.org/10.2991/eltlt-18.2019.17>
- Fitria, Y., & Juwita, J. (2018). Utilization of Video Blogs (Vlogs) in Character Learning in Early Childhood. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 2(2), 211. <https://doi.org/10.31004/obsesi.v2i2.87>
- Garcia, E., Moizer, J., Wilkins, S., & Haddoud, M. Y. (2019). Student learning in higher education through blogging in the classroom. *Computers and Education*, 136, 61–74. <https://doi.org/10.1016/j.compedu.2019.03.011>
- Harahap, S. Y. (2019). Logika (Vlog Matematika): Solusi dalam Menciptakan Generasi Cerdas dan Berbudaya. *Jurnal Equation: Teori Dan Penelitian Pendidikan Matematika*, 2(1), 46. <https://doi.org/10.29300/equation.v2i1.2310>
- Indriyatmi. (2018). Pengaruh Vlog Pembelajaran Terhadap Peningkatan Hasil Belajar Peserta Didik SMK Zaman Now. *Jurnal Pendidikan Sains*, 55–63.
- Kahraman, S. (2021). The Effects of Blog-Based Learning on Pre-service Science Teachers' Internet Self-efficacy and Understanding of Atmosphere-Related Environmental Issues. *Canadian Journal of Science, Mathematics and Technology Education*, 21(1), 186–206. <https://doi.org/10.1007/s42330-021-00137-7>
- Khan, B. U., Wei, S., Shah, S. N. A., Gul, R., Ullah, S., Mehmood, S., & Asma. (2021). Role of blogging in perceived Learning and satisfaction of students. *Journal of Public Affairs*, 21(1). <https://doi.org/10.1002/pa.2120>
- Lazarević, T., Miljanović, T., Zarić, G., & Upanec, V. (2018). The Effects Of Using Blog As A Web Tool In Biology Teaching In High Schools. *Journal of Baltic Science Education*, 17, 331–342.
- Lestari, N. (2019). Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915–925. <https://doi.org/10.6007/ijarbss/v9-i1/5490>
- Liu, M. H. (2016). Blending a class video blog to optimize student learning outcomes in higher education. *Internet and Higher Education*, 30, 44–53. <https://doi.org/10.1016/j.iheduc.2016.03.001>
- Maulidah, I. (2018). Vlog: The Mean to Improve Students' Speaking Ability. *Iconelt*, 12–15. <https://doi.org/10.2991/iconelt-17.2018.3>
- Nugroho, Y. A. (2018). Pemanfaatan Dan Pengembangan Blog Sebagai Media Dan Sumber Belajar Pada Mata Pelajaran Fiqih Tingkat Madrasah Tsanawiyah. *Paramurobi: Jurnal Pendidikan Agama Islam*, 1(1), 15–28. <https://doi.org/10.32699/paramurobi.v1i1.175>
- Nurdin, E., Ma'aruf, A., Amir, Z., Risnawati, R., Noviarni, N., & Azmi, M. P. (2019). Pemanfaatan video pembelajaran berbasis Geogebra untuk meningkatkan kemampuan pemahaman konsep matematis siswa SMK. *Jurnal Riset Pendidikan Matematika*, 6(1), 87–98. <https://doi.org/10.21831/jrpm.v6i1.18421>
- Parlindungan, D. P., Mahardika, G. P., & Yulinar, D. (2020). Efektivitas Media Pembelajaran Berbasis Video Pembelajaran dalam Pembelajaran Jarak Jauh (PJJ) di SD Islam An-Nuriyah. *Prosiding Seminar Nasional Penelitian LPPM UMJ*, 1–8. <http://jurnal.umj.ac.id/index.php/semnaslit%0AE-ISSN>:
- Ponza, P. J. R., Jampel, I. N., & Sudarma, I. K. (2018). Pengembangan Media Video Animasi Pada Pembelajaran Siswa Kelas Iv Di Sekolah Dasar. *Jurnal EDUTECH Universitas Pendidikan Ganesha*, 6(1), 9–19.
- Priana, S. R. Y. (2017). Pemanfaatan Vlog sebagai Media Pembelajaran Terintegrasi Teknologi Informasi. *Prosiding Seminar Nasional Pendi-*

- kan FKIP UNTIRTA 2017, 313–316. <https://jurnal.untirta.ac.id/index.php/psnp/article/viewFile/313-316/1719>
- Purwanti, B. (2015). Pengembangan Media Video Pembelajaran Matematika dengan Model Assurance. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 3(1), 42–47. <http://ejournal.umm.ac.id/index.php/jmkpp/article/view/2194>
- Rakhmanina, L., & Kusumaningrum, D. (2017). the Effectiveness of Video Blogging in Teaching Speaking Viewed From Students' Learning Motivation. *Proceedings of ISELT FBS Universitas Negeri Padang*, 5(0), 2017. <http://ejournal.unp.ac.id/index.php/selt/article/view/7980>
- Ramdiah, S., Abidinsyah, A., Royani, M., Husamah, H., & Fauzi, A. (2020). South Kalimantan local wisdom-based biology learning model. *European Journal of Educational Research*, 9(2), 639–653. <https://doi.org/10.12973/eu-jer.9.2.639>
- Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill. *Proceeding The 2nd International Conference On Teacher Training and Education*, 2(1), 298–306. <https://jurnal.uns.ac.id/iccte/article/view/8150>
- Riyana, C., & Susilana, R. (2007). *Media Pembelajaran, Hakikat, Pengembangan, Pemanfaatan dan Penilaian*. CV. Wacana Prima.
