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Development of video learning media based on history to improve social studies achievement

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ABSTRACT

The limited availability of interactive media that integrates local historical content has been one of the main obstacles in achieving optimal learning outcomes in Social Studies (IPS) at the elementary school level. This research aims to develop a local-history-based instructional video to improve the cognitive achievement of fourth-grade students in Social Studies. The research employs a Research and Development (RnD) approach, utilizing a modified ADDIE model that consists of three stages: analysis, design, and development. Experts in instructional assessment, subject content, media, language, and educational practitioners validated the media. The evaluation process included both formative and summative evaluations. Formative evaluation was conducted through expert validation and small-group trials, while the summative evaluation focused on field testing involving 23 students. Data were collected through observation, interviews, questionnaires, and cognitive tests. The results showed that the developed video media was categorized as highly valid and practical. Based on N-Gain and t-test analysis, there was a significant improvement in students' cognitive learning outcomes. This indicates that instructional video media based on local history is effective in enhancing learning achievement and student engagement in Social Studies. Further research is recommended to explore its impact on affective and psychomotor domains.

ABSTRAK

Keterbatasan ketersediaan media interaktif yang mengintegrasikan konten sejarah lokal menjadi salah satu kendala utama dalam pencapaian hasil belajar yang optimal pada mata pelajaran Ilmu Pengetahuan Sosial (IPS) di jenjang sekolah dasar. Penelitian ini bertujuan untuk mengembangkan media video pembelajaran berbasis sejarah lokal guna meningkatkan capaian hasil belajar kognitif peserta didik kelas IV SD. Penelitian ini menggunakan metode Research and Development (RnD) dengan model ADDIE yang dimodifikasi menjadi tiga tahap, yaitu analisis, desain, dan pengembangan. Evaluasi dilakukan dalam dua bentuk, yaitu evaluasi formatif dan sumatif. Evaluasi formatif dilaksanakan melalui validasi oleh ahli instrumen penilaian, ahli materi, ahli media, ahli bahasa, dan praktisi pendidikan, serta uji coba terbatas. Evaluasi sumatif dilakukan melalui uji lapangan terhadap 23 peserta didik. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan tes kognitif. Hasil penelitian menunjukkan bahwa media video yang dikembangkan termasuk dalam kategori sangat valid dan praktis. Analisis data menggunakan N-Gain dan uji t menunjukkan adanya peningkatan signifikan pada hasil belajar kognitif peserta didik. Temuan ini membuktikan bahwa media video pembelajaran berbasis sejarah lokal efektif dalam meningkatkan pencapaian hasil belajar serta keterlibatan peserta didik dalam pembelajaran IPS. Penelitian lanjutan disarankan untuk mengkaji pengaruh media terhadap ranah afektif dan psikomotorik.

Kata Kunci: hasil belajar; IPS; sejarah lokal; video pembelajaran

INTRODUCTION

Learning media based on local history are important tools for introducing cultural values to elementary school students. The implementation of this learning not only serves as a means of transmitting knowledge but also functions as a vehicle for preserving national identity and character (Setiawan *et al.,* 2024). The utilization of contextual historical values, such as local legends and past events in the area, can foster historical empathy and strengthen students' sense of nationalism from an early age (Siregar *et al.,* 2025). The integration of technology and local history allows for the development of engaging, relevant, and meaningful learning media. Unfortunately, the limited development of educational video media that highlight historical aspects grounded in local wisdom has become a significant obstacle to achieving optimal learning outcomes at the elementary school level (Aura *et al.,* 2025). These obstacles weaken efforts to shape students' understanding of social concepts, particularly in the Ilmu Pengetahuan Sosial (IPS) subject, which requires an understanding across space and time.

The gap between the potential of history-based learning media and their implementation in elementary schools underscores the need for educational innovation that adapts to contemporary demands (Sexcio & Dafit, 2022). The Kurikulum Merdeka, which emphasizes contextual learning and student-centered approaches, requires supporting teaching tools that provide concrete and engaging learning experiences. Technological visual media innovations, such as educational videos that highlight local historical narratives, can serve as a strategic alternative to enhance adaptive pedagogical approaches (Kuswono *et al.,* 2021). Through this strategy, teachers can present culturally relevant content while encouraging active student engagement in the learning process.

