



The Application of Video-Based Learning Method Using Playposit Application in Chinese Listening Skill by the Students of Chinese Education Study Program State University of Malang

玛琅国立大学汉语教育学习项目学生基于视频的 Playposit 学习法在汉语听力技能中的应用

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Abstract:

Chinese listening skills are often used when taking Chinese language proficiency tests. Students are often the main obstacle with more dominant learning modalities will affect the motivation and interest of students during learning. The video-based learning can balances the lack of student modalities in learning. The video-based learning method with Playposit application in Chinese listening skills and to find out students' responses to the use of the video-based learning method. This research uses a descriptive qualitative method with used observation sheet and questionnaire sheet. The results of the research on the application of video-based learning methods with the Playposit application in Chinese listening skills run well and smoothly based on the existing syllabus. The application of video-based learning methods gets a positive and diverse response, because video-based learning methods can help students listen to Chinese, are more interactive, and can make students more excited when learning.

Keywords: Video-based learning method; Playposit; Listening Skill; Mandarin Language

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摘要

汉语听力技能是在参加汉语水平测试时经常用到的技能。也是学生的学习障碍，视觉和动觉的学习方式比较占优势，这将影响学生在学习中的积极性和兴趣。基于视频的学习方法是一种边看边学的方法，可以平衡学生在学习模式中模式的不足。本研究的目的是了解基于视频的学习方法与 Playposit 在汉语听力技能中的应用情况，并了解学生对使用基于视频的学习方法的反应。本研究采用描述性的定性方法，工具为观察表和问卷表。基于视频的学习方法与 Playposit 应用在汉语听力技能中的应用的研究结果顺利进行。基于视频的学习方法的应用得到了积极和多样的反应，因为基于视频的学习方法可以帮助学生听中文，更具有互动性，可以使学生在学习时更加兴奋。

关键词：基于视频的学习方法；Playposit；听力技能；汉语

1. INTRODUCTION

The establishment of the Chinese Language Study Program at the State University of Malang is regulated in letter Number: 314 / E / O / 2012 decision of the Minister of Education and Culture of the Republic of Indonesia concerning "Implementation of the Chinese Language Education Study Program at the State University of Malang in Malang". With this decree, the Chinese Language Education study program was established at the State University of Malang. The establishment of the Chinese Language Education study program is in line with Sutami's (2012) study that what the government must do is produce Chinese language teachers, compile Chinese language textbooks, revive Chinese language teaching, curriculum, teaching materials, and establish a Chinese language education university.

In the Chinese Language Education program, students are expected to be able to use a variety of social linguistic functions to communicate both orally and in writing. In various contexts and circumstances, Chinese standardized 汉语水平考试 (HSK) [hànyǔ shuǐpíng kǎoshì] is widely known as the Chinese language proficiency test. 汉语水平考试 [hànyǔ shuǐpíng kǎoshì] is aimed at standardising the ability of a Chinese learner. This is in line with Hanban in Peng's research (2020) aims to provide a useful measure of test takers' Chinese language proficiency for making various decisions. 汉语水平考试[hànyǔ shuǐpíng kǎoshì], also known as HSK, focuses on 4 skill tests, including 听力 [tīnglì] or listening, 阅读 [yuèdú] or reading, 口语 [kǒuyǔ] or speaking, and 写作[xiězuò] or writing. 汉语水平考试 [hànyǔ shuǐpíng kǎoshì] (Chinese language proficiency test) has 6 levels licensed by 孔子学院/国家汉办 [Kǒngzǐ xuéyuàn/guójiā hàn bàn] (Confucius Institute) of China.

Four aspects of language skills such as 听力 [tīnglì] or listening, 阅读 [yuèdú] or reading, 口语 [kǒuyǔ] or speaking, 写作 [xiězuò] or writing must be mastered by Chinese Language



Education Study Program students. This refers to the 2020 Chinese Language Education Study Program Curriculum Catalogue, there are listening and speaking skills courses which are classified as compulsory courses. One of the compulsory courses of Chinese Language Education Study Program is Listening and Speaking Skills II.

