



Development Of Interactive Video Media in Learning Fantasy Story Texts at Junior High School

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-09-21 Keywords: <i>Fantasy Story Text;</i> <i>Interactive Video; Media</i> DOI: 10.24256/ideas.v14i1.11968 Corresponding Author: Tasya Andini.S andinitasya479@gmail.com Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Tadulako University	<i>Fantasy story text learning in grade VII is still dominated by lecture learning methods with the use of less varied learning media. This condition causes students to be less enthusiastic during learning, easily lose interest, and have difficulty understanding the material. This study aims to produce interactive video media that has a high level of feasibility to be used in fantasy story text material in grade VII of junior high school. This study uses the Research and Development (R&D) method with a 4D development model with the stages of define, Design, Develop, and Disseminate. Data were obtained through interviews, needs analysis questionnaires filled out by 22 students, and product validation sheets involving three validators, namely two FKIP UNTAD lecturers who acted as validators for media experts and language experts and one Indonesian language teacher who acted as material experts. Data analysis used percentage-based quantitative descriptive techniques. The results showed that the level of student needs reached 77.4 % with a very need category. The validation results obtained a feasibility percentage of 97% from media experts, 83% from language experts, and 94% from material experts and were in the very feasible category. These findings indicate that the developed interactive video media is considered suitable for supporting the teaching of fantasy story texts in seventh grade. This interactive video media combines audiovisual elements with navigation features and interactive questions. However, the results of this study only indicate the level of need and feasibility of the product, so they cannot yet prove the media's effectiveness on learning outcomes. Therefore, further research is needed to test the media's practicality and effectiveness through classroom learning</i>

1. Introduction

Learning media is a learning resource that assists teachers in delivering material to students. The use of diverse media can provide variation in material presentation, helping students understand learning concepts and encouraging their engagement during the learning process (Nurrita, 2018) . Learning media can also help teachers deliver material clearly and systematically while supporting students' activeness and critical thinking skills in achieving learning competencies (Karo & Rohani, 2018) . Therefore, selecting varied learning media is one way to create more engaging learning for students (Asrianti & Izzati, 2021) .

One medium that can be used to support learning is video. It can present material through audio and visual elements. However, monotonous video and visualizations can reduce student engagement. Interactive learning videos can be an alternative because they include features that allow students to respond to the material, giving them the opportunity to actively participate in the learning process (Repelino et al., 2024) .

Multimedia media design needs to be adapted to the students' mechanisms in receiving and processing information. In the cognitive theory of multimedia learning, information is processed through verbal and visual channels that have limited capacity and involve active cognitive activity. Therefore, the use of text, audio, images, and animations needs to be arranged selectively so that each element is related to supporting material understanding without placing excessive processing demands on students (Kusumaningrum & Marpanaji, 2014) . In addition to combining various multimedia elements, learning media can be equipped with interactive features to provide opportunities for students to respond to the material and participate during the learning process (Wahyuningtiyas & Bachri, 2024) . In this case, multimedia elements function to expand the way information is delivered, while interactivity allows students to interact directly with the material through features such as questions and navigation.

Fantasy stories are written works that still follow a general storyline, but are filled with elements of imagination and fantasy. In this story, things that are actually impossible are considered normal, often even exaggerated. If thought about logically, these events would never happen in the real world. As part of children's literature, fantasy stories address topics that are still understandable to students at their level of thinking. Through writing, students can channel their ideas, imagination, and creativity in creating their works. (Muhammad et al. 2020). These characteristics make fantasy narrative texts relevant when presented in various

formats. Illustrations and animations can help visualize characters, settings, and imaginative events, while audio and narration can support understanding of the plot and atmosphere of the story. Therefore, the use of multimedia elements can help students connect verbal and visual information to understand fantasy narratives, while still considering the relevance of each component to learning objectives.

