

Instructional Videos for Strengthening Students' Understanding in Social Studies: Evidence from a Quasi-Experimental Study

Aulia Salsabila*, Hamka, Syamsuria

Economic Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bone, Watampone, Indonesia)

Abstract

This study examines the effect of using instructional video on improving students' understanding in Social Studies learning at MTs Mursyidul Awwam Cenrana. The study employed a quantitative quasi-experimental method with a pretest-posttest control group design. The population consisted of all eighth-grade students, while the sample involved 28 students divided into an experimental class and a control class, each containing 14 students. The experimental class learned through instructional video, whereas the control class received conventional teaching. Data were collected using multiple-choice pretest and posttest instruments and supported by documentation. The data were analyzed through descriptive statistics, normality testing, homogeneity testing, independent sample t-test, and normalized gain analysis. The results show that the experimental class mean score increased from 40.00 to 91.07, while the control class increased from 40.36 to 70.71. The independent sample t-test produced a significance value of 0.001, indicating a significant difference between the two classes. The N-Gain score was 0.85 for the experimental class and 0.51 for the control class. The findings indicate that instructional video has a positive, significant, and more effective effect on students' understanding than conventional learning.

Keywords: Instructional Video; Students' Understanding; Social Studies; Quasi Experiment; Learning Media

1. Introduction

Student understanding is the ability of students to understand, interpret, re-explain, and apply learning material in relevant contexts. In social studies learning, understanding is not only about memorizing concepts, but also about connecting social events, economic activities, and environmental phenomena to everyday life. Therefore, social studies learning requires strategies and media that can present material in a concrete, engaging, and easy-to-understand manner.

A common problem in the learning process is poor student understanding when teachers still predominantly use conventional methods. Overly teacher-centered learning tends to make students passive, easily bored, and difficult to grasp abstract concepts. This situation was also found at MTs Mursyidul Awwam Cenrana, where some students still struggle to understand social studies material because the learning process does not fully utilize a variety of media.

One medium that can be used to address this problem is educational video. Educational video is an audiovisual medium that presents moving images, sound, text, and illustrations in an integrated manner. Presenting material through video can help students see real-world examples of the concepts being studied, making previously abstract material easier to understand. In social studies, videos can show examples of international trade, export-import activities, economic cooperation, and the impact of technological developments on economic activity.

Several previous studies have shown that instructional videos have a positive effect on student comprehension. However, each educational unit has different student characteristics, facilities, and learning patterns. Therefore, this study is important to provide empirical evidence regarding the effect of using instructional videos on improving student comprehension in eighth-grade social studies at MTs Mursyidul Awwam Cenrana. The purpose of this study was to determine whether the use of instructional videos has a positive and significant effect on improving student comprehension.

*Corresponding author.

E-mail address: - (Aulia Salsabila)

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2. Literature Review

2.1. Student understanding

Student understanding is a cognitive ability that indicates the extent to which students are able to grasp the meaning of the material being studied and process it into meaningful knowledge. Understanding does not stop at the ability to remember, but also includes the ability to re-explain concepts in their own words, interpret them, and interpret them. information, provide examples, and apply concepts in different contexts (Puji Indiaty, 2021); (Setiawan, D.; Laksana, 2022).

In social studies learning, student understanding is a crucial element because social studies material relates to social phenomena, economic activities, human interactions, social change, and the environment. Students are said to understand the material if they can explain the cause-and-effect relationships of social events, interpret simple information, and relate the material to realities in their surroundings (Sari, M. 2022).

2.2. Learning videos

Learning videos are audiovisual-based media that convey material through a combination of moving images, sound, text, and animation. These media are systematically designed to meet learning objectives, helping students gain a clearer understanding of the material being studied (Rizal farista, 2021); (Maulani et al., 2022)

The use of instructional videos allows teachers to present events or phenomena that are difficult to observe directly in the classroom. In social studies, videos can provide real-life illustrations of community activities, economic activity, and social change, making concepts easier to grasp. Videos also allow for repetition of material, allowing students to revisit sections they don't understand at their own pace (Putri, R. A.; Cahyono, 2021) ; (Nugroho, H.; Rahmawati, L.; Prasetyo, 2023)

2.3. The relationship between learning videos and student understanding

The use of instructional videos is closely linked to improved student understanding because information is presented through two channels: visual and audio. This combination helps students process information more effectively than learning solely using lectures or text. Videos make abstract concepts more concrete and facilitate students' development of conceptual understanding (Putri, D. R.; Suyanto, 2023)

Previous research has shown that instructional videos can improve students' attention, participation, and conceptual understanding in social studies. (Muthi, A. Z 2023) found that the use of instructional videos significantly improved students' understanding of social studies. (Rahmawati, S. 2022) also showed that videos help students understand concepts because the material is presented visually and contextually. Based on these studies, the hypothesis of this study is that the use of instructional videos has a positive and significant effect on student understanding at MTs Mursyidul Awwam.

3. Research Method and Materials

This research used a quantitative approach with a quasi-experimental method. The design used was a pretest-posttest control group design. This design involved two groups: an experimental class and a control class. The experimental class received treatment in the form of learning using instructional videos, while the control class received learning using the lecture method.