Listening skills 听力 [tīnglì] is the ability to be able to understand the speaker from what is conveyed. The definition of listening skills is also in line with the opinion of Barus (2016) which explains that listening is a series of activities to hear speech, understand, interpret, evaluate, and respond to opinions expressed by the speech or conversation. Based on the results of unstructured interviews with lecturers teaching Listening and Speaking II skills courses. The researcher found that the lecturer used podcast media, voice recordings, and videos while teaching the course. However, the video is still separate from the quiz provided by the lecturer. Where the video is on the Youtube application, and the quiz is on Google form. In 2022, the lecturer used voice recording and power point in delivering the material. This affects the quality of student learning. This is in line with the opinion of Barus (2016) which states that the causes of ineffective listening are (1) still using conventional learning techniques, (2) inappropriate learning materials, (3) not using varied learning media, (4) not implementing evaluation properly. Apart from these findings, the researcher also found that quite a lot of time was used to create questions on Google form which would be entered in SIPEJAR (Learning Processing System) which is part of SIAKAD (Academic Information System) State University of Malang.

Chinese language learning using podcast media or recordings during listening and speaking skills II lectures is less interesting, this is a major problem for new students. This finding, researchers found based on the results of interviews conducted on Thursday, 26 January 2023 with a number of lecturers and 4 students with the initials Z, R, H and M who were involved in the Listening and Speaking Skills II course. The results of the interviews found, there is a mastery of language that is not optimal, if it is only in the form of conversation sounds, students often only guess what is meant by the learning audio. In listening skills it is said to be able to listen well if it is able to respond to what is listened to. This is in line with the opinion of Susanti (2019: 18) which explains that listening has 5 processes in sequence, (1) Hearing, (2) Understanding, (3) Interpreting, (4) Assessing, and (5) Responding.

Based on observations and unstructured interviews with students, researchers also asked several questions. One of the questions was how and what students felt before using the Playposit application. From the answers given, students still cannot understand the material clearly. When they cannot understand the material clearly, it can be said that students have not fully carried out listening activities. This statement is supported by Susanti (2019: 4) who explains that listening is a skill that can understand ideas, ideas, opinions of others orally. Therefore, when researchers give



a glimpse of videos and quizzes simultaneously to several students through the Playposit application, students become enthusiastic in learning listening skills. This is the background for researchers to further examine the use of the Playposit application with a video-based learning method that allows a solution to the problems experienced by students while learning Mandarin listening skills. Renaud Davies (2022) supports that video is one of the media that teachers can use to engage student interest. In addition, Mardasari & Zhao (2022) explained that the use of active teaching methods can make the classroom atmosphere more lively.

Based on the results of interviews with lecturers teaching Listening and Speaking Skills II courses, the Playposit application has never been used in the course. The advantages of the Playposit application have many features including the presence of quizzes that appear along with the video, data display, which can be used as teaching media and can be connected to Google Classroom to control the class as needed by the lecturer teaching Listening and Speaking Skills II. In Holland's research (2019) the use of the Playposit application, requires students to complete the entire video along with questions, then an automatic assessment appears and is immediately sent to the grade book or grade book. So it is very easy for lecturers to assess students.

The use of pinyin in Listening and Speaking II courses has begun to not be used. This is due to the learning design of Listening and Speaking II courses is expected to be able to speak and listen at the HSK 3 level or equivalent to 600 words. The ability of semester 2 students is already at the HSK 3 level or 600 words, this is reinforced by the research of Ventiani, et al (2020: 46) which explains that the ability of Mandarin Language Education Study Program students at State University of Malang in Mandarin from time to time increases based on semester. In the book HSK 3 姜丽萍 [Jiānglǐpíng] (2014: IV) it is also explained that the level at HSK 3, Chinese language skills have begun to lack the use of 拼音 [Pīnyīn] (How to read). Because HSK 3 has begun to not use 拼音 [Pīnyīn] (How to read), the researcher chose to use the Playposit application as a learning medium in order to create an interesting, efficient and fun learning situation.

From previous research conducted by S. Joko (2021) entitled Video Based Learning as a Media for Teaching English during the Covid-19 Pandemic, found that teaching using videos in English classes through television, laptops, computers and gatgets during online learning can help students in the teaching and learning process. Students are also easier to understand the material being taught with the help of interesting visual images, increased cognitive abilities, learning achievement, student interest and motivation, and can understand the concept of English lessons being studied. With this background, the researcher has a strong reason to describe the application and response of Mandarin Language Education Study Program students at State University of



Malang to the Video-Based Learning method in the Playposit application as a Mandarin learning media.