Based on observations at SMPN 2 Dondo, Indonesian language learning on the topic of fantasy story texts still uses textbooks as the main source and learning media. Teachers have not utilized digital-based learning media in their learning process, so the use of media in classroom learning is still less varied. This condition causes students to tend to be less enthusiastic in participating in learning and experience difficulties in understanding the material presented. Therefore, learning media is needed that can increase student enthusiasm and involvement in the learning process. One media that can be utilized is interactive video media because it combines various elements such as text, images, sound, animation, and interactive features. So that the presentation of material becomes more interesting, easier to understand, and can help increase student interest in learning.

Previous research shows that visual and technology-based learning media have been developed to support learning in various materials. Hanim Latifa et al. (2025) developed a series of image media that was considered suitable for use to support learning the skills of writing fantasy story texts in grade VII students. Meanwhile, another study conducted by Yernita Putri Zai et al. (2024), revealed that learning video media was proven effective in increasing students' interest in learning. However, these studies still have differences in the type of media, learning focus, and characteristics of the material developed. Hanim Latifan et al.'s research focused on developing series of image media, while Yernita Putri Zai et al.'s research developed interactive videos to improve student learning outcomes. Both studies have not specifically developed interactive learning videos that combine various multimedia elements with navigation features and interactive questions in learning fantasy story texts. Based on these conditions, this study offers a novelty in the form of developing interactive video media in learning fantasy story texts in grade VII that integrates text, images, simple animations, narration, navigation, and interactive questions in one medium.

Based on the description, the problem formulation in this study is how to design and validate interactive video media in learning fantasy story texts in class VII of SMP Negeri 2 Dondo. With the aim of producing interactive video media and determining its level of feasibility based on the validation results.

2. Method

This study uses the Research and Development (R&D) method using the 4D development model developed by Thiagarajan (1974) quoted in Sugiono's book

(2019) , which includes four stages, namely Define, Design, Develop, Disseminate. The study was conducted at SMP Negeri 2 Dondo with the object of research in the form of interactive video media on fantasy story text material for class VII. The research subjects consisted of 22 class VIIb students who filled out the student needs analysis questionnaire and three validators, namely media experts, language experts, and material experts who were tasked with assessing the feasibility of the media developed.

The research data was obtained through interviews, distribution of needs analysis questionnaires to students, and expert validation sheets. Interviews were conducted with seventh-grade Indonesian language teachers at SMPN 2 Dondo to obtain information on classroom learning conditions, current media use during instruction, obstacles encountered in learning, and the need for interactive learning media. The interviews were conducted face-to-face with unstructured questions, allowing for flexible delivery. The interviews lasted approximately 25-30 minutes.

Based on the information obtained through interviews, an instrument was then prepared to identify student needs and assess the suitability of the media. The research instruments consisted of a student needs analysis questionnaire and an expert validation sheet. The needs questionnaire was compiled based on interviews with Indonesian language teachers , student characteristics, and needs for learning media. Nine questions with "Yes" and "No" answer options were used to identify students' needs for media that is engaging , interactive, and supports engagement in learning. Each item was tailored to the objectives of the research needs analysis. This questionnaire is only used to determine students' initial needs and not to measure the practicality, usefulness, or effectiveness of the media. Meanwhile, the validation sheet is used to assess media based on three aspects, namely media, language, and material. The media expert validation sheet consists of 16 questions that include 5 questions on media display (visual), 6 questions on audio and interactivity, and 5 questions on media packaging. The language expert validation sheet consists of 18 questions that include 6 questions on straightforwardness, 6 questions on communicativeness, and 6 questions on conformity with language rules. Meanwhile, the material expert validation sheet consists of 18 questions that include 9 questions on material suitability, 6 questions on presentation, and 3 questions on language. The validation sheet uses a 5-level assessment scale, namely:

Score 5: Very Decent

Score 4: Decent

Score 3: Fairly Decent

Score 2: Less than adequate

Score 1: Very Poor

This research involved one validator in each field because the assessment was carried out at the initial stage of development to determine the level of media feasibility. However, validators are selected based on their competencies and

experience relevant to their field of assessment. Media experts have experience in development and have served as validators for other students' projects several times; linguists possess academic competency in language topics within the Indonesian language education program; and content experts are Indonesian language teachers with teaching experience relevant to the learning materials being developed. However, using one validator for each field presents a limitation because it doesn't encompass a wide range of perspectives. Further research is recommended to involve more validators so that product assessment is more diverse and comprehensive.

