

Development of Vlog-based Learning Media in Class Xi History Subjects Colonialism and Imperialism Materials at Dharmawangsa High School, Medan

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ABSTRACT

This study aims to determine how the process of developing vlog-based media improves student learning outcomes, the feasibility of vlog-based learning media at the student learning level, and the product's effectiveness on student learning outcomes. This study uses the Borg & Gall research method, which includes potential problems, data collection, product design, design validity, design revision, product trial, product revision, usage trial, and product revision. In the validation of media experts, it is known that vlog-based learning media scores 86.9% in the very valid category. The material expert scores 88.5% in the very valid category. The results of the pretest are 65, and the posttest is 85. This vlog-based learning media is appropriate for learning history with colonialism and imperialism materials.

Keywords: Development, history learning media, vlog

INTRODUCTION

Learning activities involve communication between educators and students, where teachers provide information and students listen and engage. Students' success in understanding learning depends significantly on this interaction. Educators play a crucial role in making learning enjoyable, and integrating technology into learning media can enhance student

motivation (Inah, 2015; Lazar, 2015; Mfreke & Basse, 2020; Qureshi et al., 2021; Yusuf et al., 2023). Traditionally, teachers were seen as the sole source of information, but technological advancements now allow students to access learning materials independently. If outdated teaching methods persist, students may become bored, hindering learning (Adawiyah, 2021; Henrie

ARTICLE INFO

Article history:

Received: 12 December 2024

Published: 28 March 2025

DOI: <https://doi.org/10.47836/pp.1.2.019>

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et al., 2015; Nafiah et al., 2021; Santana-Monagas & Núñez, 2024; Susanti et al., 2024; Trisnawati & Fauziya, 2024).

Observations at SMA Dharmawangsa Medan revealed that history lessons still rely on conventional methods, with teachers lecturing and students passively listening. This approach, coupled with minimal media use and reliance on textbooks, leads to student disinterest and confusion due to varying textbook content. A questionnaire indicated that students often feel bored during history lessons and fail to meet minimum standards. To address this, researchers propose using vlog-based media, incorporating flexible and visual videos to engage students. Enhanced with animation, Vlogs can capture students' attention, boost knowledge, imagination, and critical thinking, and encourage active participation in the learning process (Herawati et al., 2021; Pancawardhani et al., 2022; Susanti, 2019).

PROBLEM STATEMENT

The traditional teaching methods employed in history classes at SMA Dharmawangsa Medan, which primarily involve teacher-centered lectures and minimal use of engaging media, have led to student disinterest and underperformance. Despite the availability of technology to enhance learning experiences, the current approach fails to motivate students or facilitate an effective understanding of historical content. This situation necessitates exploring innovative teaching methods that leverage technology to improve student engagement and learning outcomes.

RESEARCH QUESTION

How can vlog-based media be effectively integrated into history lessons to enhance student engagement and improve learning outcomes at SMA Dharmawangsa Medan?

The study employs a research and development method to create or improve a product, focusing on its impact on student learning outcomes. This method involves analyzing both the feasibility and effectiveness of the product. The research follows the Borg & Gall development model, which includes ten stages: identifying potential and problems, data collection, product design, design validation, design revision, product testing, further product revision, usage trials, and final product revision.

The research conducted at SMA Dharmawangsa Medan aimed to develop vlog-based media to teach the topics of colonialism and imperialism in North Sumatra. Initially, observations and interviews highlighted potential and challenges. While the school had facilities like LCD projectors and motorized screens to support vlog-based learning, some classes lacked functioning projectors, forcing teachers to rely on traditional print media. Researchers collected information from various books and journals to inform the content. During the product design phase, storyboards were created to guide the development of videos featuring scenes from the North Sumatra Museum.

Before testing with students, the videos underwent validation by material and media experts to identify and correct any deficiencies. Following expert feedback, necessary revisions were made. A small group trial involving six students from class XI IPS indicated that the media was “Very Appropriate,” achieving a feasibility percentage of 89.12% with an average score of 84.6. Further revisions were made based on student feedback, particularly in adjusting the layout of text and images.

Subsequently, a larger trial with 29 students from class XI Science confirmed the media’s effectiveness, with a feasibility percentage of 85.4% and an average score of 81.1. After thorough testing for feasibility and effectiveness, the final product was deemed suitable and effective for enhancing the history learning process.

The results obtained from vlog-based learning media on colonialism and imperialism in North Sumatra in terms of student learning outcomes before and after using learning media increased from 65 to 85.

CONCLUSION

Research and development of vlog-based learning media has been conducted on history subjects for class XI about colonialism and imperialism in North Sumatra. It can be concluded that this study uses a development research method. This method aims to develop a product and to answer existing problems. The achievement of media effectiveness obtained from the results of the pretest and posttest of 20 questions can be proven with a total result of 83.6%, which means that the teaching materials developed are valid or suitable for use without revision. So, it can be obtained that vlog-based history learning media on the material about colonialism and imperialism in North Sumatra is very suitable for use in the teaching and learning process in the classroom.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to all those who contributed to the successful completion of this research. They also thank the faculty and staff at SMA Dharmawangsa Medan for their support and cooperation during this study. The authors are also grateful to the students who participated in the trials, providing valuable feedback for refining the learning media. Lastly, they extend their appreciation to the experts who validated the materials and offered insightful suggestions, ensuring the quality and effectiveness of the final product.

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