

The Influence of Educational Videos in Social Studies Learning: A Qualitative Study on Elementary School Students

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Abstract

Social studies learning requires an understanding of concrete and abstract concepts so that effective media is needed to minimize learning barriers in elementary school students. The effectiveness of media can help in understanding the material and can accommodate learning styles (visual, auditory and kinesthetic). This study aims to analyze the use of interactive videos as a learning medium that helps students understand Natural and Social Sciences (IPAS) subjects at the elementary school level. This study was conducted on 15 students and 1 teacher of grade V at SD Negeri 5 Turen using a descriptive qualitative method. Data was collected through interviews and observations, then analyzed thematically. The results of the study show that interactive videos are effective as an innovative learning medium, but the use of these media requires infrastructure support and teacher training. The urgency of this research lies in the adaptation of education in the era of digitalization, especially in the use of technology to create interactive and inclusive learning.

1. Introduction

visual, audio, animation elements and interactive features such as quizzes and simulations (Riyah & Fakhriyana, 2021). This media provides students with the opportunity to interact directly with learning materials and explore information broadly by adjusting their respective learning styles. In addition, students are able to remember the material and concepts conveyed by the teacher well. The use of interactive video in learning is able to attract students, because in accordance with the characteristics of students at this time who use digital technology more often, students are given space to explore information and expand their horizons and relate them to their real experiences, so that learning becomes more meaningful and interesting.

Science and Social Sciences (Natural and Social Sciences) learning in the Independent Curriculum is an integration between science and social studies concepts. The goal is to equip students with an understanding of natural and social phenomena in their surroundings (Iv et al. 2023), the concepts taught in IPAS are often abstract, so students are required to think creatively and critically. However, in practice, most of the learning in elementary schools is still dominated by conventional methods. Teachers act as the only source of information and students only act as passive recipients of information without any direct involvement. The decline in student learning motivation is also caused by the lack of use of interesting learning media, so that the understanding of concepts is limited (Jafar, 2021).

Previous research by (Gunawan, 2020) related to the influence of interactive video media on the cognitive learning outcomes of grade IV students of SD Negeri 2 Karangrejo showed that interactive videos can improve the cognitive learning outcomes of elementary school students. However, there is a difference in the approach, namely in the form of quantitative and quasi-experimental nonequivalent control group design which is used to explore how the integration of interactive video in social studies learning impacts students' experiences and perceptions as well as the challenges faced.

The focus of the research can be seen from how interactive video media supports student involvement, adapts to learning styles and helps understanding concrete and abstract materials. Thus, it is important to evaluate the potential of interactive videos as a learning medium that is not only innovative, but also relevant to the demands of education in the digital era. This research is an

optimization of the use of technology-based media in learning and is the first step in encouraging a more effective and inclusive learning transformation in elementary schools.

Studi Literature

1. Interactive videos as Learning Media

Interactive video is a digital-based learning medium. This media combines visual, audio, animation elements and some interactive elements. The advantage of interactive videos lies in the experience of students engaging in direct learning and more concrete learning, this can attract students' interest compared to learning using conventional methods. Interactive videos are a form of follow-up to educational videos that allow students to be actively involved through quizzes, simulations and decision-making in videos (Riyah & Fakhriyana, 2021). Attractively packaged interactive videos can boost students' motivation and skills. The use of this media is also able to reach various learning styles, such as visual through images and animation, auditory through narrative and kinesthetic through various interactive.

2. Social Science Learning in Elementary Schools

IPAS (Natural and Social Sciences) is a form of integration of science and social studies concepts in the Independent Curriculum. The main goal lies in efforts to foster critical and creative thinking skills through understanding of natural and social phenomena that occur in the environment around students. The material contained in IPAS requires students to understand concrete and abstract concepts, so it is necessary to use media to support visualization and simulation of student understanding. However, there are many elementary schools that still use conventional approaches, especially in social studies learning. This approach favors teachers as information centers and the lack of variety of learning media. This leads to low student involvement and understanding of complex IPAS material (Jafar, 2021).

3. Theory Cognitivism and Constructivism

Interactive video-based learning is aligned with the theories of cognitivism and constructivism. According to Jean Piaget (1972) in the theory of cognitivism, learning is an active process in which students build their own knowledge through the experiences they have gained. Through the use of interactive videos, students gain experience through the results of self-exploration, conceptual visualization and active involvement. In the theory of constructivism developed by Lev Vygotsky (1978), the concept of Proximal Development Zone (ZPD) is proposed as the core of the learning process. ZPD refers to the distance at each student's level of development both independently and achieved with the help of a more proficient teacher or peer. The implementation in the interactive video can be seen in teachers who act as facilitators who accompany the learning process, monitor progress, and provide support according to the needs of students until they can learn independently.

