The Use of Video and Multimedia as Learning Evaluation Tools

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ABSTRACT

The use of learning evaluation instruments is still dominated by written tests, so that students' thinking skills, creativity, and practical skills are not authentically reflected. This problem highlights the need for evaluation media that can record students' processes and performance more comprehensively. This paper aims to describe the use of video and multimedia as learning evaluation instruments. The problem in this study is how to use video and multimedia as learning evaluation instruments. The method used is a literature review, which is based on existing literature and facts in the field. The data or materials obtained are from literature (books, journals, articles, etc.). Data sources were also obtained by collecting literature to obtain theoretical information and explanations. The data analysis technique involved summarizing, presenting data, and providing conclusions. The results of the study show that video can be used to assess student performance in presentations, laboratory practices, motor skills, and collaborative projects, while multimedia provides interactive evaluation support through simulations, digital quizzes, electronic portfolios, and automatic feedback. Both instruments improve the objectivity of assessment, transparency of criteria, and documentation of learning outcomes. In conclusion, the use of video and multimedia is an alternative evaluation instrumen through simulations, digital quizzes, electronic portfolios, and automated feedback. Both instruments enhance the objectivity of assessment, transparency of criteria, and documentation of learning outcomes. In conclusion, the use of video and multimedia is an effective alternative assessment tool in supporting authentic assessment and 21st-century learning, making it worthy of integration into school assessment systems.

Keywords: *Video, Multimedia, Learning Evaluation, Educational Technology*.

INTRODUCTION

Advances in educational technology have brought significant changes to the learning process, one of which is through the use of digital media such as videos and multimedia. Video-based learning media has been proven to attract students' attention, increase their motivation to learn, and support their understanding of learning materials in a more visual and contextual way compared to conventional media that is only text-based. Analysis of the development of learning videos shows that digital videos Advances in educational technology have brought significant changes in the process of achieving high levels of feasibility and effectiveness in supporting the achievement of learning objectives, as this technology can be presented in a form that is attractive and easily accessible to students and teachers. Video is a technology for capturing, recording, processing, transferring, storing, and reconstructing sequences of static images by displaying moving scenes electronically (Fitria et al., 2025).

In addition to videos, interactive multimedia has also been widely applied in various learning contexts to increase student engagement in the learning process. Multimedia that combines text, audio, visuals, and animation provides a richer learning experience that can help students understand concepts more deeply (Laksana, 2025). An evaluation of the application of multimedia in school learning shows that the use of multimedia can be seen from the aspects of context, input, process, and product, so that learning becomes more structured and student learning outcomes can be evaluated more comprehensively.

Evaluation is an important part of developing learning media. Whatever type of media is used

and developed, it needs to be evaluated and assessed before it can be widely used. Therefore, evaluation is necessary to determine whether the learning media developed can achieve the objectives that have been set (Lestari, 2023). Learning evaluation is the process of collecting and analyzing information to determine the extent to which students have achieved learning objectives. Evaluation assesses not only learning outcomes, but also the learning process, thereby providing meaningful feedback for further learning development. The use of media as an evaluation tool, particularly digital media such as video and multimedia, is supported by multimedia learning theory, which states that the combination of visual and audio information can enhance students' cognitive processing, thereby helping them build a better understanding of the learning material (Yahya et al., 2023). In the context of educational technology, digital evaluation media (including video and multimedia) are not merely tools for delivering material but also assessment instruments that can capture aspects of student performance that are not covered by traditional written tests. This digital evaluation is capable of presenting assessment results in a dynamic and interactive manner, as well as providing documentation of students' practical skills, collaboration, and creativity.

