



Pre-Service Teachers' Perspectives on the Use of Short Video Stories in Primary Education

Ravenska Tiara Jessica¹, Putri Ananda², Nadia Wulandari³, Ratna Prasasti Suminar⁴,
Farah Sukmawati Wahidah⁵

^{1,2,3,4,5}Department of English Education, Faculty of Education and Science,
Universitas Swadaya Gunung Jati

Corresponding E-Mail: ravenskajessica@gmail.com

Received: 2025-05-26 Accepted: 2025-10-16

DOI: 10.24256/ideas.v13i2.6805

Abstract

This study examines a single pre-service teacher's perspective on using short story videos to teach English to primary school students, utilizing the Technological Pedagogical Content Knowledge (TPACK) model and a constructivist approach. Rather than relying on classroom observations, it emphasizes the teacher's self-reported experiences and reflections to explore the integration of content knowledge, pedagogical strategies, and technological tools. Data were gathered through a semi-structured interview conducted during the participant's teaching practicum in a fifth-grade classroom. The participant, a 24 years old undergraduate student in her final year, actively engaged in classroom instruction during her practicum and had completed relevant coursework in English language teaching. Findings indicate that short story videos were viewed as engaging and pedagogically valuable, although the integration across TPACK domains was inconsistent. While the participant maintained a positive attitude towards using video media, she encountered challenges related to technological confidence and the alignment of media with content. This study underscores that TPACK-based reflective interviews can yield valuable insights into the development of preservice teachers, even in the absence of direct classroom observation.

Keywords: *pre-service teachers; short story videos; TPACK framework*

Introduction

In today's digital era, integrating technology into education is essential. Engaging visual media, particularly short story videos, plays a vital role in creating meaningful, effective, and enjoyable learning experiences for elementary school students. This perspective aligns with the idea that technology is not just a

supplementary tool but a fundamental component of the learning process, enhancing students' interest, motivation, and participation in the classroom (Masruddin 2014).

These videos combine simple narration with captivating visuals, supporting students' cognitive and linguistic development. (Dana, Nitiasih, and Santosa 2023) emphasize that digital video materials, especially those grounded in microlearning principles, can improve student attention, decrease cognitive load, and enhance retention of language structures. Their research found that students frequently struggle to comprehend English content presented in traditional formats due to limited memory spans and insufficient media support. Consequently, incorporating well-designed, bite-sized English video materials allows learners to concentrate on manageable segments of information and fosters active engagement through project-based, discovery-based, and problem-based learning approaches.

Visual media platforms are commonly utilized as teaching media due to their significant influence on learners' motivation, participation, skill assessment, and collaborative learning environments (Khakim, Wahidah, and Wirabhakti 2024). A widely utilized visual medium in education is video, which can significantly enhance the learning of English. Research conducted by (Apandi and Prasasti 2024) also confirms that students appreciate English videos for their ability to improve listening skills, expose learners to diverse dialects and language styles, and provide an engaging and motivating media for language practice.

The effectiveness of using videos in learning largely depends on teacher's readiness in technical, pedagogical, and content areas. To explore how a teacher integrate technology into their teaching, the TPACK framework serves as a foundational tool. However, the pre-service teacher is not fully prepared in this respect, and research on the connection between the theoretical understanding and classroom practice remains limited. This research aims to examine how preservice teacher's technological, pedagogical, and content knowledge (TPACK) is demonstrated through their use of short story videos in teaching English to elementary school students. According to (Mishra and Koehler 2006) TPACK is a conceptual model that outlines three essential knowledge domains teachers need to effectively integrate technology: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). To facilitate meaningful technology-based learning, these three elements must be integrated synergistically.

Although TPACK studies often involve classroom observations to evaluate teaching behaviors, it is also possible to assess pre-service teacher's integrated knowledge and instructional planning through interviews and self-reflection. The constructivist approach emphasizes creating learning environments where students actively build knowledge through meaningful experiences. When

incorporating short video stories, teachers should take into account curriculum alignment, cultural relevance, visual support, and age-appropriate content, particularly for young learners in primary classrooms.

