ADMI IJML International Journal Multidisciplinary Science
OPEN ACCESS
IJML Vol 4 No. 3 October 2025 | ISSN: 2963-8119 (print), ISSN: 2963-7821 (online), Page 18-25

The Effectiveness of Explanatory Videos on LMS in Enhancing EFL Students' Comprehension: A Student-Centered Perspective

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Article History
Received : 15-09-2025
Revised : 20-09-2025
Accepted : 19-10-2025
Published : 30-10-2025

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DOI:
https://doi.org/10.56127/ijml.v4i3.2357

Abstract: The integration of technology in education has led to the adoption of blended learning approaches, combining on-site and online modes. Among these, asynchronous learning offers more flexibility but limits student-teacher interaction. To address this gap, the researcher explores whether explanatory videos can effectively replace the lecturer's presence in enhancing student comprehension. This study aims to evaluate the effectiveness of explanatory videos in improving student understanding, assess students' perceptions of video usage in the Learning Management System (LMS), and gather alternative methods to support learning beyond videos and presentations. Using a descriptive qualitative approach, the research presents data through visual charts and discussions. Data were collected via a questionnaire filled out by students. The findings indicate that while not all students watched the provided video, the majority believe that explanatory videos serve as valuable supplementary resources in the LMS, offering on-demand access for further clarification. This study contributes to the field of digital learning by offering insights into how explanatory videos can enhance student comprehension and by providing practical recommendations for improving digital learning environments.

Keywords: EFL teaching method, digital learning, Learning Management System (LMS), explanatory videos

INTRODUCTION

The burgeoning of technology is remarkably inevitable. One thing that is increasingly developing is the use of the Internet. Nearly all fields have implemented digitalization in their day-to-day activities, not to mention the education system. Even though digital learning experienced a surge in adoption during the COVID-19 pandemic, it has existed for about two decades. Jones (2022) mentioned that he first experienced it in 1999 at the Open University course called "You, Your Computer and the Internet."

This learning mode emerged with some terms: *online learning, open learning, computer learning, or distance learning* (Walker, 2020). Henderson (in Siahaan, 2008) uses the term *e-learning* and defines it as a distance learning that uses computer technology, or what is usually called the internet. This technology-based learning can be delivered in two ways, namely, *synchronous* and *asynchronous*. In synchronous, the lesson is presented live and in real-time, but the locations between the lecturer and students might be different. Meanwhile, in asynchronous learning, the schedule is way more flexible as it allows students to access the material at different times and places (Moore et al., 2007). This ubiquitous nature is, of course, an advantage.

However, for every advantage, there is often a corresponding disadvantage. Firmansyah et al. (2024) researched the pros and cons of online learning at their university. Some participants (students) whom they interviewed stated that online learning made them not fully understand the lecture material because of the limited interaction between lecturers and students. In addition, sometimes there are problems with the internet connection or other technical issues. Despite the research being conducted at a single institution, the student perceptions of online learning identified were consistent with those reported across various higher education institutions, importantly, including the researcher's own.

This phenomenon is more pronounced in asynchronous learning environments, where lecturer-student interaction is significantly reduced compared to synchronous mode. At the researcher's institution, Universitas Gunadarma, Moodle (V-Class) serves as the asynchronous Learning Management System. Synchronous sessions are conducted separately via video-conferencing platforms, such as Zoom or Google Meet. Within the asynchronous V-Class environment, lecturers typically provide course material files, discussion forums, and formative assessments. V-Class activities constitute 3 of the 14 total meetings per semester.

To address students' challenges in fully understanding the material, researchers integrated explanatory videos into the learning process during the odd semester of the 2024/2025 academic year. As an evaluation, this study aims to examine: (1) the effectiveness of explanatory videos in enhancing student comprehension, (2) students' perceptions of video usage in the V-Class LMS, and (3) alternative methods to improve student understanding in V-Class beyond videos.

