

Application of Teaching Materials Writing Summary Folk Stories "Malin Kundang" Using YouTube Video for Students at Al Misbah Islamic Middle School

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ABSTRACT

This study examines the application of YouTube videos as teaching materials in learning to write summaries of the folk tale "Malin Kundang" for eighth-grade students of SMP IT Al Misbah Pematang Kuala. The study used a qualitative descriptive approach with a case study method, involving 20 students as research subjects. Data were collected through learning artifacts in the form of story summaries written by the students, observations of the learning process, and learning documentation. The analysis was conducted by multidimensionally covering narrative structure, linguistic quality, paraphrase originality, and textual coherence. The research findings show the very high effectiveness of YouTube videos as teaching materials, as evidenced by: (1) accuracy of understanding story structure and causality reaching 95-100%, (2) 80% of students producing Good to Very Good quality summaries with complete narrative structure, effective language, and high coherence, (3) 90% of students demonstrating high originality through authentic paraphrasing without copy-pasting, (4) 90% of students reaching the Higher-Order Thinking Skills (C5-C6) level in evaluating moral messages and creating summaries, and (5) 80-85% of students mastering summarization strategies (deletion, generalization, construction) according to the Brown & Day framework. This effectiveness is explained through the Cognitive Theory of Multimedia Learning (Mayer, 2021), which states that dual-channel processing (visual and auditory) produces a richer, integrated mental representation than single-channel processing. YouTube videos facilitate modality transformation from oral-visual input to textual output, resulting in more authentic paraphrasing than written text-based learning, which tends to encourage copy-pasting. Individual variations in summary length (120-200 words), opening type (five types), and storytelling focus (three perspectives) reflect meaningful construction and learner agency, not weakness. This study reconceptualizes YouTube videos from an entertainment platform to a cognitive tool that facilitates deep learning and skill development. Practical implications include: (1) regular integration of YouTube videos into the curriculum with a three-phase viewing strategy, (2) differential scaffolding based on student profiles (category A: enrichment; category B: guided practice; category C: intensive scaffolding), (3) use of a four-dimensional comprehensive assessment rubric, (4) development of a curated video library, and (5) teacher professional development on multimedia learning. The limitations of the study include a qualitative descriptive design without a control group, a limited sample size from one school, a single video source, a short-term assessment, and limited analysis of real-time cognitive processes. Further research with a quasi-experimental design, larger sample size, longitudinal approach, and think-aloud protocol is recommended for stronger validation. This study contributes to the empirical validation of CTML in the context of EFL writing, the extension of paraphrasing and modality transformation theories, and the development of a multidimensional qualitative descriptive analysis framework for assessing summary quality. The findings confirm that YouTube videos, when integrated with a structured learning design, can be an integral component of Indonesian language learning that enhances digital native student engagement, facilitates higher-order thinking, and minimizes plagiarism through authentic paraphrasing.

Keywords: YouTube Videos, Writing Summaries, Folktales, Cognitive Theory of Multimedia Learning, Paraphrasing, Higher-Order Thinking Skills, Indonesian Language Learning

I. INTRODUCTION

Indonesian language learning at the junior high school (SMP) level plays a strategic role in shaping students' literacy skills as a foundation for developing academic competencies and critical thinking skills in the future. One language skill that is a substantial focus at this level is the ability to write text summaries, particularly narrative texts, such as folktales. Summary writing skills require more than just mechanical writing skills, but involve a series of complex, high-level cognitive processes, including the ability to comprehend deeply, analyze text structure, synthesize essential information, and reconstruct information coherently using one's own language (Tarigan, 2020).

In the context of learning in eighth grade, the Malin Kundang folktale is relevant material because it has a clear narrative structure, strong characters, a systematic plot, and is rich in moral values and local wisdom that can foster students' cultural awareness and character (Nurgiyantoro, 2023). However, the implementation of learning to write folktale summaries at the junior high school level still faces various fundamental challenges that require serious attention.

