

Rina Evianty, Risnovita Sari. (2021). Implementation of Blended Learning based Leseverstehen Teaching Materials in Germany Students of KKNi. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 518-525. DOI: 10.9756/INT-JECSE/V13I2.211088

Received: 06.05.2021 Accepted: 06.08.2021

Rina Evianty<sup>1\*</sup>  
Risnovita Sari<sup>2</sup>

## Implementation of Blended Learning based Leseverstehen Teaching Materials in Germany Students of KKNi

### Abstract

*The research background began with Indonesian students learning German who were less motivated in learning. This study aims to apply the effectiveness of Corel Video Studio learning media in Leseverstehen learning. The Leseverstehen course is one of the reading skills-oriented courses that must be mastered in German. In this course, students are required to make KKNi assignments. The purpose of further research is to develop the abilities of students in a learning process. The method used is quantitative descriptive, namely by using the Corel Studio video application in which there are various interesting themes from various activities. The results show that there is a significant increase in learning outcomes using Corel Video Studio in Leseverstehen learning. This study limits the study of skills to interest in learning and reading for foreign language learners. This research is urgent and important to carry out during the Covid 19 pandemic.*

**Keywords:** Corel Video Studio, National Qualification Framework, Task, Leseverstehen.

### Introduction

The rapid flow of globalization has changed the pattern of increasingly fierce competition. The emerging competition has an impact in several aspects, including the development of science and technology and the availability of jobs. This resulted in the formation of a national qualification framework (hereinafter referred to as KKNi) as an effort to stem this competition. The substance of the Indonesian National Qualifications Framework (KKNi) is one of the national references to improve the quality and competitiveness of the Indonesian nation in the human resource sector through the achievement of qualifications for Indonesian human resources produced by the national education system and job training system, as well as an assessment system for the equivalence of learning outcomes. The main objective is to equalize the human

resources in Indonesia with those in other parts of the world, in terms of education and job training in various sectors. That is why, the application of KKNi (Presidential Regulation No. 8/2012 on KKNi) in the curriculum needs to formulate learning outcomes, namely clearly and specifically describing the posture / figure of the graduates to be produced.

The implementation of the Indonesian National Qualifications (KKNi) requires each study program to produce high quality graduates according to work competencies both on a national and international scale with learning outcomes obtained through the internalization of knowledge, attitudes and skills combined with competencies and results from work experience. Learning outcomes are a measuring tool in the learning process. Learning Outcomes are attitudes and values, knowledge and work ability, authority and

Rina Evianty<sup>1\*</sup>, Lecturer, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia.  
Email: rina@unimed.ac.id  
Risnovita Sari<sup>2</sup>, Lecturer, Faculty of Languages and Arts, Universitas Negeri Medan, Indonesia.

responsibility. Universities as organizers of the Education Program in Indonesia should impose 6 forms of assignments that impact student assignments on campus (Edwita et al., 2019). The tasks are Routine Tasks, Critical Book Reports, Critical Review Journals, Mini Research, Projects and Idea Engineering.

The application of the KKNI curriculum at the University is not only in several study programs, but in all existing study programs, including in the German language education study program. The implementation of the KKNI curriculum in the German language education study program is supposed to impose 6 forms of assignments which are first drawn up by guidelines by each university. Whatever is done in the IQF must refer to the SOP (Standard Operating Procedure) at a university. To see the effectiveness, the lecturer is responsible for seeing the results achieved. This is reflected in the Semester Learning Plan (RPS) by evaluating each semester.

The competencies taught in learning German at the University include: speaking skills (*Sprechfertigkeit*), listening skills (*Hörverstehen*), reading skills (*Leseverstehen*), writing skills (*Schreibfertigkeit*). The four competencies above are also supported by additional capabilities, namely; grammar and vocabulary (*Strukturen und Wortschatz*). From this competency, students are expected to be able to master German well. One of the abilities that can increase students' knowledge in learning German is reading ability. With this reading ability, it is hoped that students can develop curiosity and enthusiasm for learning about German. General indicators of competency attainment of German reading skills at the tertiary level in Indonesia generally emphasize aspects of the ability to analyze and understand words, phrases and sentences contained in German reading.