2. METHOD

The research method used in this research is descriptive qualitative. According to Sugiyono (2013: 1) qualitative methods are used to obtain in-depth data from data that contains meaning. In line with that, qualitative methods can be interpreted as methods or ways that describe phenomena based on the point of view of informants (data sources), find diverse realities and develop specific contexts (Wijaya, 2019: 10). Descriptive is what is done and said by the actor, when the process, and activity activities must describe or describe completely, as it is and in detail (Wijaya, 2019: 15). Because it requires a meaningful point of view, response and analysis, this study uses descriptive and qualitative approaches. Of course, by considering the events that exist in the scope of the research of the Listening and Speaking Skills II class using the Video-based learning method through the Playposit application media.

The research was conducted at the State University of Malang, Faculty of Letters, Department of German Literature, Chinese Language Education Study Programme, Semarang street, no 5, Malang. The source of data for this research comes from students of the State University of Malang, Chinese Language Education Study Programme Class 2022 class A with 30 students, precisely during the learning activities of the Listening and Speaking Skills II course. The research tools or instruments used are observation sheets and questionnaire sheets. The observation sheet uses a Guttman scale which contains the stages of the activity by providing 4 columns of answers consisting of "Yes and No" along with criticism, and suggestions. Kurniawan (2018:183) explains that the Guttman scale is a scale that has a firm answer, consisting of true or false, yes or no, positive and negative and so on. The content used 蚱蜢和蚂蚁 [Zhàměng hé mǎyǐ] (grasshoppers and ants) along with vocabulary on the content that has been validated by Karina Fefi Laksana Sakti, S.Pd., MTCSOL lecturer in Chinese Listening and Speaking II skills course. The validity of the data will be checked by Aiga Ventivani, M.Pd. as a tringulator. During the data analysis process, if there are differences between the data obtained, the researcher will retake the data with additional instruments. The qualitative data analysis process according to Miles and Huberman (Kurniawan, 2018: 241) is carried out in stages (1) data collection, (2) data reduction, (3) data presentation, and (4) data analysis.



3. RESULT AND DISCUSSION

The research was conducted face-to-face on Thursday, 4 May 2023 in Building A20 for 50 minutes. Activities in the form of applying video-based learning methods through the Playposit application with the content of 蚱蜢和蚂蚁 [Zhàměng hé mǎyǐ] (grasshoppers and ants). Then continued with the discussion of the answers to the results of listening and filling out the questionnaire sheet to students of Chinese Language Education Study Program 2022 class A. The researcher wrote down the results of the observation sheet and the results of the questionnaire sheet, namely:

3.1 Observation Result

The overall question of the observation sheet results there is no difference of opinion, both observers answered "Yes". Based on the statements on the observation sheet, the first statement, both observers stated that students were enthusiastic when starting Mandarin learning. This is evidenced by the presence of students on time and students focus on listening, answering greetings and listening well to the researcher's initial explanation.

In statement (2), both observers stated that students responded to questions related to prior knowledge, this was supported by student readiness with the appropriate level of HSK 3 along with student responses to the Power Point provided. This is supported by the research of Ventiani, et al (2020: 46) which states that the ability of Mandarin Language Education Study Program students at State University of Malang in Mandarin from time to time increases based on semester.

Statement (3), both observers stated that students pay attention to the explanation of the steps for using the Playposit application, starting from preparation to accessing the Playposit application, all students can access it. This is supported by facilities by the campus, where wifi, projectors make it easier for students to listen to researchers regarding the steps for using the Playposit application. Included in the learning success factors, namely, non-social factors such as the tools used for learning and the place of study (Hidayat, 2013: 86).

In statement (4) Students are able to use the Playposit application, both observers agree with this statement. In line with what students have listened to based on the steps, as evidenced by the students' arrival at the video provided by the researcher along with the questions that have been provided.

Statement (5) Both observers agree that students focus on listening, this is obtained based on the state of the class by using the headseat when listening and not distracting one another. On the other hand, there are also student answer sheets with an average of good answers. As well as being able to review together the answers that have been chosen.