Students' understanding of Ilmu Pengetahuan Sosial (IPS) material at the elementary school level often faces conceptual obstacles rooted in the limitations of the learning media used. The limited use of interactive and contextual media leads learning activities to focus on memorization and textual narration, without accompanying a deep understanding of the material's social and historical meanings. This results in a gap between academic concepts and students' everyday experiences, leading to an epistemological gap that hinders independent knowledge construction. When the learning process lacks visual stimulation and emotional engagement, students' ability to interpret historical events becomes weak and inconsistent (Nafi'ah *et al.,* 2022).

The lack of multisensory learning strategies and visually based media causes students to lose context in understanding social and historical events, and they tend to get bored during lessons. If the learning media do not provide visual stimulation and concrete narratives, students' potential for historical and social thinking cannot be fully developed (Adam, 2023).

Culture-based learning, rooted in local wisdom, places culture as the foundation of the learning process, making teaching materials more contextual and meaningful for students. This approach uses local values as learning resources that not only impart knowledge but also shape students' identities, character, and love of their own culture. This strategy is considered effective in fostering connections between students and their environment by integrating cultural heritage, local history, and social values into the formal curriculum (Fatmawati, 2025).

Local wisdom has pedagogical power to instill moral, ethical, and nationalist values, which are important components of national education goals (Subai *et al.,* 2023). When learning incorporates cultural contexts familiar to students, they are more motivated to understand the material because they feel personally connected to the lesson content (Hamsina & Azis, 2024). The integration of local wisdom into social studies learning provides students with the opportunity to understand social and historical concepts from a perspective that aligns with their lived experience (Aulia *et al.,* 2024; Rismawati & Al-Pansori, 2025). This

not only enriches the teaching material but also encourages a deeper transfer of values and increases the relevance of learning to daily life.

Learning outcomes are key indicators of the success of an educational process, encompassing changes in students' behavior across cognitive, affective, and psychomotor domains. This dimension reflects the extent to which students can absorb, understand, and apply learning materials across various life contexts. Optimal learning outcomes are achieved when the learning process is active and meaningful and engages multiple aspects of students' intelligence. Learning that relies on a single approach, such as lectures or textbooks, tends to yield shallow, less applicable learning outcomes (Duha, 2024). Therefore, teaching strategies that combine locally relevant content with visual approaches, such as video, are believed to improve the overall quality of student learning outcomes. Strengthening learning outcomes through learning media grounded in local wisdom is a strategic step toward creating a learning process that is relevant and transformative.

Therefore, teaching strategies that combine locally relevant content with visual approaches, such as video, are believed to improve the quality of student learning outcomes. The use of video media based on local history in social studies instruction makes a significant contribution to the holistic achievement of students' learning outcomes. This medium can present material in an audiovisual format that realistically depicts historical events, making it easier for students to develop conceptual and affective understanding of the lesson content. Visualization of local historical figures, places, and events, such as Benteng Putri Hijau or the legend of Putri Hijau, can foster students' interest and emotional involvement in the learning process, ultimately promoting greater information retention and deeper understanding. The presentation of historical narratives in video form also enables multisensory interaction, enhancing students' overall absorption of the material. Strengthening learning outcomes through learning media grounded in local wisdom is a strategic step toward creating a relevant and transformative learning process (Wiranata *et al.,* 2023). Videos packaged with a narrative approach and local animation are considered more contextual and meaningful, particularly for elementary school students in the concrete operational stage of development.

The learning situation in Grade IV at SD Yayasan Singosari Delitua reveals contextual problems that directly impact the quality of students' learning outcomes. Based on initial observations, the learning process remains dominated by conventional methods that rely on textbooks as the sole source of learning. Dependence on this approach renders learning activities monotonous and minimally innovative, leading students to experience boredom and lose interest in further exploring the material. In addition, limited use of modern learning media, such as interactive videos, weakens students' cognitive engagement and their ability to understand social and historical concepts fully. The results of the formative evaluation indicate that 43.33% of students have not met the Kriteria Ketuntasan Minimal (KKM) in Social Studies, suggesting low effectiveness in the ongoing learning process (Rahman & Jamper, 2020).