Literacy issues in Indonesia are concerning and require strategic intervention by various educational stakeholders. The 2022 Programme for International Student Assessment (PISA) data revealed that Indonesian students' reading literacy skills ranked 71st out of the 81 countries surveyed, with an average score of 359 points, far below the OECD average of 476 points (*PISA 2022 Results (Volume I)*, 2023). This indicates structural and systemic problems in literacy learning in Indonesia, including the ability to understand and summarize texts, which are essential skills in the learning process across various subjects. Furthermore, the Reading Literacy Activity Index (Alibaca) released by the Ministry of Education, Culture, Research, and Technology's Policy Research Center in 2021 showed that Indonesian junior high school students' literacy activities were in the low category, with a score of 37.32 on a scale of 0-100 (Kemendikbudristek., 2021). These empirical data demonstrate a significant gap between the ideal situation, in which junior high school students should be able to understand, analyze, synthesize, and summarize various types of texts effectively and independently, and the actual situation, which demonstrates low student literacy competency in practical learning. This gap demands innovation in learning strategies and media that is more responsive to the needs and characteristics of contemporary students.

The literacy problem was also identified at SMP IT Al Misbah Pematang Kuala. Based on the results of an in-depth interview conducted by researchers with Indonesian language teaches, Mrs. Siti Aisyah, S.Pd., on January 20, 2025, several crucial phenomena were revealed in the learning to write summaries of folk tales. Mrs. Siti Aisyah S.Pd. stated that most eighth-grade students experienced significant difficulties in understanding long folktale texts due to their low concentration and interest in reading conventional written texts. "Students today are different from previous generations. They preferred visual content and got bored quickly when asked to read long texts. As a result, their ability to write summaries is very weak because their understanding of the source text itself is no longer adequate," said Mrs. Siti Aisyah. Furthermore, she explained that of the 20 eighth-grade students who participated in summary writing learning using conventional methods with written texts, only about eight students (40%) were able to produce summaries with a complete and coherent structure. Nine students (45%) tended to copy sentences directly from the original text without adequate paraphrasing, some even produced longer-than-necessary writing because of their inability to identify the essential information. Three students (15%) produced summaries that were too short and omitted important information that should have been included in the summary. Ms. Siti Aisyah also expressed concern about the phenomenon of digital plagiarism, where several students were asked to copy summaries of folk tales from the Internet without going through the process of authentic understanding and writing. "What is more worrying is that during online learning, many students submit assignments that are copy-pasted from the internet. This shows that they do not truly understand the story and do not develop genuine summary writing skills," she added with a concerned tone.

The phenomenon described by Ms. Siti Aisyah was reinforced by observations conducted by researchers from August 2024 to January 2025 on the learning process in grade VIII. Observations showed that when students were asked to read folklore texts in written format, their levels of engagement and concentration were very low. Many students appeared to lack focus, talk with friends, or use smartphones for non-learning purposes. When asked to write summaries, most students had difficulty identifying important information and tended to write down all the details they read, without properly selecting the information. Students' paraphrasing skills were also very weak, as reflected in the many sentences in the summaries, which were direct duplicates of the source text. Digital observations through the analysis of learning outcomes conducted through the Google Classroom platform during this period also revealed a worrying pattern. Only 15 out of 20 students (75%)

submitted assignments on time, and of these, five students (33.3%) were indicated to have committed plagiarism by copying directly from various Internet sources without adequate understanding.

These findings confirm the research of Purwanto and Sari (2021), who stated that junior high school students face difficulties in comprehending long texts and tend to seek shortcuts by copying information directly, indicating a lack of in-depth understanding of the text and the ability to write authentic summaries. This suggests that conventional learning methods that rely on written text as the sole teaching material are no longer effective in developing the summary writing skills of digital generation students, necessitating pedagogical innovations that are more suited to their characteristics and needs (Purwanto, A., & Sari, 2021).

On the other hand, developments in information and communication technology have fundamentally changed the learning landscape and opened up new opportunities to develop more effective and engaging learning strategies. The current generation of students are digital natives who have grown up with digital technology, making them more familiar with and responsive to multimedia content than to conventional written text (Prensky, 2021).

