


Comparison of Social Studies Learning Outcomes Using Documentary Video Media for Grade VIII Students at SMP Negeri 1 Banawa

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ABSTRACT

This study aims to answer the following question: "Can the use of documentary videos in social studies learning improve social studies learning outcomes of grade VIII students at SMP Negeri I Banawa?" The main purpose of this study is to find out whether grade VIII students at SMP Negeri 01 Banawa can improve their learning capacity through the use of documentary videos. The study used a pretest-posttest experimental design with a control group and a quasi-experimental approach. The basic random sampling method is used to obtain the sample. All 120 grade VIII students at SMP Negeri 1 Banawa were considered for this study. Thirty students from class VIII B became an experimental group that watched a documentary; thirty students from class VIII D became a control group that did not watch the documentary. Multiple-choice exams containing 20 questions designed to measure students' progress in history and geography lessons are used as research instruments. Statistical analysis, i.e. t-test in Excel, is used to analyze the data obtained from exam instruments. Based on the findings of the study, the null hypothesis is rejected and an alternative hypothesis is accepted when the resulting values are greater than 2,366 and 2,003, respectively, at a significance level (α) of 0.05. This shows that grade VIII students at SMP Negeri 1 Banawa can benefit from the use of documentary videos in the classroom.

Keywords: *Documentary Video, Social Studies Learning Outcomes***Article History:**Received 12th September 2025Accepted 28th September 2025Published 30th September 2025

INTRODUCTION

Major changes have occurred in various aspects of life, including in the field of education, as a result of the advancement of science and technology. With the arrival of the Society 5.0 era, a more effective, humanist, and environmentally friendly educational method is needed, which demands a new approach to the teaching and learning process. In this context, teachers are required to not only master the teaching material, but also be able to integrate technology into learning methods. Through the use of various digital tools and platforms, educational technology significantly contributes to improving the learning process by facilitating interactive, collaborative, and customized learning.

Social studies education is a subject that plays a role in shaping students' understanding of social, cultural, economic, and political realities, requiring a contextual and interesting learning approach. However, in practice, social studies learning is often monotonous and teacher-centered, which leads to a decrease in students' interest and understanding of the subject matter. Similarly, at SMP Negeri 1 Banawa, social studies lessons for grade VIII students are still dominated by passive listening and note-taking activities. As a result, students become less motivated to learn and their performance in the classroom decreases.

The results of the observation show that in addition to the limitations of learning methods, learning facilities such as the limitation of learning media are also obstacles. Watching documentaries as a means of education is one of the proposed ways. Bloom (1956) argues that learning outcomes include not only cognitive aspects, but also emotional and

psychomotor aspects. Documentary videos have the potential to improve these three domains because they not only present knowledge information, but also build students' attitudes, emotions, and social skills. In line with that, Mayer (2009) through *Multimedia Learning Theory* emphasized that presenting material with a combination of text, images, and sound is more effective in reducing students' cognitive load and strengthening long-term memory.

Learning media, according to Oemar Hamalik in Serungke et al. (2023), also helps students make connections between topics in the classroom and the real world, which is crucial for their understanding of broad concepts. The constructivism approach also favors the use of documentary video, where students can relate new experiences to previous knowledge (Nadhifah et al., 2024). In fact, Piaget in Afrilyanti et al. (2024) emphasizing that students' mental development takes place gradually, so a medium that can bridge abstraction to concrete understanding is needed.

In addition, Prastowo in Norma (2021) emphasizing that video media is able to provide real experiences that are difficult to present in the classroom, as well as spark critical student discussions. Similar findings were put forward by Amirah Zahra Muthi et al. (2023) which proves that documentary video media is effective in improving social studies learning outcomes because it is able to motivate, attract attention, and make students more active in the learning process. Thus, the use of documentary video media as a visual medium not only presents real data and facts, but also evokes emotions and builds students' personal connections to the material. The goal of this approach is to get students more involved in what they are learning, so that they can remember more information and perform better on assessments.

Study conducted by Nurhidayah (2024) explained that the use of the film "Bumi Manusia" as a learning medium at SMPN 104 Jakarta, especially in social studies lessons through Social Stratification materials, is more effective than conventional learning methods and has met the characteristics of educational film media, and received a good response from students. In addition, Djabbar (2021) stated that his research proves that students better understand social science lessons, especially material about ASEAN countries, by using audiovisual learning media. However, despite positive evidence on the effectiveness of video in learning, there are still limitations in the study.

Several studies have shown that incorporating documentary videos into social studies lessons significantly improves student learning outcomes. However, there are still few studies that focus on grade VIII students at SMP Negeri 1 Banawa specifically. Therefore, this study was conducted to compare social studies learning outcomes between students who use documentary video media and students who study using conventional methods. Hopefully, the findings of this study can help teachers develop new approaches to education that are more in line with the needs of students in the modern digital world.

