



## THE CONTENT ANALYSIS OF INSTRUCTIONAL VIDEOS FOR ELEMENTARY SCHOOL TEXT GENRE MATERIALS IN THE RUANGGURU APP

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### Abstract

This research is based on the needs of text genre instructional video media. There is a popular online tutoring platform that presents learning videos, namely the Ruangguru application. The research is in the form of strengthening video media-based competencies with the aim of research to describe the content of learning videos and find the quality of learning videos. The data sources were 4 learning videos of text genre material, namely: speech; form; explanation; and report text for grade VI of elementary school. Using the content analysis method, the results show that the video content almost met the text explanation and linguistic aspects. Thus, the expected results of this research can be an example or guideline for making quality speech text instructional videos, by avoiding components that are lacking in the design and content video.

**Keywords:** *instructional video media, Ruangguru application, text genre*

### Sari

Penelitian ini didasarkan pada kebutuhan media video pembelajaran genre teks. Terdapat *platform* bimbingan belajar *online* populer yang memaparsajikan video pembelajaran yaitu aplikasi Ruangguru. Tujuan penelitian untuk mendeskripsikan konten materi genre teks dalam video pembelajaran aplikasi Ruangguru. Metode penelitian yang digunakan analisis konten dan wawancara kepada *master teacher* bahasa Indonesia dalam aplikasi Ruangguru.. Sumber data penelitian yaitu 4 video



pembelajaran materi genre teks yaitu: pidato; formulir; eksplanasi; dan laporan kelas VI SD dalam aplikasi Ruangguru. Analisis video tersebut menggunakan teori genre teks. Hasil penelitian menunjukkan bahwa konten video memenuhi pada aspek struktur teks dan kaidah kebahasaan belum terpenuhi pada video teks pidato dan teks eksplanasi. Dengan demikian, diharapkan hasil dari penelitian ini dapat menjadi referensi untuk membuat video pembelajaran materi genre teks yang berkualitas, dengan menghindari komponen yang belum terpenuhi pada indikator kaidah kebahasaan.

**Kata kunci:** *aplikasi ruangguru; genre teks; media video pembelajaran*

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## **Introduction**

Learning video media plays an important role in the world of education, so learning video media need to be planned and designed systematically. Based on previous research, the problem in the learning process is the ability of students to understand concepts. One of the studies based on this problem has proven that video media can be used as a solution to overcome the low ability of students to understand a concept (Hadi, 2017). While the competence of educators in making learning videos is still lacking (Lestari, 2019), there needs to be an example of how to present learning video content. There is a popular and trusted online tutoring platform that presents learning videos, namely the Ruangguru application.

Learning the Indonesian language and literature is an important part of the curriculum at every level of the education unit (Lida & Eliya, 2019). Indonesian language learning is intended so that students achieve the core competencies contained in the curriculum (Andriani et al., 2013). The Indonesian 2013 curriculum focuses on

learning using a genre- based approach to make texts, genres, namely the grouping of a communication event (Kosasih, 2018). Based on the knowledge aspect, students are expected to be able to identify and analyze the structure and linguistic rules of each text then students are expected to be skilled at making each text orally and in writing (Kosasih, 2018).

Previous studies related to text genres have been carried out. Fridayanthi & Ngewo (2020), examined the skills of writing the structure and content of persuasive speech texts, the results of the study revealed that the difficulties faced by students in writing skills of the structure and content of persuasive speeches were the title of the speech, the structure of the persuasive speech, the use of effective sentences, choices words, the use of improved spelling. Meanwhile, Winarti (2016) researched about improving writing skills in filling out STAD cooperative method forms in sixth-grade elementary school students, based on reflection results it can be concluded that sixth-grade students' ability to write and fill out forms is still lacking. Based on the results of the daily test of writing learning, filling out forms classically only reached 56%. Then, Somantri et al. (2017) examined the application of the group investigation method in learning to write text reports on observations assisted by environmental knowledge film media. Based on the results of the research at the pretest stage, the overall ability to write reports on the observations of the control class students was still low. Students have a deficiency in the ability to write spelling in the form of words, object identities, and object details. After participating in learning to write a report on the results of observations using the assignment technique, the control class experienced an increase in ability. Lastly, Suprianto (2020) researched the implementation of audio-visual media to improve the ability to write explanatory texts, based on the results of the study that the average score of students in the ability to write explanatory texts increased after using audiovisual media than without using audiovisual media. So that the use of audio-visual media is useful for improving the ability to write explanatory texts.

