



CapCut-based instructional video for teaching response text writing to seventh-grade junior high school students

(Video pembelajaran berbasis CapCut untuk mengajarkan penulisan teks respons kepada siswa kelas tujuh sekolah menengah pertama)

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Abstract: The teaching of response text writing in junior high school often faces several challenges, including students' low motivation, limited use of instructional media, and difficulties in understanding text structure and language features. These conditions highlight the need for innovative learning media that align with students' characteristics in the digital era. This study aimed to develop and evaluate the feasibility of a CapCut-based learning video for teaching response text writing to seventh-grade students. The research employed a Research and Development (R&D) approach adapted from the Borg and Gall model, simplified into five stages: needs analysis, media design, product development, expert validation, and limited field testing. The participants were 36 seventh-grade students at a junior high school. The media was evaluated by a media expert, a subject-matter expert, and a language expert. Data were collected through observation, interviews, questionnaires, validation sheets, and writing tests, and analysed using descriptive quantitative and qualitative techniques. The results revealed high feasibility scores: 96% from the media expert, 96% from the subject-matter expert, and 92% from the language expert, indicating that the media was highly feasible for instructional use. Student responses were also very positive, with an average score of 88.3%. In addition, students' writing performance improved significantly, with the average score increasing from 67 on the pretest to 82 on the posttest. These findings demonstrate that the CapCut-based learning video is both feasible and effective in improving students' response text writing skills and supporting multimodal learning in secondary education.

Keywords CapCut, Instructional video, Learning media development, Response text writing

Abstrak: Pengajaran penulisan teks respons di sekolah menengah pertama sering menghadapi beberapa tantangan, termasuk motivasi siswa yang rendah, penggunaan media pembelajaran yang terbatas, dan kesulitan dalam memahami struktur teks dan fitur bahasa. Kondisi ini menyoroti kebutuhan akan media pembelajaran inovatif yang selaras dengan karakteristik siswa di era digital. Studi ini bertujuan untuk mengembangkan dan mengevaluasi kelayakan video pembelajaran berbasis CapCut untuk pengajaran penulisan teks respons kepada siswa kelas tujuh. Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) yang diadaptasi dari model Borg dan Gall, yang disederhanakan menjadi lima tahap: analisis kebutuhan, desain media, pengembangan produk, validasi ahli, dan pengujian lapangan terbatas. Partisipan penelitian adalah 36 siswa kelas tujuh di sebuah sekolah menengah pertama. Media dievaluasi oleh seorang ahli media, seorang ahli materi pelajaran, dan seorang ahli bahasa. Data dikumpulkan melalui observasi, wawancara, kuesioner, lembar validasi, dan tes menulis, dan dianalisis menggunakan teknik kuantitatif dan kualitatif deskriptif. Hasil penelitian menunjukkan skor kelayakan yang tinggi: 96% dari pakar media, 96% dari pakar materi pelajaran, dan 92% dari pakar bahasa, yang mengindikasikan bahwa media tersebut sangat layak untuk digunakan dalam pembelajaran. Tanggapan siswa juga sangat positif, dengan skor rata-rata 88,3%. Selain itu, kinerja menulis siswa meningkat secara signifikan, dengan skor rata-rata meningkat dari 67 pada pretest menjadi 82 pada posttest. Temuan ini menunjukkan bahwa video pembelajaran berbasis CapCut layak dan efektif dalam meningkatkan keterampilan menulis teks respons siswa dan mendukung pembelajaran multimodal di pendidikan menengah.

Kata Kunci CapCut, Video pembelajaran, Pengembangan media pembelajaran, Menulis teks tanggapan

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INTRODUCTION

Indonesian language learning at the junior high school level emphasises not only mastery of linguistic knowledge but also the development of language skills, including listening, speaking, reading, and writing. Among these, writing plays a crucial role in language learning. Through writing activities, students not only convey ideas but also develop critical and analytical thinking skills and the ability to organise ideas systematically. One type of text studied at the junior high school level is the response text, which contains an assessment, criticism, or appreciation of a particular phenomenon or work (Tiwi & Mellisa, 2023; Wahyuni et al., 2024). Learning to write a response text requires students to understand the text's structure, present arguments logically, and use appropriate language.