METHOD

The study utilizes an experimental methodology that is based on quantitative research. Studies that produce new results through the use of statistical processes or other forms of quantification (measurement) are known as quantitative research (Ali et al., 2022:2). This study uses a statistical method based on random sampling. We used questionnaires, face-to-face interviews, and observations to collect data, which were then statistically analyzed to see if the hypothesis of this study was proven. Through the use of quantitative data processing, this strategy helps researchers gain a clearer understanding of the relationships between variables.

In April 2025, researchers at SMPN 1 Banawa compared the effectiveness of the use of documentary videos with traditional lecture methods for the education of grade VIII students. For this study, sixty pupils became a research sample. For all research samples, 20 multiple-choice questions that became research instruments were verified for validity and have gone through trials.

Hypothesis testing is required to verify the findings after the researcher compares the two variables. Sugiyono (2024:196) stated that the purpose of conducting the t-test is to determine whether an independent variable significantly affects a dependent variable. The

purpose of hypothesis testing is to confirm or reject the hypothesis by comparing the t-calculated value with the t-table value under the assumption of a 95% confidence level ($\alpha=0.05$). To accept H_0 and subtract H_1 , the t-calculated value must be smaller than the t-table value ($t_h < t_t$). On the other hand, if the calculated value of t is greater than the value of the table t ($t_h > t_t$), then H_1 is accepted and H_0 is rejected.

FINDINGS AND DISCUSSION

To find out the extent of the understanding of grade VIII students of SMP Negeri 1 Banawa on social studies subjects, this study uses video documentaries as the medium. Two groups of students participated in this quantitative study that used a quasi-experimental design. Class VIII D acted as a control group, receiving instruction in the traditional way through lectures, while experimental class B received therapy in the form of learning through documentary video media. Each class has three sessions in total, with two of them being used to deliver the subject matter and one session to conduct evaluations. The selection of these two learning models allowed us to analyze the impact of new visual-auditory strategies on student learning compared to traditional one-way verbal methods.

Teaching and learning at SMP Negeri 1 Banawa remained focused on traditional methods such as lectures and note-taking, with teachers taking the lead in imparting knowledge and students taking a more passive role, according to observations before the intervention. Students' lack of enthusiasm, boredom, and inability to understand complex concepts are the result of this learning approach. Therefore, a new educational approach is needed to help pupils become more active in their own learning and present the material in a more engaging and relevant way. In response to these problems, the researcher chose to use documentary video media with the title "Back to the Character and Identity of the Nation" which is available through the YouTube platform. This video was chosen because it contains themes that are in accordance with social studies material on nationalism and national identity, and are expected to be able to arouse students' enthusiasm and interest in learning through dynamic visual presentations.

The students of grade VIII C acted as a test group for a multiple-choice research tool before being widely used in the main data collection process. This testing is done to ensure that the questions on the initial test and the final test are valid and appropriate for the study. According to (2024:13) Documentary videos not only present information visually, but also arouse students' emotions and interests so that learning becomes more meaningful. Instrument analysis checks validity, which means the questions measure the competencies in question; reliability, which means the results are consistent; differentiation, which means that the questions can distinguish between students with high and low ability; and difficulty level, which means the questions are according to the student's ability. The trial findings showed that most of the questions were suitable for inclusion in the official data collection procedure, meeting all the requirements set. The authors also used SPSS 16.0 and Microsoft Excel to evaluate the data obtained in order to obtain more objective findings.

After watching the documentary video for learning, the students in the experimental class experienced a significant increase in their average score, which rose from 64.50 to 76.17 on the posttest. The control group, which also attended lectures, increased from 57.83 to 66.00, which was not as high as the experimental group. These findings suggest that compared to traditional lecture techniques, learning through video documentaries significantly improves student learning outcomes. The researchers used the t-test of two independent samples as a hypothesis test to see if these differences were statistically significant. The researcher rejected H_0 and accepted H_1 because the calculated value of 2.336 was greater than 2.003 at a significance level of 0.05. This shows that students' learning outcomes are significantly different when taught using video documentaries compared to lecture techniques. The following table shows the findings.

Table 1. Comparison of Learning Outcomes of Experiential and Control Classes

Yes	Group	Pretest (Mean)	Posttest (Mean)	Increased	t_{hitung}	t_{tabel}	Test Results t
1	Experimental Classes	64,50	76,17	11,67	2,336	2,003	H_0 rejected, H_1 accepted → There is a significant difference
2	Control Class	57,83	66,00	8,17			

The researcher conducted a normality and homogeneity test on the learning outcome data to ensure that the data was suitable for testing with parametric methods. Using the Shapiro-Wilk test, the researchers examined the normality of the data, where the data from the experimental group and the control group both followed a normal distribution ($p < 0.05$). The results of the normality test are as follows.