In Statement (6) Students are able to answer questions in the Playposit application well, both observers also agree with this statement. Evidenced by the efforts of students by getting good results and being able to respond to what is listened to based on the video. The existence of good student answers is also influenced by the amount of student effort, student intelligence and the opportunities given to students to produce good learning outcomes (Hidayat, 2013: 84).

In statement (7) Students and researchers as teachers were able to interact well, both observers agreed with this statement. This is supported by students at the end of the study giving a very good response. Where when researchers provide opportunities to ask questions, students ask questions and interact well around the material provided by the researcher. This is supported by Hidayat (2013: 52) argues that the teacher as a facilitator, with the need to understand the characteristics of students in learning styles and the basic ability needs of students.

Statement (8) The classroom atmosphere when learning Mandarin using the Video-Based Learning method through the Playposit application becomes more interactive, both observers agree with this. Evidenced by the activities of students responding during learning. Giving questions and being able to answer well the videos and questions provided. Especially at the end of the session with the discussion of responses to questions from videos that have been listened to together. In accordance with Nasution's statement (2017: 87) that the characteristics of students learning actively, (1) Actively seeking and providing information, (2) There is an interactive learning atmosphere, (3) There is an opportunity to assess the results of their performance (review), and (4) Optimal use of learning resources.

In statement (9) Both observers answered agree on the statement that listening learning took place well. This is due to the achievement of good learning. The success of students in answering the questions provided, the success of students in accessing, the focus of students in listening to existing material. Of course this is also supported by adequate campus facilities for the video-based learning method in the Playposit application.

However, this received suggestions from the first observer for teaching time to be more attentive, this was due to the condition of the class on Thursday, 4 May 2023, there were students who had not come to class. There were still students on the road and even permission not to enter the class, so the researcher asked permission from the students to postpone the time for 10 minutes because students and researchers were still waiting for each other to start class. Tokan (2016: 91) states that external factors that become obstacles are factors that come from outside the researcher related to efforts to obtain qualitative data. Here, also in the criticism column, the first observer wrote that the class atmosphere was interactive and conducive, it could be said that it was smooth, especially when there were questions from students.

3.2 Student Response

The student response sheet found different data on each item of the student response sheet statement. Due to differences in opinion, researchers conducted data collection interviews with students who answered "Disagree" and "Strongly Disagree". This statement is supported by Sugiyono (2013: 128) which states that negative case analysis is researchers looking for data that is different or even contradictory to the data that has been found. If there is a 1% difference between 99%, then the researcher must find out in depth the different data. including:

Regarding statement number (1) My student response is able to operate the Playposit application received an answer of 73.3%, equivalent to 22 students answering "Strongly Agree". A total of 23.3% or equal to 7 students answered "Agree", and 1 student 3.3% answered "Strongly Disagree". Because many chose "Strongly agree" this is in accordance with Nasution (2017: 89) states that the principle of determining methods and media affects the way active students learn. In addition, researchers found a difference of 1 student with the initials "N" with a percentage of 3.3% "Strongly Disagree". Based on interviews conducted, students experience unfocusedness due to factors from within students that are very influential when studying and filling out questionnaires.

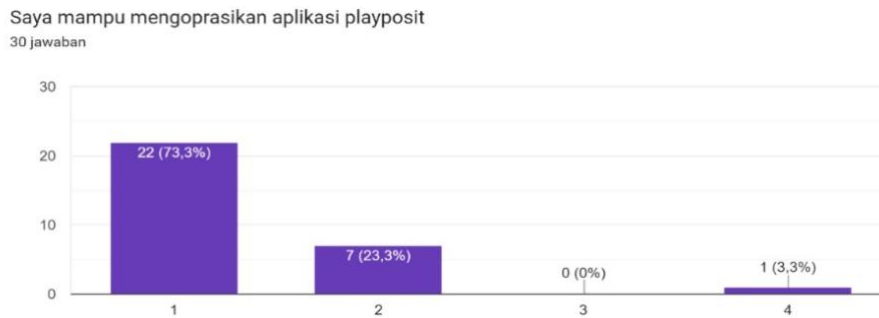


Figure 1. I am able to operate the Playposit app

Student responses to statement number (2) The Playposit Application is Easy to Access, 63.3% with 19 students answered "Strongly Agree", 30% with 9 students answered "Agree", 1 student answered "Disagree" by 3.3%, and 3.3% answered "Strongly Disagree" by 1 student. There is 1 student with the initials "H" with 3.3% answering "Disagree". These students have reasons based on the results of the interview, namely difficulties accessing the internet when the internet connection is not good, this causes the process of accessing the Playposit application to be hampered. The choice of "Strongly Disagree" is 3.3% with the number of 1 student with the initials "N", the student is caused by unfocusedness from within the student himself which affects the learning process and filling out the questionnaire.