## Literature Review

### **The *Leseverstehen* Course**

In learning the *Leseverstehen* subject, students at universities often find it difficult. Learning German for the *Leseverstehen* subject still lacks attention from students. This is due to several factors, such as the lack of supporting facilities in learning *Leseverstehen* courses, factors from students who have low motivation to learn German and the lack of variation in the use of media and learning methods. The methods used by lecturers in the teaching and learning process are generally still fixated on conventional methods and the use of multimedia in learning is still not optimal (Kogan et al, 2020). This learning method tends to make the learning process boring. In addition, learning German, especially those related to learning reading skills, is still

considered difficult because participants still lack sufficient vocabulary and do not understand sentence structure in German. So that it causes students to be less motivated and less interested in learning in the *Leseverstehen* course.

To support the achievement of students' comprehensive reading skills in German, interactive and effective teaching materials are needed so as to improve and motivate students' writing skills. There are many educational media that can be used and developed as teaching materials to make the learning process interactive (Marini et al., 2019 and Sari, 2019). One of the media that is currently in vogue is the use of instructional video media. Teaching materials in the form of instructional videos to support Blended Learning which are referred to as KKNI assignments are sourced from the Studio D A1 book with various themes. Within these themes, there are many texts that can strengthen students' *Leseverstehen* reading skills. To better understand a text, it is necessary to understand foreign language learners through audio-visual media, namely learning videos. The instructional video in question is a media that presents audio and visuals containing good learning messages containing concepts, principles, procedures, theories, applications and knowledge to help understand the learning material for writing *Leseverstehen*. Learning innovations for the *Leseverstehen* course can help increase the creativity and interest of students in learning German reading skills which is something new for students. This media can make it easy to train students' reading skills in German in an attractive and easy to understand manner by creating a new multimedia-based learning media using computer technology.

Based on the above discussion, the results of the reflection on the six KKNI assignments on the Blended Learning-based *Leseverstehen* course were reviewed using video. Blended learning is meant to be learning using instructional videos. Video is a learning medium that is very interesting and impressive for students to provide information in a unique, interesting, effective and interactive way so that learning materials about writing *Leseverstehen* which contains knowledge of basic German language skills in the lecture process can be communicated more interactively and explicitly and comprehensively. Students regarding writing skills can be more complete because the learning videos can be played back as desired and can be accessed by learners anywhere and anytime without limited space and time. There are many advantages of video when used as a learning medium, including video is a medium that is suitable for various learning materials and can be used in a class, small group, even one student even face to face or face to face.

KKNI (Indonesian National Qualification Framework) is a reference for grading competency qualifications for job recognition. KKNI has been formulated by the government through the ministry of education in 2010 which serves as a reference in curriculum development. The KKNI was then promulgated by Presidential Regulation No. 8/2012 on the Indonesian National Qualifications Framework. The presence of KKNI is a general reference for how one's qualifications are recognized in the world of work.

According to (Mendikbud, 2010) in its development, KKNI uses three strategies, namely: First, KKNI adopts a strategy of equal qualifications of a person obtained from formal, non-formal, informal education and work experience. Second, KKNI recognizes the qualifications of diploma holders who will work or continue their education abroad, exchange experts and students across countries or foreign diploma holders who work in Indonesia. Third, KKNI recognizes the equality of qualifications for learning outcomes in various scientific fields at the higher education level, both in the academic, vocational, professional education pathways and through career development that occurs at work strata, industry or professional associations.

KKNI consists of 9 qualification levels. The description of the qualification level of the KKNI according to Presidential Decree No. 8 of 2012 is described as follows:

1. Levels 1 to 3 are grouped into operator positions occupied by elementary school, junior high school and high school.
2. Levels 4 to 6 are grouped into technician or analyst positions, occupied by vocational programs and Bachelor graduates.
3. Level 7 is grouped into expert positions, occupied by graduates of professional education.
4. Level 8 is grouped into expert positions occupied by master or specialist graduates.
5. Level 9 is grouped into expert positions occupied by doctoral or specialist graduates.

In general, reading can be said to be a psycholinguistic process in which the reader reconstructs the messages coded by the author in the form of graphic symbols. In line with this, Tarigan (1984) argues that reading can be understood as a process that is carried out and used by readers to obtain messages conveyed by the author through written media. German language teaching materials reading '*Leseverstehen*' is a process of reconstructing coded graphic symbols in order to obtain

messages or information conveyed by the author through written media.