Table 2. Normality Test of Learning Outcomes in Experimental Classes and Control Classes

Class	Shapiro-Wilk		
	Statistic	df	Itself.
Pretest Experiments	.951	30	.184
Posttest experiment	.930	30	.049
Pretest Checks	.962	30	.341
Posttest control	.895	30	.067

In addition, the Levene homogeneity test showed that the variance of the two groups was similar ($\text{sig} = 0.411 > 0.05$). This is the data from the homogeneity test.

Table 3. Homogeneity Test of Learning Outcomes of Experimental Classes and Control Classes
Test Of Homogeneity of Variance

		Levene Statistic	DF L	df2	Itself .
Student Learning Outcomes	Based on Mean	.685	1	58	.411
	Based on Median	.696	1	58	.407
	Based on Median and with adjusted df	.696	1	56.869	.408
	Based on trimmed mean	.683	1	58	.412

With the fulfillment of these two conditions, parametric tests can be used in hypothesis testing. Here are the test results.

Table 4. Hypothesis Test Final Test Experimental Class and Control Class

Eksperimen			Kontrol			df	T-hitung	T-tabel	Keterangan
\bar{X}_1	s_1^2	n_1	\bar{X}_2	s_2^2	n_2				
76,17	114,472	30	69,33	136,222	30	56	2,366	2,003	H_1 Diterima

The findings of this study support the idea that, compared to boring and biased lecture-based teaching methods, the use of documentary videos significantly improves student learning outcomes.

This is in line with the research of Evi Puji Rahayu, Nuraedah, and Jamaludin in *the Tadulako Online Creative Journal* which shows that social studies learning outcomes can be significantly improved through the group discussion method applied in conjunction with the use of documentary video media. Studies show that when students actively participate in the classroom by contributing to group projects and watching documentaries, this creates a more positive learning environment and improves students' critical thinking skills, activities, and creativity (Rahayu et al., 2016).

Benjamin S. Bloom (1956) proposed a theory of learning outcomes that divides it into three categories: cognitive, emotional, and psychomotor. These categories are in accordance with the results of this study. The use of documentary videos has been proven to be able to stimulate these three domains in a stimulating way. In the cognitive realm, students acquire information and knowledge through concrete visualization; In the affective realm, students are emotionally involved because of impressions that touch on character values; And in the

psychomotor realm, students are more active in discussions and interactions during the learning process. This theory was affirmed by Richard E. Mayer (2009) in Multimedia Learning Theory which states that information that is conveyed visually and auditory simultaneously can be easier for students to understand and remember, because information processing occurs in two different but mutually supportive cognitive channels. And according to Zahro (2024) that The use of learning media helps explain difficult ideas more clearly and increases student participation in the classroom.

In addition, as stated by Serungke et al. (2023), learning media is very important in helping students understand and master abstract concepts. According to Fitria et al. (2021), the goal of social science education is to provide students with the tools they need to solve social problems in the real world. Documentaries and other forms of media not only make learning more engaging, but they also simplify and visualize complex social issues for students. This research provides theoretical and empirical evidence that visual media learning, such as documentaries, can significantly outperform lecture techniques in terms of student engagement, comprehension, and retention.

Other findings support the study's findings. For example, Saufi and Rizka (2021:56) found that students are more engaged when using documentary videos to learn because the videos present content with engaging visuals and varied sounds, which reduces boredom. Students become more focused and motivated to understand the material presented. In contrast, conventional learning such as the lecture method emphasizes more on verbal delivery without visual support, which tends to leave students passive, less interested, and just listening without actively interacting in learning. Fahrudin et al. (2021:68) It also explains that lecture methods are generally only effective in conveying information in a short period of time but are not effective enough in increasing students' understanding and participation in depth.

If we consider all the data from the pretest and posttest, as well as the results of parametric statistical tests conducted using SPSS 16.0 and Microsoft Excel, the researcher concludes that the zero hypothesis is unacceptable. In other words, it proves that the use of documentary video media significantly improves student learning outcomes. The improvement in average performance in the experimental group showed, with concrete data, that innovative pedagogical techniques based on visual-auditory media outperformed traditional educational approaches. As a result, documentary videos can be a strategic alternative to traditional teaching methods that can significantly improve students' understanding of social, cultural, and national values in the context of real-world events, especially in social studies classes.

CONCLUSIONS

Based on the results of the study on the comparison of social studies learning outcomes using documentary video media at SMP Negeri 1 Banawa, it can be concluded that there is a significant difference in history learning outcomes between students who use documentary videos and those who do not, as evidenced by the t-test which shows that t-count 2,366 is greater than t-table 2,003, so that H_0 is rejected and H_1 is accepted. Therefore, it is recommended that social studies teachers apply documentary video media in the learning process to improve student engagement and learning outcomes, by choosing videos that are relevant and in accordance with students' understanding. Schools also need to provide adequate access to learning media and technology support facilities, while students are expected to actively participate in every learning session, both video and conventionally, to improve their understanding and skills.

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