Aplikasi plyposit mudah diakses
30 jawaban

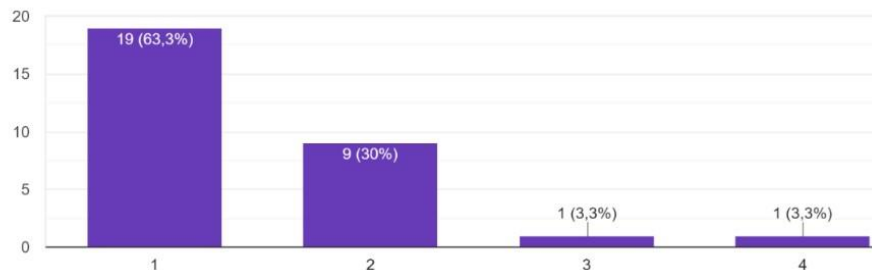


Figure 2. Playposit App is Easy to Access

In statement number (3) the Video-Based Learning method through the Playposit application makes it easier for me to learn Chinese, getting student responses as much as 63.3% answered "Strongly agree" with a total of 19 students, 33.3% with 10 students answered "Agree", and 3.3% or as many as 1 student answered "Strongly Disagree". A total of 3.3% "Strongly Disagree" with a total of 1 student was due to a lack of focus from within the students themselves. This is reinforced based on the results of interviews on Wednesday, 24 May 2023 and the results of the Playposit application student answer sheet with points of 30% out of 100%. This is supported by the opinion of Sumardi Suryabrata (Syarif, 2019) which states that learning success factors and achievement are influenced by internal and external factors. One of the internal factors that influence learning success, (1) Physical aspects that have a major effect on learning abilities such as physical and mental health, (2) Psychological aspects, such as interest, intelligence talent, motivation, and cognitive abilities.

Metode Video-Based Learning melalui aplikasi Playposit memudahkan saya dalam belajar bahasa Mandarin
30 jawaban

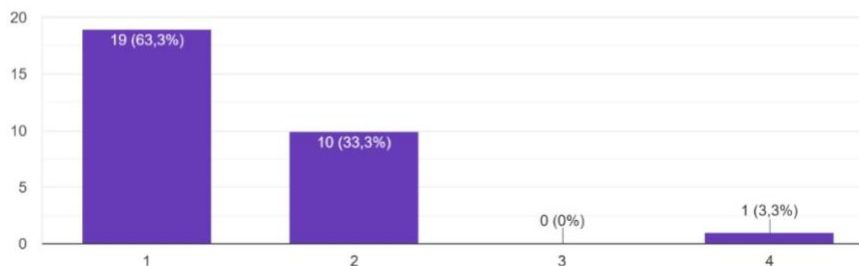


Figure 3. The Video-Based Learning method through the Playposit application makes it easier for me to learn Mandarin.

Statement number (4) Learning using the Video-Based Learning method through the Playposit application is very interesting, 21 students answered "Strongly Agree" with a percentage of 70%, 8 students 26.7% answered "Agree", and students who answered "Strongly Disagree" were 3.3%



or 1 student. With 70% of students choosing "Strongly Agree" this is reinforced by Syarif (2019: 121) that educational media is a means that can provide visual experiences to students to encourage learning motivation, clarify and simplify abstract and complex concepts to be simpler and understandable.

However, in the research found 1 student answered "Strongly Disagree", the researcher interviewed the student with the initials "N". The results obtained from the interview process were due to the unfocusedness of the student with the initials "N" in learning by mental and emotional factors. This is reinforced, that an active learning system emphasises student activeness physically, mentally, intellectually, and emotionally (Nasution, 2017: 87).

