

The Influence of Video Vlogs in the Wonocolo Bojonegoro Texas Region on Increasing Students' Learning Motivation in The Subject of Social Sciences

Armawati Hidayati¹ (Institut Agama Islam Al-Fatimah Bojonegoro, Indonesia)

Sri Setyowati² (Institut Agama Islam Al-Fatimah Bojonegoro, Indonesia)

Mega Prani Ningsih³ (Universitas Siliwangi, Indonesia)

Received: 08-06-2024

Accepted: 04-09-2024

Published: 01-10-2024

DOI: <https://doi.org/10.26740/ijgsme.v2n2.p12-24>

e-ISSN : 2987-9140

Volume : 2 No. 2, (2024)

Page : 12-24

Abstract

The aim of this research is to determine how video vlogs in the Wonocolo Bojonegoro Texas area increase student learning motivation in social studies subjects. This research uses quantitative experimental methods. The data collection technique uses a questionnaire. Validity test and reliability test are instrument tests used in this research activity. The research was conducted at Al-Fatimah Middle School, Bojonegoro, involving 30 class VII students. The data analysis techniques used are classical assumption testing, simple linear regression model testing and hypothesis testing. The results of the research show that there is a significant influence between vlog videos on student learning motivation in social studies subjects at Al-Faorotimah Middle School, Bojoneg. The regression equation is $Y = 24.532 + 0.924X$. From the termination coefficient test, it is known that there is a vlog effect of 75.3% on student learning motivation in social studies subjects. The hypothesis test obtained significance < 0.05 ($0.001 < 0.05$), so H_0 was rejected. This means that the partial influence of video vlogs in the Texas Wonocolo Bojonegoro region on student learning motivation in social studies subjects is significant.

Keywords: Vlog Video, Learning Motivation, Wonocolo

1. INTRODUCTION

In the era of globalization, information and communication technology has progressed very rapidly, and offers convenience in learning (Prasetya et al., 2023). Therefore, in order not to be left behind in education from current developments, it is necessary to make adjustments, the main ones in the teaching factors that will be implemented by teachers when the teaching and learning process takes place in the classroom. One of the teaching factors is learning media.

Everything that can be used to distribute messages from the sender to the recipient, can then stimulate a student's thoughts, feelings, attention and interest while carrying out the learning process optimally, this is an explanation of learning media (Ramli, 2012). Before determining the media for learning, the first step that teachers can take is to get to know students in terms of their characteristics and types of learning, both individually and as a whole. This is done to ensure that the learning media used is appropriate to the conditions of the students and will have an impact on the messages that can be conveyed in teaching and learning that are easily accepted and that students really understand what is being taught.

One of them is in social studies learning. Article 37 of the National Education System Law states that the social studies subject is a mandatory content that needs to be in the primary and secondary education curriculum. According to Somantri in Sapriya (2015), education in social

Corresponding Author: E-mail: armawatihidayati@iai-alfatimah.ac.id

©2023 IJGSME

studies is a simplification or can also be called an adaptation in the disciplines of social sciences and humanities, and is an activity as a basis for humans in organizing and presented in a scientific, pedagogical or psychological way. useful for a purpose in education.

Based on the Content Standards of Minister of Education and Culture Regulation No. 22 of 2006, social studies learning is intended to improve the ability to recognize concepts about life in society and the environment. Have a basic ability to think logically and critically, high curiosity, inquiry, problem solving and skills in social life. Have a commitment and awareness of social and human values. Have several abilities, namely firstly communication, secondly cooperation, thirdly competition in diverse communities at the local, national and international levels. So social studies learning plays an important role for the Indonesian people. This is because through social studies learning students can relate various aspects of social life. This is also supported by Ellis, Arthur K's statement that the aim of social studies learning is to help the younger generation develop their abilities as good citizens in making rational decisions that can be accepted by all parties.

