

THE EFFECT OF VLOG HISTORY-BASED HISTORY LEARNING ON LEARNING ACTIVENESS AND HISTORICAL COMPREHENSION OF STUDENTS IN SENIOR HIGH SCHOOLS

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ABSTRACT

Learning activeness is one of the important indicators in assessing the success of the learning process. Therefore, it is necessary to create pleasant classroom conditions by teacher creativity and innovation in the use of appropriate learning models, strategies and methods. The purpose of this study was to analyze the effect of the application of vlog history-based history learning on students' learning activeness and historical comprehension in experimental classes. The method used in this research is a quantitative approach with a quasi experiment method. This research design uses a non-equivalent pretest-posttest control group design. The results showed that n-gain testing on learning activeness data obtained a gain value of 0.4381 or 43.8120% with the category that the increase in student learning activeness in class XI 5 was moderate and n-gain historical comprehension testing obtained a result of 0.8604 or 86.036% with a high gain category. So, it can be concluded that the application of vlog history media in learning history is the answer to the demands of learning in today's digital era, in vlog history shows the teacher as a content creator performs a contemporary digital visual style of learning to be able to encourage student activeness in learning. The vlog history that teachers create can support the importance of 21st century competencies where the majority of students are digital natives.

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INTRODUCTIONS

In the midst of 21st century learning demands that emphasize active participation and overall student involvement, learning activeness is one of the important indicators in assessing the success of the learning process. Learner activeness not only reflects physical involvement, but also includes cognitive, emotional, and social aspects. Active learners generally show high interest, have the initiative to ask questions or discuss, and understand learning materials more easily. Conversely, passive learners tend to have difficulty in following the learning process optimally. Therefore, examining students' learning activeness is important to find out the extent to which students are involved

in learning, as well as to evaluate the effectiveness of the learning methods or media used. This research can also be the basis for improving learning strategies that are more innovative and learner-centered, thus creating a more meaningful learning process and having an impact on learning outcomes.

Teachers can make learning meaningful not only by equipping students but teachers can also facilitate students to develop their understanding of history through innovative methods, models and learning strategies. According to Subakti (2010), history learning that is able to foster the ability of students to construct present conditions by linking or looking at the past which is the basis of historical learning topics. The ability to construct must be expressed strongly so that learning does not fall into conservative learning. Historical contextuality must be strong and based on the personal experiences of students, because history is inseparable from the concepts of time, sustainability and change. The conventional learning paradigm using learning methods and media so far needs to be changed into innovative history learning in accordance with the current digital era (Afwan et al, 2020, p.99).

The demands of learning in today's digital era require teachers to adapt learning to technological developments. History learning can be more interesting and less boring if teachers can utilize Technology, Information and Communication (ICT) well. This is where the role of an educator or prospective educator (teacher students) must be able to master technology, information and communication in order to guide or direct students so that they can use technology, information and communication wisely in conducting learning (Muhtarom et al, 2020, p. 30). Therefore, teachers can adjust the learning style of students who are digital, because now students are literate in the use of technology in every activity of their lives.

Therefore, it is necessary to create pleasant classroom conditions by teacher creativity and innovation in the use of appropriate learning models, strategies and methods. So that the learning process does not just answer what to teach but how the learning process is carried out in order to capture and understand the value and transform the message behind historical reality to students (Gemini & Nurhata, 2018, p. 163). So far, the understanding of students has become one of the objects that has been widely researched in the field of education, especially history education. This is because history lessons are considered less desirable lessons so that many learning models are tried to be tested to improve the understanding of learning history (Muthohharoh, 2014, p. 23).

The ability of historical comprehension is one of the ability components contained in historical thinking skills. This ability needs to be possessed by learners to capture historical phenomena through various forms of dimensions of historical events that are permanent and changing. In addition, learners also need this ability to reconstruct historical events derived from facts and explain or interpret facts, because facts cannot explain historical phenomena themselves (Zed, 1999, pp. 27-30).