In contrast to previous studies, the present study focuses on the text structure and linguistic rules of speech text genre material; form; explanatory text; report text in the Ruangguru application learning video. Therefore, the purpose of the study was to describe the content in the Ruangguru application learning video for the sixth-grade elementary school text genre material. So that the benefits of the results of this study are expected to be used as a reference in making and developing quality learning videos about text genre material.

### **Methods**

This study uses a qualitative approach, as a type of research that produces findings through non-statistical procedures or other non-quantification methods. The reference model for the procedure in this research refers to research conducted by Lubis (2018) with some adaptation needed by the present study. The followings are the steps taken in collecting data.

1. Watching text genre learning videos in the Ruangguru application repeatedly.
2. Identifying the text genre learning video content in the Ruangguru application.
3. Classifying the text genre learning video content in the Ruangguru application, in the form of text structure and text-linguistic rules.
4. Presenting the data obtained in tabular form so that it can be presented as a reference in describing further data.
5. Summarizing the data that has been grouped in tables to obtain conclusions.

Research sampling uses non-probability sampling methods or non-random samples, meaning that the techniques do not provide equal opportunities/opportunities for each element or member of the population to be selected as samples. The sampling technique of this study is a purposive sample, which is used by researchers because there are special characteristics they have for data analysis purposes (Budiastuti & Bandur, 2018).

The type of data used in this study is primary data, namely 4 learning videos of the sixth- grade text genre of elementary school, the videos that are examined are speech texts; form; explanatory text; and report text. Secondary data are the results of interviews with the Indonesian master teacher Ruangguru. The participants in this study, namely linguists, act as validators for the instruments that have been made by the researchers. Using the directed content analysis type of content analysis method, starting with theory. The theory used is video content analysis using text genre theory, where codes or keywords come from relevant theories or research findings (Hsieh & Shannon, 2005).

The instrument used to collect data, namely the format of video content analysis for learning text genre learning for class VI SD in the Ruangguru application, was used for video content analysis containing aspects of text structure and linguistic rules. The purpose of this study is to describe the findings of the analysis of the content of video learning genre texts for sixth- grade elementary school students in the Ruangguru application. The instrument validity test using content validity was carried out through a review process by experts (expert judgment) carried out by linguists. The first research instrument is content validity, then the results of testing by experts and providing suggestions, so that researchers improve the previous instrument into an instrument that has been used in this study.

Data analysis took place together with the data collection process with the flow stages According to Miles (1994) quoted by Sujarweni (2014).

- 1) Data reduction with the process of sorting or filtering data, from raw data to regular data. The data obtained are written in the form of reports or detailed data through being reduced, summarized, selected main things, focused on important things.

- 2) Data presentation is used to facilitate understanding in conveying information. The presentation of qualitative data is in the form of text generated from the results of data reduction.
- 3) Conclusion and verification, further steps of data reduction, and presentation activities. Data that has been reduced and presented systematically will be concluded temporarily. Provisional conclusions need to be verified using discussion and re-checking.
- 4) The conclusion is obtained based on the temporary conclusion that has been verified. It is hoped that this conclusion can be obtained after data collection is complete.

### **Results and Discussion**

Students in learning the text genre still have difficulty understanding the material due to various factors such as not understanding the concept; not yet available learning media; the skills of educators are still not skilled. Learning video media are often used by educators and can support the learning process. But based on the results of relevant research, there are still educators who have not been able to make learning videos according to the needs of students, because they do not know how to design good videos. Based on the data, the Ruangguru application has many users and has received awards from within the country and abroad. In the Ruangguru application, there is a learning room feature, one of which uses learning videos to convey the material explained by the master teacher.

The following are the findings obtained from the results of the analysis of the text genre learning video content in the Ruangguru Application.