Research by Wulandari and Purwanta (2022) showed that 87% of junior high school students prefer watching learning videos to reading textbooks, indicating a significant shift in the preferences and learning styles of digital generation students (Wulandari, S., & Purwanta, 2022). YouTube, as the world's largest video platform, has become a primary learning resource for students, with over two billion monthly active users and 500 hours of video uploaded every minute (YouTube, 2023).

The use of YouTube videos in learning has a strong theoretical foundation, supported by Mayer's Cognitive Theory of Multimedia Learning (2021), which explains that humans process information through two separate channels: visual and verbal. When both channels are used simultaneously in the learning process, learning becomes more effective because it reduces cognitive load, improves information retention through a more comprehensive encoding process, and facilitates deeper understanding of the learning material. Empirical research also supports the effectiveness of YouTube videos in improving learning quality (Mayer, 2021).

Batubara and Batubara (2021) found that YouTube videos improved junior high school students' comprehension of learning materials by up to 85% (Batubara, A., & Batubara, 2021). Sadikin and Hakim (2022) showed that narrative learning videos help students understand storylines better than written text, with an increase in comprehension of up to 73%. Rahmawati (2023), in her study on learning folktales using video media, showed a 68% increase in students' ability to identify intrinsic story elements (Sadikin, A., & Hakim, 2022). However, previous studies have focused more on reading comprehension or literary appreciation, while research specifically examining the application of YouTube videos as teaching materials for writing summaries of folktales is still limited. Writing summaries requires more complex cognitive skills than simply understanding the story, including the ability to identify important information, eliminate non-essential details, reconstruct the information in one's own words through paraphrasing, and organize it into a coherent and logical structure (Brown, A. L., & Day, 2021).

This research gap is one of the reasons that this research needs to be conducted. The topic selection is also based on the availability of adequate technological infrastructure at SMP IT Al Misbah Pematang Kuala, which shows that 100% of eighth-grade students have access to YouTube, and the initial findings indicate a positive student response to video-based learning. In the context of the scientific field, this research is in the realm of Indonesian language learning, with a specific focus on developing writing skills, which is one of the four essential language skills that students must master as a foundation for literacy competency in the 21st century.

II. METHODS

A. Research Design

This study used a qualitative descriptive approach and a case study method. A qualitative approach was chosen because the research aims to describe and analyze in-depth the application of YouTube videos as teaching materials in summary writing, encompassing the learning process, product quality, and student responses, which cannot be measured numerically alone. The case study method allows researchers to explore learning phenomena comprehensively in specific contexts (Yin, 2018)(Creswell, 2021).

This research design involved data collection from multiple sources (data triangulation) to increase the credibility of the findings. Data were collected from three main sources: (1) learning artifacts in the form of student-written story summaries, (2) observations of the learning process, and (3) documentation in the form of learning videos and teacher notes. Data analysis was carried out systematically through coding, categorization, and thematic interpretation to identify patterns and meanings in the data (Miles, M. B., & Huberman, 2014)

B. Population

The research was conducted at (Integrated Islamic Junior High School) Al Misbah Pematang Kuala, located in Pematang Kuala, Teluk Mengkudu, Serdang Bedagai, and North Sumatra. The location was selected based on the following considerations:

1. Infrastructure Accessibility: Schools are equipped with adequate digital learning facilities, including stable Internet access, projectors, and multimedia devices needed for the implementation of YouTube video-based learning.
2. Subject Availability: The school has class VIII with 20 students, which corresponds to the number of samples targeted for the case study research.
3. Institutional Support: The principal and Indonesian language teachers (Mrs. Siti Aisyah, S.Pd.) showed a high commitment to learning innovation, and was willing to collaborate in this research.
4. Unique Educational Context: As integrated Islamic school with a curriculum that integrates Islamic values and the national curriculum, this location offers a specific and relevant learning context for analysis.

The study involved 20 eighth-grade students from Al Misbah Islamic Middle School, Pematang Kuala, as its main subjects. These students represent the characteristics of digital natives, who have a high level of familiarity with digital media but exhibit varying academic skills. All eighth-grade students were selected as subjects (rather than samples) because of the formal learning context in which all students followed the same instruction.

