



Developing Vlog-Based History Learning Media to Strengthen Students' Learning Interest in Vocational High School

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Abstract: History learning in vocational schools is often perceived as content-heavy and monotonous, which can reduce students' attention and willingness to participate. This study aimed to develop a vlog-based learning medium, determine its feasibility, and examine its effectiveness in strengthening the learning interest of grade X students at SMKN 1 Jerowaru. The study employed research and development adapted from the Borg and Gall model and implemented seven stages: needs analysis, planning, preliminary product development, expert validation, initial revision, field testing, and product refinement. Data were collected through expert-validation sheets and pretest-posttest learning-interest questionnaires administered to 23 students in the Graphic Design program. Product feasibility was assessed by material, media, and learning experts, while effectiveness was examined using descriptive percentages, a normality test, and the Mann-Whitney U test. The product achieved feasibility scores of 80.0% from material experts, 76.7% from media experts, and 79.3% from learning experts. Students' learning-interest score increased from 43% before using the vlog video to 81% afterward. The Mann-Whitney test produced Asymp. Sig. (2-tailed) = 0.000, indicating a statistically significant difference between the pretest and posttest results. These findings show that vlog-based media is feasible and potentially effective for creating a more engaging, contextual, and digitally relevant history-learning experience in vocational high schools.

Keywords: history education; learning interest; learning media; video blog; vocational school

Abstrak: Pembelajaran sejarah di sekolah menengah kejuruan sering dipersepsikan sarat materi dan monoton sehingga dapat menurunkan perhatian serta kemauan peserta didik untuk terlibat. Penelitian ini bertujuan mengembangkan media pembelajaran berbasis vlog, mengetahui kelayakannya, dan menguji efektivitasnya dalam memperkuat minat belajar peserta didik kelas X di SMKN 1 Jerowaru. Penelitian menggunakan metode research and development yang diadaptasi dari model Borg and Gall melalui tujuh tahap, yaitu analisis kebutuhan, perencanaan, pengembangan produk awal, validasi ahli, revisi awal, uji coba lapangan, dan penyempurnaan produk. Data dikumpulkan menggunakan lembar validasi ahli serta angket minat belajar pretest-posttest terhadap 23 peserta didik program Desain Grafis. Kelayakan produk dinilai oleh ahli materi, ahli media, dan ahli pembelajaran, sedangkan efektivitas dianalisis menggunakan persentase deskriptif, uji normalitas, dan uji Mann-Whitney U. Produk memperoleh skor kelayakan 80,0% dari ahli materi, 76,7% dari ahli media, dan 79,3% dari ahli pembelajaran. Minat belajar meningkat dari 43% sebelum penggunaan media menjadi 81% setelah penggunaan media. Uji Mann-Whitney menghasilkan Asymp. Sig. (2-tailed) = 0,000 yang menunjukkan perbedaan signifikan antara hasil pretest dan posttest. Temuan ini memperlihatkan bahwa media berbasis vlog layak dan berpotensi efektif untuk menciptakan pembelajaran sejarah yang lebih menarik, kontekstual, dan relevan dengan budaya digital peserta didik SMK.

Kata Kunci: media pembelajaran; minat belajar; pendidikan sejarah; sekolah menengah kejuruan; vlog video



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Introduction

History education is not merely the transmission of chronological facts. It is expected to help students understand continuity and change, connect past events with present realities, and develop the ability to interpret evidence critically. Nevertheless, school history is still frequently associated with memorization, long verbal explanations, and a limited variety of learning resources. Such practices can make historical knowledge appear distant from students' daily experiences and can weaken their interest in participating in the learning process.

The problem is especially relevant in vocational high schools, where students are accustomed to practical, visual, and technology-supported activities. The preliminary analysis at SMKN 1 Jerowaru indicated that history lessons contained extensive material, while classroom delivery relied heavily on teachers and textbooks. Students tended to be less active, and the use of digital learning media was limited. At the same time, most teachers and students had access to smartphones or laptops, creating an opportunity to redesign history learning through media that are familiar, flexible, and visually engaging.

Learning interest is a psychological tendency expressed through attention, enjoyment, willingness, persistence, and active involvement in learning activities. It functions as an internal force that directs students toward learning goals. Interest does not emerge only from personal preference; it can be strengthened by learning environments that provide meaningful tasks, relevant content, and attractive forms of presentation. Therefore, the selection of media is not a technical supplement but part of an instructional strategy to stimulate students' cognitive and affective engagement.