The needs analysis questionnaire was used to obtain deeper information regarding students' initial needs for learning media. In this study, the questionnaire did not undergo specific user trials to assess the practicality or usability of the media. A total of 22 students involved in the needs analysis also did not conduct practicality tests or usability tests after the media was developed. Media is only introduced in classroom learning activities without conducting any tests. Therefore, the results of the analysis only describe the students' initial needs and cannot be used as a basis for concluding the practicality, usefulness, or effectiveness of the media.

This research was conducted after the researcher obtained a research permit from the campus and then submitted it to SMPN 2 Dondo as the basis for the research. Before data collection began and the school granted permission, the researcher conveyed the research's intent and objectives to the principal, Indonesian language teachers, and students.

Data analysis was carried out by combining quantitative and qualitative descriptive data analysis techniques. Quantitative data in the form of scores from the needs analysis questionnaire and expert validation results, and qualitative data obtained from the results of interviews and comments and suggestions provided by the validator, the results of which were analyzed descriptively as material for product improvement. The input is reviewed based on aspects that need improvement, such as media display, navigation, media access, language use, punctuation, spelling, and word choice. The results of the review were then used as the basis for revising the developed media. The quantitative data was analyzed using two formulas: a validation questionnaire and a needs questionnaire. The following formulas were used:

1. Expert validation questionnaire formula

$$R = \frac{T}{K}$$

Information :

R : Score average evaluation by validator

T : Amount the score that obtained learning h from all over evaluation

K : Number of questions

(Source: Tunnur, 2023)

Then to calculate the eligibility percentage:

$$\text{Eligibility percentage} = \frac{\text{Overall average of aspects}}{\text{Maximum assessment score}} \times 100\%$$

Table 1. Percentage Criteria Eligibility Expert

Presentation	Criteria
81% - 100%	Highly Feasible
61% - 80%	Feasible
41% - 60%	Moderately Feasible
21% - 40%	Less Feasible
0% - 20%	Not Feasible

(Damayanti et al. 2018)

1. Needs analysis questionnaire formula

$$P = \frac{F}{N} \times 100\%$$

Information:

P : Percentage

F : Number of "Yes" answers

N : Total students

(Source: Hasanah, 2022)

Table 2. Percentage Criteria for Needs Analysis

76% - 100%	Very Needed
51% - 75%	Need
26% - 50%	Less Needed
0% - 25%	No need

(Source: Handika et al. 2023)

3. Result

The results of the development of interactive video media in learning fantasy story texts were carried out through four stages, namely:

1. Define Stage

The definition stage is carried out to obtain initial information related to the need for developing learning media. This stage includes problem analysis, needs analysis, student characteristics analysis, and material analysis. Based on the results of observations and interviews, it was found that learning fantasy story texts in class VII of SMP Negeri 2 Dondo is still dominated by printed books as the main source of learning, the use of learning media is still limited to textbooks, students tend to be less active and easily get bored during learning activities, and there is no interactive learning that can increase students' enthusiasm for learning. These conditions result in students being less active in learning and experiencing difficulties in understanding the material.

Table 3. Results of the Student Needs Questionnaire

No	Statement of Need	Amount (f)	percentage
1	I need interesting and interactive learning media to learn the structure and language of fantasy stories.	22	100%
2	I need media that keeps me from getting bored while studying.	19	86%
3	I prefer to learn while watching	11	50%
4	I often have difficulty understanding material if it is only explained verbally.	13	59%
5	I need interesting and fun practice questions	20	91%
6	I need media that makes me more active in learning.	20	91%
7	I want a media that can answer questions while watching	14	63%
8	I need media that is not just read	15	68%
9	I need media learning that is not boring	20	91%
Average			
77.4%			

Based on table 3, the results of the analysis conducted on 22 students show that the indicator of students' preference for learning while watching only obtained a percentage of 50% and the need for media that can answer questions while watching only 63%. Both percentages are relatively low compared to others, but these results do not directly indicate that students are not interested in video-based learning, but this is influenced by their previous learning experience of never using video media as a medium in their learning. Based on the results of previous interviews, teachers have not used any media other than printed books in learning activities. Therefore, some students do not have sufficient experience and understanding regarding the application of learning activities through watching, so they cannot show a clearer preference for video-based learning. However, 91% of students require media that isn't boring, demonstrating the need for more engaging and engaging learning experiences. This consideration informs the development of interactive video media that present material visually, with additional questions or quizzes as supporting elements.