This method allows researchers to gather insights into beliefs, intentions, and perceived strategies without the need for real-time observation. Short story videos are a popular educational tool for elementary school students and young learners. Their effectiveness lies in simple narratives combined with engaging visuals, which promote cognitive and linguistic development. However, successfully integrating these videos into the classroom heavily relies on teacher's ability to prepare, select, and implement such media effectively. This process requires not only technical skills but also a strong foundation in pedagogical and content knowledge. The TPACK (Technological Pedagogical and Content Knowledge) framework provides a comprehensive approach to understanding how teacher can integrate technology into their instruction. Nonetheless, many teachers, particularly pre-service educators, may lack the readiness to fully leverage digital media.

In this study, short story videos are defined as animated or recorded narratives lasting approximately 3–5 minutes, designed to enhance vocabulary learning and comprehension among young learners. Digital literacy in this context refers to a teacher's ability to effectively select, evaluate, and integrate digital media such as videos, subtitles, and online tools into classroom instruction. This concern aligns with the constructivist approach, which emphasizes that knowledge is best developed through meaningful, student-centered experiences. Therefore, the effective use of short story videos should be paired with instructional strategies that promote active meaning-making among students.

Recent research has highlighted the growing importance of digital tools in education and how teacher's belief and competency influence their integration into instruction. (Rustan, Cahyono, and Junaid 2023) explored teacher's use of technology in early childhood education and emphasized how belief shape instructional decision making. (Bedilu and Degefu 2024) examined theoretical perceptions versus classroom practices and found significant individual differences among teachers, suggesting that positive beliefs do not always translate into effective implementation. Pre-service teachers, who are in the process of completing their professional training and possess limited classroom authority, differ significantly from in-service teachers in terms of certification, teaching experience, and institutional responsibilities. While most studies concentrate on in-service teachers, there is a notable gap in the literature concerning pre-service teacher's perceptions of video integration, especially in primary education settings.

Moreover, (Zaier and Maina 2022) studied pre-service teachers and uncovered a notable gap between their self-reported differentiation strategies and actual classroom practices. These studies collectively indicate that although teachers may recognize the value of digital tools, their ability to apply them effectively in real classrooms remains inconsistent. Such inconsistencies are especially concerning in early education, where developmentally appropriate instruction is critical.

While various studies have investigated educational technology and teacher perceptions, few have specifically examined the relationship between pre-service teacher's views on short story videos without the need for real-time observation. Most existing research focuses on in-service teachers, general digital tools, or contexts outside primary education. Pre-service teachers are currently in the process of completing their formal education and have not yet obtained full teaching certification. They primarily gain teaching experience through supervised coursework and practical training. In contrast, in-service teachers are certified professionals who are actively teaching in schools. Their regular classroom involvement and institutional responsibilities significantly influence their teaching practices. Consequently, there is a gap in the literature regarding how pre-service teacher conceptualize and implement short story videos in English instruction for young learners.

This study seeks to address the gap by examining how preservice teacher's perceive and plan to integrate technology, pedagogy, and content knowledge (TPACK) while using short story videos to teach English in primary classrooms. This study investigates how a pre-service teacher incorporates TPACK components when planning and implementing short story videos in a fifth-grade English classroom. Instead of relying on classroom observations, the research utilizes reflective interviews to gain insights into the teacher's instructional decision-making, digital readiness, and perceived strategies for video-based learning. Additionally, it explores how the pre-service teacher's understanding of TPACK relates to her evolving digital literacy and pedagogical beliefs within a constructivist learning environment.

The objective of this study is to examine if and how pre-service teacher's technological, pedagogical, and content knowledge (TPACK) is reflected in their use of short story videos as instructional media. This research is unique because it employs a non-observational approach; unlike previous TPACK studies that often involve classroom observations, this study gathers insights from pre-service teacher through interviews focused on her reflections and instructional planning. This method provides a deeper understanding of their self-perceived integration of TPACK.