However, according to Karima (2018), social studies lessons tend to be uninteresting, have an indoctrinative approach, second class, which have been considered trivial, have a boring nature and many more negative impressions of the subject. Social Sciences. By conducting pre-research held at Al Fatimah Middle School, Bojonegoro, the results also show facts in the field that during the social studies learning process it was still based on behaviorism or it could be said that during the learning process teachers only provided one-way information to their students. Apart from that, in the learning process teachers emphasize more on aspects of knowledge, facts and concepts that are rote. Meanwhile, the media usually uses only textbooks, worksheets, PPTs, and learning videos related to the material to be studied, but not many of these videos are appropriate to the learning material and do not attract students' attention so that they are motivated to study social studies. Therefore, student learning motivation in social studies subjects at Al Fatimah Middle School, Bojonegoro needs to be increased.

Encouragement of students to learn and have the aim of changing behavior which basically contains elements that have a supportive nature, namely an explanation of learning motivation (Uno, 2018). There are two factors that influence motivation, namely intrinsic and extrinsic factors. Intrinsic factors are firstly desire, secondly the desire to succeed, thirdly encouragement of the need to learn and fourthly hope for goals. In terms of extrinsic factors, namely first, appreciation, when studying, you have an environment that is conducive and interesting, not boring.

Basically, motivation can help understand and explain student behavior, including student behavior when carrying out learning activities. Apart from that, the intensity of motivation that students have can later determine the student's learning achievement. According to Robert C. Beck in Hamzah (2018), direct observation cannot be done, but interpretation of behavior can be done, this can be said about motivation.

Based on the explanation above, there is a need for innovation in the field of education that can increase student learning motivation, especially in social studies lessons using learning media. Interesting learning media will then influence students' learning motivation, when the

teacher displays something that can attract students' attention, students will be encouraged to know what the teacher wants to convey, therefore the learning process will be more enjoyable.

The video vlog in the Texan Wonocolo Bojonegoro region, which can be used in the research carried out, will later display recordings of observations about an incident with information revealed by eyewitnesses relating to local content documentary content and packaged simply via the YouTube channel. Social Studies Learning in the Texas Wonocolo Region is an oil producing area that is managed by the community traditionally. Petroleum is one of the natural resources in Indonesia which is very important in supporting the national economy, and is a mandatory component of the primary and secondary education curriculum. However, don't forget that in the vlog video, the researcher still uses interdisciplinary social studies studies. Where later this interdisciplinary IPS study will use a review of various points of view in allied and relevant sciences, for example firstly geography, secondly history, thirdly economics, fourthly sociology, fifthly politics, sixthly law, and seventhly, namely culture in an integrated manner.

The use of video vlogs as a learning medium in the current digital era shows significant development. One example is the influence of the Wonocolo Bojonegoro Texas Region vlog video on increasing student learning motivation in Social Sciences (IPS) subjects. These vlog videos provide an interesting visual representation of various aspects of the social, cultural and historical life of the region, which are often not explored in standard textbooks. The involvement of local elements in learning helps sharpen students' understanding of their own environment and how this interacts with broader social studies concepts.

The Wonocolo Bojonegoro Texas Region vlog video creates a more immersive and interesting learning experience for students. By watching videos that show real life from their region, students not only get information, but also feel an emotional connection to the lesson material. This increases curiosity and motivation to learn more about the subject. This kind of experience-based education has proven effective in increasing student engagement and facilitating deeper understanding.

Apart from that, this vlog video also supports the development of students' critical skills. They were invited to analyze and reflect on the information presented in the video, which involved social, economic, and political aspects of the Wonocolo Texas Region. This activity strengthens analytical skills which are an important component in social studies studies. By encouraging students to think critically about local content, they become better prepared to understand and assess more complex social issues in the future.

The integration of video vlogs in learning also allows for more adaptive and personalized education. Teachers can use the videos as a flexible teaching tool, which can be adapted to each student's learning needs and preferences. In the context of social studies, this is very valuable because it helps convey relatively abstract material more real and relevant to students' lives. Additionally, students who may struggle with traditional learning methods may benefit more from the visual and narrative approach offered by vlog videos.

Researchers hope that the video vlog can have an influence on students' learning motivation in social studies subjects at Al-Fatimah Bojonegoro Middle School, as well as later students will become more familiar with the potential and characteristics that exist in their area. Furthermore, with this learning motivation, students can have an interest in exploring more

about what they learn in social studies lessons. If we compare previous studies, in this study the researchers tried to test whether vlog videos really had an effect on students' learning motivation in social studies subjects. Based on the explanation that has been given, the researcher is interested in carrying out experimental research entitled "The Influence of Vlog Videos in the Tekas Wonocolo Bojonegoro Region on Student Learning Motivation in Social Sciences Subjects at Al-Fatimah Middle School, Bojonegoro".