The percentage for each item was calculated by dividing the number of students who answered "Yes" by the total number of students, which was 22, then multiplying by 100%. Furthermore, the average student need of 77.4 % was obtained by adding the percentages of the nine question items and then dividing it by the total number of question items, which was nine.

Table 4. Summary Of the Design Flow Of the Needs Questionnaire

Needs Indicator	Percentage	Interpretation	Design Response
I need interesting and interactive learning media to learn the structure and language of fantasy stories.	100%	Very high demand	The media is designed with an interesting presentation of material and is equipped with interactive elements.
I need media that keeps me from getting bored while studying.	86%	High demand	The media is designed with varied audiovisual presentation so that learning is not monotonous.
I prefer to learn while watching	50%	Relatively lower	Videos are designed with an attractive and interactive visual display to make the learning experience easier to follow.
I often have difficulty understanding material if it is only explained verbally.	59%	Relatively lower	The material is presented with a combination of audio, visuals and text to aid

			understanding.
I need interesting and fun practice questions	91%	Very high demand	The media is equipped with practice questions or quizzes that are presented in an interesting way.
I need media that makes me more active in learning.	91%	Very high demand	The media is equipped with interactive features to support student involvement.
I want a media that can answer questions while watching	63%	Relatively lower	The media is equipped with questions or quizzes that can be worked on during the learning process.
I need media that is not just read	68%	The demand is quite high	The material is presented in audiovisual and interactive form, not just text.
I need media learning that is not boring	91%	Very high demand	The media is designed with an attractive appearance and presentation so that it is not monotonous.

2. Design Stage

The design stage involves developing a media plan based on the results obtained in the definition stage. The needs analysis in the definition stage showed that students have varying needs for learning media. These results indicate that using video alone may not meet the interests of all students. Therefore, the interactive videos developed not only contain material in audiovisual form but are also equipped with text, images, speaking animations, audio, narration, navigation buttons, and interactive questions inserted in each presentation of the material. These features are designed to provide variety in learning activities and allow students to interact directly with the material, so that the media does not only focus on watching. The design stage includes compiling material and content, creating flowcharts, creating storyboards, and compiling media display designs. The material presented in the learning media contains four main points, namely: (1) the definition of fantasy story texts, (2) the structure of fantasy story texts, (3) the linguistic rules of fantasy story texts, (4) examples of fantasy story texts. After the material is compiled, the flowchart and storyboard are completed, the next stage is designing the display of the learning media designed using the Canva application. The media is designed by combining text, images, audio, simple animations, and

navigation buttons. Some of the main displays of the media developed are presented as follows:

Figure 1. Opening Page View



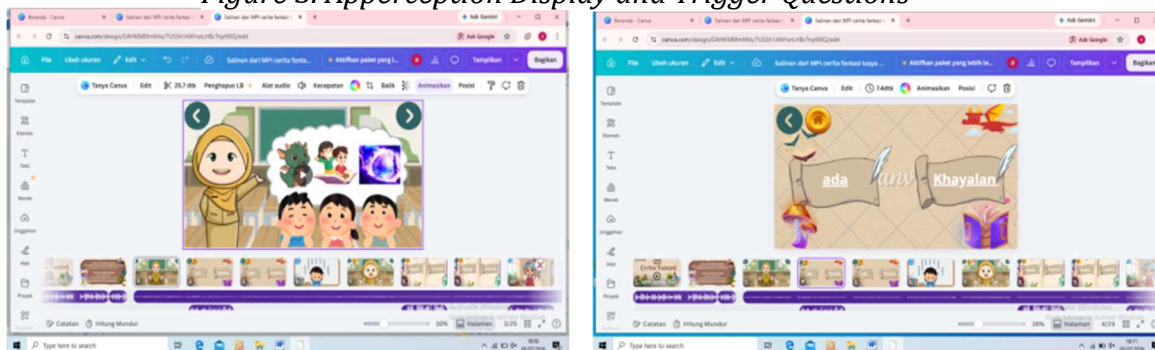
The main page is the initial display that appears when the media is accessed. This display contains the media title, the name of the author or developer, and a button to start learning.