Learning to read the German language '*Leseverstehen*' is available in all universities as an educational provider for German language study programs, for example in the UNIMED German Language Education Study Program, reading courses are divided into basic reading '*Leseverstehen für Anfänger*', advanced reading '*Leseverstehen für Fortgeschrittene*' and read the intermediate level '*Leseverstehen für weitere Fortgeschrittene*'. Reading the basics of '*Leseverstehen für Anfänger*' needs to be developed through teaching materials that can build the understanding of students who are new to German in the field of writing. The ultimate goal of reading activity is to understand the best possible message or information conveyed by the author. The message is composed in text. In the text, understanding is needed. However, to be able to reach a good level of understanding is not easy because in the reading process there are many factors that are interrelated and influence each other.

According to the Big Indonesian Dictionary, multimedia comes from two words, namely multi, which means a lot and media, which means connecting. So it can be concluded that multimedia is a combination of many media to convey information. These media are usually in the form of audio, animation, video, text, graphics, and images. The video used is Corel Video Studio.

Video is an audio-visual learning material that can be used to convey messages/subject matter. Instructional video media can be classified into the type of audio-visual media Aids (AVA) or media that can be seen and heard. It is said to be heard because the element of hearing (audio) and the element of visual/video (visible) can be presented simultaneously. Learning video media as teaching materials aims to:

1. Clarify and facilitate the delivery of messages so that they are not too verbalistic.
2. Overcoming the limitations of time, space, and sensory power of students and instructors.
3. Can be used appropriately and varies.

The use of instructional video media has benefits, including: the size of the video display is very flexible and can be adjusted as needed, video is non-printed teaching material that is rich in information and straightforward because it can arrive directly at students, and video adds a new dimension to learning. Corel Video Studio is a video editing application program. This program is widely used by video editors to produce professional films. This video is also equipped

with narration, text captions, captions and animation so that the delivery of material can be much more effective. Because with video media students can see directly like the original without having to imagine it. Marini et al (2019) states that online learning is as follows: online learning as educational material that is presented on a computer. Based on Carliner's definition, online learning is an educational material that is broadcast using a computer.

Learning blended learning according to Graham (2006) and Colis & Moonen (2001) states that the blended learning model is a combination of online and face-to-face learning so that learning is not online, only occurs in class but can also be done outside the classroom. (Garrison & Kanuka, 2004) states that Blended learning is a delivery program that uses more than one method to provide information to students.

Sdan o & Bonk (2010) states that basically blended learning is learning that combines face-to-face systems with mediation technology instruction (blended learning). Yuen, 2011 mentioned the creation of an interactive environment in communication between students and teachers. Blended learning model is used separately because it uses a combination of different media and methods for the needs of a variety of audiences (students). For example, the teacher-directed environment with person-to-person interaction in direct learning is time dependent and a high-fidelity environment. Whereas the distance learning system emphasizes self-paced learning and learning with material interactions that occur in an asynchronous (independent of time) and low-fidelity environment (only text).

According to Ramsay (2001), there are three stages in blended learning, namely (1) seeking information, (2) how to obtain information, and (3) synthesis of knowledge. There are three basic stages in the blended learning model which refers to ICT-based learning, as proposed by Stages of information seeking by searching for information from various sources of information available on ICT, selecting accurately the source of information providers is centered on content relevance, content validity, and academic criteria. The teacher acts as an expert who can provide input and advice to limit learners from the pile of information.

At the stage of obtaining information, learners individually or in groups work together to understand and discuss the ideas or ideas that are in the learner's mind, then interpret the information / knowledge from various available sources, until they are able to return to communicate and interpret their ideas and interpretation using ICT facilities. The last stage of ICT-based learning is the stage of synthesizing knowledge through a process of analysis,

discussion and formulation of conclusions from the information obtained in full.