2. METHOD

This research uses quantitative methods and has a type of research, namely experimental type. Research that can be relied on scientifically or can be said to be valid is experimental research (Borg & Gall, 2007). This is because experimental research can carry out strict control over disturbing variables that are outside the experiment. According to Emmory in Jaedun (2011), experimental research is a special form of investigation that is used to determine what variables and how they form a relationship between one another. Based on a concept, namely the classic concept of experimental research which is used in determining an influence originating from a treatment variable or what is called an independent variable on an impact variable or can be called a dependent variable. So it can be concluded that experimental research can be carried out deliberately by the researcher in a way by giving a certain treatment to the subject to be researched in order to generate an event that will be carried out and its consequences.

The experimental research design uses the true experimental design method with a posttest-only design. The reason researchers choose a true experimental design is because they can control all external variables that can influence the course of the research. This experimental research procedure was carried out using steps, namely: 1) Preparation stage, which consisted of conducting research design, literature study, preparing learning media in the form of vlog videos and research instruments, as well as validation of learning media in the form of vlog videos and research instruments. 2) The research implementation stage, which includes the use of learning media in the form of vlog videos carried out on the group being treated or also called the experimental group. 3) Data is processed and analysis is carried out. 4) the research results obtained then conclusions are drawn.

The research carried out had a population of 120 people, namely students at Al-Fatimah Middle School, Bojoengoro. Purposive sampling technique is the technique used in this research. This technique is used if the target sample to be studied has certain characteristics, therefore it is not taken with other samples that do not meet the characteristics that have been determined (Mulyatiningsih, 2011). The researcher made the determination using class VII-2 students who had 30 students used as the class sample for the experiment. The sampling in both classes was based on low motivation, and can be seen from the enthusiasm of students who tend to pay less attention during the social studies learning process. Questionnaires are the data collection technique used. In the questionnaire technique used to obtain data from subjects, namely class VII-2 students used for the experimental class and students in class VII-4 as the control class regarding the influence of vlog videos on student learning motivation in social studies subjects at Al-Fatimah Middle School Bojoengoro. The questionnaire sheet is an instrument used using a questionnaire scale on student learning motivation which has been prepared on the basis of several indicators to be measured. To obtain questionnaire statement items that have quality characteristics, before using a questionnaire, a test will be

carried out first. This test includes validity and reliability. Classic assumption testing, simple linear regression model testing and hypothesis testing are the data analysis techniques used.

3. RESULT AND DISCUSSION

RESULTS

The research carried out was included in experimental research. Posttest-only control design is the form of design chosen in the research conducted. The posttest-only control design in this research design was chosen non-randomly, where there were 2 groups, including the experimental group and the control group. In the experimental group, vlog videos were used, while the control group continued with the learning previously carried out. The researcher determined the students, namely class VII-2, which had 30 students used as the experimental class sample.

The research used a questionnaire for data collection. The instrument used is a questionnaire sheet using a questionnaire scale on student learning motivation which has been prepared based on several indicators that will be measured, namely the presence of a desire, the desire for success, the existence of an encouragement and desire to succeed, there are hopes and aspirations for the future. In the future, there is an appreciation for the learning carried out, there are interesting activities when studying, and there is a conducive learning environment. Researchers modified 35 statements using answer choices using a Likert scale at intervals of 1 to 5, namely SS: Strongly Agree, S: Agree, RR: Undecided, TS: Disagree, STS: Strongly Disagree. Then the criteria for favorable or positive statements are SS (Strongly Agree) with a score of 5, S (Agree) with a score of 4, RR (Doubtful) with a score of 3, TS (Disagree) with a score of 2, STS (Strongly Disagree) with a score of 1. Likewise, in the criteria for unfavorable statements or negative answers, SS (Strongly Agree) with a score of 1, S (Agree) with a score of 2, RR (Doubtful) with a score of 3, TS (Disagree) with a score of 4, STS (Strongly Disagree) with a score of 5.