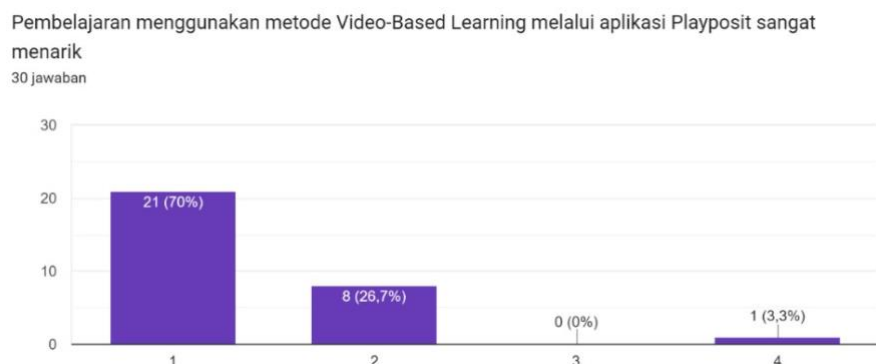


Figure 4. Learning using the Video-Based Learning method through the Playposit application

Statement number (5) Learning using the Video-Based Learning method through the Playposit application makes me more enthusiastic, student responses of around 50% answered "Strongly Agree" with 15 students, 43.3% "Agree" with 13 students, "Disagree" as much as 6.7% with 2 students. A total of 6.7% "Disagree" with 2 students. Based on the results of the interview on Friday, 26 May 2023 with the student with the initials "D" confirmed that "Not focused on answering the questionnaire", which should be "Agree" but chose "Disagree" on the student response sheet. The results of the interview on Wednesday, 24 May 2023 were again conducted with a student with the initials "N" experiencing a lack of focus during the learning process due to factors from within the student that affect the filling of student response sheets and the learning process.

Pembelajaran menggunakan metode Video-Based Learning melalui aplikasi Playposit membuat saya menjadi lebih semangat
30 jawaban

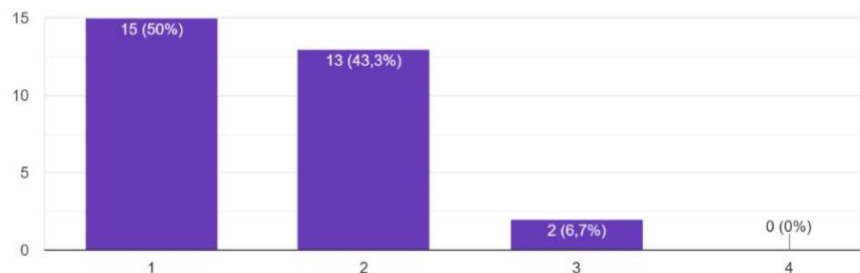


Figure 5. Learning using the Video-Based Learning method through the Playposit application makes me more enthusiastic

Students' responses to statement number (6) I can be more focused on listening, students who answered "Strongly Agree" were 53.3% with 16 students, followed by students who answered "Agree" as many as 43.3% with 13 students, and 1 student answered "Disagree" with a percentage of 3.3%. As much as 3.3% "Disagree" with the number of 1 student with the initials "N" due to unfocused from within by spiritual factors. This is supported by the opinion of Sumardi Suryabrata (Syarif, 2019) which explains that poor spiritual health can interfere with, or reduce the spirit of learning.

Saya dapat menjadi lebih fokus menyimak
30 jawaban

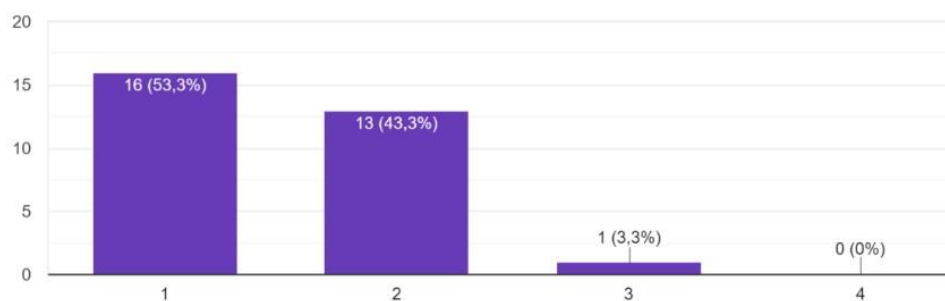


Figure 6. I can be more focused on listening

Statement number (7) I am better able to answer questions after using the Playposit application based on existing content, student responses to being able to answer the questions provided, student responses provide a percentage of "Strongly Agree" there are 50% with 15 students, "Agree" 46.7% with 14 students and 3.3% "Strongly Disagree" as much as 1 student. "Strongly Disagree" with a total of 1 student at 3.3% conducted an unstructured interview, the researcher got the answer that the lack of focus from within the student with the initials "N" had an impact on the learning process

from the beginning to the end of the lesson. Reinforced by the results of the answers from the student's Playposit application answer sheet of 30% out of 100%.