Integrating ICT in learning, Jhon and Velle (2004) suggests several advantages, namely: (1) learners are more motivated to learn with ICT support, (2) activity and learning involvement is higher because ICT is more interactive and challenging, (3) ICT provides potential sources of information very broad, (4) can visualize complex models so as to facilitate understanding, (5) can perform repetitive tasks quickly and accurately, (6) the learning process can transcend space and time, and (7) can display a more creative, interactive learning design and innovative. This is supported by several research results that show the effectiveness of using ICT in increasing the effectiveness and efficiency of learning. Mardana (2004) and Suwindra (2004) found that the use of computers as a learning technology innovation with simulation modeling can significantly improve student learning outcomes and computer literacy.

## Methods

This research is a kind of research and development using the Borg and Gall model. Floating is carried out on learning media using the assistance of Corel Video Studio to produce learning videos based on blended learning as a support for *Leseverstehen für Fortgeschrittene* teaching materials in implementing the KKNI curriculum in the German undergraduate study program. In the development research of the Borg and Gall model applied in this study, there are 6 research steps, namely information / data collection, planning stages, product development, validation, testing, and revision. At the end of the research phase, it will be known the effectiveness of using instructional video media in student KKNI assignments to support the teaching and learning process of *Leseverstehen* subjects.

## Results and Discussion

### Result

The application of the KKNI Curriculum in the German Language Study Program started in the 2016/2017 academic year in odd semesters. In terms of the assessment of the 6 tasks, guidelines have been prepared by UNIMED. Whatever is done in KKNI refers to the SOP (Standard Operating Procedure). To see the effectiveness, the lecturer is responsible for seeing the results achieved. This is reflected in the Semester Learning Plan (RPS) by evaluating each semester. The subject that is analyzed in seeing the results of KKNI for German language students is the *Leseverstehen* course "reading". In learning the *Leseverstehen* subject, students often experience difficulties. This difficulty is due to the

limited availability of means to learn and understand German.

To support the achievement of comprehensive German writing skills, interactive and effective teaching materials are needed so that they can improve and motivate students' writing skills. There are many educational media that can be used and developed as teaching materials to make the learning process interactive. One of the media that is currently in vogue is the use of instructional video media. Teaching materials in the form of learning videos to support Blended Learning which are referred to as KKN1 assignments are sourced from the Studio Express A2 and Studio D A2 books with various themes. Within these themes, there are many texts that can strengthen students' 'Leseverstehen' reading skills. To better understand a text, it is necessary to understand foreign language learners through audio-visual media, namely learning videos. The learning video in question is a media that presents audio and visuals containing good learning messages containing concepts, principles, procedures, theories, applications and knowledge to help understanding the reading learning material 'Leseverstehen' with the theme i) Free time and hobbies (*Freizeit und Hobby*), ii) Going around and meeting people (*Ausgehen und Leute treffen*), iii) From the village to the city (*Vom Land in die Stadt*), iv) The world of work (*Arbeitswelten*) and v) Celebrations and holidays (*Feste und Ferien*).

### Discussion

State University of Medan (UNIMED) as the organizer of the Education Program (according to the Chancellor's letter number 0149/UN.33/LL/2016) imposes 6 forms of assignments that impact student assignments on campus. The tasks are Routine Assignments, Critical Book Reports, Critical Review Journals, Mini Research, Projects and Idea Engineering, each of which can be applied to the *Leseverstehen für Fortgeschrittene* course. These tasks can be described as follows:

1. Routine assignments are assignments given by the lecturer in each *Leseverstehen für Fortgeschrittene* lesson. The form can be in the form of questions that must be answered independently or in groups, observations/observations or making summaries related to the material being taught. Routine assignments to assist students in understanding the material provided by the lecturer. Routine tasks can also be used as entry conditions for the other five tasks.

2. Critical Book Report (CBR) in the form of reviewing books (there are main books and companion books) related to *Leseverstehen für Fortgeschrittene*. The book criticism that is carried out will increase students' understanding of the subjects they are teaching and can provide input on the book. Book criticism is not just a report or writing about the contents of a book or book, but it focuses more on our evaluation (explanation, interpretation and analysis) of the strengths & weaknesses of the book, what is interesting about the book, how the contents of the book can affect our way of thinking & increase our understanding of a particular field of study.
3. Critical Review Journal (CJR) activities to review (all components of a report) scientific essays or journals critically related to the *Leseverstehen für Fortgeschrittene* course with the main objective of finding the strengths and weaknesses of a research / journal and displaying relevant suggestions to maintain strengths and overcoming the weaknesses of the research / journal.
4. Mini Research is a simple research conducted by students to increase their understanding in the *Leseverstehen für Fortgeschrittene* course. Mini research includes at least questions (hypothesis, main objective), theory, instruments, data collection, data analysis, and conclusions.
5. Project and Idea engineering is a derivative of new ideas or concepts from existing ideas and the new ideas are predicted to apply in the same or different social contexts related to the *Leseverstehen für Fortgeschrittene* course. Creation and innovation from existing ideas. Engineering potential ideas remains an idea or produces a tangible product that benefits or disastrous for humanity. The social context that allows the engineering of ideas is freedom of opinion and expression. Thus, idea engineering is a wild idea that is tamed in a container. The engineering of the idea of existence varies according to the nature of your divine discipline.