To obtain questionnaire statement items that have quality characteristics, before they are used, the questionnaire will be tested first. The trial in this research was carried out on April 21 2024 in class VII-3 of Al-Fatimah Middle School, Bojonegoro with a total of 32 students and was not part of the research sample. This test will include validity and reliability. An item can be declared valid if the Pearson Correlation calculation result is $> r$ table (5% significance). In the Product Moment r table with the number of data respondents being $(n) = 32$, the r table is 0.349, so that the items from the statement scale on student learning motivation totaling 35 items in the statement, there are 30 items that have been said to be valid and 5 items have been declared invalid. and cannot be used, as for the calculation results from the reliability test of the student learning motivation questionnaire, there are 30 items, namely:

Table 1 Reliability Test Results

Cronbach's Alpha	N of items	Information
0.902	30	Reliabel

In Table 1 it is known that the result of the Cronbach's Alpha value is 0.902 after which it is compared with the alpha coefficient value. Having a Cronbach's Alpha value greater than 0.60 means that the reliability of a variable construct can be said to be reliable. So that the items from the 30-item learning motivation statement scale from students were declared reliable.

Furthermore, before carrying out an analysis using simple linear regression, the classic regression assumptions are tested first. This is because the linear regression model is declared a good model, namely if it is in accordance with several classical regression assumptions. The assumptions in classical regression include that the residual data is normally distributed, and that multicollinearity and autocorrelation do not occur, as well as cases of homoscedasticity.

Table 2 Results of the One-Sample Kolmogorov-Smirnov Normality Test

N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.60079303
Most Extreme Differences	Absolute	.152
	Positive	.152
	Negative	-.082
Test Statistic		.152
Asymp. Sig. (2-tailed)		.056 ^c

Based on table 2, it is found that the Asymp value. Sig (2-Tailed) is 0.056. It means $0.056 > \alpha$ value (0.05), therefore the conclusion is that the data is normally distributed (assumptions are met). In this study, there was no need for a multicollinearity test, this was because the independent variable used in the research was only 1, vlog video.

Table 3 Homoscedasticity Test Results

Coefficients ^a					
Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	1.332E15	15.266		15.266	1.000
X	.000	.142	.000	.000	1.000

From Table 3, it can be seen that the significance value of the influence of all independent variables with the model residual is 1. This means $1 > \alpha$ value (0.05). So the conclusion is that there is no significant influence on the independent variables on the model residuals or it can be said that the variety of model residuals is homogeneous or there has been a case of homoscedasticity (assumptions are met).

Table 4 Autocorrelation Test Results

Model	dL	dU	DW	4-dua	4-dL
X -> Y	1,3734	1,5019	1,835	2,4981	2,6266

From Table 4, it can be seen that the DW value of 1.835 is between dU. then the conclusion is that there is no or no autocorrelation in the residuals of the regression model or the assumptions are met. After testing the classic regression assumptions, the next step is linear regression modeling and hypothesis testing of the regression model, which contains two tests, namely the t test and the f test, namely:

Table 5 Results of Linear Regression Model Equations

Coefficients ^a					
Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	24.532	15.266		1.534	.135
X	.924	.142	.722	5.719	.000

Based on Table 5, the equation of the linear regression model is obtained, namely: $Y = 24,532 + 0.924X$. This means that the value of 24,532 contained in the constant coefficient illustrates that the student's learning motivation without involving the influence of vlog videos is 24,532. Meanwhile, the value of 0.924 contained in the X coefficient illustrates that vlog videos are able to provide an increase in student learning motivation of 0.924 for every increase in one unit of vlog video.