With the development of digital technology, the use of video and multimedia has begun to be widely applied in the learning process. Video and multimedia cover various forms of audiovisual media, such as video recordings, animations, audio, interactive simulations, and digital applications that enable interaction between students and learning materials. Through this medium, educators can evaluate students' abilities to perform tasks, solve problems, communicate, and collaborate, which are difficult to measure through written tests alone. Thus, video- and multimedia-based evaluation has the potential to support the implementation of authentic assessment that evaluates the learning process and outcomes holistically. The use of video as an evaluation tool allows students to demonstrate their competencies through recordings of presentations, skill exercises, simulations, or specific projects. Meanwhile, interactive multimedia can be used to develop simulation-based evaluations, interactive quizzes, and digital assignments that involve various forms of information representation. This approach not only provides a more accurate picture of students' abilities, but also increases learning motivation because students feel actively involved in the evaluation process.

The use of video and multimedia as learning evaluation tools offers a more authentic and contextual approach to evaluation. Through the use of media, students can demonstrate their learning outcomes in the form of a product or performance. (performance-based assessment), For example, in the creation of educational videos, simulations, and interactive multimedia presentations. Video- and multimedia-based assessments have the potential to increase student motivation, active engagement, and creativity in the learning process. However, the implementation of video and multimedia as learning evaluation instruments still faces various problems, including limitations in technological infrastructure, the readiness and competence of educators, and a lack of optimization in understanding the design and application of multimedia-based evaluation instruments. Therefore, a systematic study is needed to describe the use of video and multimedia as learning evaluation instruments in the context of education (Ramadhani et al., 2025).

In the context of education in Indonesia, the application of technology-based learning evaluation has become increasingly relevant in line with education policies that encourage the use of digital technology and the implementation of 21st-century learning. Curricula that emphasize the development of competence, creativity, and independent learning require evaluation instruments that are capable of comprehensively measuring student abilities (Nurbayanni et al., 2023). Therefore, the use of video and multimedia as learning evaluation tools needs to be studied in depth so that it can be applied effectively and in accordance with the needs of students and learning objectives. Based on the above description, this article aims to describe the use of video and multimedia as learning instruments, including their application, benefits, and challenges faced in their implementation. The results of this study are expected to serve as an academic and practical reference for educators in developing innovative learning evaluation instruments that are in line with the demands of 21st-century learning.

METHOD

This study employed a library research approach. In obtaining the research data, the researcher collected, analyzed, and organized various sources, including articles, books, and previous studies related to the use of video and multimedia as instruments for learning evaluation. Relevant journals

were also accessed through trusted academic sources. The literature reviewed consisted of Indonesian-language publications, works published in Indonesia, and works written by Indonesian authors. In addition, supplementary literature was explored using the Google search engine. The researcher then synthesized and presented findings related to the use of video and multimedia as evaluation instruments in learning (Mahanum, 2021). The data collection technique was carried out by reviewing selected documents and literature using a purposive sampling method, namely sources that met the criteria of topical relevance, scientific quality, and recency. The data analysis technique employed content analysis, which involved identifying, categorizing, and interpreting the content of various literature sources to answer the research questions. This method presents information in the form of words or phrases arranged systematically in accordance with linguistic principles. The researcher includes quotations from various analyzed references, with proper citation of the sources. These quotations are presented in the form of summaries or paraphrases that maintain the original meaning. This process was conducted within a framework of critical thinking through an in-depth analysis of the obtained information (Mahabul et al., 2025)

RESULTS AND DISCUSSION

Literature findings indicate the authenticity of assessment through video- and multimedia-based evaluation. Video and multimedia-based evaluation enable the implementation of authentic assessments that measure students' abilities in real contexts. Through this medium, students are able to demonstrate skills, understanding, and attitudes directly, for example through demonstrations, presentations, or video-based projects. This makes the evaluation process more relevant to learning objectives because the assessment not only measures theoretical mastery, but also the application of knowledge in real situations. The observation of learning processes and outcomes becomes more comprehensive.

The use of video and multimedia provides opportunities for educators to observe students' learning processes and outcomes more thoroughly. Video recordings allow teachers to review students' activities, enabling assessments to be conducted more objectively and thoroughly. Thus, evaluation does not only focus on the final product, but also considers the phases of the learning process undertaken by students.