The first stage of the development of this research was carried out by conducting online field observations to find out information about student needs. In this phase, a questionnaire is also created. The questionnaire contains questions asking whether students consider reading ability (*Leseverstehen*) important or not, which reading ability (*Leseverstehen*) is at the language level that is difficult for them, whether

they have used interesting media for learning reading skills (*Leseverstehen*) and whether the students requires interesting learning media about reading skills (*Leseverstehen*). At this stage, the choice of the reading ability theme (*Leseverstehen*) will also be based on the needs of students in the reading ability course (*Leseverstehen*) at the advanced level (*Fortgeschrittene*). At this stage selected materials and data sources were collected and made a lesson video scenario. Reading ability data or material (*Leseverstehen*) at the advanced level (*Fortgeschrittene*) was developed from the books Studio Express A2 and Studio D A2.

At the information / data collection stage, analysis of the subject matter according to the needs needed by students to understand reading skills (*Leseverstehen*), facts of the learning process in the field online, learning approaches that are relevant to future challenges for lectures in reading subjects (*Leseverstehen*) so that a description of the learning pattern that is considered the most appropriate can be implemented through the instructional video media. The main material for learning videos for reading skills (*Leseverstehen*) at the advanced level (*Fortgeschrittene*) to improve student competence in reading skills consists of 5 main themes, namely; i) Leisure and hobbies (*Freizeit und Hobby*), ii) Traveling and meeting people (*Ausgehen und Leute treffen*), iii) From the village to the city (*Vom Land in die Stadt*), iv) The world of work (*Arbeitswelten*) and v) Celebrations and holidays (*Feste und Ferien*).

In the planning stage, videos of learning advanced reading skills in German were made with the help of the Corel Video Studio application, not only the concept of audio and sentences, backgrounds, pictures, sound and music, but also the video. The planning stage begins with the production of audio and video for advanced reading skills learning videos. Audio supports learning videos to make them more interactive, and learning videos are made based on German grammar standard GER A2. Furthermore, the video and audio editing process is carried out with the help of the Corel Video Studio application. The topic of the learning video is material for advanced skills at A2 level with material developed from the Studio Express A2 book. The main themes of the learning videos consist of: i) Free time and hobbies (*Freizeit und Hobby*), ii) Walking and meeting people (*Ausgehen und Leute treffen*), iii) From village to city (*Vom Land in die Stadt*), iv) The world of work (*Arbeitswelten*) and v) Celebrations and holidays (*Feste und Ferien*). The instructional videos also include exercises and interactive examples of German advanced reading skills. It is also at this stage that the script for the German advanced reading skills video is created. At this planning

stage, animation production is also carried out which can make the learning videos that will be produced more interactive with Corel Video Studio.

At the development stage, product development is carried out from the planning stage. During this stage, the German video will be realized at level B1. The design realization stage starts with video and audio recording. Audio can make learning videos more interactive, and learning videos based on B1 grammar. Then, the video and audio editing process was carried out using Corel Video Studio. In this phase, videos in German at level B1 are developed into GER B1 standard grammar lessons for students. Steps to make a German language learning video standard GER B1 using Corel Video Studio software.

The development of audio-visual (video) based learning media is carried out based on the stages as contained in the Borg and Gall development model procedure. The results of the development are then carried out a feasibility test or validation by the specified expert. Based on the results of the validation carried out, the audio-visual (video) based learning media product is deemed feasible to be continued in field trials. The audio-visual (video) based learning media developed has met the standards based on the design of learning media development standards and learning material standards.