Table 6 Results of calculating the coefficient of determination (R^2)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	DurbinWatson
1	.753 ^a	.522	.506	7.726	1.835

Based on Table 6, it is found that R^2 is 0.522 which is expressed in percent form, namely 52.2%. From the results of calculating R, the conclusion is that the variable Meanwhile, the remaining 47.8% is explained by other X variables which were not studied by the researcher. After carrying out linear regression modeling, the next step is that the researcher carries out a regression model hypothesis test with 2 tests, namely the t test and the f test, namely:

Table 7 T Test Results

Coefficients ^a					
Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	23.421	15.266		1.534	.135
X	.812	.142	.75	5.719	.001

Based on Table 4.8, it is found that the t value $>$ t table ($5,719 > 2,042$) and with a significance < 0.05 ($0.001 < 0.05$), then H_0 is rejected. This means that video vlogs have an influence on students' learning motivation in social studies subjects at Al-Fatimah Middle School, Bojonegoro. Or it can be concluded that the partial (alone) influence of vlog videos on student learning motivation in social studies subjects at Al-Fatimah Middle School, Bojonegoro is significant.

Table 8 F Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1952.566	1	1952.566	32.708	.000 ^b
Residual	1790.934	30	59.698		
Total	3743.500	31			

Based on Table 4.9, it is found that the calculated f value $>$ f table ($32,708 > 4.17$) and with a significance < 0.05 ($0.000 < 0.05$) then H_0 is rejected. This means that vlog videos have an influence on students' learning motivation in social studies subjects at Al-Fatimah Middle School, Bojonegoro. So it can be concluded that the simultaneous or joint influence of video vlogs on student learning motivation in social studies subjects at Al-Fatimah Middle School, Bojonegoro is significant.

DISCUSSION

Based on the results of the data analysis described above, it was found that the results of the independent variable or (X) or independent variable in this research, namely the vlog video, had a significant effect on the dependent variable (Y) or dependent variable, namely student learning motivation in social studies subjects in junior high school. Al-Fatimah Bojonegoro. This is shown from the calculation of the linear regression model which shows that the constant coefficient value is 23,421 and the independent variable coefficient (X) is 0.812. So we get a linear regression model equation in the form of $Y = 24.532 + 0.924X$. The value of 24,532 contained in the constant coefficient illustrates that student learning motivation without involving the influence of vlog videos is worth 24,532. Meanwhile, the value of 0.924 in the independent variable coefficient (X) illustrates that vlog videos are able to increase student learning motivation by 924 for every increase in one unit of vlog video.

The coefficient of determination (R^2) also showed that R^2 was 0.522 which was expressed in percent form, namely 52.2%. This means that the independent variable (X), namely the vlog video, is able to explain the dependent variable (Y), namely student learning motivation in social studies subjects at Al-Fatimah Middle School, Bojonegoro, which is 52.2%. Then there is a remainder, namely 47.8%, which has been explained in the independent variable (X), which was not examined by the researchers in this research.

Derived from the results obtained in the analysis of the regression model hypothesis test, namely the t test and f test, it was also found that there was a significant influence of the independent variable or (X), namely video vlog, on the dependent variable (Y), namely student learning motivation in social studies subjects at SMP Al -Fatimah Bojonegoro. This is shown by the results of the first calculation, namely the t test with a value of 5,719, as well as in the table a number of 2,042 with a significance level of 5% and 2 sides, which means H_0 is rejected and H_a is accepted. Therefore, the conclusion that can be derived from the t test is that the partial (alone) influence of vlog videos on student learning motivation in social studies subjects at Al-Fatimah Middle School, Bojonegoro is significant.

From the results of the second calculation, the f test is 32,708, and in the f table it is 0.001 with a significance level of 5%, which means that H_0 is rejected and H_a is accepted. Therefore, the conclusion from the f test is that the simultaneous (together) influence of vlog-based videos on student learning motivation in social studies lessons at Al-Fatimah Middle School, Bojonegoro is significant. Therefore, a conclusion can be drawn that vlog videos have a significant effect on students' learning motivation in social studies lessons at Al-Fatimah Middle School, Bojonegoro. Where in social studies lessons at Al-Fatimah Middle School, Bojonegoro, using video vlogs can prove that the students have quite high motivation to learn in social studies lessons.

The vlog video for the Wonocolo Bojonegoro Texas region presents traditional oil mining activities managed by the local community. Oil drilling in Texas, Wonocolo, Bojonegoro, is an important example in learning Social Sciences (IPS), especially in the economic context and its impact on local communities. This decades-long drilling activity not only contributes to the local economy, but also provides an opportunity to understand broader social and economic dynamics. In a learning context, this phenomenon can be used as a case study that is rich in economic, geographic and social interaction aspects.