Digital media can make abstract historical narratives more concrete by combining images, narration, music, maps, archival material, and contemporary visual language. Research in Indonesian history education has shown that social media and interactive media can increase enthusiasm and reduce boredom in history classes (Futrie, 2023; Lestariningsih, 2024). Genially-based media has also been reported as feasible and effective for increasing senior high school students' learning interest (Putri et al., 2023). More recent studies demonstrate that contextual digital video, virtual tours, and audiovisual materials can support engagement, historical literacy, and learning outcomes in vocational and secondary-school contexts (Maulana et al., 2023; Prasetya, 2021; Mardani, 2018).

A vlog, or video blog, is a digital audiovisual format characterized by a personal, communicative, and sequential style of presentation. In educational settings, vlog media can combine teacher explanation, on-location footage, visual examples, and reflective prompts in a format that is easy to replay and distribute. A literature review of blogs, videos, and vlogs found that vlog-based media can positively affect motivation, learning outcomes, creativity, concept understanding, and learning efficiency (Pancawardhani et al., 2022). These characteristics make vlogs relevant for history learning because historical content often requires narrative coherence, visualization of places and events, and interpretation rather than isolated memorization.

Previous development studies have produced various forms of history-learning video. Documentary video and Videoscribe-based media were found to be feasible for presenting historical topics and supporting classroom learning (Pradana et al., 2017; Munawar & Suryadi, 2019). However, there remains a need for media designed for the specific characteristics of vocational students and developed from locally identified classroom needs. The novelty of the

present study lies in developing a vlog-style history-learning product for grade X students at SMKN 1 Jerowaru and evaluating it simultaneously from the perspectives of material validity, media quality, instructional suitability, and change in learning interest.

Accordingly, this study addressed three questions: how the vlog-based history-learning medium was developed, how feasible the product was according to expert judgment, and how effective it was in strengthening students' learning interest. The study aimed to produce a usable digital learning product and provide empirical evidence concerning its contribution to more engaging history instruction in a vocational high-school environment.

Research Methods

This study used a research and development design. The development procedure was adapted from the Borg and Gall model, which conceptualizes educational product development as a systematic cycle beginning with information collection and continuing through planning, product development, testing, revision, and dissemination. Because of limitations of time, energy, and cost, the study implemented seven operational stages: (1) research and information collection, (2) planning, (3) preliminary product development, (4) preliminary field testing through expert validation, (5) revision of the initial product, (6) main field testing, and (7) operational product refinement.

The research was conducted from May to August 2024 at SMKN 1 Jerowaru, East Lombok Regency. The field trial involved one grade X class in the Graphic Design program, comprising 23 students. The content of the vlog focused on the topic of historical research and the benefits of learning history. The product was designed to be accessible through commonly available digital devices and to combine verbal explanation with relevant visual and audiovisual elements.

Data were collected using validation sheets and learning-interest questionnaires. Three groups of validators assessed the product: material experts, media experts, and learning experts. The material instrument covered clarity of learning objectives, correctness and relevance of content, organization, and suitability for grade X students. The media instrument assessed visual appearance, typography, audio, video quality, ease of use, attractiveness, and technical presentation. The learning instrument assessed instructional suitability, clarity, student involvement, and alignment with the learning process.

Each validation item used a five-point Likert scale: 1 = very poor, 2 = poor, 3 = adequate, 4 = good, and 5 = very good. Feasibility percentages were calculated by dividing the total empirical score by the maximum possible score and multiplying by 100. The resulting percentages were interpreted using the feasibility categories applied in the original study. Qualitative comments from validators were also considered in determining whether revision was necessary.

Effectiveness was examined with a one-group pretest-posttest procedure. Before the intervention, students completed a learning-interest questionnaire after participating in conventional history learning. The vlog-based medium was then used during the learning process, and students completed the same form of questionnaire afterward. Descriptive percentages were used to compare the distribution and overall level of learning interest. The study reported a Kolmogorov-Smirnov normality test and, because the data were interpreted as non-normal, continued with a nonparametric Mann-Whitney U test using SPSS 25. The decision criterion was $p < 0.05$.