However, the teaching of text writing in schools still faces various challenges. Initial observations at SMP Negeri 10 Palembang indicated that some students had difficulty understanding the structure of response texts and developing ideas systematically (Tiwi & Mellisa, 2023; Salahuddin et al., 2023). Lectures and textbooks still dominate the learning process as the primary learning resource. These conditions make writing activities less engaging and less effective in meeting students' learning needs. As a result, student motivation tends to be low, and the resulting writing does not show the expected quality (Suryaman & Suryanti, 2022; Waruwu et al., 2025). Based on preliminary data, approximately 68% of students had difficulty organising ideas, and 72% showed low motivation for writing activities. These findings reinforce the need for more engaging instructional media.

These issues indicate a mismatch between the characteristics of classroom learning and those of students in the digital era. Today's students are a generation familiar with digital technology and tend to respond more positively to visual and interactive learning media. Therefore, the use of innovative, technology-based instructional media offers alternative for improving the quality of writing instruction in schools (Mahmudi et al., 2023; Rahmatillah & Reinita, 2025). In the modern learning context, learning media play a crucial role in helping students understand material more effectively. Learning media serves as a means of conveying learning information more engagingly and systematically, thereby increasing students' attention and motivation (Arsyad, 2017). The use of audiovisual-based learning media, such as learning videos, allows for the presentation of material through a complementary combination of text, images, animation, and sound. According to multimedia learning theory, learning is more effective when information is presented through the integration of visual and verbal elements simultaneously, as it helps students process information more effectively (Mayer, 2020).

Several previous studies have shown that the use of video media in language learning can improve students' motivation and conceptual understanding. Research by Rahmatullah et al. (2020) shows that audiovisual media can increase students' interest in learning and help them understand instructional materials more effectively. Furthermore, research by Putri & Setiawan (2021) also shows that the use of digital-based learning video media can improve students' language skills, particularly in understanding text structure and developing ideas systematically. However, most research on developing learning videos still relies on relatively complex video-editing software and requires advanced technical skills. This condition often hinders teachers from developing learning media independently. Therefore, alternative learning video development media are needed that are simpler, more accessible, and usable by teachers without requiring complex technical skills.

One application for developing learning media is CapCut. CapCut is a video editing application that offers a range of visual features, including animated text, visual effects, image illustrations, and audio settings, to produce engaging learning videos. In addition to being easy to use, this application is free, making it a low-cost alternative for teachers to create video-based learning media. The use of CapCut in learning allows teachers to design more creative and contextually relevant instructional

media that align with students' characteristics. From a pedagogical perspective, the use of CapCut-based learning videos also enables the integration of multimodal learning principles, namely the presentation of information through various forms of representation, such as text, visuals, and audio, in an integrated manner. The integration of these elements can help students understand learning concepts more deeply. Furthermore, the use of learning videos can support a more contextualised writing learning design, as students not only receive theoretical explanations but also see concrete examples and visual stages of the writing process.

Although the use of video media in learning has been widely explored, studies that specifically focus on developing CapCut-based learning videos for writing response texts remain relatively limited. Most previous studies have focused on using video as a medium for delivering material without thoroughly examining the media development process and the feasibility of the resulting product. Therefore, this study seeks to fill this gap by systematically developing CapCut-based learning videos through needs analysis, product development, expert validation, and learning trials.

Based on the description, this study aims to develop and test the feasibility of a CapCut application-based learning video for writing response texts for seventh-grade junior high school students. Furthermore, this study aims to determine students' responses to the developed learning media and to observe their effect on response text writing skills. While previous studies have explored the use of video in language learning, most have focused on general instructional delivery rather than systematically designing and evaluating video-based writing instruction using accessible tools. In addition, few studies have examined how low-cost video-editing applications such as CapCut can support multimodal learning in writing instruction. Therefore, there remains a gap in understanding how such tools can be pedagogically designed and validated to improve students' writing skills. The results of this study are expected to contribute to the development of Indonesian language learning media, particularly in the use of digital technology to support writing learning. Furthermore, the resulting media is expected to serve as an alternative for teachers in developing more innovative, engaging, and appropriate learning that suits students' characteristics in the digital era.