Method

This research utilizes a qualitative case study approach to gain a detailed understanding of pre-service teacher's perspectives and experiences with short story videos in English language learning. A case study is suitable for examining complex, real-life phenomena within defined systems, especially when the researcher aims to explore individual experiences in depth (Craswell 1965). The study involved pre-service teacher, aged 24, from University in Cirebon. The participant was in her final year of an undergraduate program and had completed coursework related to English language teaching. The participant selected through purposive sampling due to the active involvement in English instruction during the practicum and the use of video media in teaching.

Data collection involved semi-structured interviews conducted in English, each lasting approximately 40 to 45 minutes. This interview took place over two weeks during the participant's teaching practicum. While classroom observation was not conducted, participant was asked to provide detailed descriptions of the teaching practices, lesson planning, and the implementation of video media.

Ethical procedures involved obtaining informed consent, ensuring participant anonymity, and allowing participant to review and validate her transcript through member checking. We verified pre-service status using university enrollment records and confirmed their practicum status at the time of the study. Data saturation was deemed achieved when no new codes or themes emerged from the analysis of all interviews.

The study employed (Braun and Clarke 2006) six-phase thematic analysis model, which includes: (1) Familiarization with the data, (2) Generating initial codes, (3) Searching for themes, (4) Reviewing themes, (5) Defining and naming themes, and (6) Producing the report. Deductive coding was utilized, grounded in TPACK's seven knowledge domains. This process prioritized transparency, reflexivity, and validity through methodological rigor and multiple coding cycles.

Research Design

This qualitative descriptive study employed the TPACK framework to analyze the reflective experiences of preservice teacher's regarding the use of short story videos. Rather than classroom observation, data were gathered solely through in-depth interviews.

Participant

Preservice teacher, aged 24, from University in Cirebon participated in the study. The participant completed her teaching practicum at a public elementary school in Cirebon from March to May 2025 in public elementary classrooms and had experience teaching English using video media. Participant was chosen for the willingness to discuss the instructional planning and experiences with video integration.

Data Collection

Semi-structured interviews were conducted to explore teacher's perspective on each TPACK domain. The questions focused on:

- Content Knowledge (CK): How they selected videos to align with curriculum goals
- Pedagogical Knowledge (PK): How they structured activities around the videos
- Technological Knowledge (TK): How they accessed, modified, and presented the videos
- TPACK Integration: How they combined all three domains to enhance learning

Each interview lasted between 40 and 45 minutes, was conducted in English, and transcribed verbatim. Participant had the opportunity to review the transcript through member checking.

Data Analysis

Thematic analysis was conducted following (Braun and Clarke 2006).six-step model, employing deductive coding based on the seven TPACK domains:

- TK – Technological Knowledge
- PK – Pedagogical Knowledge
- CK – Content Knowledge
- TPK – Technological Pedagogical Knowledge
- TCK – Technological Content Knowledge
- PCK – Pedagogical Content Knowledge
- TPACK – Full integration of all three

Each transcript was examined for both explicit and implicit references to these domains.

Results

This section presents the thematic findings derived from the interview with participant, a pre-service teacher teaching English to 5th elementary school during her practicum. The analysis utilizes the TPACK framework to emphasize specific classroom practices that correspond with relevant TPACK domains. A visual representation (Table 1) summarizes the relationship between the selected teaching practices and the TPACK components. In addition, (Table 2) provides supporting evidence and interpretation for each TPACK domain based on the participant's reflective responses, offering deeper insight into her understanding and practical application of technological, pedagogical, and content knowledge.

1. Actual Classroom Practices and Instructional Strategies

The participant described a range of pedagogical practices when integrating short story videos in her English lessons. Prior to playing the video, she initiated prediction activities by asking students to guess the storyline based on the video title. During the video, she occasionally paused to engage students with reflective questions such as “What do you see?” or “What do you think will happen next?”. After viewing, she implemented comprehension tasks including Q&A, story sequencing worksheets, and pair-based retelling activities.