Based on this fact, to stimulate and increase the active role of students both individually and in groups towards the history learning process in order to have historical comprehension skills, it is appropriate for teachers to design and implement learning well and make students enthusiastic in every lesson that the teacher carries out. One of the innovative steps that history teachers can do is by utilizing electronics in learning. Wulf (1996) states that there are several benefits of electronic learning, namely:

1. Increase the level of learning interaction between students and teachers.
2. Allows learning interaction from anywhere and anytime.
3. Reach a wide range of learners.
4. Facilitates the improvement and storage of learning materials.

The above statement is reinforced by research conducted (Muhtarom et al, 2020, p. 33) that learning is categorized as effective in learning activities, namely by utilizing technology, information and communication optimally as a tool in learning activities. One of the utilization of technology, information and communication that is considered effective in learning history is by using vlog history. According to (Mardiyati, 2017) vlogging is a form of blogging activity that uses the medium of video over the use of text or audio as the main media source. At this time vlogs have become the world's attention because the information they have is similar to television (Gao et al., 2010).

Blog media at this time began to experience development with the emergence of vlogs or video blogs in the form of information media in the form of videos that are made simply and published through YouTube media. Interactive learning is needed through the creativity of teachers and students in delivering material and presentations using vlogs, this can create its own attraction for students compared to conventional teaching methods with lectures (Priana, 2017, pp. 315-316). This statement is reinforced by the results of previous research conducted by Ronny

Yudhi Septa Priana (2017) which states that both in the delivery of material and presentations, the creativity of teachers and students who develop vlog media requires learning to be more interactive so that it creates attractiveness for students. In addition, previous research by Saehu Abas and colleagues (2022) through actions in class XI MA Al-Hidayah Sindangkasih Beber District, Cirebon Regency on learning Islamic Cultural History through the development of video blogging-based learning media (vlog) can increase historical understanding. It is evidenced from the results of the application of vlog learning media development that after taking action from cycle I to cycle II with the application of vlog learning media can increase understanding of Islamic Cultural History learning. The increase in students' understanding in learning SKI is evidenced by the increase in daily test results.

History learning based on vlog history can integrate historical information with technological skills in the creation of educational content to help learners in analyzing the understanding gained and presenting historically charged information. It also supports learners in developing 21st century skills, with the vlog history display encouraging learners to think critically about what information is important, how to understand it, and how to relate it to broader historical concepts. Vlog history promotes learners to express learners' ideas clearly and effectively, both verbally and visually, this can also improve learners' communication skills and learners' understanding of a historical event.

Based on the above statement, it can be concluded that vlog history-based history learning needs to be applied. Through vlog history-based history learning, it is hoped that students' learning activeness and historical comprehension can increase. Because through vlog history teachers can create "contemporary" history learning by combining digital delivery of material with videos containing digital source-based historical content packaged in a vlog history. This is also in accordance with the concept of independent learning curriculum education that can integrate literacy, knowledge skills, skills and attitudes and mastery of technology. Through this concept, students are given the freedom to think to maximize the knowledge that must be taken (Ariga, 2022, p. 666).

METHOD

Research Methods

This research uses a quantitative approach with a quasi-experimental method (quasi experiment). Quasi-experimental research is research used to answer research questions about the effect of something. Experimental research is the best way to determine the causal relationship between variables (Fraenkel, 2006, p. 260). In this study, the quasi-experimental method was used to see the effect of vlog history-based history learning on students' learning activeness and historical comprehension. This research design uses a non-equivalent pretest-posttest control group design.

Location, Population, and Research Sample

The research was conducted at SMA Negeri 4 Bandung which is located at JL. Gardujati No. 20, Kebon Jeruk, Andir District, Bandung City, West Java Province. The population in this study were all students of class XI SMA Negeri 4 Bandung. The sample in this study was taken using purposive sampling technique, which is a way of sampling based on certain criteria (Sugiyono, 2017). So that the sample used in this study was XI 5 class students totaling 37 people as an experimental class.