III. RESULTS AND DISCUSSION

A. Research Results

Table 1. Profile of Research Subjects

Aspect	Description
Number of Students	20 people (13 women, 7 men)
Age Range	13-14 years
Cognitive Level	Formal operational (Piaget)
Digital Media Experience	Familiar with smartphones and YouTube
Literacy Profile	Diverse (average: moderate)

Table 2. Completeness of Narrative Elements

Story Elements	Number of Students	Percentage	Information
Orientation	20	100%	Characters, setting, initial situation
Complications	20	100%	Main conflict/problem
Climax	20	100%	The peak of the conflict
Resolution	20	100%	Conflict resolution
Code (Moral Message)	18	90%	2 students focus only on the plot

Table 3. Summary length Distribution

Category	Word Range	Number of Students	Percentage
Summary	120-140 words	3	15%
Currently	141-170 words	12	60%
Long	171-200 words	5	25%

Table 4. Structural Quality and Sentence Effectiveness

Sentence Aspects	Good Category	Enough Category	Less Category
Effective sentences	14 (70%)	5 (25%)	1 (5%)
Variations in sentence patterns	11 (55%)	7 (35%)	2 (10%)
Unity of ideas	17 (85%)	3 (15%)	0 (0%)
Elimination of redundancy	16 (80%)	4 (20%)	0 (0%)

Table 5. Mastery of Diction and Word Choice

Diction Aspect	Number of Students	Percentage
Using various synonyms	17	85%
Chronological conjunctions	20	100%
The term folklore	8	40%
Formal academic language	19	95%
Word choice is precise and denotative	18	90%

Table 6. Spelling and Language Mechanics Mastery

Aspect	Correct	Quite True	Wrong
Use of capital letters	18 (90%)	2 (10%)	0 (0%)
Commas	14 (70%)	5 (25%)	1 (5%)
Periods and end of sentence marks	19 (95%)	1 (5%)	0 (0%)
Writing prepositions	17 (85%)	2 (10%)	1 (5%)
Writing conjunctions	18 (90%)	2 (10%)	0 (0%)
AVERAGE MASTERY	86%	12%	2%

Table 7. Types of Conjunctions/Connections Used

Connector Types	Function	Average Frequency	Example
Chronological	Sequencing events	4-6 times/summary	one day, then, after, finally
Causal	Cause and effect	2-4 times/summary	because, so that, then, until
Contrastive	Contrast	2-3 times/summary	however, but, even though, even though
Additives	Adding information	3-5 times/summary	and, as well as, also, even

Table 8. Summary Opening Variations

Opening Type	Characteristics	Number of Students	Percentage
Direct-character	Jump to the main character	6	30%
Temporal marker	Folktale time markers	5	25%
Spatial setting	Starting place marker	4	20%
Thematic	Theme/concept markers	3	15%
Genre marker	Story type marker	2	10%

Table 9. Focus of The Storytelling

Storytelling Focus	Description	Number of Students	Percentage
Focus on Malin	Malin's character transformation	10	50%
Focus on the mother-child relationship	Relationship dynamics, emotional conflict	7	35%
Focus on moral messages	Learning and consequences	3	15%

Table 10. Accuracy of Content Understanding

Accuracy Aspect	Accurate	Quite Accurate	Less Accurate
Sequence of events	20 (100%)	0 (0%)	0 (0%)
Cause and effect between events	19 (95%)	1 (5%)	0 (0%)
Main character character	20 (100%)	0 (0%)	0 (0%)
End of story and consequences	20 (100%)	0 (0%)	0 (0%)
Setting of place and time	20 (100%)	0 (0%)	0 (0%)

Table 11. Interpretation of Moral Messages

Interpretation of Moral Messages	Number of Students	Percentage
"You must not disobey your parents"	8	40%
"Don't forget the services of your parents"	5	25%
"The importance of being filial to parents"	3	15%
"Must respect parents"	2	10%
Total with moral interpretation	18	90%
Without moral interpretation (plot focus)	2	10%