The lack of integration between learning materials and students' local contexts further exacerbates the situation. Historical material presented without relevance to the students' daily experiences becomes difficult to understand and tends to be ignored. In fact, the potential of local wisdom around the school, such as the historical site Benteng Putri Hijau, can be developed into a meaningful learning resource if packaged as engaging visual media (Oktavilyana *et al.*, 2023). The underutilization of supporting facilities, such as LCD projectors, also indicates that the potential of digital learning media has not been fully realized. Therefore, this condition underscores the urgency of developing local history-based video learning media to address relevant and effective social studies learning challenges. The following paragraph outlines the objectives for developing video-based learning media to address the identified contextual problems.

The development of learning videos based on local history is undertaken in response to the need for contextual, interactive media that align with the characteristics of elementary school students. This study

aims to develop a history video relevant to the fourth-grade social studies curriculum, particularly the local history of Putri Hijau, which originates from the students' surrounding area. The specific objectives of this study include: developing learning videos that are feasible in terms of content, media, and language; testing the practicality of the media in the learning process based on the responses of teachers and students; and analyzing the effectiveness of the media in improving students' learning outcomes after its implementation. All these stages are carried out to ensure that the produced media not only meet pedagogical standards but also serve as an adaptive and contextual learning solution in accordance with the demands of the Kurikulum Merdeka.

LITERATURE REVIEW

Ilmu Pengetahuan Sosial (IPS)

Ilmu Pengetahuan Sosial (IPS) at the elementary school level is an integrative subject that introduces social concepts through a thematic and contextual approach. IPS not only equips students with factual knowledge but also develops reflective thinking skills and awareness of social realities in their surrounding environment (Saputra *et al.*, 2024). Effective social studies learning helps students understand the role of individuals and groups in society and develop the life skills needed to participate actively in community life (Agusta *et al.*, 2025). Social studies learning also aims to strengthen students' character and national identity from an early age by introducing the nation's social, cultural, and historical values (Oktaviani *et al.*, 2023). Local context is important in teaching social studies because students' personal experiences can serve as a starting point for understanding social phenomena (Rahmawati *et al.*, 2023). Social studies serves as a means of developing students' social reasoning through a systematically designed, authentic-experience-based process (Safitri *et al.*, 2024).

The main goal of social studies learning in elementary schools includes the development of social knowledge, the instillation of values, and the formation of applicable social attitudes and skills. This process requires applying learning principles that are contextual, participatory, and integrated with students' real-life experiences (Lestari, 2024). The principle of integration is important to apply so that students can see the connections among social studies concepts from various social science disciplines (Ahmad *et al.*, 2025). The principle of interaction is also crucial for promoting active student engagement through discussions, simulations, and collaborative projects that develop critical and social thinking skills (Haris *et al.*, 2024). Teachers need to integrate the social environment as a learning resource so that students can construct meaning from the phenomena they experience directly (Rifani et al., 2022). The application of the principle of continuity in social studies learning is also necessary to ensure the gradual, deep, and relevant development of students' understanding of real-life relevance (Rulfani *et al.*, 2025).

Learning outcomes

Learning outcomes represent changes in students' behavior and knowledge following the learning process. This concept encompasses three main domains: cognitive, affective, and psychomotor, which interact with each other in measuring learning achievements as a whole (Putri & Abimanyu, 2024). Learning outcomes are not merely about grades; they are indicators of the success of education in shaping the ability to think, behave, and act constructively (Pradila & Kristin, 2023). Learning outcomes depend on the extent to which students actively engage in the learning process and can relate the material to real-life experiences (Kartika *et al.*, 2021). When the learning process is engaging, varied, and aligned with the students' learning styles, the learning outcomes tend to improve significantly. (Meylovia & Julianto, 2023). The success of students in achieving optimal learning outcomes is also determined by a learning design

that provides space for active and reflective participation (Sarahono *et al.*, 2024). The next paragraph will discuss the principles of assessment and the factors that comprehensively affect learning outcomes.