This research is expected to contribute theoretically to the digital learning field by exploring students' perceptions of explanatory videos in LMS during asynchronous learning. Additionally, it aims to provide practical recommendations for lecturers and teachers on structuring materials in the LMS. For institutions, this study can serve as an evaluation tool for developing a more effective digital learning system.

Several studies have explored digital learning, particularly during the COVID-19 outbreak (Fakhruddin et al., 2022; Magdalena et al., 2021; Parlindungan et al., 2020; Wicaksana et al., 2020). Some researchers have also examined the use of videos as learning materials, often assessing their effectiveness based on students' academic performance (Bangun et al., 2023; Riyana, 2024).

While these studies share similar themes, the present research focuses on students' perspectives regarding the benefits and significance of explanatory videos in asynchronous lectures. Unlike Permatasari et al. (2021), who analyzed student perceptions at the elementary level, this study gathers data from university students, addressing a different educational context. This distinction highlights the necessity of this research in filling the existing gap in the literature.

RESEARCH METHOD

This study employs a descriptive qualitative method, as it focuses on students' perspectives regarding the use of explanatory videos on the LMS. According to Leavy (2017), qualitative research values depth of meaning and subjective experiences, making it a suitable approach for analyzing students' opinions on this learning tool.

The sampling technique used in this study is purposive sampling, as the researcher intentionally selected participants most relevant to the research objectives. Leavy (2017), citing Patton, states that purposive sampling seeks out the best cases for the study, ensuring the most informative and reliable data. Since this research aimed to analyze perspectives from students who actually experienced the use of explanatory videos, purposive sampling was the most appropriate choice.

The participants of this study were twenty-six students from class 1IA12 in their first semester of the 2024/2025 academic year. They were enrolled in the *Bahasa Inggris* course, which focused on *English Proficiency Test preparation*.

During the semester, the students had a combination of learning modes:

- Seven on-site meetings in a physical classroom.
- Four synchronous meetings conducted via Zoom.
- Three asynchronous meetings delivered through V-Class on Moodle LMS.

Data Collection

The data were collected through a questionnaire consisting of both *closed-ended* and *open-ended* questions:

1. Closed-ended questions aimed to
    - determine whether the students watched the explanatory video,
    - if they did, assess whether they found the video effective in helping them better comprehend the material,
    - if they did not watch the video, understand the reason why, and
    - gather their opinion on the absence of an explanatory video in the second V-Class, and whether they believe this impacted its effectiveness.
2. Open-ended questions aimed to
    - collect the students' names,
    - elicit their opinion on whether there should be an explanatory video for the third V-Class,
    - gather feedback on whether the explanatory video needs improvement and the reasons behind their opinion, and
    - identify other resources or methods, aside from the PowerPoint file and explanatory video, that might help them better understand the topic.

Research Procedure

The researcher provided an explanatory video for the first V-Class session but intentionally omitted it in the second to compare its effectiveness. Before the third (and final) V-Class session, a questionnaire was distributed to assess the benefits of the explanatory video. In each session, the researcher consistently provided a PowerPoint presentation tailored to the topic discussed. The explanatory video itself consisted of the researcher explaining the PowerPoint material in a video format. By gathering insights directly from the students, this study sought to provide valuable recommendations for optimizing LMS-based learning materials.

RESULT AND DISCUSSION

After collecting data from 26 students in class 1IA12, the researcher analyzed the responses to determine overall perspectives on the presence of explanatory videos in the V-Class LMS. The results are presented in figures categorized based on closed-ended and open-ended questions.

Results of Closed-Ended Questions

The results from the closed-ended questions revealed an inconsistency in students' responses. When asked whether they had watched the explanatory video, 25 students answered *yes*, while 1 answered *no* (see Figure 1). However, as shown in Figure 2, 17 students provided reasons for not watching the video, suggesting that the reported number of students who watched it may not be accurate. Given this discrepancy, the researcher opted to rely on the latter data, as it provides clearer insight into the students' reasoning.