Additionally, role-playing was used to reenact story scenes, and flashcards supported vocabulary reinforcement. These practices reflect an active learning environment that emphasizes engagement, comprehension, and language retention through storytelling and multimodal input.

“...I ask students to predict. I say, “Look at the title... what do you think will happen?” I want them to think first, not only watch” (Participant).

“I ask questions like, “What is the story about?”, or “Who is the main character?” And sometimes I ask them to retell, like in pairs” (Participant).

“Yes, I make simple one (worksheet). Like matching or put the story in right order.” (Participant).

“Sometimes I pause. Like, when important scene come, I stop and ask, “What do you see?”, or “What do you think next?” (Participant).

“I ask them to retell, or I make them do short role play. Like, they act the story in group. I also use flashcard for key vocab.” (Participant).

2. Video Selection Criteria

Videos were primarily sourced from YouTube, with selection guided by curriculum relevance, simplicity, and student appropriateness. Participant searched for content related to textbook themes (e.g., “daily activities”) and prioritized short videos (3–5 minutes) with slow-paced narration and clear subtitles. Cartoon-style visuals were favored for their appeal to young learners and their role in supporting comprehension.

“...usually, I search in YouTube. I just type the topic, like “English short story for kids”, and then I choose the one that is short, maybe around 3 until 5 minutes.” (Participant).

“I choose video that has slow speaking and clear subtitle. I avoid the one with too many difficult words. Also, I see the character... if it’s cartoon or fun, students enjoy more.” (Participant).

3. Student Engagement and Responses

The participant reported a noticeable increase in student interest, motivation, and recall when using video media. The interactive nature of video, combined with follow-up tasks, encouraged students to participate more actively and retain vocabulary better compared to traditional textbook use.

"Yes, they share their ideas. I think it makes them more focus." (Participant).

"Yes, because it's more interesting. They don't feel bored. I see they remember better." (Participant).

However, she also noted that students benefited most when the video content was closely aligned with lesson objectives and supported with structured tasks.

4. Video Content Analysis

Content selection was influenced by three factors: theme alignment, language level, and cultural appropriateness. The participant avoided videos with complex grammar or culturally unfamiliar references. Instead, she preferred materials with relatable routines, such as brushing teeth or going to school, which provided linguistic input in familiar contexts.

This awareness reflects early development in her Technological Content Knowledge (TCK), where the synergy between technology and curriculum content was deliberately considered.

"I check the topic first. I see what the theme in the textbook is. Like if this week is about "daily activities", then I find story video that shows someone waking up, going to school, brushing teeth, like that." (Participant).

"...Maybe for simple sentence or simple past, but mostly for vocabulary and listening." (Participant).

5. Interactive Strategies and Integration

While Participant employed prediction and discussion activities, she admitted to limited real-time interactive use, such as giving tasks during video playback. Although she expressed a desire to explore this further, her current practice primarily involved post-viewing activities. She expressed interest in developing in-video worksheets or action-spotting checklists to make the experience more dynamic.

"...I plan to make task during watching, maybe like tick the action they see." (Participant).

6. Technical Challenges Encountered

Despite her motivation, technical limitations posed significant obstacles. Weak internet connectivity at the school forced her to download videos in advance using third-party tools. She did not edit videos due to lack of skills and instead relied on basic functions like play and pause.

"In school, sometimes the signal is slow. So, I have download it before I go to class." (Participant).

"I don't know how to edit. I just play directly," (Participant).

These limitations constrained her ability to customize or scaffold media-rich tasks effectively.

7. Lesson Planning and TPACK Integration

Lesson planning was centered around textbook topics, with video acting as supplementary media. While she showed awareness of TPACK principles aligning theme (CK), task (PK), and media use (TK) she acknowledged the need for further development, particularly in designing deeper, integrated activities and improving technological proficiency.