Assessment of learning outcomes must be conducted comprehensively and systematically to objectively and fairly reflect students' development. The principles of good assessment emphasize integration to provide a complete picture of students' abilities (Ardiansyah *et al.*, 2022). The appropriate assessment instruments must measure the cognitive, affective, and psychomotor domains in a balanced manner and be adjusted to the characteristics of the basic competence being measured (Rosiyani *et al.*, 2024). Process-oriented assessment will help teachers identify the difficulties students experience during learning, enabling them to make instructional improvements promptly (Milanti *et al.,* 2023). Accurate learning outcomes can only be obtained if assessments are conducted using measurable indicators, aligned with the curriculum, and appropriate to the material's context. The success of learning is also greatly influenced by internal factors, such as motivation, attention, and readiness to learn, as well as by external factors, including the learning environment, parental support, and available learning resources.

Learning Video Media

Educational video media is a form of audio-visual media designed to convey information, concepts, and learning values interactively. Video is considered effective in facilitating students' understanding of the material because it can combine elements of sound, images, and motion simultaneously (Aura *et al.,* 2025). The advantage of this medium lies in its ability to present complex learning content more concretely, making it easier for elementary school students to understand (Sukarini & Manuaba, 2021). The presence of visual narratives in videos helps strengthen students' memory and improve focus and engagement during the learning process (Marliani, 2021). Educational videos also help strengthen students' emotional connection to the learning material, particularly when the content is presented in a contextualized manner and aligned with students' real-world experiences (Nugrahaeni *et al*., 2023). The primary function of video in primary education is to provide an alternative, meaningful learning experience and to motivate students to build their understanding independently (Noetel *et al*., 2021; Sablić *et al.,* 2021).

An effective instructional video design needs to consider narrative structure, visual aesthetics, and the alignment of content with instructional objectives. The use of videos in social studies instruction enables students to understand historical events and social phenomena through more vivid, contextual visual representations (Sari *et al.,* 2024). Local history material visualized as videos encourages student engagement both cognitively and affectively by bridging the abstraction of concepts with the cultural realities around them (Amalia, 2024). The visual aspects of videos have also been shown to accelerate students' understanding of the content, particularly for topics that are difficult to explain verbally (Aura *et al.,* 2025). Teachers who use instructional videos demonstrate greater instructional effectiveness because they are better able to deliver material engagingly and efficiently (Alfitriani *et al.*, 2021). The use of videos as a learning medium has become a pedagogical strategy that is adaptive to the demands of the Kurikulum Merdeka, which emphasizes meaningfulness, contextuality, and student-centeredness.

History Learning

History is a branch of the social sciences that bridges past events and collective awareness of present-day dynamics (Bhaskara, 2024; Purmintasari, 2025). History instruction in elementary schools aims to instill values of nationalism and cultural identity, as well as chronological and critical thinking skills, through the study of factual events (Perkasa & Wantoro, 2024). The distinctive characteristics of history as a unique, enduring, and important science make it a foundation for students' internalization of national character (Kuwoto & Saputra, 2024). The presence of historical sites of high educational value provides a

foundation for developing learning media on local history in elementary school social studies, particularly for themes such as cultural wisdom and local stories.

The Medan City area contains a variety of historical relics that represent the collective identity of its people, including the Benteng Putri Hijau (Oktavilyana *et al.*, 2023). This site is believed to be a remnant of the Aru Kingdom, which once ruled the eastern coastal region of Sumatra in the 15th century and holds high historical and cultural value in the local community's narrative (Sylvia *et al*., 2022). The local community's view of this site reflects respect for spiritual values, resistance, and culturally inherited identity. Using Benteng Putri Hijau as content in educational videos has become an important strategy for increasing students' interest and understanding of cultural values and local history in a contextual manner.

METHODS

This research is a type of research and development (R&D) aimed at producing valid, practical, and effective local history-based learning video media for use in elementary school social studies lessons. The research was conducted at SD Yayasan Singosari Delitua, Medan City, during the even semester of the 2024/2025 academic year. The research subjects were fourth-grade students who participated as media users, and the research object was the learning video developed based on the historical story of Benteng Putri Hijau. Data were collected through observation of the learning process, interviews with teachers and students regarding media needs, questionnaires assessing teachers' and students' responses to the developed media, and cognitive tests to determine improvements in student learning outcomes after the media were applied.