Figure 2. Display Of Learning Outcomes and Objectives



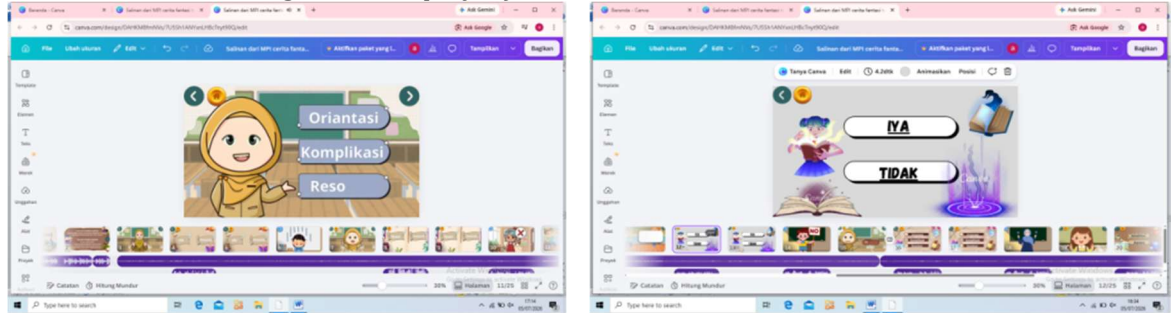
After the opening page, students are directed to a display of learning outcomes and objectives. This section outlines the learning outcomes and objectives students must achieve after completing the fantasy story text lesson.

Figure 3. Apperception Display and Trigger Questions



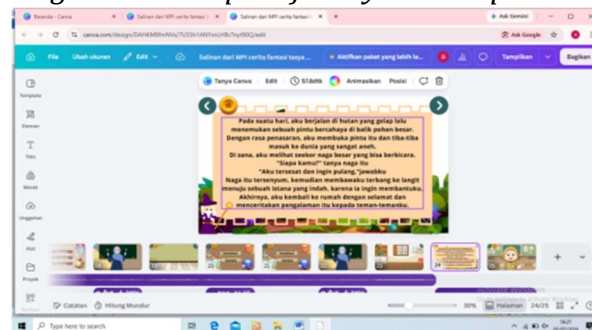
This section begins with a greeting to the user as an initial interaction before entering the lesson. Students are then invited to imagine an imaginative world or event. The media also presents provocative questions, such as "What is a fantasy story?"

Figure 4. Display Of Materials and Questions



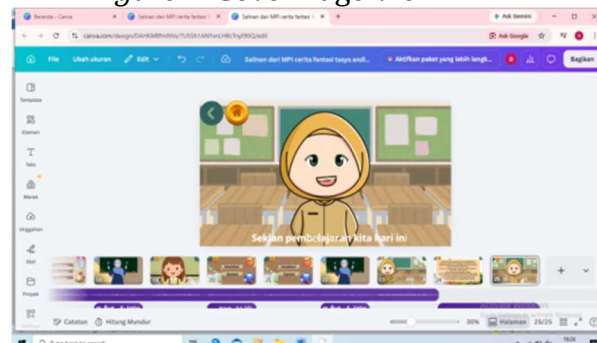
The material page contains learning materials on fantasy narrative texts, including definitions, structure, linguistic rules, and examples. The media presentation also includes interactive questions embedded within each topic. The presentation of the material and questions is designed consistently for each sub-topic, combining illustrations, narrative text, questions, answer choices, and navigation buttons.