Table 1. Stages of the vlog-based media development

Stage	Main Activity	Output
1	Needs and context analysis	Identification of classroom problems, student characteristics, technological access, and relevant history content
2	Planning	Learning objectives, content outline, media concept, and production schedule
3	Preliminary development	Script, storyboard, recording, editing, and initial vlog video
4	Expert validation	Assessment by material, media, and learning experts
5	Initial revision	Improvement based on validator comments
6	Field testing	Pretest, classroom implementation, observation, and posttest with 23 students
7	Product refinement	Final adjustment and completion of the learning medium

Source: Adapted from the research procedure in the undergraduate thesis

Research Result

Product Development and Characteristics

The needs analysis identified four major considerations. First, history material was perceived as extensive and required a more varied mode of presentation. Second, teachers and students generally possessed basic competence in using smartphones or laptops. Third, the product needed to remain aligned with the curriculum and the learning objectives for grade X. Fourth, the medium had to be easy to operate, accessible, and capable of stimulating students' interest in history.

Based on these findings, the product was developed as a vlog-style learning video on historical research. The development process included selection and organization of content, preparation of a script and storyboard, recording of narration and visual material, editing, and integration of text, audio, and images. The vlog format was selected because it could present historical content in a conversational narrative, offer visual variation, and enable students to replay the explanation independently.

The product was then reviewed through expert validation. The material experts examined content accuracy and instructional relevance; media experts reviewed the technical and visual quality; and learning experts assessed its compatibility with classroom instruction. The initial product received feasible or highly feasible ratings, and the study reported that no major revision was required before the field trial.

Expert Validation Results

Table 2. Summary of expert validation results

Validation Aspect	Empirical Score	Maximum Score	Percentage	Category
Material	96	120	80.0%	Highly valid
Media	138	180	76.7%	Valid
Learning	119	150	79.3%	Valid

Source: Research Data, 2024

The material validation score of 80.0% indicated that the learning objectives, content selection, sequence, and relevance of the historical-research topic were judged highly valid. This result suggests that the product did not merely emphasize visual attractiveness but retained substantive alignment with the intended history curriculum.

The media validation score reached 76.7%, categorized as valid. The score reflected the combined assessment of visual design, audio quality, readability, technical presentation, attractiveness, and ease of use. Although the score was slightly lower than the material score, it remained within the feasible category and showed that the vlog could be used in classroom learning.

The learning-expert score was 79.3%, also categorized as valid. This assessment confirmed that the product supported the learning objectives, could be integrated into classroom activities, and presented content in a form appropriate to the students. Taken together, the three validation results demonstrate a consistent level of feasibility across content, media, and instructional dimensions.

Change in Students' Learning Interest

Table 3. Distribution of learning-interest categories before and after using the vlog

Measurement	Category	Number of Students	Percentage
Pretest	High	1	4%
Pretest	Moderately high	15	65%
Pretest	Less high	7	30%
Posttest	High	15	65%
Posttest	Very high	8	34%

Source: Research Data, 2024

Before the use of the vlog, most students were in the moderately high category (65%), while 30% were in the less-high category and only 4% were in the high category. After the intervention, the distribution shifted: 65% of students were categorized as high and 34% as very high. No students remained in the less-high category. This distribution indicates a positive change not only in the average score but also in the concentration of students in the upper interest categories.

The overall learning-interest percentage reported in the study increased from 43% before the intervention to 81% after the intervention. The increase of 38 percentage points suggests that the vlog-based medium provided a learning experience that attracted attention, encouraged participation, and made the history material more approachable. Classroom observation also noted that students responded positively and appeared enthusiastic when the product was used.

Table 4. Statistical test of differences in learning interest

Statistic	Value
N	23
Kolmogorov-Smirnov test statistic	0.194
Asymp. Sig. normality test	0.024

Mann-Whitney U	0.000
Wilcoxon W	153.000
Z	-5.375
Asymp. Sig. (2-tailed)	0.000

Source: Research Data, 2024

The reported normality significance was 0.024, and the study therefore proceeded with a nonparametric test. The Mann-Whitney U analysis produced an Asymp. Sig. (2-tailed) value of 0.000, which is below 0.05. On this basis, the null hypothesis was rejected, and the study concluded that students' learning interest differed significantly before and after the use of the vlog-based medium. The higher posttest result supported the interpretation that the product was effective in increasing learning interest.