The data analysis techniques in this study employ both qualitative and quantitative methods, integrated to address the research objectives. Qualitative data were obtained through observations and interviews. They were then analyzed descriptively by reducing, presenting, and drawing conclusions from the patterns of findings that emerged during the development and implementation of the media. Quantitative data were obtained from student questionnaires and cognitive tests and were analyzed using descriptive statistics, including percentages and averages. Test calibration analysis is conducted to ensure the quality of cognitive assessment instruments through three stages: test validity, assessed using item-total score correlations; difficulty level testing, which measures the difficulty of each item; and discrimination testing, which indicates the ability of items to differentiate between high- and low-performing students. All of this analysis is used to ensure that the collected data is valid and relevant to the research objectives.

The development model used in this study follows the ADDIE stages, comprising five systematic steps: analysis, design, development, implementation, and evaluation. The analysis stage is conducted to identify media development needs through observation and interviews, covering five aspects: teacher needs, learning tools, student characteristics, curriculum and materials, and learning objectives. During the design stage, the researcher prepares a storyboard and develops elements of a history-based learning video, including narration, visual illustrations, and contextual, relevant supporting audio. The development stage involves validation by experts in instruments, media, design, and materials, as well as by education practitioners, and individual and small-group trials to assess the practicality and quality of the media. The implementation stage was conducted through a large-group trial involving 30 fourth-grade students at Yayasan Singosari Delitua Elementary School, with pre- and posttests administered to assess the effectiveness of the media on social studies learning outcomes. The final stage was evaluation, conducted both formatively and summatively to assess the feasibility, practicality, and effectiveness of the media based on expert suggestions and student feedback before the media is used on a larger scale.

RESULTS AND DISCUSSION

Analysis Stage (analyze)

The analysis stage of the development process is conducted to identify the conditions and real needs faced by teachers and students in Social Studies learning. The five aspects analyzed include teacher needs, learning tools, student characteristics, curriculum and materials, and learning objectives. The results of interviews with fourth-grade teachers at SD Yayasan Singosari Delitua indicate that a lack of learning media is the primary obstacle to the learning process. Teachers still use conventional methods and simple media such as blackboards and government-issued textbooks. This condition leads students to be less active, more passive, and less directly involved in the knowledge-construction process. Analysis of learning tools reveals that the media used consists solely of two-dimensional images printed from the internet, with no further development of digital or interactive video-based media. The established learning environment is monotonous and does not yet support a participatory learning model that facilitates students' independent exploration. Fourth-grade students are at the stage of concrete operational cognitive development, with limited ability to understand abstract concepts; therefore, media that present information visually, contextually, and engagingly are needed.

The educational video is considered relevant because it maintains students' focus while encouraging them to think more logically and critically. The implemented curriculum is the Merdeka Curriculum, with material from Chapter 5, "Cerita Daerahku," in the Social Studies subject. This material contains elements of local history and cultural wisdom values that have not been optimally understood by students, as evidenced by the teacher's formative assessment results. The formulated learning objectives align with the Learning Outcomes and the dimensions of the Pancasila Student Profile, including critical reasoning skills, moral character, cooperation, and the ability to retell folklore creatively. This series of analyses provides a strong foundation for designing contextual educational videos on local history that are responsive to students' needs and aligned with national curriculum policy.

Design Stage (*Design*)

The design phase is conducted after a comprehensive analysis of learning needs has been completed. Based on previous findings, teachers have not used technology-based media in conjunction with learning models, and available learning tools remain limited to school textbooks. This condition, combined with the characteristics of fourth-grade students who demonstrate development in cognitive, affective, and psychomotor domains, requires media that are attractively and interactively designed to motivate students to think more critically and deeply. The product developed is a history-based learning video, with the main content focused on Chapter 5, "Cerita Daerahku," in the Social Studies subject. The development of this media aims to provide an enjoyable, contextual, and meaningful learning experience through a narrative visual approach that aligns with the characteristics of elementary school students.

The video design is developed based on Capaian Pembelajaran (CP) in the social studies understanding domain, emphasizing the importance of cultural values and local history in shaping the nation's identity and character. The media design is translated into a storyboard that systematically organizes the flow structure, narrative, visualizations, and supporting audio so that each component functions effectively and serves its intended purpose. The folk tale narrative is combined with visual illustrations and educational dialogues, divided into three main subtopics: "Unsur Cerita Rakyat Daerah," "Nilai-Nilai dalam Cerita Rakyat," and "Keterkaitan Cerita Daerah dengan Persatuan dan Identitas Bangsa." Each section includes prompting questions to foster cognitive engagement among students and concludes with a display of profiles of developers, instructors, and examiners as academic documentation. This design sequence is manually visualized as a storyboard, as shown in **Figure 1**.