Assessment of Cognitive, Affective, and Psychomotor Aspects. Video-based multimedia supports assessments that encompass cognitive, affective, and psychomotor aspects in an integrated manner. The cognitive aspect is reflected in students' understanding of the material delivered, the affective aspect is seen through attitudes, confidence, and responsibility, whereas the psychomotor aspect appears in the practical skills demonstrated. The integration of these three aspects results in more holistic assessments that reflect students' competencies more fully.

Increased Motivation and Participation of Students. Video and multimedia, which are visual and interactive in nature, have been proven to increase students' learning motivation. Evaluations presented creatively make students more interested and actively engaged in demonstrating their learning outcomes. Students' participation also increases because they feel they have the freedom to express ideas and creativity through digital media.

Positive Student Attitudes toward Multimedia-Based Evaluation. Students tend to show positive attitudes toward multimedia-based evaluation because this instrument is considered more interesting and less monotonous compared to traditional assessments. Multimedia-based evaluation provides a more enjoyable learning experience and reduces the psychological pressure typically found in written tests. This positive attitude contributes to increased confidence and student engagement throughout the evaluation process.

Effectiveness of Implementation Across Subjects. Video-based evaluation can be effectively applied in various subjects, especially those requiring practical skills, communication, and problem-solving. In skills-based subjects, video can be used to assess students' performance directly. Meanwhile, in theoretical subjects, video can be used to help students demonstrate understanding creatively through animations or presentations.

Challenges in Implementing Video-Based Multimedia Evaluation. Despite its many advantages, the implementation of video-based multimedia evaluation still faces several obstacles. These include technological limitations, differences in students' digital literacy levels, and the longer time required for teachers to assess. Therefore, institutional support, teacher training, and well-

planned evaluation designs are required to ensure that multimedia-based assessment can be conducted effectively and sustainably.

Basic Concepts of Video and Multimedia in Learning

In general, learning media refers to anything that can be used to convey learning material, whether in audio or visual form, containing instructional messages such as theories, knowledge, concepts, learning principles, or procedures and steps that must be implemented to achieve learning objectives (Mata et al., 2020). According to Riana (2022), video is an audiovisual medium that simultaneously presents images and sound, containing instructional messages such as facts or fiction to stimulate students' thoughts and feelings. According to Aziz (2024), instructional videos represent things that cannot be seen directly, present real case studies to trigger discussions, and analyze students' development over a certain period. Based on these expert opinions, it can be concluded that video serves as a learning medium that contains messages or material delivered to learners through visible and audible forms (audiovisual). Video is a medium containing learning material that can be packaged so that it can be heard and seen through a VCD player in video format. Video can present learning material in the form of moving images supported by narration or explanations, stimulating both hearing and sight senses simultaneously in the learning process. Thus, video as a learning medium plays an important role in delivering messages or learning materials designed in an audiovisual manner to help facilitate learning content.

Learning videos are audiovisual media produced and delivered to present audiovisual messages to attract students' attention. Effective and efficient learning must be supported by learning activities, strategies and methods, learning materials, and assessments, all components of a learning experience that can support the achievement of learning objectives. Successful educational delivery always relies on learning resources, particularly instructional media. Conceptually, instructional videos are audiovisual media systematically designed and structured to support the learning process by presenting engaging, contextual, and meaningful information. Its theoretical foundation encompasses several theories, including cognitive theory, constructivism, and social learning, which position video as an effective tool for enhancing student understanding, motivation, and engagement. Therefore, with its flexible and adaptive characteristics, learning video has become a crucial component in the transformation of modern, technology-based, and student-oriented education. Through learning video, students are not merely recipients of information but also active learners who can control the pace of their learning, choose materials according to their needs, and develop critical and reflective thinking skills (Jennah, n.d., 2020).