**Table 1. Content Analysis in Learning Videos Class VI Elementary School Speech Text Material in the Ruangguru Application**

<b>Component</b>	<b>Indicator</b>	<b>Analysis</b>
Opening section text structure	a. Greetings	<i>Selamat pagi!</i>
	b. Extended Greetings	<i>Yang terhormat Bapak Kepala Sekolah. Yang saya hormati para guru, serta teman-teman SD Negeri Pelita Bangsa yang berbahagia.</i>
	c. Gratitude	<i>Marilah kita panjatkan puji syukur kepada Tuhan Yang Maha Esa yang telah melimpahkan rahmat-Nya, sehingga kita dapat berkumpul di sini pada “Peringatan Hari Pahlawan” dalam keadaan sehat dan bahagia.</i>
Contents section text structure	a. Orientation	<i>Pada kesempatan kali ini, saya akan menyampaikan pidato tentang pentingnya kejujuran sebagai upaya mempertahankan kemerdekaan negara.</i>
	b. Sequence of Arguments	<i>Contoh sikap jujur yang dapat dilakukan di sekolah yaitu tidak mencontek saat ulangan. Dengan tidak menyontek saat ulangan, kita akan semakin mengenal kemampuan kita sendiri, dan terus belajar dari kesalahan agar menjadi lebih baik. Sikap jujur juga membuat kita menjadi orang yang dapat dipercaya. Selain bagi diri sendiri, bersikap jujur membawa manfaat bagi negara. Jika seluruh rakyat Indonesia jujur, kita akan semakin mudah bekerja sama dan</i>

			<i>bergotong royong, sehingga negara kita tidak akan mudah dipecah belah.</i>
Closing section text structure	a. Conclusion/ Invitation statement		<i>Oleh karena itu, yuk kita sama-sama selalu bersikap jujur di manapun kita berada! Terutama di lingkungan sekolah. Karena bersikap jujur membawa kebaikan bagi diri kita sendiri dan negara kita tercinta ini. Selamat hari pahlawan nasional!</i>
	b. Closing		<i>Terima kasih atas perhatian Ibu dan Bapak guru serta teman-teman. Selamat pagi dan tetap semangat!</i>
Lexicogrammatical feature	a. Using words of persuasion/suggestion		<i>Marilah, yuk.</i>
	b. Using direct verbs or second person greeting words		<i>Bapak Kepala Sekolah, para guru, teman-teman.</i>
	c. Technical words or terminology related to the issue being discussed		<i>Jujur, kejujuran, tidak menyontek, mempertahankan kemerdekaan, dapat dipercaya, bergotong-royong, tidak mudah dipecah belah.</i>
	d. Using causal linking words		<i>Jika, sehingga, oleh karena itu, karena.</i>
	e. Using words that describe the content		<i>Belum terdapat kata yang menggambarkan isi pikiran.</i>

**Table 2. Content Analysis in Learning Videos Class VI Elementary School Form Material in the Ruangguru Application**

<b>Component</b>	<b>Indicator</b>	<b>Analysis</b>
Form Structure	a. Title	<i>Entrepreneurship Registration Form</i>
	b. Introduction	<i>N/A</i>
	c. Instruction	<i>Petunjuk pengisi formulir ekstrakurikuler wirausaha</i>
d. Body	<i>Terdapat Nama Lengkap, Tempat / Tanggal Lahir, Kebangsaan, Jenis Kelamin, Kelas, Alamat Sekarang, Kode Pos, Telepon Rumah, Sekolah, Alamat Sekolah, Kode Pos, Telepon Sekolah, Hobi, Tujuan Menjadi Anggota.</i>	

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e. Closing	<i>Terdapat kolom tanda tangan dan nama lengkap</i>
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**Table 3. Content Analysis in Learning Videos Explanatory Text Material for Class VI Elementary School in the Ruangguru**

Component	Indicator	Analysis
Explanation Text	a. General Statement	<i>Tata surya merupakan suatu sistem yang terdiri dari Matahari sebagai pusat dan berbagai benda langit yang berputar mengelilinginya. Matahari adalah sebuah bintang yang menjadi pusat tata surya dan merupakan bagian dari tata surya yang berukuran paling besar.</i>
	b. Processes	<i>Matahari memiliki gravitasi yang mampu menarik dan menahan benda- benda langit lain untuk tetap terus mengorbit mengitarinya. Benda-benda langit yang mengorbit ke Matahari misalnya planet, satelit alami, komet, asteroid, dan meteoroid.</i>
	c. Interpretation or Conclusion	<i>Keteraturan di tata surya sudah terbentuk sedemikian rupa sehingga Matahari dan planet-planet yang ada di dalamnya dapat terus bergerak tanpa saling bertabrakan.</i>

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**Table 4. Content Analysis in Learning Videos Class VI Elementary School Report Text Material in the Ruangguru Application**