Data Collection Technique

In this study, data collection was carried out using questionnaires and tests. The questionnaire used in this study is to measure the learning activeness of students before and after being given treatment or treatment in the form of vlog history-based history learning. In this study, tests were used to assess whether or not there was an effect of vlog history-based historical learning on students' historical comprehension.

Research Instruments

The research instruments used in this study are learning activeness questionnaire and historical comprehension test. The questionnaire used in this study is in the form of a Likert scale with four scales to measure students' responses before and after the application of vlog history-based history learning. The test was made in the form of an essay to measure historical comprehension ability. The test was given to students at the beginning of the learning process (pretest) to determine the initial ability of students and at the end of the learning process (posttest) to determine the final ability of students after being given treatment. The test questions are prepared based on the stages of making a

grid of questions, indicators, and the number of items needed. The test results obtained can be used as a comparison to measure the effect of vlog history-based history learning treatment.

Instrument Testing

Before being used during the research, researchers will test the instrument through validity and reliability tests. Arikunto (2011, p. 76) argues that an item is said to be valid if it has great support for the total score. The score on the item causes the score to be high or low. Validity is determined by comparing the item score with the total score. The validity test of the learning activeness instrument in this study was carried out with the help of SPSS Statistics version 27. The historical comprehension instrument that was tested in the form of an essay question was validated by experts (expert judgment) by considering aspects of the suitability of the contents of the question with the indicators and the language used in the question, as well as the level of difficulty and distinguishing power of the question qualitatively. Meanwhile, reliability refers to the understanding that the instrument used can measure something that is measured consistently over time. The qualification requirement for a measuring instrument is consistency, constancy, or invariability (Arikunto, 2011, p. 220).

Data Analysis Technique

After the research, the data will be analyzed using statistical tests with normality test, homogeneity test, mean difference test conducted through paired sample t-test and independent sample t-test, calculation of gain value and simple linear regression.

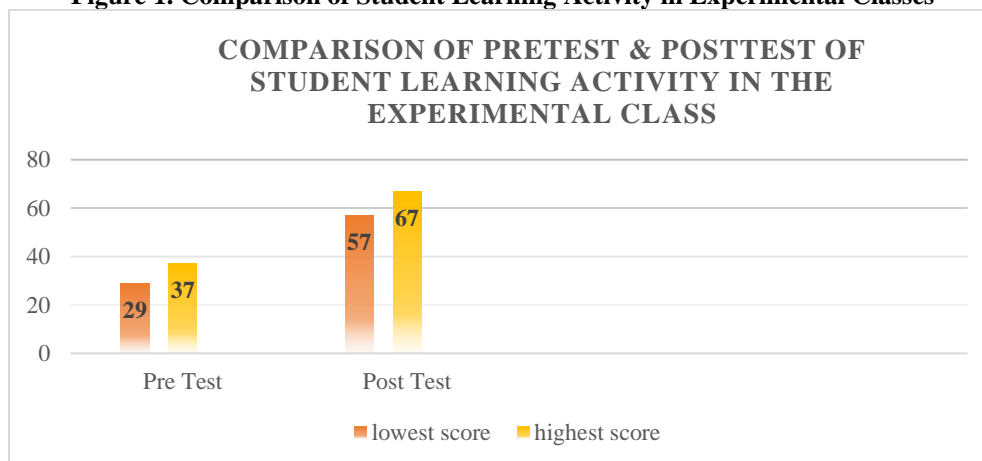
RESULT AND DISCUSSION

Differences Between Before and After the Implementation of Vlog History-Based History Learning on Learning Activity and Historical Comprehension of Students in Experimental Classes

Based on research that has been carried out in class XI 5, it can be seen that in the pretest results of learning activeness before being given the treatment of vlog history-based history learning, students obtained the lowest score of 29 and the highest score of 37 and an average pretest of 32.5. Then on the results of the posttest, students obtained the lowest score of 57 and the highest score of 67 and an average of 62.1. Based on the statistical tests carried out, it can be seen that the posttest average is greater than the pretest average. This proves that there is an increase in the learning activeness of students after being given treatment in the form of vlog history-based history learning in class XI 5. As for some aspects observed from the increase in student learning activeness, it refers to indicators according to Hamzah B. Uno & Nurdin Mohamad (2017, p. 33, namely: 1). 33, namely: (1) students listen and pay attention to vlog history shows; (2) students participate in discussions or questions and answers; (3) students can relate vlog content to historical knowledge or historical material; (4) students can complete learning tasks related to vlog history.