4. Previous Research

Referring to previous research, according to Gunawan (2020), the use of interactive video media can significantly improve learning outcomes in the cognitive aspects of grade IV elementary school students, especially in science subjects, the approach carried out in this study uses experimental quantitative. Other research shows that interactive videos can improve students' skills through contextual approaches as stated by Aulia (2021). Both studies support that the use of interactive video media is effective in improving the quality of learning and still needs to be explored in depth on students' experiences and challenges during the learning process.

5. Synthesis of Theory and Research

Table 1. Table Title

No	Researchers	Key Findings	Relevance to this research
1.	Piaget (1972)	Learning as an active process of knowledge construction through hands-on experience	Interactive videos provide a space for self-exploration and real experiences
2.	Vygotsky (1978)	Proximal Development Zone, the importance of social interaction in learning	Interactivity in videos supports collaboration and teacher guidance
3.	Mayer (2001)	Interactive videos significantly improve the cognitive learning outcomes of elementary school students	To be a comparator for the quantitative approach in this study
4.	São Paulo (2020)	Interactive videos significantly improve the cognitive learning outcomes of elementary school students	To be a comparator for the quantitative approach in this study
5.	Aulia (2021)	Attractive educational videos are effective in improving students' skills and motivation	Supports the claim that digital media can increase interest in learning

By referring to previous theories and research, this study emphasizes that interactive videos are not only a means of delivering material, but also a tool for pedagogical transformation that is relevant to the learning needs of science and science in the digital era.

2. Method

This study uses a descriptive qualitative approach that aims to provide an overview of the learning process and experience through the use of interactive videos in the subject of Social Science (Natural and Social Sciences) in elementary school. This approach was chosen because it provides flexibility for researchers to explore various phenomena in detail and contextually. This research was carried out at SD Negeri 5 Turen with the research subjects consisting of 15 grade V students and 1 class teacher who taught science subjects. The selection of subjects was carried out by purposive sampling or selecting sample members based on criteria relevant to the research objectives, as well as based on involvement in learning that utilizes interactive video media.

The data collection technique in this study uses interviews and observations, interviews are conducted with teachers and several students with the aim of exploring what perceptions, experiences and challenges they face during the learning process. The researcher also made observations to record learning practices in the classroom, interaction between teachers and students and the use of interactive video media during the learning process.

In maintaining the credibility and validity of the data, the researcher applies several strategies such as 1) triangulation techniques (comparing the results of interviews and observations to see the consistency of the information obtained), 2) member check (confirming provisional findings to the teacher as an interpretation of the data whether it is appropriate), 3) peer discussion (reflecting on findings to prevent potential subjectivity by researchers).

This research integrates the principles of social studies learning in the Independent Curriculum, which emphasizes the development of critical and creative thinking skills . In addition, it refers to previous findings that show the effectiveness of the use of interactive video media in improving student engagement and learning outcomes. Through a qualitative approach and thematic analysis techniques, this study is expected to provide a comprehensive overview of the implementation of interactive video media in science science learning in elementary schools.

3. Results and Discussion

This study aims to determine the influence of the use of interactive video media applied in social studies learning in elementary schools. In addition, to identify the impact on students' motivation and understanding, the obstacles faced by teachers and the suitability of the media with students' learning styles. The data was obtained through interviews with grade V teachers and 15 students at SD Negeri 5 Turen, Malang Regency. The techniques used in this study were through observation and interviews and analyzed using a thematic approach by referring to three research focuses: 1) the

influence of the use of interactive videos, 2) challenges in implementing in the field, 3) media adaptation to students' learning styles. The results of this study show that interactive videos are able to increase student engagement and understanding, but there are obstacles in the infrastructure that are still limited and teacher readiness.

Table 2. Research Focus and Findings

No	Research Focus	Findings Main	Description
1.	The influence of interactive video use in social studies learning	The influence of interactive video use in social studies learning	The influence of interactive video use in social studies learning
2.	Adapting media to students' learning styles	Adapting media to students' learning styles	Adapting media to students' learning styles
3.	Obstacles in the implementation of interactive videos	Limited infrastructure and teacher training	Teachers experience obstacles such as slow internet connections, lack of devices, and lack of training related to video media

3.1. Step-by-step procedure using interactive video

Table 3. Procedure for Using Interactive Videos

No.	Stages	Activity Description
1	Planning	Teachers prepare lesson plans by inserting interactive videos on learning activities, especially on core activities.
2	Implementation	Teachers play interactive videos in class, students follow, watch and actively participate through quizzes and simulations,
3	Valuation	Students are given LKPD, reflective quizzes (wordwall, quizzz, educaplay etc.) based on the content of the video.
4	Evaluation	The teacher conducts a pretest and posttest related to the content of the video.