Figure 5. Example Of Story Text Displa



The display of the example of the short story text presented is used as reference material for students for the linguistic rules section of fantasy stories. In the example text, students must find where the linguistic rules are located.

Figure 6. Cover Page View



The closing page display is the final display of the media, in this section there are words of thanks, motivational messages to students to be enthusiastic about learning, and an invitation to students to continue to freely imagine in creating stories.

3. Develop Stage

The development stage aims to determine the feasibility of the developed media and the revisions made by the validators. Validation is carried out by three validators: a media expert, a language expert, and a content expert .

Table 5. Media Expert Validation Results

No	Aspect	Score obtained	Max score	Presentat ion	Category
1	Media display (visual)	24	25	96%	Highlly Feasible
2	Audio and interactivity	29	30	97%	Highlly Feasible
3	Media packaging	25	25	100%	Highlly Feasible
	Average	78	80	97%	Highlly Feasible

The results of media expert validation of interactive video media explain that the average total value of product validity obtained from the validator's assessment is 97%, this shows that this value is in the very appropriate category.

No	Aspect	Score obtained	Max score	Presentati on	Category
1	Straightforwardness	27	30	90%	Highlly Feasible
2	Communicative	24	30	80%	Feasible

3	Conformity with language rules	24	30	80%	Feasible
	Average	75	90	83%	Highly Feasible

Table 6. Results Of Validation By Linguists

The results of the validation by language experts on interactive video media explain that the average total value of product validity obtained from the validator's assessment is 83%, this shows that this value is in the very appropriate category.

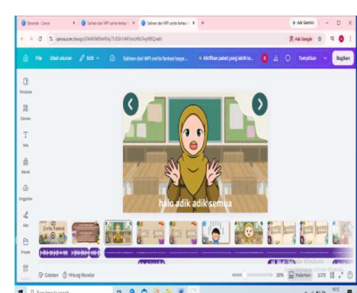
Table 7. Results Of Validation By Material Experts

N o	Aspect	Score obtained	Max score	Presentati on	Category
1	Suitability of material	42	45	93%	Highly Feasible
2	Presentation	29	30	97%	Highly Feasible
3	Language	14	15	93%	Highly Feasible
	Average	85	90	94%	Highly Feasible

The results of the material expert validation of interactive video media explain that the average total value of product validity obtained from the validator's assessment is 94%, this shows that this value is in the very appropriate category.

The results of the validation by language experts show that the communicative aspect and conformity to language rules obtained a score of 83%, which is the lowest percentage compared to other aspects. Although it is still in the very appropriate category, the results show that the presentation of language in the media still requires improvement, especially in the aspects of spelling, word writing, punctuation, and uniformity of writing. Therefore, many improvements were made to parts that still contained errors so that the use of language in the media would be more precise and consistent. The following are suggestions for improvement from media and language experts, material experts did not provide any suggestions for improvement.

Table 8. Media Expert's Suggestions for Improvement

No	Improvement Aspects	Before Revision	After Revision
1	Provide a button on each page to return to the previous page and provide a button on each page to return to the first page.	There is no button that can be used to return to the main page and to the previous page. 	After adding the button to return to the first page and return to the previous page, the button is placed at the top left corner. 
2	Convert media link to barcode	https://canva.link/vou5nolb4iy4kds The form of the access link created before being shared with students and teachers	 Modified access link to share with teachers and students
	Change the position of the button to go to the next page to the top and the button to go to the first page and make the button display smaller.	 The button is located in the middle of the top left corner and the top left corner. This	 The buttons have been changed in shape to be more uniform and their position has been changed to the top left and right

		allows for easy viewing when playing media and the button looks large.	ends and the buttons have been made smaller so as not to interfere with other elements.
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Table 9. Language Expert's Suggestions for Improvement