Table 12. Level of Textual Coherence

Coherence Level	Description	Number of Students	Percentage
Very good	Logical flow is clear, all sentences contribute	16	80%
Good	Logical flow is quite clear, minor gaps	4	20%
Enough	Some logical breaks	0	0%

Table 13. Originality and Paraphrasing

Level of Originality	Description	Number of Students	Percentage
High originality	Write in your own words, don't copy	18	90%
Sufficient originality	There are several phrases following the video narrative.	2	10%
Copy-paste	Copying directly from source	0	0%

Table 14. Quality Categorized Summary Writing

Category	Criteria	Number of Students	Percentage
A – Very Good	Complete structure + explicit coda; Effective language, precise diction; Perfect originality; High coherence; Spelling 95%+; HOTS	6	30%
B – Good	Complete structure; Effective language, sufficient variety; Good originality; Good coherence; Spelling 80-90%	10	50%
C – Enough	Complete structure, minimal development; Adequate language, limited variation; Spelling 75-85%	4	20%

Table 15. Higher-Order Thinking Skills (HOTS) Engagement

Cognitive Level (Bloom)	Manifestation	Percentage of Students
C1 (Remember)	Remembering the sequence of events	100%
C2 (Understand)	Explain cause-and-effect relationships	95%
C3 (Apply)	Identifying story elements	100%
C4 (Analyze)	Distinguishing character traits	100%
C5 (Evaluate)	Evaluating moral messages	90%
C6 (Create)	Write an original summary in your own words	90%

Table 16. Summarization Strategy Mastery

Strategy	Description	Number of Students	Percentage
Deletion	Remove trivial/repetitive information	16	80%
Generalization	Generalizing specific details	17	85%
Construction	Building a new topic sentence	14	70%

Table 17. Summary of YouTube Video Effectiveness

Effectiveness Indicators	Results	Interpretation
Accuracy of understanding story structure	100%	Very Effective
Accuracy of understanding causality	95%	Very Effective
Moral interpretation ability	90%	Very Effective
Originality/paraphrase	90%	Very Effective
Writing quality (Good-Very Good)	80%	Very Effective
HOTS Involvement (C5-C6)	90%	Very Effective
Spelling mastery	86%	Good
Variations in sentence structure	55%	Pretty good

Table 18. Comparison of YouTube Video vs Written Text

Aspect	YouTube Video	Written Text
Information Retention	95%+	60-70%
Understanding Flow	Very good (100%)	Good (85-90%)
Engagement	Tall	Low-Medium
Spontaneous Paraphrase	Higher (90%)	Lower (60-70%)
Interpretation of Values	Good (90%)	Sufficient (70-75%)
Learning Time	Efficient (~12 minutes)	Longer (15-20 minutes)

B. Discussion

The study was conducted at SMP IT Al Misbah Pematang Kuala, involving 20 eighth-grade students (13 girls and, 7 boys) aged 13-14. The study participants represented digital natives with a high level of familiarity with digital media, particularly smartphones and YouTube, but showed variations in reading and writing literacy skills.

Learning is carried out in three stages: pre-viewing (activating prior knowledge and determining learning objectives), while-viewing (watching a 12-minute video of the Malin Kundang story while taking notes), and post-viewing (classical discussion and writing a summary). This approach is in line with Rahmawati's (2023) theory of a three-phase viewing strategy that maximizes multimedia information processing.

The analysis showed that all students (100%) were able to identify and integrate the five intrinsic elements of a story: orientation (characters, setting, and initial situation), complication (main conflict), climax (peak of the conflict), resolution (resolution), and coda (90% of students included a moral message). These findings confirm the effectiveness of YouTube videos in facilitating an understanding of narrative structures.

Theoretical Validation: According to the Cognitive Theory of Multimedia Learning (Mayer, 2021), information processed through dual channels (visual and auditory) results in comprehensive understanding and superior retention compared to a single channel. The video simultaneously activates both the visual channel (animation, character expressions, setting) and auditory channel (narration, intonation, music), facilitating the construction of a coherent mental model of the story's structure.