As a valuable natural resource, oil in Wonocolo Texas provides significant economic opportunities for the region (Calyandra & Idajati, 2020). Students can learn how natural resources affect a region's economic growth, including the jobs created and the local economy's dependence on certain industries. It also allows discussion of government policies in natural resource management, as well as their impact on regional and national income.

From a social perspective, oil drilling in Bojonegoro offers an opportunity to explore the resulting social impacts, such as urbanization, changes in employment structures, and demographic dynamics (Tuzyahroya & Sariffuddin, 2020). Students can learn how economic changes impact migration patterns and demographics in an area. This discussion can be expanded to include aspects such as changes in cultural values and the adaptation of local communities to economic and technological changes.

In an environmental context, oil drilling activities often have significant ecological impacts (Idajati et al., 2021). This is an opportunity for students to learn about environmental issues such as pollution, industrial waste management, and sustainable practices (Siti et al., 2019). They can explore how environmental policies are implemented and their impact on nature conservation. This discussion is important to understand the balance between exploitation of natural resources and environmental conservation.

Through a case study of oil drilling in Wonocolo Texas, students have the opportunity to develop their understanding of economic geography concepts. They can learn about the distribution of natural resources, their influence on local and global economic and political maps (Setiawan & Kristanto, 2017). This opportunity to conduct real case analysis helps deepen students' critical and analytical skills, while reinforcing the abstract concepts they learn in social studies classes. This not only enhances their understanding of the world, but also prepares them to face complex issues in the future with more integrated insights.

Vlog video media has become an effective tool in the world of education, especially in increasing motivation to learn Social Sciences (IPS) subjects. With its interactive and visual format, vlogs are able to present content that is interesting and easy to understand, thus triggering students' curiosity and interest in the subject matter (Pematang et al., 2023). Educational vloggers often use relatable narratives and dynamic presentations, which not only convey information but also evoke emotions and personal responses from their viewers (Marifah & Amaliyah, 2022). This is very influential in increasing learning motivation because students feel more connected and involved with the material being taught.

Vlogs can accommodate a variety of different learning styles, such as visual, auditory and kinesthetic (Prasetya et al., 2024). Vloggers often integrate elements such as graphs, diagrams, and animations that make it easier to understand abstract concepts in social studies, such as government systems, economics, and social interactions. In this way, students who may not respond well to traditional teaching methods can gain knowledge in a way that better suits their way of learning. This increases self-confidence and motivation to continue exploring the topic more deeply.

The interactivity offered by vlog media also plays an important role in increasing learning motivation (Sepriyani & Anjelina, 2021). Many educational vlogs encourage active audience participation through comment columns, quizzes and live questions and answers (Maryani et al., 2022). This interaction allows students to ask and clarify their doubts in real-time, which

is an important factor in active learning (Masrucha et al., 2021). It also creates a learning community where students can share their knowledge and experiences with others, increasing the sense of involvement and motivation to learn collectively.

The availability and ease of access to educational vlogs allows students to learn at their own pace (Khotimah & Rizal, 2024). They can watch and review course material at any time and from anywhere, providing flexibility that traditional classroom learning methods cannot offer (Kurniawati et al., 2024). This quality is very important in motivating students who may need more time to understand certain material or for those who want to deepen their knowledge outside of school hours. Thus, vlogs not only increase motivation but also help in strengthening students' understanding and academic performance in social studies subjects.

This study reveals that the use of video vlogs plays an important role in increasing student motivation in Wonocolo Bojonegoro. Hung (2011) argued, in the context of learning, vlogs provide an interactive medium that is closer to students' daily lives, making the learning material more relevant and engaging. As a multimedia-based learning resource, video vlogs leverage the power of visual and auditory elements to capture students' attention, which in turn enhances their involvement in Social Sciences lessons (Vu et al., 2021). This is in line with constructivist theory, which asserts that students are more likely to understand material presented through various senses, including visual and auditory, making the learning process more effective.