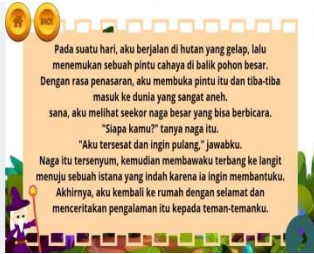
N o	Improvement Aspects	Before Revision	After Revision
1	1.) Correct the position of the comma in the sentence "to a beautiful palace, because he wanted to help me". It is better not to use a comma before because. 2.) Correct the spelling error in the word "cahaya" to "cerah", the word "sana" should be added with the preposition "Di". 3.) Change the word "see" to "see"	"to a beautiful palace , because he wants to help me" "light" "see" 	"to a beautiful palace because he wanted to help me" "glowing" "see" 

Table 10. Summary of Development Stages

Development stage	Activity	Results
Define	Collecting all initial information starting from finding out the learning conditions through interviews, distributing needs analysis questionnaires , analyzing student characteristics and conducting material analysis.	Information was obtained regarding students' media needs, media obstacles in learning, knowing student characteristics and knowing suitable materials to be used in media as a basis for developing interactive videos.
Design	Compiling content and materials, creating flowcharts, creating storyboards, compiling media display designs.	The resulting design for the display of interactive video media on fantasy story text material is in accordance with the results of the definition.
Develop	Develop products by conducting validation from media, language and material experts, as well as suggestions for improvement from validators.	The validation results were produced by expert validators in media, language, and materials until they obtained a feasibility percentage of "very feasible" and carried out media revisions in accordance with the suggestions of media and language experts. In the improvement stage, material experts did not provide any suggestions.
Disseminate	Disseminating learning media that has been developed on a limited basis	The media was disseminated in a limited manner, simply by publishing the media to students and providing teachers and students with access to the link/barcode. After this stage, no further testing was conducted with students. Therefore, this research consisted of simple distribution using barcodes without further testing of the media's practicality, usability, or effectiveness.

4. Disseminate Stage (Spread)

The dissemination phase was conducted after the media was declared suitable by the validation results. The distribution phase was carried out on a limited basis, only introducing the media to grade VIIb students of SMP Negeri 2 Dondo and providing access to the media to Indonesian language teachers in the form of a link and barcode so that the media could be used by teachers as an alternative media for fantasy story text material. This dissemination was carried out as a form of distribution of the product that had been developed so that it could be accessed by users. Thus, in this research, there was no further testing related to the practicality, usefulness, or effectiveness of the media.

4. Discussion

Based on the needs analysis, it was found that students demonstrated a high need for learning media, with 77.4 % categorized as very needy. These results were taken into consideration in developing interactive videos to provide an alternative way to present fantasy story texts. Media created using the Canva application utilizes various components such as text, audio, moving animations, illustrations, narration, navigation, and interactive questions. These elements are designed to present information through more than one form of representation . According to Mayer (2024) , multimedia learning involves students' cognitive activities in actively processing verbal and visual information. Based on this perspective, the use of relevant visual and auditory elements can help students understand the material. However, each component needs to be selected and arranged carefully so as not to increase processing costs and still support learning objectives.

The use of various forms of presentation in this media also needs to be distinguished from the aspect of interactivity. Multimodality relates to the delivery of information through various forms of representation, such as text, sound, images, animation, and narrative. Meanwhile, interactivity relates to student engagement in responding or taking action when using media (Ritterfeld et al., 2009) . Based on these differences, the text, audio, animation, and illustrations contained in a product reflect aspects of multimodality, while interactive questions and navigation buttons reflect interactivity access. This difference shows that the use of many forms in media does not necessarily make it an interactive media. Media can present information through various modes, but it's one-way if it doesn't provide opportunities for students to respond. Therefore, the media developed is integrated with interactive features so that students don't just passively receive information but are actively involved in the learning process.

Interactive questions in the media not only serve to increase attraction, but also to help students focus their attention, recall the material, and evaluate their understanding. Thus, this feature can encourage active involvement of students in understanding the material, in line with Nurrita's (2018) opinion that learning media can help students in receiving and understanding information.

Navigation within media can give students greater control while using the media. A good navigation layout allows students to select the material they want to access, repeat it, and follow the material according to their learning needs. Thus, navigation can support the formation of learning control and provide space for students to learn independently. Therefore, navigation needs to be designed to be simple, consistent, and easily recognizable to avoid confusion.