The summary example demonstrates mastery of structure: orientation introduces the characters and setting (Malin Kundang, mother, coast, poverty), complication explains the decision to migrate, climax depicts rejection of the mother, and resolution recounts the curse. The absence of a coda in 10% of the students indicates the need for additional scaffolding to identify the implicit moral message.

All students presented a chronological sequence of events: (1) initial situation of poverty, (2) motivation and decision to migrate, (3) effort and success, (4) return, (5) conflict of rejection, (6) curse, and (7) transformation into stones. This structure demonstrates an understanding of the temporal sequence and causal chain, which are, essential components of narrative schemas (Mandler & Johnson in Nurgiyantoro, 2023).

95% of the students demonstrated an understanding of the causal relationship: poverty → motivation to migrate → hard work → success → arrogance → mother's rejection → curse. This ability to identify causality is an indicator of higher-order thinking level C4 (Analysis) in Revised Bloom's Taxonomy (Anderson & Krathwohl, 2021).

The distribution of summary lengths showed natural variations: concise (120-140 words, 15%), moderate (141-170 words, 60%), and long (171-200 words, 25%). The majority of students (60%) produced moderate

summaries, demonstrating their ability to select essential information. According to Brown and Day (2021), an effective summary is 1/3-1/4 the length of the original text, while maintaining the essence of the story.

These variations reflect individual differences in the interpretation of the "importance" of information, personal writing styles, and synthesis skills. Short category students focused on major plot points, whereas longer category students included descriptive details about the characters and their transformation processes.

Seventy % of the students produced effective sentences with clear subjects and predicates, complex structures that were dense in meaning, and appropriate conjunctions. Example: "Ashamed to admit his mother was old and ragged, Malin instead drove her away rudely" demonstrates a complex structure with effective descriptive phrases and contrastive conjunctions ("instead") that reinforce the irony of the situation.

Students demonstrated the use of various patterns: simple declaratives, complex declaratives, inversions (40%), and participial phrases (15%). The use of inversions such as "It is said that in West Sumatra, there was a boy named Malin Kundang..." who demonstrated sophisticated grammatical control and awareness of the folktale genre.

85% of students used varied synonyms for the same concept: "rich" was expressed as "wealthy merchant," "successful trader," "respected entrepreneur," and "richest person," demonstrating an understanding of the spectrum of meanings and nuances. This lexical variation is important because it indicates in-depth processing and reconstruction in one's own language, rather than mechanical reproduction (Hyland, 2023).

One hundred % of student used chronological (one day, then, after, finally) and causal (because, so, until) conjunctions with a frequency of to 4-6 times per summary, creating a natural and cohesive text flow.

The average spelling mastery was 86% with the most errors in the use of commas (30% of students), writing prepositions (15% of students), and inconsistent spelling of words ("merubah" vs. "mengubah"). This mastery shows familiarity with the General Guidelines for Indonesian Spelling (PUEBI) but requires reinforcement in specific aspects.

Significant findings: ninety % of the students wrote in their own words without copying or pasting from the video narrative. Students applied the following effective paraphrasing strategies: (1) word replacement (lexical substitution), (2) sentence structure changes (syntactic transformation), (3) adding personal interpretations, and (4) generalizing details.

Theoretical Validation: Learning from videos encourages paraphrasing because the input is oral-visual and must be transformed into a textual representation, unlike written text, which facilitates copying and pasting. The ability to paraphrase is an indicator of deep understanding and academic integrity (Hyland, 2023).

The concept of "Malin rejects his mother" is expressed with variations: "ashamed to admit it," "denied it," "refused and said harshly," "didn't want to be known as the son of a poor woman," "didn't want to acknowledge his mother's rags." These variations demonstrate an understanding of psychological nuances and contexts, rather not simply memorizing the plot.

Students demonstrate creativity through five different types of openings:

1. Direct-character (30%): Directly introduces the protagonist
2. Temporal marker (25%): Using "Once upon a time, creates a folklore atmosphere.
3. Spatial setting (20%): Establishing a specific geographic context
4. Thematic (15%): Focus on themes and values
5. Genre marker (10%): Explicitly states the type of text ("Legend...")