The purpose of video media in the learning process is as a means of conveying learning materials, as follows (Mata et al., 2020). 1) It can clarify and facilitate the delivery of material or messages with clear meaning; 2) It addresses issues such as lack of time, lack of visual acuity for students and educators, and limited space for movement; 3) It can be used appropriately and can be adapted to the various teaching materials and materials being presented to students.

Multimedia learning is defined as the integration of several media elements such as text, graphics, images, photos, audio, video, and animation into the teaching and learning process. This multimedia utilizes digital technology to present material interactively, helping students understand concepts through engaging visual and audio approaches (Mubaidilla, 2025). According to (Hasani, 2025) Multimedia is the integration of several media, including text, graphics, video, and audio, into one learning format that allows students to understand the material more deeply through visual components. According to (Ariandari, 2025) Multimedia in learning is a computer-based interactive communication system that delivers material in an integrated manner, utilizing computer devices for an effective learning experience. Therefore, it can be concluded that multimedia learning is the integration of various elements such as text, images, audio, video, and animation in a single digital platform to deliver material interactively and engagingly during the learning process. Interactive-based multimedia learning includes animations, simulations, and digital applications that encourage independent learning and increase student motivation. Elements such as educational videos and structured PowerPoint presentations enable a flexible and accessible learning experience. Good design must consider student characteristics, learning objectives, and technological infrastructure for optimization (Wulandari et al., 2022).

Multimedia is a package of learning materials presented in several media forms, but only discusses or relates to a specific topic (subject matter), and is formed into a single, integrated and comprehensive unit. Technology-based learning media, multimedia combines and synergizes all media consisting of text, graphics, photos, videos, animations, music, narratives, and interactivity programmed based on learning theory. Multimedia is a combination of various media types combined into a single unit, such as text, images, animation, narration, video, and music. This allows students to not only receive information passively, as in reading a book or watching television, but also to control their learning and jump to specific sections. This aligns with Milner's opinion in the ebook Essentials of Multimedia-Based Learning Development (Cahyadi, A., 2021). Based on this, multimedia is a combination of various media (file formats) including text, images (vector and bitmap), graphics, sound, animation, video, integration, and others, packaged into digital (computerized) files, used to convey messages to the public. Therefore, multimedia is a combination that allows information to be presented in a more engaging and innovative way. Multimedia teaching materials have various advantages when used in the learning process. The advantages and benefits of multimedia are as follows (Wijoyo, et al., 2020). 1) Multimedia provides an interactive process and facilitates feedback. 2) Multimedia gives learners the freedom to determine topics during the learning process. 3) Multimedia facilitates systematic control during the learning process.

Therefore, it can be concluded that multimedia has advantages in the teaching and learning process. These advantages can be seen in the combination of various media that can attract students' interests and talents, the interactive process of learning topics, and the ease of controlling the ongoing learning process. Multimedia learning can support the implementation of independent learning processes and technology-based learning. Students can flexibly access materials through digital devices such as computers, tablets, or smartphones. This is relevant to the development of digital-based learning and distance learning. Multimedia allows for flexible learning, allowing students to adjust their pace to suit their individual abilities and needs. From an educator's perspective, the use of multimedia learning can facilitate teachers' delivery of material more systematically and effectively by utilizing instructional videos, interactive presentations, and simulation applications as tools to explain complex concepts. Furthermore, multimedia can also be used as a learning evaluation tool, such as interactive quizzes or problem-based simulations, which can organize students' understanding more comprehensively (Diu et al., 2020).

The use of multimedia-based learning media in teaching has great potential to improve the quality of education. By identifying the problems faced by traditional teaching methods, teachers can design innovative solutions that are more engaging for students (Kamila et al., 2024). Overall, multimedia learning plays a crucial role in improving the quality of learning. Through engaging visualizations, high interactivity, and easy access to information, multimedia can help students understand learning concepts more deeply and meaningfully. Therefore, the integration of multimedia in chemistry learning needs to be continuously developed and optimized as part of educational innovation in the digital age.