"...Sometimes I feel the video is good, but I don't know how to make deep activity. I want to learn more, maybe how to edit or how to design better task." (Participant).

"...I see students enjoy and I feel happy. I just want to explore more tools and learn." (Participant).

8. Visual Representations

Teaching Practice	TPACK Domain Involved
Prediction before viewing	PK, PCK
Pausing video for discussion	TPK
Retelling & role-play	PCK, TPACK
Selecting videos based on theme	CK, TCK
Using cartoon visuals and subtitles	TCK, TK
Using sequencing worksheets	PK, PCK

Table 1. Classroom Practices and Corresponding TPACK Domains

TPACK Domain	Evidence	Interpretation
Technological Knowledge (TK)	I don't know how to edit. I just play directly.	Basic TK: participant needs improvement in technology use to design more engaging activities.
Pedagogical Knowledge (PK)	I ask students to predict. I say, "Look at the title... what do you think will happen?"	Active learning strategy: use of prediction reflects scaffolded instruction.
Content Knowledge (CK)	I check the topic first. I see what the theme in the textbook is.	Shows alignment between teaching content and curriculum objectives.
Technological Pedagogical Knowledge (TPK)	Sometimes I pause. Like, when important scene come, I stop and ask, "What do you see?", or "What do you think next?"	Combining video use with pedagogical questioning during learning.
Technological Content Knowledge (TCK)	I choose video that has slow speaking and clear subtitle.	Awareness of adjusting video content to match students' language level.
Pedagogical Content Knowledge (PCK)	I ask them to retell, like in pairs.	Language-focused task aligned with the story theme; supports speaking skill.
TPACK (Full Integration)	Sometimes I feel the video is good, but I don't know how to make deep activity.	Indicates emerging TPACK awareness, but limited ability to integrate all domains.

Table 2. TPACK Domains with Supporting Evidence and Interpretation

Summary of Findings

Participant responses indicate a foundational yet developing integration of TPACK. While her ability to align content and pedagogy is progressing, her use of technology remains basic. Despite facing technical challenges, her reflections suggest a positive trajectory toward becoming a media-literate English educator. The incorporation of short story videos shows potential for enhancing student engagement and language learning, particularly when accompanied by structured tasks and careful planning.

Discussion

The findings of this study indicate an emerging integration of TPACK components in the instructional reflections of a pre-service teacher, particularly in the areas of Pedagogical Knowledge (PK) and Content Knowledge (CK), alongside developing Technological Knowledge (TK). This aligns with Mayer's Multimedia Learning Theory, which underscores the importance of combining visual and auditory inputs to enhance cognitive processing and retention. The

participant's use of prediction tasks, retelling, and visual cues demonstrates an effort to foster student engagement and understanding through multimodal instruction.

However, while the reflective data offered valuable insights, the absence of classroom observations limits the ability to validate actual implementation. Additionally, technical challenges, such as unstable internet connectivity and insufficient video editing skills, further restricted the participant's ability to fully leverage video media.

This study emphasizes the potential of video-based learning in primary education, especially when paired with structured pedagogical strategies. It also highlights the necessity for comprehensive support in teacher training programs, including technical skill development, media design, and reflective teaching practices. Prioritizing microteaching with digital integration, media literacy modules, and peer collaboration is essential.

Comparative analysis with earlier studies (Rustan et al. 2023;(Bedilu and Degefu 2024) reinforces the idea that positive teacher beliefs do not always lead to effective practices. As seen in previous research, the participant demonstrated an understanding of suitable pedagogical strategies but struggled to implement them due to limited technological skills.

Short story videos provide pedagogical flexibility across grade levels. Younger learners can focus on visual storytelling and vocabulary recognition, while older students can engage in interpretative and creative production tasks. Curriculum designers should ensure that videos are age-appropriate and culturally relevant, and they should create accessible repositories of curated content.

However, there are potential drawbacks, such as passive consumption, overreliance on external content, and infrastructural challenges. To achieve long-term sustainability, systemic support both technical and pedagogical along with ongoing professional development is essential.