The following researchers present data on learning activeness before and after being given treatment in the form of vlog history-based history learning in class XI 5 in the graph below.

Figure 1. Comparison of Student Learning Activity in Experimental Classes



In addition, this is reinforced by the results of the paired samples test statistical test on student learning activeness which obtained a tcount of -98.753 and a significance value of $0.000 < 0.05$ which means H_0 is rejected, so there is a difference before and after the application of vlog history-based history learning on student learning activeness in class XI 5. The significant increase in learning activeness is in line with the views of Sardiman (2011) who emphasizes that learning activeness involves various forms of participation, such as visual, oral, listening, writing, motor, mental, and emotional activities. The use of vlog history is proven to facilitate these various aspects of activeness which can be seen from students showing visual activeness through observing vlog history shows, oral activeness through questions and answers and discussions, and mental activeness when analyzing historical content that the teacher presents.

The use of vlog history in history learning provides the latest way of delivering learning materials that adapt students' learning styles to technological developments. This is in line with research conducted by Herdin (2020) which says that technological developments used during history learning with the use of Technology, Information and Communication (ICT) can make learning active. In addition, through the use of ICT, students can understand the context of learning history to shape character in the era of globalization. Changes in learning styles in history learning are also a challenge for teachers in packaging teaching materials to be more interesting and easy to understand for students who are mostly digital natives. Therefore, to adjust the way of teaching in the history learning process, teachers can utilize the current technological sophistication in learning history through an approach with things that are trending among students, one of which is the use of vlogs. Teachers can utilize vlog history media and create vlog content to be more educational by including content in the form of material about historical events, historical places, historical figures, and some historical video footage or other animations by combining their creative and innovative ideas. The vlog history media supports the history learning process in today's digital era, which is reinforced by the results of research conducted by Eka Dian Susanti (2019) that vlogs are very relevant for the pro gadget generation and are able to increase student involvement in learning because the current generation is more responsive to learning media in the form of audio visuals, one of which is like a vlog.

The active participation of learners greatly affects the process of thinking, emotional, and social development. Some efforts that teachers can make in developing students' learning activeness in subjects by increasing students' interest, arousing students' motivation, and using media in learning. The involvement of students in learning makes them actively involved in the learning process (Wibowo, 2016, p. 129). By applying vlog history-based history learning, it is proven that it can increase the activeness and participation of students in the classroom. This can be seen from the increased learning activeness of students after learning history using vlog history. In line with the view according to Vygotsky (1978), learning does not occur individually, but is influenced by social interaction and collaboration, where support from the surrounding environment accelerates the process of cognitive development of learners. Vygotsky emphasized the importance of Zone of Proximal Development (ZPD) and scaffolding (Santrock, 2011).

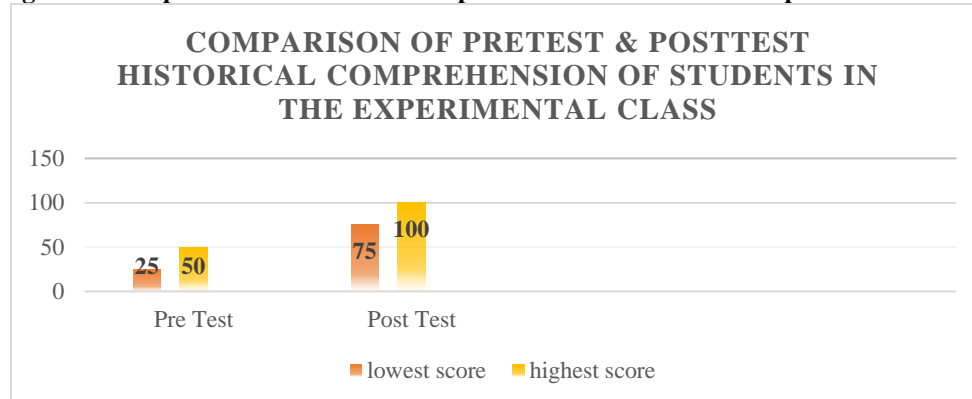
History learning based on vlog history is in line with the theory of social constructivism developed by Vygotsky. History learning based on vlog history encourages students to be in the zone of proximal development, where students learn to understand historical events through vlog history shows with the help of teacher explanations and group discussions. Meanwhile, the teacher acts as scaffolding by guiding students to understand the context and historical events in vlog history. In addition, vlog history is used as an audio-visual learning media that helps students build a clearer understanding of history.