The validation results show that the media demonstrates a high level of product feasibility. This results in the media being developed fulfilling various important aspects, starting from appearance, content, language use, and interactivity. These results cannot be separated from the media design which is adapted to the fantasy story text material. The explanation of the material is supplemented with illustrations, narration, and text examples so that the concepts being studied can be conveyed through several forms of representation. In addition, various navigation buttons and interactive questions provide a more targeted usage pattern and also differentiate it from audiovisual media which generally present material in a one-way manner.

Although the validation results showed that the linguist validation score of 83% was lower than the media expert's validation score of 97% and the material expert's score of 94%. This difference indicates that language aspects still require attention in product improvement. Nevertheless, the scores obtained indicate that the media has good quality in terms of content and presentation. Therefore, improvements in spelling, punctuation, and word choice are still needed to optimize product quality and ensure the information can be understood by students.

The research results of Hanim Latifa et al., (2025) and Amanda et al., (2024) showed that the development of visual and audiovisual-based media can support the learning of fantasy story texts and produce media that is suitable for use. This similarity is seen in the focus of media utilization to help students understand fantasy story text material. The results of this study are also in line with the research of Yernita Putri Zaiet al., (2024) who developed interactive video media and showed that media is effective for use in learning. However, this study expands on previous studies by developing interactive videos specifically aimed at fantasy story text material in Indonesian language subjects. In addition to combining elements of text, images, audio, navigation, moving animation, and narration, the media developed is also equipped with interactive navigation and questions that enable students to provide responses during learning. Thus, this research continues the findings of previous research regarding the use of visual and technology-based media, while providing a more specific contribution to the development of interactive media in learning fantasy story texts.

This research can contribute to the field of Indonesian language and literature education through the development of interactive videos focused on fantasy story text material. This media presents material by combining learning descriptions, text examples, audio-visual elements, and interactive activities. The

use of interactive video media not only helps convey material but can also provide support to students in recognizing the characteristics and elements that build fantasy story texts through more diverse learning experiences and involve students.

In Indonesian language learning, especially in fantasy story text material, the developed media can be used to add new media for delivering material that previously mostly used textbooks as the main source. Teachers can utilize interactive videos to support the learning of fantasy story texts at various stages of the activity. At the beginning of the lesson, teachers can use learning objectives and prompt questions to focus attention and explore students' initial concerns. As the lesson progresses, the media can be used to explain the material and display examples of texts, while interactive questions can be part of the pause to encourage students to respond to the material. After the learning activity is completed, the media can still be reused as reinforcement material or learning resources that students can access to repeat the material.

This study has a number of limitations that need to be considered in interpreting the results. Data collection was only carried out by one school involving 22 students, so the findings of this study cannot represent conditions in a wider learning environment. In addition, the product assessment only involved three validators. The product has also not undergone direct usage testing by students after the development stage is complete. As a result, comprehensive data on user experience, student feedback, ease of use, and practicality of the media have not been obtained. Furthermore, the researchers did not measure learning outcomes, making this study unable to provide empirical conclusions regarding the effectiveness of interactive video on student learning outcomes.

Researchers hope that future research will expand the product evaluation process in stages. Initial testing can be conducted on a limited group to identify usability challenges and obtain feedback from students. The improved product can then be applied in field trials with a wider range of students and learning conditions. Further research is also needed to measure the media's responsiveness and practicality. To obtain strong evidence of media effectiveness, future research could employ a pre-test and post-test design so that changes in student learning outcomes before and after media use can be systematically compared.

4. Conclusion

Based on the results of the research and development that has been carried out, it can be concluded that interactive video media in learning fantasy story texts has been successfully developed using a 4D development model which includes the Define, Design, Develop, Disseminate stages. The results of the needs analysis show a percentage of 77.4% with a very necessary category, while the results of media validation obtained a percentage of 97% from media experts, 83% from language experts, and 94% from material experts with a very feasible category. Based on these results, interactive video media is declared very suitable for use as a learning medium for fantasy story text material. This media is expected to help teachers in

delivering material, make students enthusiastic about learning, and increase interest in student involvement in learning activities.

5. References

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