The use of video as teaching aids for the *Leseverstehen für Fortgeschrittene* course in the KKN1 curriculum provides a new experience for students. The instructional video media developed is a medium used to convey learning messages. In this media, there are two elements that are united with each other, namely audio and visual. The audio element allows students to be able to receive learning messages through hearing, while the visual element allows the creation of learning messages through visualization which can improve students' comprehension skills to interpret and remember German vocabulary.

The development of audio-visual (video) based learning media is carried out based on the stages as contained in the procedure. The results of the development are then carried out a feasibility test or validation by the specified expert. Based on the results of the validation carried out, the audio-visual (video) based learning media product is deemed feasible to be continued in field trials. The audio-visual (video) based learning media developed has met the standards based on the design of learning media development standards and learning material standards. From the questionnaire submitted to instructional media experts, they responded that audio-visual (video) based learning media was feasible to use because it met the principles and criteria for

developing audio visual media. Meanwhile, the Learning Material Expert gave a response that the audio-visual (video) based learning media was feasible because it contained material and delivery criteria that met the standards for delivering messages to students. The instructional media design expert responded that audio-visual (video) based learning media was feasible because it had been designed in such a way and had met the learning design standards.

Some of the uses and benefits of using audio-visual (video) based learning media for the *Leseverstehen für Fortgeschrittene* course in the KKNi curriculum are as follows:

1. The material is easy to understand because the concepts presented are planned to make it easier for students and systematic.
2. Audio-visual (video) based learning media provides the opportunity for students to learn at the pace of each individual regarding their understanding of the *Leseverstehen für Fortgeschrittene* course.
3. Learning the KKNi-based *Leseverstehen für Fortgeschrittene* course is faster and more interesting so that it does not cause boredom because it is equipped with pictures and animations as well as various practice questions.
4. There is an opportunity to answer the questions at the end of the learning video and there is a discussion related to this which aims to make students understand the material that has been studied.
5. This audio-visual (video) based learning media can also be used as an alternative learning media conventionally and individually, overcoming distance and time, being able to describe vocabulary and sentences related to the *Leseverstehen für Fortgeschrittene* subject realistically in a short time, can be repeated if necessary to increase clarity, the message conveyed is fast and easy to remember, develops students' thoughts and opinions, develops imagination, clarifies abstract things and provides more realistic explanations, is able to act as the main media for documenting the reality that will be discussed in class.

## Conclusions

The Indonesian National Qualifications Framework (KKNi) is a program that juxtaposes, equates and integrates the fields of training and education, work and work experience from various employment sectors. Its implementation requires that each study program produces graduates of productive quality in accordance with

work competencies both on a national and international scale with learning outcomes obtained through the internalization of knowledge, attitudes and skills combined with competencies and results from work experience. Learning outcomes are a measuring tool in the learning process. CP (Learning Outcomes) are attitudes and values, knowledge and work ability, authority and responsibility. Unimed as the organizer of the Education Program (according to the Chancellor's Decree number 0149/UN.33/LL/2016) imposes 6 forms of assignments that imply assignments to students on campus. The tasks are Routine Tasks, Critical Book Reports, Critical Review Journals, Mini Research, Projects and Idea Engineering.

The application of the KKNi Curriculum in the German Language Study Program started in the 2016/2017 academic year in odd semesters. In terms of the assessment of the 6 tasks, guidelines have been prepared by UNIMED. Whatever is done in KKNi refers to the SOP (Standard Operating Procedure). To see the effectiveness, the lecturer is responsible for seeing the results achieved. This is reflected in the Semester Learning Plan (RPS) by evaluating each semester. The subject that is analyzed in seeing the results of KKNi for German language students is the *Leseverstehen* course "reading". In learning the *Leseverstehen* subject, students often experience difficulties. This difficulty is due to the limited availability of means to learn and understand German.