<b>Component</b>	<b>Indicator</b>	<b>Analysis</b>
Report	a. The narrator informs the title	<i>Judulnya kita tulis cara pohon bambu menyesuaikan diri dengan lingkungannya.</i>
	b. The narrator informs the purpose	<i>Mengetahui cara pohon bambu menyesuaikan diri dengan lingkungannya.</i>
	c. The narrator informs the materials	<i>Yang pertama video pembelajaran, LCD, laptop dan speaker.</i>
	d. The narrator informs the steps	<i>Nyalakan laptop lalu sambungkan dengan LCD, Putar video pembelajaran tentang tanaman bambu, setiap anak diminta mengamati video, setiap anak menggali informasi dari cuplikan video.</i>
	e. The narrator informs the discussion	<i>Pohon bambu dapat menyesuaikan diri dengan lingkungannya menggunakan bulu yang tajam yang terdapat pada batang.</i>
	f. The narrator informs the conclusion	<i>Tanaman bambu memiliki bulu halus yang tajam. Bulu-bulu tersebut dapat membuat orang lain yang menyentuhnya menjadi gatal-gatal.</i>
Lexicogrammatical Feature	a. Use of denotative statements	<i>Tanaman bambu.</i>
	b. Use of general noun	<i>Video pembelajaran, LCD, laptop dan speaker.</i>
	c. Use of action verb	<i>Menulis dan simak.</i>
	d. Use of linking verb	<i>Dalam bahasa jawa bulu halus pada</i>

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*pohon bambu disebut lugut.*

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- e. Use of description and factual statement *Tanaman bambu memiliki bulu halus yang tajam, bulu tersebut dapat membuat orang yang menyentuhnya gatal.*
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## **Discussion**

The results show that the text genre learning video content in the Ruanguru application contains text structures and linguistic rules. The findings are shown in Tables 1-4. Video display of text genre material learning, starting with a teaser, material discussion, there is a quiz, material summary, and video closing.

### **1. Speech Text**

The video understudy is entitled "Let's Make a Speech Text!" The first view of the video begins with a quiz asking which steps to make the correct speech text. The explanation in the learning video is about developing a speech text framework into a speech text, the speech outline is made based on the structure of the speech, namely the opening; content; and cover. In line with the opinion (Lubis, 2018), (Sudaryono & Wiharsono., 2010, p.28) the structure of speech writing is opening, content, and closing. Based on the results of interviews with the master teacher/narrator, the learning videos are adapted to the applicable curriculum and adapted to the needs of students, using trusted sources. An explanation of the structure of the opening part of the speech includes greetings, acknowledgments, and thanksgiving, as shown in table 1. In harmony with (Sudaryono & Wiharsono., 2010, p.28) a good speech script is an opening in a speech containing an opening greeting; greetings, and thanksgiving to God.

The content of the speech contains a discussion based on the theme and objectives that will be conveyed (Suprihatin et al., 2021). The contents of the speech are as shown in the findings of table 1. The contents section contains an introduction to issues and a series of arguments as stated by (Kosasih., 2020,

pp.176-177) introduction to issues, in the form of an introduction or delivery of the problem that became the basis of writing or talking that. The introduction of the issue in the text of the speech is about the importance of honesty as an effort to maintain the independence of the country. And a series of arguments according to (Kosasih., 2020, pp.176-177) in the form of several sources' opinions about the issues raised in the previous section, in this section a number of facts are also presented that strengthen the argument. The series of arguments in the speech text has two important points, namely examples of honesty in school and the benefits of being honest, each important point becomes the main idea and is clarified with a few sentences to form a paragraph.

The structure of the closing speech consists of a conclusion/statement of invitation and closing greetings, as shown in table 1. According to (Kosasih., 2020, pp.176-177) the statement of invitation, contains encouragement to the reader/listener to do something. In the video discussion, the conclusion/statement of invitation is to invite us to be honest wherever we are because it will give goodness. The closing greeting is in the form of thanks to the listeners and greetings.

In the speech text there are linguistic rules, according to (Kosasih., 2020, p.177) the linguistic rules in speech text material have the following characteristics: 1) using words of persuasion or suggestions, 2) using direct statements or greeting words the second person, 3) using technical words or terms related to the issues discussed, 4) using causal linking words, 5) using words that describe the contents of the mind. The speech text already contains 4 linguistic rules and there is no fifth linguistic rule, namely using words to describe the contents of the mind, as shown in table 1.