The teacher stated that the use of interactive videos had a positive influence on student engagement. "According to Teacher X: 'Students are more focused when videos are used because there are sounds, images, so they can answer directly based on the content of the video'." This is evidenced by some students who agree that interactive videos help them understand the material more easily. There was one student who said, "If I don't use video I feel difficult, thanks to interactive videos I understand because I can see the picture directly, and there is a sound" Another student mentioned that they liked the simulation part because it made them feel invited and part of the "play while learning" activity.

3.2. Interactive Video Customization with Different Learners' Learning Styles

Learning styles are divided into several categories, including visual, auditory, and kinesthetic, as stated by Asriyanti and Jannah (2019). Visual learning style is closely related to the visual capture of learners, and as a rule, is denoted by the use of graphics, contrasting colors, animations, and a small amount of text that can be referred to as visuals. Auditory learning styles include filtering in information through listening This learning style prioritizes clear narratives, background music, and dialogue must be included. The learning style of kinesthetic learners usually involves the deliberate use of movement therefore, the video should include features that facilitate learners who have a kinesthetic learning style.

Learning media should present appropriate elements, such as animation for visuals, narrative for auditory, and simulation for kinesthetics. With these adjustments, interactive videos can reach all student learning characteristics optimally. In practice, students respond to the content of the video according to their respective learning styles.

According to the opinion of Nurkhalisa et al. (2025) states that "Visual students focus on images, auditory on sound, and kinesthetics on movement activities in videos." This shows that video interactivity is able to facilitate diverse learning experiences. Therefore, the diversity of features in

the video needs to be designed to build the active participation of all students. However, media adjustments are not necessarily successful if other supporting factors are limited.

Education et al. (2024) mention that "The effectiveness of video media depends on its suitability with the characteristics of the student and the learning situation." Conditions such as time constraints, irrelevant strategies, or lack of facilities can hinder the achievement of learning goals. So, the success of interactive videos is not only about the content, but also influenced by the context of its implementation.

3.3. Advantages and Disadvantages

Interactive videos in learning have the advantage of increasing learning effectiveness. By using interactive videos, learning becomes more interesting and fun so that students become more active in participating in learning activities. This is motivated by the fact that the learning process does not focus on delivering material from one direction (teacher to student) but involves students in the learning process. Interactive videos can increase time efficiency, explaining the material contained in the video can help teachers not to explain repeatedly because videos can be played at any time by students. Students can learn independently and flexibly. The correct and appropriate application of interactive videos can improve student learning outcomes. Learning outcomes can be interpreted as the achievements obtained by students after participating in learning (Yogi Fernando et al., 2024). Interactive videos help students to explore ideas, ideas, and creative ways of thinking, thus interactive videos are not only a learning medium but a means to develop the potential creativity possessed by students.

Although it has advantages, interactive videos have weaknesses in supporting the learning process, especially in science subjects. Based on the results of observations made, some of them include limited infrastructure in certain areas, access to less supportive technology such as limited internet, and lack of training for teachers to utilize available technology (Kusyana et al., 2024). The procurement of media is relatively expensive, the cost is used for the purchase of hardware (computers and projectors), software and teacher training. There are some schools that take longer in the application of interactive media to create training for teachers so that media can be used optimally. Interactive videos can trigger the emergence of dependence on digital media, in addition to students who often use interactive videos can trigger an increase in device use (screen time) excessively. This has an impact on physical health, especially the eyes which can result in tired eyes and myopia.

3.4. Conclusion

The use of interactive videos in social studies learning has been proven to increase the effectiveness of learning through structured planning, implementation, assessment, and evaluation stages. This media encourages active student engagement, strengthens material understanding, and adjusts to visual, auditory, and kinesthetic learning styles. Interactive videos also have a positive impact on students' motivation, learning flexibility, and creativity development. However, its implementation still faces challenges such as limited infrastructure, lack of teacher training, and potential dependence on digital media. Therefore, video-based learning planning needs to be carefully designed, adjusted to the characteristics of students, and supported by teacher training and the provision of adequate technological facilities. The role of schools is very important in ensuring the sustainability and effectiveness of the implementation of this media. These findings make a conceptual contribution to the design of video-based learning in IPAS at the elementary level, especially in integrating constructivist approaches and active learning principles in accordance with the direction of the Independent Curriculum in the digital era.

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