Through vlog history-based history learning, there is social interaction as described by Vygotsky through question and answer activities, discussions, and collaboration of students in completing the tasks given after watching and listening to vlog history so as to encourage students' cognitive development. This can be seen from the increase in the historical comprehension ability of students in class XI 5 which is supported by the acquisition of pretest scores before being given treatment with the application of vlog history-based historical learning with an average pretest of 39.8 with the lowest score of 25 and the highest score of 50. After students are given the treatment of applying vlog history-based historical learning, the average posttest score is 89.8 with details of the lowest score of 75 and the highest score of 100. These results show an increase in the historical comprehension ability of students before and after being given the treatment of vlog history-based historical learning in class XI 5. Then based on the statistical analysis of the wicoxon test, the Zhitung result is 5,940 and the significance value is $0.000 < 0.05$ which means H_0

is rejected, so it can be interpreted that there is a difference before and after the application of vlog history-based historical learning to the historical comprehension of students in class XI 5.

The following researchers present a graph of historical comprehension data before and after being given treatment in the form of vlog history-based history learning in the experimental class.

Figure 2. Comparison of Historical Comprehension of Students in Experimental Classes



This significant improvement in learners' historical comprehension is in line with the aspects of historical understanding emphasized by Kocchar (2008, pp. 51-53) which include: (1) explaining the cause and effect of historical events; (2) understanding events in the context of time and place; (3) giving interpretations or conclusions about historical events; (4) comparing historical viewpoints or perspectives. Furthermore, the improvement of historical comprehension ability is in line with Wineburg's (1991) view which emphasizes that historical understanding is not just memorizing facts, but also involves thinking processes such as:

1. Sourcing, learners are encouraged to consider the source of information in the vlog history and how it can be related or compared to other sources when working on the task given by the teacher.
2. Contextualization, vlog history facilitates virtual field trips through contextual impressions and narratives, this helps learners imagine and understand historical events in the context of their original time and place.
3. Corroboration, by showing footage of various historical events, documentation of historical buildings and historical evidence in vlog history, learners are encouraged to compare information and form their own point of view on the broadcast.

Historical comprehension ability in history learning is very important because this ability can determine the extent to which students can understand the material presented. In practice, it often happens that students only pay attention to the teacher passively without really understanding the content of the material explained. This condition is a challenge for teachers to package history learning in an interesting, contextual, and easy-to-understand manner. This is because the ability of historical comprehension is closely related to the success of students in mastering the material and achieving optimal learning outcomes.

There is an increase in learning activeness and historical comprehension of students in class XI 5 because the vlog history shown by the teacher presents strong visual content, a familiar narrative with a contemporary approach. This is in line with the results of research from Agyztia Premana et al (2021) which proves that the use of video vlogs in learning can improve learning outcomes through audio-visual learning media and interesting delivery. The learning media that illustrates this is vlog history because like the results of research conducted by Saehu Abas et al (2022) which shows that vlog-based media development can significantly improve students' historical understanding. Vlog history that displays recordings from real historical places and contextual historical narratives supports students in understanding the meaning, causation, and chronology of history more deeply.