Future research should include classroom observations, explore student-created video tasks, and examine differentiated assessment strategies for video-based learning. Additionally, it is crucial to prioritize cultural sensitivity and contextual appropriateness in content selection, especially in multilingual and diverse educational environments like Indonesia.

Conclusion

This study highlights the potential of video-based learning in primary education, particularly when supported by well-structured pedagogical strategies. The use of short story videos, combined with prediction activities and interactive tasks, was found to increase student engagement and support language development. However, the research also identified notable limitations. The lack of classroom observation restricted the ability to confirm actual implementation,

and the participant's technical challenges such as unstable internet connectivity and limited video editing skills further hindered optimal use of multimedia tools.

Based on these findings, several suggestions can be made. First, teacher education programs should provide more comprehensive support in developing technological competencies, including media design, video editing, and the pedagogical use of digital tools. Incorporating modules on media literacy, digital microteaching, and collaborative lesson planning can better prepare pre-service teachers for modern classroom demands. Furthermore, curriculum designers should ensure that video content is age-appropriate, culturally relevant, and easily accessible through curated repositories. By strengthening the integration of technological, pedagogical, and content knowledge, educators will be better equipped to deliver engaging and effective learning experiences for young students.

References

- Apandi, Aneu Agnes Setiani, and Ratna Prasasti. 2024. "Using English Talk Show Videos on Youtube to Enhance Listening Skill: A Learners' Voices." *Cirebon Annual Multidisciplinary International Conference (CAMIC) (Camic)*:33–38.
- Bedilu, Woldemariam Bezabih, and Hailu Wubshet Degefu. 2024. "Assessing the Relationship between Teachers' Perceptions and Their Classroom Practices and Challenges in Teaching English Vocabulary to Young Learners: The Case of Some Selected Primary Schools in Dawro Zone, SWRS, Ethiopia." *Cogent Education* 11(1). doi:10.1080/2331186X.2024.2346039.
- Braun, Virginia, and Victoria Clarke. 2006. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3(2):77–101. doi:10.1191/1478088706qp063oa.
- Craswell, K. J. 1965. "Introduction to Probability and Statistics." *Technometrics* 7(2). doi:10.1080/00401706.1965.10490258.
- Dana, I. Kadek Wira, Putu Kerti Nitiasih, and Made Hery Santosa. 2023. "Developing Microlearning-Based English Video Materials for Junior High School in SMP PGRI 9 Denpasar." *IDEAS: Journal of Language Teaching and Learning Linguistics and Literature* 11(2):1455–65. doi:10.24256/ideas.v11i2.4178.
- Khakim, Agi Khafidh Al, Farah Sukmawati Wahidah, and Agus Wirabhakti. 2024. "A Critical Review of Canva as a Visual Media Platform for English Learning." *Devotion: Journal of Research and Community Service* 5(5):581–88. doi:10.59188/devotion.v5i5.731.
- Masruddin. 2014. "The Importance of Using Technology in English Teaching and Learning." *Journal of English and Education* 10:2–4.
- Mishra, Punya, and Matthew J. Koehler. 2006. "Technological Pedagogical Content

Knowledge: A Framework for Teacher Knowledge.” *Teachers College Record: The Voice of Scholarship in Education* 108(6):1017–54. doi:10.1177/016146810610800610.

Rustan, Nur Afifah, Bambang Yudi Cahyono, and Rusdiana Junaid. 2023. “Teachers’ Perspectives on Technology-Based Learning for the Kindergarten Students.” *Journal of Education and Learning* 17(3):374–81. doi:10.11591/edulearn.v17i3.20618.

Zaier, Amani, and Faith Maina. 2022. “Assessing Preservice Teachers’ Perceptions and Practices to Differentiate Instruction for Culturally and Linguistically Diverse Students in Secondary Classrooms.” *International Journal of Multicultural Education* 24(2):1–16. doi:10.18251/ijme.v24i2.2473.