The research was conducted at MTs Mursyidul Awwam Cenrana in the even semester of the 2025/2026 academic year. The study population was all 28 eighth-grade students. The sampling technique used saturated sampling because all members of the population were sampled. Class VIII A, consisting of 14 students, was designated as the experimental class, while class VIII B, consisting of 14 students, was designated as the control class.

Data collection techniques used tests and documentation. Tests were given in the form of pretests and posttests to measure student understanding before and after treatment. The test instrument consisted of multiple-choice questions arranged based on understanding indicators, namely remembering concepts, re-explaining material, interpreting information, and applying concepts in relevant situations. Data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, Levene's homogeneity test, the independent sample t-test, and the N-Gain calculation.

Table 1. Research design

Group	Treatment		
	Pretest		Posttest
Experimental class	O1	Instructional video	O2
Control class	O3	Conventional learning	O4

Table 2. Research sample

Class	Male	Female	Total	Status
VIII A	7	7	14	Experimental
VIII B	5	9	14	Control
Total	12	16	28	-

4. Results and Discussion

4.1. Results

The research results were obtained from pretest and posttest scores in the experimental and control classes. Descriptive statistics were used to obtain a general overview of students' initial and final abilities after the learning process.

Table 3. Descriptive statistics of pretest and posttest scores

Data	N	Minimum	Maximum	Mean	Std. deviation
Pretest experimental	14	25	55	40.00	8.321
Posttest experimental	14	85	100	91.07	5.255
Pretest control	14	20	55	40.36	8.196
Posttest control	14	60	80	70.71	3.798

Based on Table 3, the experimental class' pretest average was 40.00 and increased to 91.07 in the posttest. In the control class, the pretest average was 40.36 and increased to 70.71 in the posttest. Improvements occurred in both classes, but the experimental class's improvement was higher than the control class's.

Table 4. Assumption test results

Test	Data	Sig.	Decision
Normality	Pretest experimental	0.434	Normal
Normality	Posttest experimental	0.052	Normal
Normality	Pretest control	0.174	Normal
Normality	Posttest control	0.370	Normal
Homogeneity	Posttest experimental-control	0.836	Homogeneous

The normality test results showed that all data had a significance value greater than 0.05, indicating a normal distribution. The homogeneity test results also showed a significance value of 0.836, greater than 0.05, indicating that the variance of the data for both groups was homogeneous. Thus, the data met the requirements for analysis using the independent sample t-test.

Table 5. Independent sample t-test and N-Gain summary

Analysis	Class/score	Result	Category/decision
Independent sample t-test	Posttest experimental-control	Sig. = 0.001	Significant effect
N-Gain	Experimental class	0.85	High
N-Gain	Control class	0.51	Medium

The independent sample t-test results showed a significance value of $0.001 < 0.05$. This means there was a significant difference between student understanding in the experimental and control classes after the learning process. The N-Gain results showed that the experimental class obtained a score of 0.85, which is categorized as high, while the control class obtained a score of 0.51, which is categorized as medium. These findings indicate that the use of learning videos is more effective in improving student understanding than conventional learning.

4.2. Discussion

The results of the study showed that the use of instructional videos had a positive and significant impact on improving student understanding. The average increase in grades in the experimental class was significantly higher compared to the control class. This indicates that presenting material through video can help students understand social studies material more concretely and systematically.

The advantage of learning videos lies in their ability to present material in an audio-visual way. Students not only hear the teacher's explanation but also see illustrations, events, and examples related to the topic. For international trade, videos can demonstrate the processes of exporting, importing, and distributing goods, as well as the impact of technological developments on economic activity. This type of presentation helps students build connections between concepts and reality, strengthening their understanding.

The results of this study align with the findings of (Muthi, A. Z 2023), who demonstrated that instructional videos significantly improved students' understanding of social studies. These findings also support those of (Rahma wa ti, S. 2022), who stated that instructional videos can improve conceptual understanding because the material is presented visually and contextually. Furthermore, (Putra, 2024) explained that videos can improve students' attention, participation, and conceptual understanding.

In the control class, the increase in understanding still occurred, but not as high as in the experimental class. This condition shows that the lecture method can still provide basic understanding, but is less optimal in presenting an interesting and concrete learning experience. In contrast, learning videos are able to create a more active, interesting, and non-monotonous learning atmosphere. Thus, learning videos can be a relevant media alternative to improve the quality of social studies learning at MTs Mursyidul Awwam.

5. Conclusion

Based on the research results, the use of learning videos has a positive and significant effect on improving students' understanding of the Social Studies subject in class VIII MTs Mursyidul Awwam Cenrana. This is evidenced by an increase in the average value of the experimental class from 40.00 to 91.07, while the control class increased from 40.36 to 70.71. The results of the independent sample t-test obtained a significance value of $0.001 < 0.05$, so the alternative hypothesis is accepted. The N-Gain results also show that the increase in the experimental class is in the high category with a score of 0.85, while the control class is in the medium category with a score of 0.51. Thus, learning videos are proven to be more effective than conventional learning in improving student understanding.

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