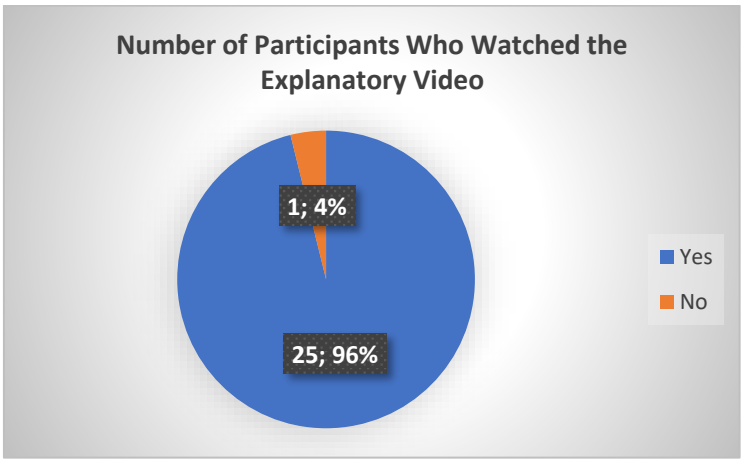

Figure 1. Number of Participants Who Watched the Explanatory Video

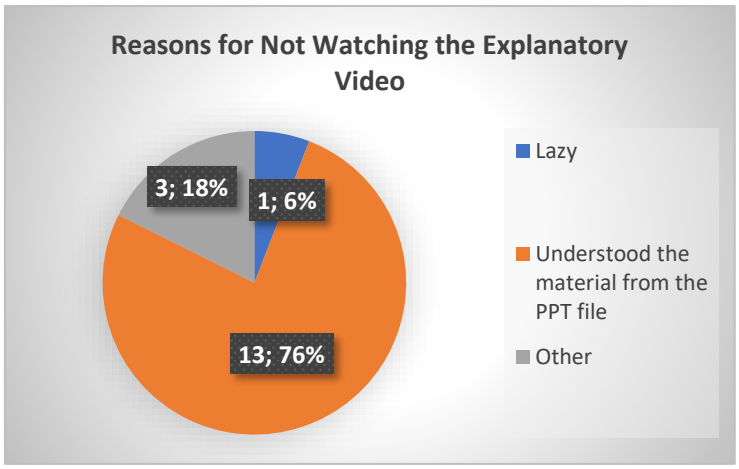

Figure 2. Reasons for Not Watching the Explanatory Video

The primary reason students did not watch the video was that they found the PowerPoint file alone sufficient for understanding the material. Additionally, one student admitted to skipping the video out of laziness, while three others cited external factors: one was

unaware of the video's existence, another was unable to watch it due to being outside, and the last relied on a classmate for explanations.

Despite the fact that 17 out of 26 students did not watch the video, only 7 students believed that its absence in the second V-Class had no impact on their learning. In contrast, 17 students felt that it slightly reduced their comprehension, and 2 students indicated that it significantly affected their understanding (see Figure 4). This aligns with Figure 3, where 25 students found the explanatory video effective, while one student was uncertain ("maybe") about its usefulness.