This variation indicates meaningful construction rather than mechanical reproduction, in line with Piaget's constructivist theory, which emphasizes learning as an active process of building knowledge (Woolfolk, 2022). There was also variation in the storytelling focus: 50% of the students focused on Malin's character transformation (hero's journey), 35% on the dynamics of the mother-daughter relationship, and 15% on the moral message. This variation reflects learner agency and personal interpretation of the same material.

7. Understanding Content and Moral Interpretation

Understanding Accuracy (95-100%):

1. Sequence of events: 100% accurate
2. Causal relationship: 95% accurate
3. Characterization: 100% accurate
4. End of story: 100% accurate

90% of students identified the moral message with various interpretations: "don't be disobedient to your parents" (40%), "don't forget your parents' services" (25%), "the importance of being devoted to your parents" (15%), and "you must respect your parents" (10%). This ability to abstract values is a Higher-Order Thinking Skill level C5-C6 (Evaluation-Creation) in Bloom's Taxonomy (Anderson & Krathwohl, 2021).

The 10% of students without explicit moral interpretations indicated the need for stronger emphasis in post-viewing discussions on the moral dimensions of folktales.

Coherence (80% Very Good Category):

Eighty % of students demonstrated clear logical flow, with each sentence contributing to the overall meaning of the text. Transitions between story phases were smooth and logical, demonstrating mastery of discourse organization. Twenty% of the students in the "good" category showed minor logical gaps that did not interfere with overall comprehension.

Students demonstrate the use of effective cohesion mechanisms:

1. Repetition with Variations: "Malin Kundang" → "Malin" → "he/she" → "the young man" → "the disobedient child."
2. Synonym: "rich" → "successful" → "trader" → "merchant" → "entrepreneur."
3. Correct Collocation: "ship anchored, "heart broken, "work hard, showing natural linguistic intuition

The use of varied connectives (temporal: then, after; causal: because, until; contrastive: however, but; additive: and, as well as) at a frequency of 10-15 times per summary creates effective cohesion.

Based on a four-dimensional analysis (content/structure, language, originality, coherence), writing is categorized as follows:

Category A - VERY GOOD (30%, 6 students):

1. Complete structure with explicit code
2. Effective language, precise diction, high variety of sentence structures
3. Perfect originality (zero copy-paste)
4. High coherence with effective cohesion
5. Spelling 95%+ correct
6. Displaying HOTS (elaborative moral interpretation)

Category B - GOOD (50%, 10 students):

1. Complete structure (optional code)
2. Effective language with sufficient variety
3. Good originality (mostly own words)
4. Good coherence with fairly effective cohesion
5. Spelling 80-90% correct
6. Adequate interpretive understanding

Category C - ADEQUATE (20%, 4 students):

1. Complete structure with minimal development
2. Language is quite effective, variation is limited
3. Originality is sufficient\
4. Coherence is sufficient with minor logical gaps
5. Spelling 75-85% correct
6. Mor`al interpretation is less elaborate

The distribution of 80% of the students in the good very good category indicates the high effectiveness of YouTube videos as teaching materials.

The empirical findings confirm the predictions of the Cognitive Theory of Multimedia Learning (Mayer, 2021) regarding the superiority of multimedia learning. The effectiveness of YouTube videos was explained using five CTML principles.

- a. Modality Principle: Audio narration is more effective than on-screen text because it frees up the visual channel to process animation and story visualization.
- b. Principle of Temporal Contiguity: Corresponding words and images are presented simultaneously (the narrative "Malin rejects his mother" along with the visualization of the expression of rejection), facilitating the integration of verbal and visual representations in working memory.
- c. Principle of Minimal Redundancy: Videos display complementary rather than redundant visuals and audio, avoiding cognitive overload.
- d. Coherence Principle: Structured videos with a linear narrative that follows a story arc, do not contain distracting extraneous information.
- e. Personalization Principle: The narrative uses an engaging conversational style, increasing cognitive engagement.

Dual-channel processing produces a richer integrated mental representation, explaining 95-100% of comprehension accuracy and superior information retention.