## **2. Form**

The video understudy entitled "How to Fill Out the Offline Registration Form, That's How, Yes" at the beginning of the video is illustrated with an

animated picture of a student reading the school wallboard which contains the poster "Entrepreneurship Extracurricular Registration Has Been Opened Only Until Today". Then the student intends to register and he rushes to the entrepreneurship extracurricular registration stand". In the learning video, it explains the structure of the form, namely the head (heading) containing the name of the institution, address to a telephone number, instructions (instructions) containing information on how to fill out the form correctly and correctly, body (body), containing information data. which must be filled in completely, such as full name, residential address, place, and date of birth, gender, education, and so on, closing, containing the place and date of filling out the form along with full name and signature. However, the form in the learning video has no instructions in the form. In research (Wiguna & Matondang, 2018), (Hanik & Sudra, 2012) and (Rizky et al., 2020) suggest that the structure of this form is contained in the anatomy of the form, which consists of the head (heading), introduction (introduction), instructions (instruction). , body (body), cover (close).

### **3. Explanation Text**

The video understudy entitled "Writing Scientific Explanatory Text I" at the beginning of the video is introduced first about what an explanatory text is and the tutor asks about the parts of an explanatory text and then mentions them without explaining. The structure of the explanatory text consists of general statements, material explanations, and conclusions. Kosasih & Restuti (2013) stated that the structure of the explanatory text is as follows: "(1) a general statement, containing a general statement of a topic to be explained; (2) the sequence of explanations, containing an explanation of the process of occurrence of things, natural phenomena or phenomena; (3) conclusion, contains the conclusion of all explanations.

In the explanatory text there are several general statements, namely "The solar system is a system consisting of the Sun as the center and various celestial bodies that revolve around it. The sun is a star at the center of the solar system and is the largest part of the solar system." The explanation of the material process in the explanatory text contained in the video is "The sun has gravity which can attract and hold other celestial bodies to keep orbiting around it. Celestial bodies orbiting the Sun include planets, natural satellites, comets, asteroids, and meteoroids." The conclusion contained in the explanatory text of the learning video is "Order in the solar system has been formed in such a way that the Sun and the planets in it can continue to move without colliding with each other."

In the explanatory text using causal conjunctions "so" in the words "order in the solar system has been formed in such a way that the Sun and the planets in it can continue to move without colliding with each other". In the explanatory text, there are several abstract words, one of which is the word "solar system" which means a system consisting of the sun as the center and various celestial bodies that revolve around it. There are no time sequence conjunctions in the explanatory text, the text uses process development. There are passive verbs in the explanatory text, namely "to see" and "to form". There are several technical words in the explanation text, namely: solar system, sun, gravity, orbiting, planets, natural satellites, comets, asteroids and meteoroids, earth, and many more.

#### **4. Report Text**

In the video understudy entitled "Writing the Text of Investigation Report III" the first view, the narrator shows an animation of the type of plant, namely bamboo trees. Video discussion about how bamboo trees adapt to their environment. The video display shows an animation of bamboo trees, then the

narrator delivers material on how bamboo trees adapt to their environment. After that, the narrator gives instructions to write an investigative report based on observations of bamboo trees. The narrator conveys the structure of the investigation report, namely the title of the report; the purpose of the report; tools and materials used; observation steps; observation results; conclusion. According to (Kosasih., 2020) stated that the structure of the text of the investigative report has components including title information, objectives, steps, discussion, and conclusions. The findings of the analysis are in table 4.

In the report text, there are linguistic rules, according to (Kosasih & Kurniawan., 2016, p.47) the linguistic rules of the report text include denotive words, common objects, actions, copula along with factual descriptives. In the Ruangguru application learning video, the report text material already contains 4 linguistic rules as shown in table 4.

### **Conclusion & recommendation**

Text genre learning videos in the Ruangguru application contain content systematics containing text structures and linguistic rules that are almost completely explained by the narrator or are called Indonesian master teachers. Based on the results of interviews with the narrator, it was stated that to make learning videos through various stages and carried out according to their respective expertise. The learning video content of the Ruangguru application is designed according to the applicable curriculum so that it can be used according to the needs of students. Thus, it is hoped that it can be a reference for making quality learning videos, by avoiding components that have not been met in the indicators of linguistic rules. So that it is expected to be used in making and developing quality learning videos. For further researchers, it is hoped that they can develop the results of the analysis findings of learning videos.

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#### **Conflict of Interest**

No potential conflict of interest was reported.

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