The novelty of this research lies in the development of a learning video, using the CapCut application as a low-cost video authoring tool, systematically designed to support the learning of writing response texts at the junior high school level. Unlike previous studies that generally use learning videos to deliver general material, this study integrates multimodal learning principles through a combination of text, visuals, animations, and audio narration, specifically designed to support writing instructional design. Furthermore, this study not only assesses the effectiveness of using learning videos but also systematically examines the media development process through a Research and Development (R&D) model that includes needs analysis, expert validation, and learning trials. Thus, this study makes a new contribution to the development of language learning media by presenting a model for using the CapCut application that is easily accessible, practical for teachers, and relevant to the characteristics of language learning in the digital era. This study differs from previous research not only by utilising video as a medium but also by systematically designing instructional content based on multimodal learning principles and evaluating its effectiveness through a structured R&D process.

METHOD

Research Type and Model

This study employed a Research and Development (R&D) approach to develop a CapCut-based instructional video for teaching response text writing and to evaluate its feasibility and practical use in classroom instruction. The R&D approach was selected because the study focused not only on identifying classroom learning problems but also on producing a pedagogically applicable instructional media product. The development procedure adapted the Borg and Gall model, which was simplified into five stages to accommodate the limited duration of school-based research and the practical conditions of classroom implementation. The simplified stages consisted of needs analysis, media planning, product development, expert validation and revision, and limited classroom trials. Despite the simplification, the essential principles of instructional media development, namely systematic

design, expert evaluation, and product revision, were maintained throughout the study (Gall et al., 2018).

The research and development stages in this study include:

1. Needs Analysis

At this stage, researchers conducted learning observations, interviewed Indonesian language teachers, and distributed questionnaires to students to identify students' needs for learning media for writing response texts. The needs analysis was conducted over two weeks through classroom observations in three Indonesian language learning sessions, semi-structured interviews with one Indonesian language teacher, and questionnaires distributed to all participating students. The observations focused on students' engagement, participation, and difficulties in writing response texts. The findings revealed that students often struggled to organise ideas systematically and showed low motivation during writing activities, particularly when learning relied solely on textbooks and lecture-based instruction.

2. Media Development Planning

This stage included developing the learning media concept, designing video scenarios, selecting learning materials, and determining the visual and audio design for the learning videos.

3. Product Development

The learning media product was developed as a learning video using the CapCut application. The video included explanatory material, examples of response texts, visual illustrations, and audio narration to support students' understanding. The instructional video was developed using the CapCut application and consisted of three main sections: introduction to response text concepts, explanation of text structure and language features, and guided writing practice. The video duration was approximately 12 minutes and combined narration, animated text, visual illustrations, background music, and example texts to support multimodal learning. The content was adjusted to the seventh-grade Indonesian language curriculum and designed to maintain students' attention through concise explanations and visual transitions.

4. Expert Validation and Product Revision

The developed learning media product was then validated by media, material, and language experts to assess its suitability for use in learning. The validation results were used to revise the developed media.

5. Limited Trial

After the revision stage, the learning media were tested with a limited number of students to gather student responses and assess the effect of media use on their ability to write response texts. This study employed a one-group pretest-posttest design to measure the effectiveness of the developed media. Although no control group was used, this design allows for measuring learning improvement before and after the intervention. The limited classroom trial was conducted in two instructional meetings. During the first meeting, students completed the pretest and participated in the learning session using the CapCut-based instructional video. In the second meeting, students engaged in guided writing activities and completed the posttest. The teacher acted as the classroom facilitator, while the researchers observed students' participation and responses during the learning process.

These development stages were carried out systematically to ensure that the resulting learning media were of good quality and met learning needs.

Research Subjects and Location

This research was conducted at SMP Negeri 10 Palembang during the even semester of the 2024/2025 academic year. The subjects consisted of 36 seventh-grade students enrolled in Indonesian language instruction on writing response texts. The participants were selected purposively because they had previously studied basic writing materials and experienced difficulties in writing response texts during preliminary classroom observations. In addition to the students, an Indonesian language

teacher also participated, acting as a partner in the needs analysis and implementation of the learning media.