The finding of 90% originality contrasts with written text-based learning, which tends to result in copy-paste (Hyland, 2023). This difference can be explained by the cognitive process of modality transformation.

Learning from Video:

1. Input: Oral-visual (narration + animation)
2. Process: Construction of mental model → Internal verbalization → Transformation to written text
3. Output: Reconstruction in own language (natural paraphrase)

Learning from Written Text:

1. Input: Verbal-written
2. Process: Reading → Sentence selection → Copy-paste or minimal modification
3. Output: Reproduction with minimal changes

YouTube videos force students to engage in profound cognitive transformation, resulting in authentic paraphrases. This aligns with Vygotsky's theory of mediation that, different media mediate different cognitive processes (Woolfolk, 2022).

The normal distribution of quality (30% excellent, 50% good, 20% fair) reflects Vygotsky's concept of the Zone of Proximal Development (ZPD): each student has a different level of actual and potential abilities. Variations in summary length, opening type, and storytelling focus are as follows.

- a. Multiple Entry Points: Video as a multimodal format accommodates diverse learning styles (visual learners focus on animation, auditory learners on narration, and kinesthetic learners take notes while watching).
- b. Learner Agency: Students do not merely receive passive information, but actively interpret and express understanding in ways that are meaningful to them (Piaget's constructivism).
- c. The Need for Differential Scaffolding: 20% of Category C students require intensive scaffolding (graphic organizers, sentence frames, vocabulary banks) to reach their potential level.

Cognitive analysis shows students engaged across the entire spectrum of Bloom's Taxonomy:

1. C1 (Remember): 100% of students remembered the sequence of events
2. C2 (Understand): 95% explains causality
3. C3 (Apply): 100% identify story elements
4. C4 (Analyze): 100% distinguish character traits
5. C5 (Evaluate): 90% evaluate moral messages
6. C6 (Create): 90% create original summaries

HOTS engagement at the C5-C6 levels is significant because video learning not only conveys information (lower order) but also facilitates analysis, evaluation, and creation (higher-order). This confirms that YouTube videos, when properly designed, can encourage deep learning and not just surface learning.

The analysis showed that students internalized Brown and Day's (2021) three summarization strategies:

- a. Deletion (80% of students): removing trivial/repetitive information. For example, details about the type of trade or description of the ship are removed, focusing on the essence of "Malin becoming a successful trader."
- b. Generalization (85% of students): Generalizing specific details. Example: Malin's various jobs are generalized to "working hard in a foreign country."
- c. Construction (70% of students): Constructing a new topic sentence that is not explicit in the source. Example: The interpretation "success makes Malin forget himself" is a student's construction based on observations of the character's behavior.

The mastery of this strategy indicates that YouTube videos not only convey content but also facilitate the development of summarization competence that is transferable to other academic contexts.

IV. CONCLUSIONS

From the results of the research and discussions that have been carried out, the following conclusions were drawn the cause of the weak ability to write narrative essays in class VIII students of SMP IT Al Misbah Pematang Kuala, Regency in the 2025-2026 Academic Year, namely the teacher only explains the material using conventional methods without actively involving students in the learning process, there are conventional steps used by the teacher, namely 1) the teacher gives examples of narratives to students, 2) students determine the elements of narrative construction, 3) the teacher guides students to be willing and able to write narratives well. There was an increase in the ability to write narrative essays through the idea grouping method (clustering) based on graphic image media in class VIII students of SMP IT Al Misbah Pematang Kuala, Regency in the 2025-2026 academic year, which was proven by the students' learning completeness in cycle I of 54.76%, when compared with the learning completeness criteria, it was in the very poor criteria. Then, in cycle I, it rose to 69.04%, when compared with the completeness criteria, it was in the sufficient criteria. In cycle II, the learning completeness reached 90.47% when compared with the learning completeness criteria,

which was on the very good criteria. Thus, it is concluded that there is an increase in the ability to write narrative essays through the application of the idea grouping method (clustering) in class VIII of SMP IT Al Misbah Pematang Kuala Regency in the 2025-2026 Academic Year

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Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open access policies, where applicable.

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Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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