To support the achievement of comprehensive German writing skills, interactive and effective teaching materials are needed so that they can improve and motivate students' writing skills. There are many educational media that can be used and developed as teaching materials to make the learning process interactive. One of the media that is currently in vogue is the use of instructional video media. Teaching materials in the form of learning videos to support Blended Learning which are referred to as KKNi assignments are sourced from the Studio Express A2 and Studio D A2 books with various themes. Within these themes, there are many texts that can strengthen students' *Leseverstehen* reading skills. To better understand a text, it is necessary to understand foreign language learners through audio-visual media, namely learning videos. The learning video in question is a media that presents audio and visuals containing good learning messages containing concepts, principles, procedures, theories, applications and knowledge to help understanding the reading learning material *Leseverstehen* with the theme i) Free time and hobbies (Freizeit und Hobby), ii) Going around and meeting people (Ausgehen und Leute treffen), iii) From the village to the city (Vom Land

in die Stadt), iv) The world of work (Arbeitswelten) and v) Celebrations and holidays (Feste und Ferien).

The use of audio-visual (video) based learning media developed with Corel Video Studio allows students to more easily understand the KKNI-based Leseverstehen für Fortgeschrittene course because this learning media allows students to interact directly, the learning media has images, animation, background sound and questions. practice, so that every student will no longer have difficulty imagining things related to reading activities in German for an advanced level because in this media that is developed is explained in detail. In addition, video learning media is very practical, because the media can be carried by students and can be studied anywhere, even at home without assistance.

## References

- Alkomar. (2013). *The Use of Multimedia Based on Corel Video Studio X2 in Conventional Starter System Competency Learning at SMK NU HASYIM ASY'ARI TARUB TEGAL*. Semarang: UNNES Library.
- Collins, B., & Moonen, J. (2001). Flexible learning in a digital world. *London, UK: Kegan Page Ltd*.
- Safitri, D., Maksum, A., Yunaz, H., Marini, A., & Muda, I. (2019). The Effect of Student Cultural Enculturation on Student Art Appreciation. *International Journal of Education, 7*(4), 469-478.
- Garrison, D.R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The internet and higher education, 7*(2), 95-105.
- Graham, C.R. (2006). Blended learning systems. *The handbook of blended learning: Global perspectives, local designs, 1*, 3-21.
- John, P.D., & La Velle, L.B. (2004). Devices and desires: Subject subcultures, pedagogical identity and the challenge of information and communications technology. *Technology, Pedagogy and Education, 13*(3), 307-326.
- Kogan Page. (2020). Distance learning: A technology perspective. *International Journal of Instructional Technology and Distance Learning, 8*(1), 37-48.
- Mardana, I.W. (2004). Balinese Dance Movement Judging from the terms used, the Exportative Study of Single Row Dance.
- Marini, A., Maksum, A., Satibi, O., Yarmi, G., (2019). Model of student character based on character building in teaching learning process. *Universal Journal of Educational Research, 7*(10), 2089-2097.
- Mendikbud. (2010). *Indonesian Qualification Framework (Indonesian Qualification Framework)*. Director General of Higher Education. Ministry of Education and Culture. RI: Directorate of Learning and Student Affairs.
- Ramsay, G. (2001). Teaching and Learning with Information and Communication Technology: Success through a Whole School Approach. *National Educational Computing Conference*, Chicago.
- Sari, E., Koul, R., Rochanah, S., Arum, W., & Muda, I. (2019). How could management of school environment improve organizational citizenship behaviors for the environment? (case study at schools for specifics purposes). *Journal of Social Studies Education Research, 10*(2), 46-73.  
<https://www.learntechlib.org/p/216595/>
- So, H.J., & Bonk, C.J. (2010). Examining the roles of blended learning approaches in computer-supported collaborative learning (CSCL) environments: A Delphi study. *Journal of Educational Technology & Society, 13*(3), 189-200.
- Shroff, R., & Vogel, D. (2010). An investigation on individual students' perceptions of interest utilizing a blended learning approach. *International Journal on E-learning, 9*(2), 279-294.
- Suwindra, I.N.P. (2004). Application of Web-Based Interactive Physics Learning Model in Class I SMU Negeri 1 Singaraja. *Journal of Education and Teaching, 85-95*.
- Yuen, S.C.Y., Yaoyuneyong, G., & Johnson, E. (2011). Augmented reality: An overview and five directions for AR in education. *Journal of Educational Technology Development and Exchange (JETDE), 4*(1), 11-31.
- Cakiroglu, O. (2015). Response to intervention: Early identification of students with learning disabilities. *International Journal of Early Childhood Special Education, 7*(1), 170-182.