Video and Multimedia as Evaluation Instruments

Learning evaluation is a process that can be carried out systematically to make or determine decisions regarding the extent to which students have successfully achieved the objectives of theacing. In line with this, Purwanto (Pembelajaran, 2023) states that evalution is an assessment conducted on certain qualities provided by the government in order to improve the quality of education in Indonesia. The use of video and multimedia as evalution tools can provide a new approach to assessing student learning outcomes. Through video recordings, teachers can observe students' thinking processes, working methods, and strategies used in completing tasks.

Learning evaluation is a very fundamental component of the educational system, serving to measure the level of achievement of learning objectives. Evaluation is not merely interpreted as an activity of assigning grades, but rather as a process of collecting, processing, and interpreting information regarding student learning outcomes. Through evaluation, educators can determine the extent of students' understanding in mastering subject matter, skills, as well as internalizing the expected values and attitudes.

As evaluation instruments, video and multimedia have strategic functions in supporting authentic assessment, both formative and summative. Formative evaluation is conducted through

continuous feedback from video-based assignments or multimedia quizzes, while summative evaluation is carried out through final multimedia-based projects or digital portfolios. These instruments also enable educators to adapt evaluation to students' characteristics and diverse learning styles, particularly visual and auditory learners (Hayatli et al., 2025). The use of video and multimedia as evaluation instruments can be implemented in several forms (Fariz et al. ,2024). 1) Interactive learning multimedia, where evaluation instruments are not limited to instructional content but also include tests or direct feedback embedded within the multimedia itself. For example, multimedia applications designed for computer science subjects integrate learning materials with evaluation tests within the same medium, allowing students to be assessed through their responses to quizzes or simulations provided in the multimedia. 2) Video-based performance tasks as assessment instruments, demonstrating that recordings of student performance (student-created videos) can be used by teachers as evaluation materials to assess specific skills such as presentations, practical demonstrations, or conceptual understanding. Students read, explain, and demonstrate their understanding in the form of video assignments or multimedia projects. 3) Video as a stimulus for evaluating content comprehension (semi-formal evaluation), involving the use of animated videos as a stimulus prior to formal evaluation. In this process, students watch videos relevant to the subject matter and are then tested or evaluated to determine how well they understand the content presented in the videos. 4) Analysis of engagement and understanding through multimedia-based evaluation, where modern multimedia evaluation tools are designed to measure student engagement in the learning process. For instance, multimedia may include indicators of interactive responses or student activities such as clicks, answer selections, and audio/video responses, which are then analyzed as part of the learning evaluation. 5) Video or multimedia-based portfolio assessment, which involves collecting student portfolios in the form of videos or multimedia content for summative evaluation. These portfolios may include collections of video-based assignments, multimedia project development, or content-creation tasks as evidence of competency achievement.

Advantages of Using Video and Multimedia in Learning Evaluation

Enchaing Learning Motivation and Engagement. The use of video and multimedia has been proven to increase students' learning motivation and engagement in the learning evaluation process. Empirical studies indicate that attractive and interactive video media can significantly enhance student motivation compared to conventional methods without digital media. For example, a quantitative study conducted with elementary school students showed that the use of learning-based video media significantly increased learning motivation compared to groups that learned without video. These findings indicate that the integration of video-based media can create a more engaging learning environment and encourage active student participation in the learning process (Aura et al., 2025).

Measuring Competencies Comprehensively. Video and multimedia enable learning evaluation to be conducted in a more comprehensive manner, encompassing cognitive, affective, and psychomotor domains. Through performance videos, multimedia simulations, or digital presentations, students can simultaneously demonstrate conceptual understanding, practical skills, attitudes, and communication abilities. Therefore, video- and multimedia-based evaluation instruments support authentic assessment by evaluating both learning processes and outcomes contextually, rather than merely measuring the ability to recall information. This makes evaluation results more representative of students' actual competencies (Murni et al., 2025).