The application of vlog-based history learning is closely related to constructivism learning. According to Schunk (2012, p. 320), constructivism is the view that learners actively build or construct their own knowledge based on experience and interaction with their environment. Schunk emphasizes that learning is not just passively receiving information, but rather an active process in which learners interpret, organize, and interpret new information based on previous experiences. From Schunk's constructivism theory perspective, vlog history media allows learners to actively

build understanding through visual experience and discussion. This media is also in line with the contextual learning approach because it brings learners to a virtual historical environment. Through vlog history, teachers invite learners to understand historical events not only as facts, but as narratives that are alive and relevant in their lives.

The findings of this study indicate that vlog history-based history learning has a positive influence on increasing students' learning activeness and historical comprehension. Vlog history makes learning more contextual, interesting, creates a learning environment that is relevant in the current era and can be a choice of learning methods for the digital native generation, and encourages the participation of students who are not only recipients of information but are also active in building meaning to the historical events studied. This is evidenced by how the application of vlog history media in learning history, such as:

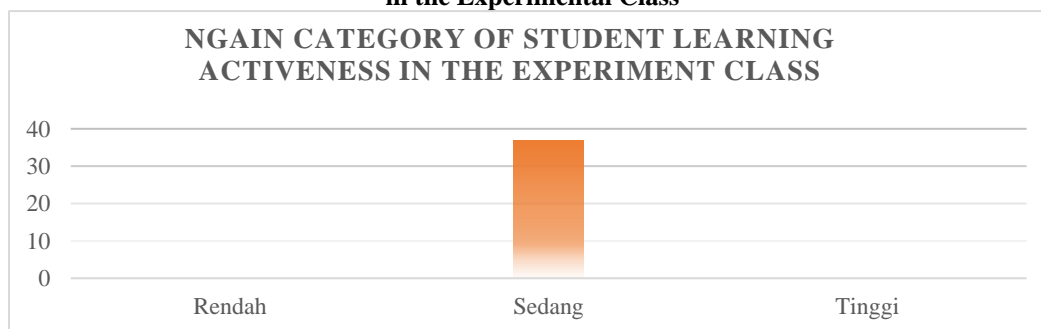
1. Learners will build their historical comprehension about the background, cause and effect and meaning of historical events through vlog history shows that contain historical narratives, footage of historical events, historical relics, historical evidence, and historical figures,
2. Learners are more active through vlog history because it triggers curiosity and raises questions and responses after watching vlog history,
3. Learners become more interactive from group discussion activities formed by the teacher,
4. Teachers create differentiated learning through the presentation of vlog history by combining text, visual, audio, audiovisual so that students will interpret historical material with their respective perspectives.

In line with this statement, it can be concluded that the application of vlog history media in history learning is part of the contextual learning approach. Through vlog history created by the teacher, learners are introduced to historical places such as museums, ancient buildings, or city streets that have historical value. Teachers also introduce history to the real world of learners by taking them on a virtual field trip, so that learners can see and hear information about these historical places in their original context. Vlog history-based history learning triggers learners to imagine how historical events occurred in the past, so this is more contextual than just reading descriptions of historical stories in textbooks. The use of vlog history media in learning history is also included in the form of utilizing the digital learning environment of students, those who are already familiar with vlogs make teachers able to take advantage of the digital context that is well known in their environment to be part of education, so that students will feel more interested and motivated in paying attention to learning.

The Effect of Vlog History-Based History Learning Implementation on Learning Activity and Historical Comprehension of Students in Experimental Classes

Furthermore, to determine the effect of the application of history learning based on vlog history on learning activeness and historical comprehension of students in class XI 5, analysis was carried out using the n-gain test and simple linear regression. Based on n-gain testing on student learning activeness data in class XI 5, a gain value of 0.4381 or 43.8120% was obtained with the category that the increase in student learning activeness in class XI 5 was moderate. The following is a graph of the difference in the number of students who obtained a gain in learning activeness in the experimental class based on the category.