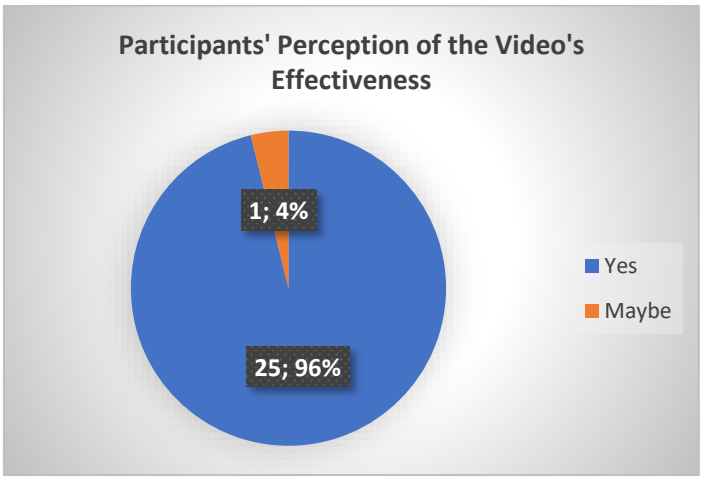

Figure 3. Participants' Perception of the Video's Effectiveness

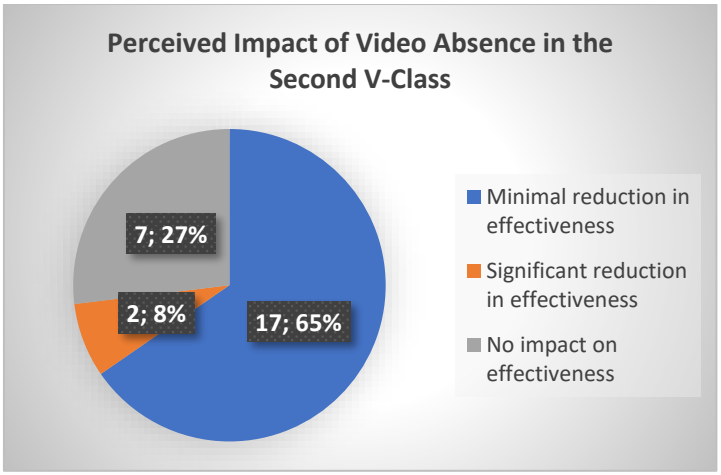

Figure 4. Perceived Impact of Video Absence in the Second V-Class

Results of Open-Ended Questions

In the open-ended questions, the majority of students (23 out of 26) expressed that an explanatory video should still be provided in the third V-Class to support their comprehension, especially if they struggled with the PowerPoint material. One student mentioned that while the video is not absolutely necessary, having it would be beneficial, while only two students believed the PowerPoint file alone was sufficient (see Figure 5).

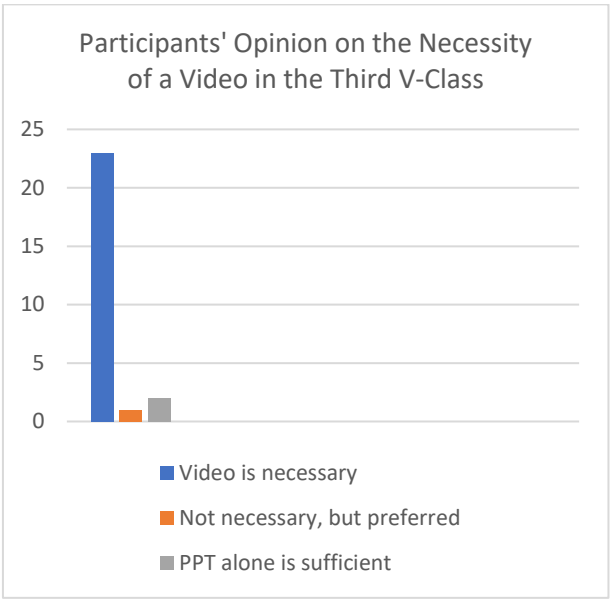

Figure 5. Participants' Opinion on the Necessity of a Video in the Third V-Class

When asked about potential improvements for the video, four students left the question blank, and 21 students stated that the video was already clear and required no enhancements. However, one student suggested modifying the duration, though it was unclear whether they preferred a shorter or longer video (see Figure 6).