Figure 7. I am better able to answer questions after using the Playposit app based on the content provided

Almost the entire student response sheet available, there was a student with the initials "N" who answered "Disagree" and "Strongly Disagree". On Thursday, 17 May 2023, the researcher conducted an unstructured interview with the student to ask about the difference of opinion that occurred. Tokan (2016:84) argues that unstructured interviews outline, researchers do not use interview guidelines that are arranged systematically and completely, only in the form of an outline of the problems being asked.

After the interview was conducted, the researcher found that students' lack of focus was a factor from within the students themselves. The lack of focus is also reinforced by the results of the answer sheet for using the Playposit application with 30% of the 100% points on the Playposit application answer sheet. The unfocusedness of students causes them not to be able to follow the learning optimally as evidenced by the results of listening to students on the data exposure excel display. This is supported by the opinion of Sumardi Suryabrata (Syarif, 2019) which states that learning success factors and achievement are influenced by internal and external factors. Internal factors, (1) Physical aspects that have a major effect on learning abilities such as physical and mental health, (2) Psychological aspects, such as interest, intelligence talent, motivation, and cognitive abilities.

The next discussion, a difference of opinion occurred by one of the students with the initials "D" by answering "Disagree" on one of the questionnaire statements "Learning using the Video-Based Learning method through the Playposit application makes me more enthusiastic". The researcher conducted the unstructured interview stage again on Friday, 26 May 2023, by finding that the student was not focused when choosing a questionnaire answer. The student emphasised that "Agree" if in learning using the method with the Playposit application makes more enthusiasm



in learning Mandarin. Where should choose "Agree" to "Disagree". This is reinforced by the student's statement with "When reading and answering the questionnaire, I was less careful in choosing the information".

4. CONCLUSIONS AND SUGGESTIONS

The conclusion from the results of the application of video-based learning methods through the Playposit application runs smoothly and well, in accordance with the learning syllabus, so as to get a good learning and teaching experience. Reinforced by the results of student answers, it can be said to be more interactive, focused, and enthusiastic in learning.

Good interaction from students, the influence of location, the influence of teachers and student readiness are factors in the success of learning in the application of video-based learning methods. One of the successes of learning is influenced by the amount of student effort, student knowledge and opportunities given to students to produce good learning outcomes. Good learning outcomes are obtained based on the results of student answers based on questions and field observations. Good learning outcomes are influenced by internal factors that are very influential in learning success, there are also external factors that support learning success, namely, social and non-social factors. Non-social factors include the tools used, air temperature, place of study. By combining student types or modalities, namely auditory, visual, kinesthetic into one, it becomes a way that makes it easier for students when listening to Mandarin.

Student responses, the results that have been obtained conclude that (1) The video-based learning method makes it easier to learn Mandarin, (2) The use of video-based learning methods with the Playposit application when listening to learning Mandarin becomes interesting, interactive and excited, (3) Students become more focused on listening with visual assistance, (4) Able to answer questions provided based on content, (5) There is a teacher's influence in delivering material that makes the classroom atmosphere interactive and achieves the objectives of the learning, (6) The existence of internal influences affects the quality of listening.

Recommended suggestions that can be given from the research findings (1) Researchers, can be used by researchers themselves to teach using video-based learning methods in learning Mandarin through the Playposit application, (2) Future researchers, pay attention to obstacles or disturbances that may occur during the research process, and can strengthen this research with effectiveness, and the influence of each component of the success of video-based learning methods using the Playposit application on students in learning Mandarin; (3) Lecturers, become a choice of methods for lecturers in teaching Chinese Listening and Speaking Skills II courses; (4) Students, this method and application can be an option in learning to listen independently or in groups to improve students' listening skills in everyday life.



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