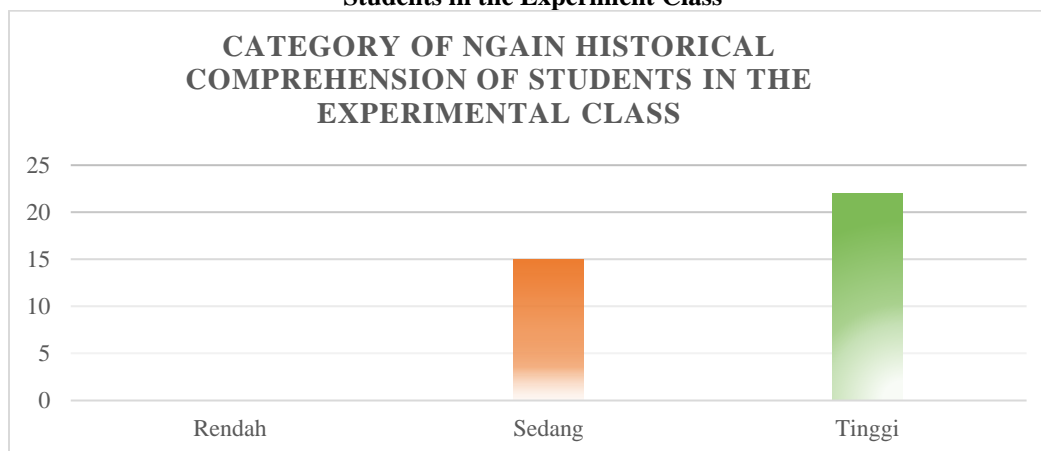
Figure 3 Comparison of the Number of Students Based on the N-Gain Category of Student Learning Activity in the Experimental Class



Graph 3 shows the calculation of the gain value on the experimental class learning activeness data which shows that 0 students obtained a gain value in the low category, 37 students obtained a gain value in the medium category, and 0 students obtained a gain value in the high category. Based on the gain value of learning activeness which obtained a moderate category, it can be concluded that the application of vlog history-based history learning is quite effective in increasing the learning activeness of students in class XI 5. In addition, the simple linear regression test shows that vlog history-based history learning has a significant effect on learning activeness with a percentage of 58% with the other 42% being influenced by external factors.

In addition, the increase in historical comprehension was also seen in class XI 5 through n-gain testing on students' posttest and pretest scores. The n-gain test shows the results that the increase in historical comprehension of students in class XI 5 after being treated with the application of vlog history-based history learning obtained a result of 0.8604 or 86.036% with a high gain category. The following is a graph of the difference in the number of students who gain historical comprehension in the experimental class based on category.

Figure 4. Comparison of the Number of Students Based on the N-Gain Historical Comprehension Category of Students in the Experiment Class



Graph 4 above shows the calculation of the gain value on the historical comprehension data of the experimental class which shows that there are 0 students obtaining a gain value in the low category, 15 students obtaining a gain value in the medium category, and 22 students obtaining a gain value in the high category. Based on the historical comprehension gain value which obtained a high category, it can be concluded that the application of vlog history-based history learning is very effective in improving the historical comprehension of students in class XI 5. In addition, to find out whether the increase has a significant effect or not, simple linear regression testing will be carried out. From the results of simple linear regression testing, it was found that the effect of vlog history-based history learning on historical comprehension was 97% while the other 3% was influenced by external factors. Thus, based on these results it can be said that vlog history-based history learning has a significant effect on the historical comprehension of students in class XI 5.

The application of vlog history media in learning history is the answer to the demands of today's digital era learning, in vlog history shows the teacher as a content creator performs a contemporary learning style in a digital visual style to be able to encourage students' activeness in learning. This is proof that teachers innovate in learning history by utilizing digital media. The vlog history created by the teacher is one example of the utilization of digital media and can erase the stigma about learning history is boring, old-fashioned, and sleepy learning. Mayer (2009) states that the use of media that combines text, images, and sound can increase students' understanding and retention of information. This is in line with the characteristics of vlog history which presents historical material in audio-visual form. Through vlog history media, students will learn history in a contemporary, interesting and contextual style so that the material presented will be easily understood by students and will affect the historical comprehension ability of students regarding historical events displayed on vlog history.