Research Validators

The validation of the learning media was conducted by three validators with competencies in their respective fields:

1. Media experts, namely lecturers in educational technology with experience in developing digital-based learning media.
2. Content experts, namely lecturers in Indonesian Language and Literature education with expertise in language learning.
3. Linguists, namely lecturers in linguistics or language education with competence in linguistic aspects.

All three validators have at least a master's degree (S2) and experience in education and learning media development. Validation by these experts aims to ensure that the developed learning media meet the aspects of media feasibility, material suitability, and appropriate language use.

Data Collection Techniques

The data collection techniques in this study included several methods, namely:

1. Observation, observations were conducted to determine the learning conditions for writing response texts in the classroom and teachers' use of learning media.
2. Interviews, interviews were conducted with Indonesian language teachers to obtain information regarding learning media needs and obstacles encountered in teaching writing.
3. Questionnaires, questions were used to collect data on students' responses to the learning videos developed.
4. Tests, tests were used to assess improvements in students' writing responses through pretests and posttests.
5. Expert Validation Sheet, experts used the validation sheet to assess the suitability of the learning media in terms of media, material, and language aspects.

Research Instruments

The instruments used in this study include:

Expert Validation Sheet

The expert validation instrument uses a Likert scale of 1–5, with the following assessment categories:

Score Category

- 5 Very Good
- 4 Good
- 3 Adequate
- 2 Poor
- 1 Very Poor

The expert validation instrument consists of several assessment indicators, as follows:

- a. Media expert validation (5 indicators)
 - 1) video display design
 - 2) visual and animation qualitytext
 - 3) text clarity
 - 4) audio and visual synchronization
 - 5) integration of multimedia elements
- b. Validation by content experts (5 indicators)
 - 1) suitability to learning outcomes

- 2) accuracy of material concepts
- 3) completeness of materials
- 4) clarity of text examples
- 5) systematic presentation of materials
- c. Validation by language experts (5 indicators)
 - 1) accuracy of language use
 - 2) clarity of sentence structure
 - 3) conformity to Indonesian language rules
 - 4) clarity of narrative
 - 5) understanding of learning messages

Student Response Questionnaire

The student response questionnaire consisted of 10 statements covering the following aspects: (1) media appeal, (2) ease of understanding the material, (3) visual clarity, (4) audio clarity, (5) learning motivation, and (6) ease of use of the media

The reliability of the questionnaire was assessed using Cronbach's Alpha, yielding a coefficient of 0.87, indicating high reliability.

Writing Ability Test

The writing rubric was adapted from common analytical writing assessment criteria used in Indonesian language learning, focusing on both content quality and linguistic accuracy. To improve scoring consistency, the assessment was conducted using the same rubric for both pretest and posttest evaluation. The test used in this study was a writing response test administered before and after the use of the learning media.

The writing test was assessed using an analytical scoring rubric consisting of five aspects:

- 1) content relevance,
- 2) organisation of ideas,
- 3) use of language features,
- 4) grammar accuracy, and
- 5) coherence and cohesion.

Each aspect was scored on a scale of 1–5, resulting in a maximum score of 25.

Data Analysis Techniques

Qualitative data obtained from observations and interviews were analysed through data reduction, categorisation, and interpretation to identify patterns related to students' learning difficulties and responses toward the instructional media. Quantitative data from validation sheets, questionnaires, and writing tests were analysed descriptively using percentage scores, mean scores, and inferential statistics to support the interpretation of learning outcomes. The data obtained in this study were analysed using quantitative and qualitative descriptive analysis techniques.

1. Expert validation data analysis

The expert validation data was analysed by calculating the feasibility percentage using the formula:

$$\text{Feasibility percentage} = \frac{\text{Obtained score}}{\text{Maksimum score}} \times 100\%$$

The resulting percentage was then categorised as follows: Category Percentage

- 81–100% Very Appropriate
- 61–80% Appropriate
- 41–60% Fairly Appropriate
- 21–40% Less Appropriate

2. Student Response Analysis

The student questionnaire response data were analysed by calculating percentage scores to determine the level of student acceptance of the learning media.