Figure 1. History-based learning video storyboard
Source: Research 2025

Development Stage (*Develop*)

The development stage is the core of the process of translating media design into a feasible, ready-to-implement learning product. Validation is carried out by five parties: learning outcome instrument experts, material experts, media experts, language experts, and education practitioners. The assessment by learning outcome instrument experts aims to evaluate the alignment of the questions with the learning objectives, the cognitive level C4-C6, and the clarity of the item construction structure. The validation results indicate that the instrument is suitable for use with minor revisions, as shown in **Table 1**.

Table 1. Instrument Expert Assessment

Aspect	Score
Clarity	10
Accuracy of content	9
Relevance	4
Validity of content	5
No bias	10
Language accuracy	15
Total score	**53**
Score percentage	**96.3%**

Source: Research 2025

Material expert validation was conducted to assess the media's alignment with the curriculum, historical accuracy, and the integration of narrative and visuals in the learning video. The validation process used a questionnaire instrument containing eight statements reflecting the quality dimensions of social studies learning materials, including the relevance of content to basic competencies, the relevance of local values to character formation, and the clarity of educational messages. The assessment also considered the content's meaningfulness in students' lives and the media's ability to represent local cultural values comprehensively. The validation results indicated that the developed materials met the content feasibility standards, with suggestions to strengthen the narrative and clarify the storyline of the displayed folktales. Based on the accumulated scores, the assessment results fall into the highly eligible category, as presented in **Table 2**.

Table 2. Subject Matter Expert Assessment

Assessment aspects	Score
Suitability with the curriculum	9
Suitability with KD and indicators	10
Accuracy of historical facts	9
Suitability with cognitive development	10
Integration of narrative, images, and video	9
Ease of language	9
Accuracy of historical data and narrative	9
Systematics of presentation	8
Total score	**73**
Score percentage	**97%**

Source: Research 2025

Expert assessment of the media includes technical quality aspects essential to supporting learning effectiveness, such as visual and audio clarity, interactivity, presentation duration, and a user-friendly design layout for elementary school students. Validation was conducted using an instrument comprising fifteen statement items assessing the suitability of media elements for digital learning design principles. The assessment results indicate that history-based learning videos meet the criteria for good educational media: informative, communicative, and visually appealing. The assessment also highlights that the visual design effectively directs students' attention to the core learning message, while clear audio and structured narration enhance conceptual understanding. Several suggestions were provided by the validators, including adjusting the playback speed in certain segments to better align with the students' learning pace. Overall, the media are highly suitable for supporting social studies learning in fourth-grade elementary schools, as shown in **Table 3**.

Table 3. Media Expert Assessment

Assessment aspects	Score
Material presentation	15
Visual and audio	18
Accessibility and ease of use	14
Interactivity and student engagement	13
Video design and layout	17
Duration suitability with learning objectives	15
Total score	**92**
Score percentage	**92%**

Source: Research 2025

The language aspect was validated by a linguist, who emphasized the appropriateness of sentence structure, readability, and vocabulary for the cognitive development level of elementary school students. Validation was conducted using an instrument comprising 10 statements assessing linguistic quality in

educational videos, including the clarity of narration, use of standard language, sentence cohesion, and linguistic appeal in conveying local historical values. The evaluation results showed that the language used in the media was consistent with pedagogical principles and facilitated students' understanding of the story content. The validator also recommended adjusting the narrator's intonation in segments conveying moral messages or noble values to enhance their affective impact. Based on the overall score, the language aspect is categorized as very feasible and supports the media's overall effectiveness, as shown in **Table 4**.