The significant effect of the application of vlog history-based history learning on students' learning activeness in class XI 5 shows that vlog history media is not only as a learning medium to assist teachers in delivering material but also as an intermediary between historical material and 21st century competencies that students must have. This is in line with the results of research conducted by Saehu Abas and colleagues (2022) that the development of vlogs can increase students' understanding of the history of Islamic culture. Another study conducted by Agyztia Premana et al (2021) which adds evidence to this study that the effectiveness of the application of vlogs in learning not only has an effect in increasing historical understanding but also can increase students' learning activeness.

By teachers becoming content creators in vlog history media, students not only receive information about historical events but also they actively explore history through media that is popular among them and their daily lives. This statement is in line with research from Ragia H. Hassan (2023) who said that the development of video vlogs has an important role in education over the past few years, so teachers need to adjust their teaching methods to improve learning through vlogging. Therefore, the results of this study prove the statement that applying learning through vlog history significantly affects the learning activeness and historical comprehension of students.

Based on the results of the study, the researchers formulated several practical steps that teachers can take in developing vlog history as a history learning media, namely:

1. Determine learning objectives and materials
2. Determine the theme in the vlog history
3. Making a draft related to what things will be conveyed in vlog history, such as historical events, historical places, historical figures
4. Determine the locations or historical places that will be visited for video shooting
5. Provide supporting devices such as cellphones or cameras, tripods, audio,
6. Determine the editing application so that the history vlog display is more interesting to watch by students.

In addition, teachers must also have a good attitude and presentation when conveying information about historical material in vlog history so that it does not seem rigid and boring, because vlog history is an educational vlog but is relaxed, current and not boring. Vlog history that teachers create can support the importance of 21st century competencies where the majority of students are digital natives. Strengthening the 4C competencies of the 21st century that can be seen in the application of vlog history-based history learning:

1. Critical thinking, the teacher invites students to pay attention to the vlog history show and analyze the events in the vlog and compare the historical facts contained in the vlog history and draw conclusions.
2. Communication, the teacher becomes a facilitator and invites students to ask questions and give opinions after watching vlog history.
3. Collaboration, the teacher forms a discussion group after watching the vlog history and gives assignments to students.
4. Creativity, the teacher gives group assignments in the form of LKPD to students, and they are free to channel their understanding of history by using various sources.

Thus, in history lessons, teachers must be able to innovate learning media by utilizing developing technology and incorporating their ideas and creativity (Musthafa et al., 2023). Vlog-based history learning is not just an innovation in learning media, but this media is a concrete example of the implementation of 21st-century learning in the digital age. This learning method encourages students to develop 21st-century skills such as critical thinking, creativity, communication, and collaboration by utilizing the full potential of digital technology to make history learning more lively, interesting, and relevant in this modern era. It is also an effective way for teachers to prepare students to face global challenges in the future.

CONCLUSION

Based on n-gain testing on student learning activeness data in class XI 5, the gain value is 0.4381 or 43.8120% with the category that the increase in student learning activeness in class XI 5 is moderate. The increase in historical comprehension is also seen in class XI 5 through n-gain testing on students' posttest and pretest scores. The n-gain test shows the results that the increase in historical comprehension of students in class XI 5 after being treated with the application of vlog history-based history learning obtained a result of 0.8604 or 86.036% with a high gain category.

The application of vlog history media in learning history is the answer to the demands of today's digital era learning, in vlog history shows the teacher as a content creator performs a contemporary digital visual style of learning to be able to encourage students' activeness in learning. The use of vlog history in history learning provides the latest way of delivering learning material that adapts the learning style of students to technological developments. Through vlog history media, students will learn history in a contemporary, interesting and contextual style so that the material presented will be easily understood by students and will affect the historical comprehension ability of students regarding historical events displayed in vlog history. The vlog history that teachers create can support the importance of 21st century competencies where the majority of students are digital natives.

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