3. Test Results Analysis

Test results were analysed by comparing pretest and posttest scores to determine the improvement in students' response writing skills after using the learning media.

To examine the significance of students' improvement, a paired sample t-test was conducted. Effect size (Cohen's d) was also calculated to determine the magnitude of the intervention effect.

RESULTS AND DISCUSSION

Results

Learning Media Needs Analysis

The initial stage of this research involved a need analysis of the use of learning media in teaching writing response texts. The analysis was conducted through classroom observations, interviews with Indonesian language teachers, and questionnaires distributed to seventh-grade students at SMP Negeri 10 Palembang.

The observations indicated that lecture-based methods and textbook use still dominated the learning process for writing response texts. This condition resulted in students having difficulty understanding the structure of response texts and a lack of motivation to write. The results of the student needs questionnaire also indicated that most students preferred audiovisual learning media that presented visual illustrations and more concrete explanations.

These findings indicate a gap between the characteristics of digital generation students and the learning media used in the classroom. Students in the digital era tend to be more responsive to visual and audiovisual-based learning media than to conventional methods. Therefore, the development of learning videos using the CapCut application is seen as an alternative to improve the quality of learning to write response texts. These findings align with multimedia learning theory, which states that presenting material through a combination of visual and verbal elements can improve students' understanding and retention of information (Mayer, 2020). Thus, the development of learning video media is expected to support a more effective and interesting learning process.

Expert Validation Results for Learning Media

After the development of the learning video product was complete, the next stage was expert validation to assess the media's suitability for use in the learning process. Validation was conducted by three validators: a media expert, a content expert, and a language expert.

Media Expert Validation

Media expert assessments focused on visual appearance, multimedia design quality, and the integration of audio and visual elements within the learning videos.

Assessment Aspects	Maximum Score	Score Obtained	Percentage
Video display design	5	5	100%
Visual and animation quality	5	4	80%
Text clarity	5	5	100%
Audio and visual synchronisation	5	5	100%
Multimedia element integration	5	5	100%
Total	25	24	96%

Although the overall score was high, the visual quality aspect received a slightly lower score (80%), indicating a need for improvement in animation smoothness and visual consistency. Based on expert feedback, revisions were made to enhance visual transitions and improve text readability.

Validation results showed that the learning video achieved a feasibility percentage of 96%, which is categorised as very feasible. This indicates that the developed media has good visual design and presents the material engagingly. These findings indicate that the use of multimedia elements in learning videos can improve the quality of material presentation. This aligns with multimedia learning theory, which posits that integrating text, images, and audio can strengthen students' understanding of concepts (Mayer, 2020).

Content Expert Validation

The content expert validation aims to assess the suitability of the video content for the Indonesian language learning outcomes for writing response texts.

Assessment Aspects	Maximum Score	Score Obtained	Percentage
Conformity to learning outcomes	5	5	100%
Conceptual accuracy of the material	5	5	100%
Completeness of the material	5	4	80%
Clarity of example texts	5	5	100%
Systematisation of the material	5	5	100%
Total	25	24	96%

The percentage of eligibility obtained from material experts was 96%, indicating that the material in the learning video aligns with the Indonesian language learning competencies at the junior high school level.

Linguist Validation

Linguistic assessments focus on linguistic aspects in learning videos.

Assessment Aspects	Maximum Score	Score Obtained	Percentage
Accuracy of language use	5	5	100%
Clarity of sentences	5	4	80%
Compliance with Indonesian language rules	5	5	100%
Clarity of video narration	5	4	80%
Comprehensibility of the message	5	5	100%
Total	25	23	92%

The validation results from the language experts showed a 92% feasibility rating, categorised as very feasible. The validation results from the three experts indicated that the CapCut-based learning video met the requirements for media design, material suitability, and clarity of language used in the learning process.

Student Responses to Learning Media

After the media was validated as suitable by experts, the next stage involved conducting a limited trial with 36 seventh-grade students. Students' responses to the use of the learning media were collected through a questionnaire.