Table 4. Linguist Assessment

Assessment aspects	Score
Good and correct language rules	4
Use of terms in accordance with the concept in the subject matter	4
Clear and easy-to-understand language for students	5
Communicative language	5
Accuracy in choosing words to explain the material	4
Simple and direct sentences	5
Sentences represent the content of the message/information conveyed	4
Accuracy of spelling	5
Consistency in the use of terms	4
Consistency in the use of symbols or icons	5
Total score	**45**
Score percentage	**90%**

Source: Research 2025

Educational practitioners conducted an assessment of the practicality and usefulness of history-based learning videos in real classroom settings. This validation was conducted by fourth-grade teachers at SD Yayasan Singosari Delitua, who had direct knowledge of classroom conditions and student characteristics. The assessment was conducted using a questionnaire comprising seventeen statements covering three key aspects: software, learning design, and visual presentation. Based on the validation results, the media was considered capable of supporting an efficient and effective learning process because it has a clear structure, an attractive appearance, and facilitates contextual learning activities. The teachers also stated that this media helps enliven the classroom atmosphere, facilitates students' understanding of the content of folk tales, and stimulates students' emotional engagement with the values presented. In addition, the use of media grounded in local history is considered to strengthen students' cultural identity and enhance the material's relevance to everyday life. Overall, the media received a high score and falls into the category of very feasible for use in fourth-grade social studies learning, as shown in **Table 5**.

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Table 5. Assessment of Education Practitioners

Assessment aspects	Score
Software	47
Learning design	25
Visual	25
Total score	**97**
Score percentage	**97%**

Source: Research 2025

Implementation Stage (*Implementation*)

The implementation stage follows completion of the product development process, including expert validation and initial trials. The main objective of this stage is to test the effectiveness of history-based learning video media in improving students' cognitive learning outcomes. Implementation activities are conducted through large group trials involving 23 fourth-grade students at Yayasan Singosari Deli Tua Elementary School. The measurement focuses on cognitive learning outcomes, whereas the affective and psychomotor domains are not the primary focus. A pretest is administered before the media are applied, and a posttest is administered after students have received instruction using the media. The students' achievement levels were analyzed based on the Kriteria Ketuntasan Minimal (KKM) score of 65. The pretest results indicated that none of the students had yet reached the mastery level. Mastery achievement appeared in the posttest results, with 74% of students scoring above the KKM, indicating significant improvement.

Perbedaan skor *pretest* dan *posttest* dianalisis menggunakan rumus N-Gain, yang menunjukkan nilai sebesar 0.30 dan dikategorikan dalam klasifikasi sedang. Data ini mengindikasikan bahwa penggunaan media video pembelajaran berbasis sejarah mampu meningkatkan pemahaman konseptual peserta didik. Hasil tersebut diperkuat melalui analisis uji hipotesis dengan menggunakan *one-sample t-test*, yang menunjukkan bahwa nilai t_{hitung} sebesar 7.65 melebihi nilai t_{tabel} sebesar 1.705. Perbandingan ini menandakan bahwa terdapat perbedaan yang signifikan antara hasil belajar peserta didik sebelum dan sesudah menggunakan media, sehingga hipotesis alternatif diterima. Temuan ini memberikan dasar empiris bahwa media yang dikembangkan berkontribusi secara signifikan terhadap peningkatan hasil belajar IPS pada peserta didik sekolah dasar. Data kuantitatif selengkapnya dapat dilihat pada **Tabel 6.**

Table 6. Student Learning Achievement Mastery

Type of test	Number of students completed	Number of students completed	Completion percentage	Incomplete percentage
Prestest	0	23	0%	100%
Posttest	17	6	74%	26%

Source: Research 2025

Evaluation Stage (*Evaluation*)

The evaluation process is conducted comprehensively using two approaches: formative and summative. Formative evaluation involves collecting feedback from experts to improve the media before

implementation, whereas summative evaluation is conducted after implementation by assessing its impact on learning outcomes. Evaluation is the final stage in the development of history-based educational video media. This stage focuses on assessing the extent to which the media meet the criteria of feasibility, practicality, and effectiveness following completion of all validation and implementation stages. Evaluation is carried out thoroughly and systematically through two types of approaches, namely formative and summative evaluation. Formative evaluation is conducted during the development process, including the collection of feedback from instrument experts, media experts, content experts, language experts, and education practitioners. The input serves as the basis for improving and refining the media before it is implemented with students. Summative evaluation is conducted after the media is used in learning to assess its impact on the achievement of cognitive learning outcomes. This assessment involves quantitative analysis using pretest and posttest measurements, N-Gain analysis, and hypothesis testing.