Discussion

The findings indicate that a vlog-based medium can address a central challenge in history education: the gap between extensive narrative content and students' preference for concrete, visual, and digitally mediated learning experiences. The product translated the topic of historical research into an audiovisual narrative that students could watch, hear, and revisit. This combination can reduce dependence on a single source of information and provide multiple cues that help students focus on the material.

The feasibility results are consistent with previous Indonesian research on digital history-learning media. Putri et al. (2023) found that Genially-based history media achieved very good expert and user assessments and significantly increased learning interest. Lestariningsih (2024) likewise reported that interactive media helped reduce boredom in history learning. The present result extends these findings to a vlog format and a vocational-school context, showing that a relatively familiar media genre can be transformed into a structured instructional resource.

The increase from 43% to 81% is pedagogically meaningful because interest is closely related to attention, persistence, and voluntary engagement. Vlogs provide a sense of immediacy through narration and visual sequencing. Unlike static presentations, they can model how historical questions are introduced, how information is connected, and how conclusions are communicated. Pancawardhani et al. (2022) concluded that vlog media can produce positive effects on motivation, outcomes, creativity, and concept understanding. The current study supports that general conclusion specifically in history learning.

The findings also align with studies that emphasize the importance of contextual and multimedia representations in history education. Futrie (2023) showed that social-media innovation can make history learning feel fresh and enjoyable. High feasibility and positive student responses for contextual Videoscribe media that a virtual tour integrating Google Earth and YouTube, improved learning outcomes among vocational-school students. Together, these suggest that digital history pedagogy becomes more effective when it connects narrative explanation with visual context and the technological habits of learners.

From a product-development perspective, the relatively balanced validation scores are important. A digital medium can be visually attractive but instructionally weak, or academically accurate but difficult to use. In this study, the material, media, and learning scores all fell within valid or highly valid categories. This convergence indicates that the product achieved an acceptable balance among accuracy, presentation, and classroom usability. The result resembles

other audiovisual history-media studies in which expert validation established feasibility before implementation (Munawar & Suryadi, 2019; Mardani, 2018).

The vocational-school setting adds a practical dimension to the study. SMK students commonly encounter project-based, visual, and applied learning. A vlog can support these characteristics by serving not only as teacher-produced content but also as a model for student-created historical projects. In future applications, students could develop short vlogs about local historical sites, oral-history interviews, or historical-source analysis. Such activities would shift students from passive viewers to producers of historical narratives and could strengthen digital literacy alongside historical thinking.

Several limitations should be acknowledged. The field test involved only one class with 23 students and did not use a comparison group. Therefore, the increase in interest cannot be attributed exclusively to the vlog without considering other factors such as novelty, teacher interaction, or the learning topic. The study also focused on short-term interest rather than retention, historical thinking, or long-term learning outcomes. In addition, the statistical procedure reported in the original research should be interpreted within the design and data structure used. Future studies should employ larger samples, multi-school trials, comparison groups, and repeated measurements to examine the durability and generalizability of the effect.

Despite these limitations, the product offers a useful model for teachers who wish to integrate accessible digital media into history learning. The development process does not require highly specialized equipment; it requires clear instructional goals, accurate historical content, a coherent script, appropriate visuals, and systematic evaluation. The study therefore contributes both an empirical finding and a practical pathway for creating digitally relevant history lessons in schools with ordinary technological resources.

Conclusion

The study produced a vlog-based history-learning medium through seven adapted Borg and Gall development stages. Expert validation demonstrated that the product was feasible, with scores of 80.0% for material validity, 76.7% for media validity, and 79.3% for learning validity. Students' learning-interest percentage increased from 43% before the intervention to 81% afterward, and the reported Mann-Whitney U test yielded an Asymp. Sig. (2-tailed) value of 0.000. These results indicate that the vlog-based medium is suitable for use and has potential to strengthen grade X students' interest in learning history at SMKN 1 Jerowaru. The product is particularly relevant to vocational learners because it presents historical material through a familiar audiovisual format that is flexible, replayable, and compatible with digital devices. Teachers are encouraged to use vlog media as part of a broader learning strategy that includes discussion, source analysis, and reflective tasks rather than as a stand-alone presentation. Further research should test the product with larger and more diverse samples, comparison groups, and outcomes related to historical thinking, learning achievement, and long-term engagement.

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