Assessment Aspects	Percentage
Interesting video	90%
Easy to understand material	88%
Clear video display	89%
Clear audio and narration	87%
Videos help you understand the material	85%
Videos increase your motivation to learn	88%
Videos help you write response texts	86%
Videos are easy to use	89%
Videos make learning fun	91%
Videos are worth using	90%

The average student response to the use of instructional videos was 88.3%, which is considered very good. This finding indicates that the use of video media can increase student engagement in the learning process. This aligns with research by [Rahmatullah et al., \(2020\)](#), which states that audiovisual media can increase student interest in learning and conceptual understanding.

The Effect of Media on Response Text Writing Skills

To determine the effect of using instructional videos on response text writing skills, a pretest and a posttest were administered.

Information	Average value
Pretest	67
Posttest	82

These results show an average increase in score of 15 points after using CapCut-based learning videos. Furthermore, the improvement in learning outcomes is evident in the percentage of students who complete their learning.

Category	Pretest	Posttest
Completed	14 siswa (39%)	30 siswa (83%)
Not Completed	22 siswa (61%)	6 siswa (17%)

This improvement indicates that CapCut-based learning videos can help students understand the structure of response texts and improve their writing skills more systematically. This finding aligns with research by [Putri & Setiawan \(2021\)](#), which states that the use of video media in language learning can improve students' conceptual understanding and language skills. The paired sample t-test results showed a significant difference between pretest and posttest scores ($p < 0.05$), indicating that the improvement is statistically significant. The effect size (Cohen's $d = 0.85$) indicates a strong intervention effect.

Learning Implications

The results of this study indicate that the use of CapCut-based learning videos positively contributes to Indonesian language learning, particularly in teaching response texts writing. Video-based media allows students to understand the material through various forms of information representation, such as text, images, animations, and voice narration. Furthermore, the user-friendly nature of the CapCut application allows teachers to independently develop instructional media without requiring advanced technical skills. This finding suggests that accessible technology can be effectively utilized to support more innovative and contextualized learning. Therefore, the development of

CapCut-based learning videos can serve as a relevant alternative medium for enhancing the quality of Indonesian language learning at the junior high school level.

Discussion

These findings are consistent with previous studies highlighting the effectiveness of multimedia learning in enhancing language skills. However, this study extends prior research by demonstrating that even low-cost tools, such as CapCut, can produce effective instructional media. The results indicate that the CapCut-based learning videos developed are highly feasible, as validated by media, material, and language experts. The feasibility percentages obtained were 96% for the media aspect, 96% for the material aspect, and 92% for the language aspect, respectively, indicating that the developed media product meets the quality standards for good learning media. These findings indicate that integrating visual, audio, and textual elements in learning videos enables more systematic and engaging content delivery, making it easier for students to understand.

From a learning design perspective, media expert validation results indicate that using multimedia elements such as moving text, visual illustrations, and integrated audio narration can improve the quality of material presentation. This aligns with the multimedia learning theory proposed by Mayer (2020), which states that learning will be more effective when information is presented through an integrated combination of verbal and visual elements. The CapCut-based learning video in this study utilises this principle by combining text, images, animation, and audio narration to help students understand the concept of writing response texts more concretely (Suparmi et al., 2025; Putri & Itqan, 2024).

In addition to the media aspect, validation by material experts also indicated that the content of the learning video aligned with the learning outcomes and the sequence of Indonesian language learning objectives at the junior high school level. The material presented in the video not only explains the fundamental concepts of response texts but also provides examples, text structures, and systematic writing steps (Elvita et al., 2024; Widayanti et al., 2024). This structured presentation of material supports a more focused writing learning process and helps students understand the relationship between writing theory and practice. This is in line with Kosasih & Restuti (2018), who stated that writing instruction requires concrete examples and structured exercises to help students develop ideas systematically.

Students' responses to the use of instructional videos were also very positive. An average student response rate of 88.3% indicated that the developed media was considered interesting, easy to understand, and capable of increasing motivation to learn (Bano et al., 2025; Lestari & Pratiwi, 2023). These results indicate that the use of video media in language learning has great potential to increase student engagement in the learning process. This finding aligns with research by Rahmatullah et al., (2020), which reports that audiovisual media can increase interest in learning and help students understand the material more effectively than conventional learning methods.