The evaluation process provides a comprehensive overview of the quality of the history-based educational video developed. Validation from multiple parties indicates that the media is highly feasible in terms of content, presentation, language, design, and software. Practicality tests conducted by educational practitioners indicate that the media is easy to use in classroom settings and is well-suited to the characteristics of elementary school students. Effectiveness tests based on students' cognitive learning outcomes indicate significant improvements in conceptual understanding following the use of the media. The findings from this stage provide strong evidence that the developed educational video media meet scientific feasibility criteria and are ready to be used as an innovative alternative in local history-based social studies learning.

Discussion

The feasibility assessment of history-based instructional videos was conducted by instrument experts, materials experts, media experts, language experts, and education practitioners. The average percentage score from all assessment aspects indicates that this media is in the very feasible category. Validation by material experts demonstrated alignment of the video's content with learning objectives, historical accuracy, and relevance to the characteristics of elementary school students. Assessment by media experts confirmed that the visual quality, presentation duration, narrative flow, and interactivity already meet the feasibility standards recommended in the development of digital video-based media. These findings are consistent with studies stating that video-based instructional media is considered feasible for use if it meets three main indicators: clarity of information, visual appeal, and integration of content with basic competencies (Nugrahaeni *et al*., 2023).

Linguistic expert validation indicates that the use of language in video narratives aligns with the cognitive development of elementary school students and conveys educational messages in a communicative and targeted manner. The use of simple, effective, and efficient language facilitates students' understanding of the learning material (Artia *et al*., 2025). The assessment of education practitioners also demonstrates that this medium is not only viable from a theoretical perspective but also practical in classroom learning. This practicality includes ease of use, time efficiency, and the potential for active student engagement during the learning process. Responsive and contextual digital media have been shown to enhance the effectiveness of social studies learning based on local culture (Engerman & Otto, 2021). The excellent validation results from all experts and practitioners demonstrate that this video media meets academic and pedagogical standards for developing context-based learning media on history.

The improvement in cognitive learning outcomes, as evidenced by pretest-posttest score comparisons, indicates that history-based educational videos make a tangible contribution to students' competency development. The use of videos that combine visual elements, narrative, and local cultural values has been shown to capture students' attention and enhance their understanding of the material "Cerita

Daerahku." This success supports prior research findings emphasizing the importance of integrating digital media into social studies instruction to enhance the effectiveness of context-based learning. (Fitriyah *et al*., 2024). The effectiveness of video media in this study is also consistent with findings that the use of strong visual elements and historical narratives encourages learners' cognitive and emotional engagement (Sari *et al.,* 2024). Similar findings were reported in other studies, which found that video-based learning of local history can foster connections between students' learning experiences and their cultural environment (Syahputra *et al.*, 2020).

The learning media also support the strengthening of students' character and cultural identity. Digital-based local history learning can foster a love for one's hometown and the nation's noble values. The effectiveness of this medium is further supported by prior research showing that culturally based educational videos can bridge gaps in students' understanding of abstract social studies concepts (Kartika *et al.*, 2021). The consistency of these findings with prior research supports the conclusion that the development of learning media grounded in local history is not only relevant but also strategic for improving learning outcomes and shaping students' character. The relationship between learning outcomes and the use of history-based media indicates an integration between cognitive and affective aspects in social studies learning in elementary schools.

CONCLUSION

Based on the research results, it can be concluded that the locally developed history-learning video media are feasible, practical, and effective for use in social studies instruction for fourth-grade elementary school students. Expert validation indicates that this media meets the eligibility standards for content, media, language, and learning outcome instruments. Trial results indicate that this media is practical for teachers and students and significantly improves cognitive learning outcomes, as evidenced by comparisons of pretest and posttest scores and N-Gain analysis. This media also successfully integrates elements of local culture into the learning process, thereby strengthening students' understanding of regional historical values. These findings demonstrate that locally based history video media is a relevant and effective innovation for supporting the achievement of learning objectives in the Independent Curriculum. Further research is recommended to examine the effectiveness of this medium on students' affective and psychomotor outcomes, and to expand its use across different grade levels and subjects to elucidate its cross-disciplinary contributions to local wisdom-based learning.

AUTHOR'S NOTE

The author states that there is no conflict of interest related to the publication of this article. The author emphasizes that the article's data and content are free of plagiarism.

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