Supporting 21st-Century Learning. Video- and multimedia-based evaluation aligns with the demands of 21st-century learning, which emphasizes the mastery of critical thinking, creativity, collaboration, and communication skills (the 4Cs). During the evaluation process, students are trained to design content, solve problems, collaborate in teams, and utilize digital technology effectively. In addition, the use of multimedia enhances students' digital literacy, which is an essential competency in the era of digital transformation. Thus, evaluation functions not only as a tool for measuring learning achievement but also as a means of continuously developing 21st-century skills (Abidin et al., 2024).

Challenges and Solutions for Implementation

Technical and Infrastructure Contrains. The implementation of video- and multimedia-based assessments heavily relies on the availability of hardware (computers, cameras, gadgets), software, and stable internet access. In many educational institutions, especially in remote and underdeveloped areas (3T regions), limited bandwidth, storage servers, and supporting facilities hinder the evaluation process from running optimally. Additionally, differences in students' device specifications can also create inequalities in assessment implementation. Solutions that can be applied include providing minimum needs-based infrastructure, utilizing low-bandwidth learning platforms, and using compressed video formats. Educational institutions can also develop blended evaluation policies, combining digital and non-digital assessments to ensure evaluations remain inclusive. Institutional support and collaboration with local governments are important factors in ensuring the sustainability of educational technology infrastructure (Ayun Sofiana, et al., 2021).

Teacher Competence. Not all teachers possess adequate pedagogical and technological competencies to design, manage, and assess learning based on video and multimedia. Limited digital literacy can lead to the use of media being purely technical, without considering alignment with learning objectives and good evaluation principles. This impacts the quality of the assessment instruments produced. Improving teacher competence can be achieved through continuous professional development focusing on the integration of TPACK (Technological, Pedagogical, and Content Knowledge). In addition, teacher learning communities can be utilized as platforms for sharing best practices in developing multimedia-based evaluation instruments. Guidance and mentoring are also effective in helping teachers gradually adapt to digital evaluation innovations (Ricky Ekaristy Purwadi et al., 2024).

Validity and Objectivity of Assessment. Video- and multimedia-based assessments carry the risk of subjectivity, especially when the assessment criteria are not clearly defined. Technical aspects such as video quality, editing skills, or the student's confidence can influence scores, even if they are not directly related to competency achievements. This can potentially reduce the validity and reliability of the assessment results. To maintain validity and objectivity, teachers need to develop a structured analytical assessment rubric aligned with learning achievement indicators. The rubric should emphasize the substance of the competencies, not just technical aspects. Using multiple raters, student self-reflection, and combining with other evaluation instruments (such as written tests or portfolios) can also improve the reliability of assessment results (Zahro, 2025).

CONCLUSION

Based on the results of the literature review that has been conducted, it can be concluded that the use of video and multimedia as learning assessment instruments plays a significant role in improving the quality of the learning process and outcomes of students. Video and multimedia media are capable of providing a more authentic, contextual, and comprehensive form of evaluation compared to conventional written test-based assessments. Through the utilization of this media, educators can assess students' cognitive, affective, and psychomotor aspects more thoroughly, including critical thinking skills, creativity, practical skills, as well as learning attitudes and participation. In addition, the use of video and multimedia has been proven to increase students' motivation, engagement, and interest in learning because the assessment process becomes more interactive and meaningful. Multimedia-based evaluation also supports the implementation of 21st-century learning, which emphasizes mastery of higher-order thinking skills, digital literacy, collaboration, and communication. Nevertheless, its implementation still faces several challenges, such as limitations in technological infrastructure, the preparedness of educators' competencies, and the need for valid and objective assessment instruments.

Therefore, policy support, teacher competency development, and careful evaluation planning are needed to ensure that the use of video and multimedia as evaluation instruments can be applied optimally. With proper management, video and multimedia have the potential to become an effective, innovative, and relevant alternative for evaluation in supporting 21st-century learning and the continuous improvement of education quality.

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