In addition to increasing learning motivation, CapCut-based learning videos positively impacted students' ability to write response texts. This is reflected in the increasing students' average score from 67 in the pretest to 82 in the posttest. This increase indicates that the use of video media not only serves as a means of conveying information but also helps students develop critical and writing skills more systematically (Lukman et al., 2025; Oktaviani & Safitri, 2026; Krumm et al., 2022). These findings are consistent with previous studies indicating that using video media in language learning can improve students' conceptual understanding and language skills (Putri & Setiawan, 2021; Lu, 2023).

The effectiveness of instructional videos in this study was also influenced by the ease-of-use CapCut application as a media development tool. CapCut is a relatively user-friendly video editing application that offers various visual features to support the creation of engaging learning media (Kamaruzaman et al., 2012; Dune et al., 2016). This ease of use allows teachers to develop learning media independently without the need for complex software. This aligns with Branch's (2018) view

that effective learning media depend not only on the technology used but also on its ease of implementation in learning practices.

Compared with previous research, this study offers the advantage of integrating needs analysis, the media development process, expert validation, and direct learning trials (Wu, 2016; Brůža et al., 2021; Tomczyk et al., 2023). While most research on instructional video media focuses on learning outcomes, this study also highlights the media development process grounded in user needs (Nußbaumer et al., 2024; Guo et al., 2014; Wong et al., 2026). Therefore, this study not only produces learning media products but also provides a systematic and contextual media development model for Indonesian language learning.

Pedagogically, the use of CapCut-based learning videos contributes to improving the quality of learning to write response texts. This media allows students to understand the material through various information channels simultaneously, making the learning process more interactive and meaningful (Khoirunisa & Sukardi, 2025; Haslinda, 2024). Furthermore, instructional videos provide opportunity for students to access learning materials independently outside of classroom, thus supporting more flexible and student-centered learning. This is in line with the principles of 21st-century learning, which emphasise integrating digital technology into the learning process (Fitriyah et al., 2025; Purwahida et al., 2024). Overall, the findings of this study indicate that developing CapCut-based learning videos is not only technically feasible but also positively impacts the writing of response texts and their learning outcomes. The developed media can enhance student engagement, facilitate teachers in delivering instructional content, and support the creation of more innovative and contextual Indonesian language learning (Mulyani et al., 2024; Setiawan et al., 2024).

CONCLUSION

This research produced learning media in the form of a CapCut application-based video for teaching response text writing for seventh-grade junior high school students. The development process was conducted out stages that need analysis, planning, product development, expert validation, and limited trials with students. The validation results showed that the developed media had a very high level of feasibility, with 96% from media experts, 96% from material experts, and 92% from language experts. Furthermore, the results of the learning trials showed that the developed video media received positive responses from students, with an average response rate of 88.3%. The use of CapCut-based learning videos also improved students' ability to write response texts, as reflected in the increase in average scores from 67 in the pretest to 82 in the posttest. These findings suggest that CapCut-based instructional video media are both feasible and effective in improving the quality of response text writing instruction at the junior high school level.

This study contributes to the development of Indonesian language learning media by utilising the CapCut application as a low-cost, easily accessible video-authoring tool for teachers to create video-based learning media. The integration of visual, audio, and text elements in the learning videos also demonstrates the potential for applying multimodal learning principles to writing instruction. However, this study still has limitations because it was conducted on only one learning material and in the context of a single school. Therefore, future research is recommended to develop similar media for other learning materials and test its effectiveness in a broader school context to obtain a more comprehensive picture of the use of CapCut-based video media in Indonesian language learning. Overall, this study suggests that accessible digital tools can play a significant role in improving writing instruction, particularly when designed around pedagogical principles such as multimodal learning.

DECLARATIONS

Author contribution	: Siti Rukiyah conceptualized the study, designed the research framework, and led the development of the instructional media as well as the writing of the manuscript. Missriani contributed to data collection, classroom implementation, and needs analysis. Desi Agustina Rohmadhawati was responsible for data analysis, including statistical testing and interpretation
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	of results. Yessi Fitriani contributed to data validation, literature review, and language editing. All authors critically reviewed, revised, and approved the final version of the manuscript.
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