- Rostika, E., Darmawan, D., Studi, M., Pendidikan, T., Studi, M., Pendidikan, T., Blog, M., Interaktif, M., & Belajar, H. (2020). *Dampak Penggunaan Model Discovery Learning Berbasis Media Blog Dan Multimedia Interaktif*. 5.
- Rosyid, A. A. (2018). Vlog Sebagai Media Pembelajaran Bahasa Indonesia Untuk Mengembangkan Kemampuan Berbahasa Peserta Didik. *Seminar Nasional KBSP*, 310–312.
- Sa'diyah, I. H., & Cahyono, B. Y. (2019). Effect of Project-Based Learning through blogging on EFL students' writing ability. *Journal on English as a Foreign Language*, 9(2), 199–216. <https://doi.org/10.23971/jefl.v9i2.1341>
- Septi, A., Umami, A., Chodzirin, M., & Khasanah, N. (2019). Video Blog (Vlog) Sistem Reproduksi sebagai Media Pembelajaran Biologi. *BioEdU-IN*, 9(2), 53–64. <https://journal.uinsgd.ac.id/index.php/bioeduin/article/view/6222>
- Sholihah, A. M., Pascasa, P., Na, R. J. A., Muha, U., & Iyah, M. (2018). *Tesis Penerapan Media Pembelajaran Video Dal Am Pencapaian Tujuan Intruksional Pendidikan*.
- Siregar, T. M., Frisnoiry, S., & Andreani, A. (2020). Blog as a Learning Media in Increasing Student Understanding. *Journal of Physics: Conference Series*, 1462(1). <https://doi.org/10.1088/1742-6596/1462/1/012032>
- Suprihatien, Marmi, Azizah, S., Barid Nizarudin Wajdi, M., Farida, U., Junus, D., Harianti, I., Nuke L Chusna, S., Roslina, & Trisno Zuono, T. (2019). Blog Implications as Learning Media in Improving Learning Achievement of Students. *Journal of Physics: Conference Series*, 1175(1). <https://doi.org/10.1088/1742-6596/1175/1/012260>
- Suryansah, T., & Suwarjo, S. (2016). Pengembangan Video Pembelajaran Untuk Meningkatkan Motivasi Dan Hasil Belajar Kognitif Siswa Kelas Iv Sd. *Jurnal Prima Edukasia*, 4(2), 209. <https://doi.org/10.21831/jpe.v4i2.8393>
- Susanti, E. D. (2019). Project Based Learning: Pemanfaatan Vlog Dalam Pembelajaran Sejarah Untuk Generasi Pro Gadget. *Sejarah Dan Budaya Jurnal Sejarah Budaya Dan Pengajarannya*, 13(1), 84–96. <https://doi.org/10.17977/um-020v13i12019p084>
- Susanti, E. D., Sapto, A., & Agung, D. A. G. (2020). Pengembangan Media ECHA (Elaboration, Cover Song, Historical Content, Audio Visual) Berbasis Vlog Dalam Pembelajaran Sejarah. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(3), 326. <https://doi.org/10.17977/jptpp.v5i3.13252>
- Susmiati, E. (2020). Meningkatkan Motivasi Belajar Bahasa Indonesia Melalui Penerapan Model Discovery Learning dan Media Video Dalam Kondisi Pandemi Covid-19 bagi Siswa SMPN 2 Gangga. *Jurnal Paedagogy*, 7(3), 210. <https://doi.org/10.33394/jp.v7i3.2732>
- Sya'bania, N., Anwar, M., & Wijaya, M. (2020). Pengembangan Media Pembelajaran Berbasis Video Animasi dengan Model Pembelajaran Inkuiri Terbimbing untuk Meningkatkan Motivasi dan Hasil Belajar Peserta Didik. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. <https://ojs.unm.ac.id/CER/article/view/19117>
- Syaparuddin, S., & Elihami, E. (2020). Improving Student Learning Through the Curriculum. *Jurnal Edukasi Nonformal*, 1(1), 56–64.
- Yusnia, Y., Pendidikan, D., & Bandung, K. (2019). Penggunaan Media Video Scribe Dalam Pembelajaran. *Pendidikan*, 10(1), 71–75.