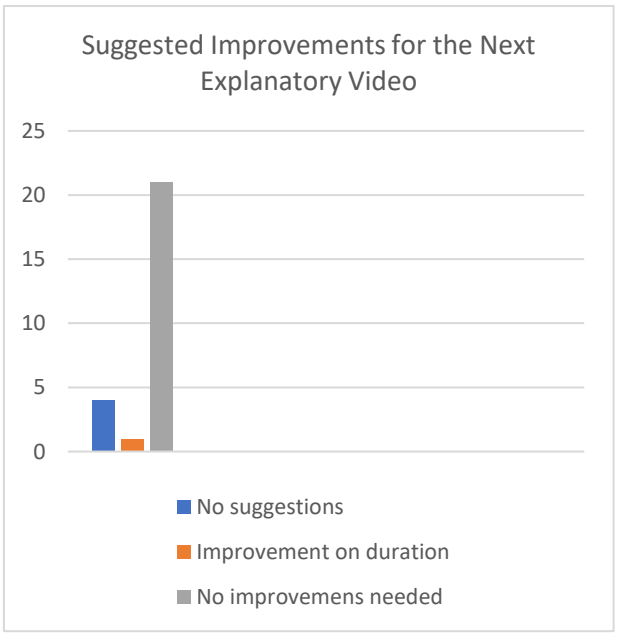

Figure 6. Suggested Improvements for the Next Explanatory Video

Finally, the researcher explored whether students felt the need for additional learning resources beyond the explanatory video and PowerPoint file. Five students recommended incorporating more exercises and quizzes, as they believed these would reinforce their understanding and skills. Two students preferred live discussions and Q&A sessions, while the remaining 19 students felt that the existing resources were sufficient (see Figure 7).

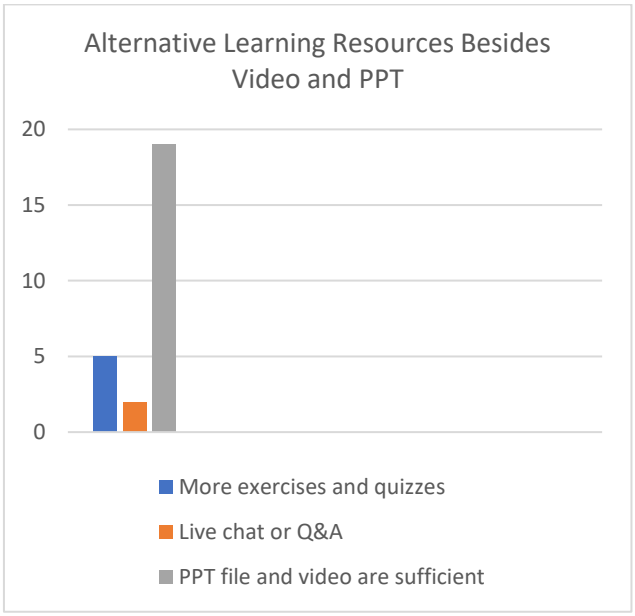

Figure 7. Alternative Learning Resources Besides Video and PPT

CONCLUSION

After looking at the results and analyzing the data, the researcher concludes that the use of explanatory videos is beneficial in helping students better understand the material in the Learning Management System (LMS), especially given the limited lecturer-student interaction. While some students may choose not to watch the video because they are able to grasp the material from the PowerPoint file alone, the video can be a valuable resource for those who struggle to understand the content through text alone.

It is clear that students have varying learning preferences, and it is the lecturer's responsibility and creativity to bridge the gap, ensuring that no student is left behind in their learning journey. To further support students, the lecturer may consider incorporating additional exercises and quizzes that can reinforce their skills and understanding of the material. Additionally, when transitioning to on-site meetings, the researcher suggests a brief review of the asynchronous lesson to address any gaps in understanding and offer live discussions for students who may have further questions.

For future researchers who wish to conduct similar studies, it is recommended to explore other learning resources that can be incorporated into the LMS, beyond just explanatory videos. These might include interactive elements like simulations, discussion forums, or gamified assessments, which could cater to diverse learning styles and provide more engaging ways to reinforce the material.

Furthermore, future studies could investigate the impact of combining various learning resources (e.g., videos, quizzes, and live interactions) to create a more holistic learning environment that enhances student engagement and comprehension. Examining the long-term effects of these resources on student performance and retention could also provide valuable insights into the best practices for online learning in diverse educational settings.

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