Video vlogs offer students the opportunity to learn independently and flexibly (Codreanu & Combe, 2019). By watching vlogs outside of school hours, students can review the material that has been taught or explore topics further based on their interests (Snelson, 2015). In this case, motivation to learn does not only come from external factors such as teachers or the curriculum, but also from the internal drive of students to deepen their knowledge. Therefore, vlogs can serve as a tool to enhance students' intrinsic motivation, which is crucial for achieving better learning outcomes.

The positive influence of video vlogs on students' learning motivation in Wonocolo can also be seen in how the learning material presented through vlogs becomes easier to understand. According to Asnur et al., (2024) many students struggle to grasp abstract concepts in Social Sciences, but with video vlogs that illustrate the material in a more digestible format, this reduces barriers in the learning process. Additionally, the variety of video vlogs available, which students can choose based on their interests, gives them the freedom to control their own learning process, which certainly boosts their confidence (Lahagu et al., 2024).

However, there are challenges to consider when implementing video vlogs in education. Although many students feel interested and motivated to learn through vlogs, not all students have equal access to adequate technology and the internet. In areas like Wonocolo Bojonegoro, where access to technology is still limited, this can become a significant obstacle. Therefore, it is important to pay attention to the distribution of technology and more equitable internet access so that all students can benefit from the use of video vlogs in the learning process.

Video vlogs contribute significantly to increasing students' learning motivation, especially in Social Sciences education in Wonocolo Bojonegoro. Despite challenges related to technology access, overall, vlogs have proven to be an effective tool in sparking students' interest in

learning, particularly in facilitating more interactive and enjoyable learning. Therefore, in the future, the use of video vlogs in education should be further developed, with special attention given to meeting the technological needs of all students to ensure that more inclusive and equitable learning can be achieved.

4. CONCLUSION

Based on the results of research and researchers conducting discussions related to this research with the title "The Effect of Vlog Videos on Student Learning Motivation in Social Sciences Subjects at Al-Fatimah Middle School Bojonegoro", conclusions can be drawn namely: 1. From the coefficient of determination (R^2) it is found that R^2 is 0.522 which is expressed in percent form, namely 52.2%. Shows that the independent variable (X), namely the vlog video, is able to explain the dependent variable (Y), namely student learning motivation in social studies subjects at Al-Fatimah Bojonegoro Middle School of 52.2%, and has a remaining 47.8% which can be explained on the independent variable (X) the other research was not carried out by the researcher. 2. The results of the t test showed that the $t_{count} > t_{table}$ ($5,719 > 2,042$) and significance was smaller than 0.05 ($0.000 < 0.05$), therefore H_0 was rejected and H_a was accepted. This means that there is a significant influence of vlog videos on students' learning motivation in social studies subjects at Al-Fatimah Middle School, Bojonegoro.

REFERENCES

- Asnur, L., Jalinus, N., Faridah, A., Santosa, T. A., Ambiyar, R. D., & Utami, F. (2024). Video-blogs (Vlogs)-based Project: A Meta Analysis. *International Journal on Advanced Science, Engineering & Information Technology*, 14(5).
- Borg, R. W., & Gall, M. D. (2007). *Educational Research and Introduction The Eight Edition*. Pearson Education, Inc.
- Calyandra, A. F., & Idajati, H. (2020). Identifikasi Karakteristik Partisipasi Masyarakat dalam Pengembangan Pariwisata Geotourism. *JURNAL TEKNIK ITS*, X(Y), 174–181. <https://10.12962/j23373539.v9i2.56126>
- Codreanu, T., & Combe, C. (2019). *Vlogs, video publishing, and informal language learning*. The Handbook of Informal Language Learning, 153-168.
- Hung, S. T. (2011). Pedagogical applications of Vlogs: An investigation into ESP learners' perceptions. *British journal of educational technology*, 42(5), 736-746. <https://doi.org/10.1111/j.1467-8535.2010.01086.x>
- Idajati, H., Calyandra, A. F., & Nurliyana, F. U. (2021). Community participation form and level in the development of Geotourism in Wonocolo Village , Bojonegoro Regency Community participation form and level in the development of Geotourism in Wonocolo Village , Bojonegoro Regency. *IOP Conf. Series: Earth and Environmental Science*, 778, 1–15. <https://doi.org/10.1088/1755-1315/778/1/012012>
- Jaedun, A. (2011). *Metodologi penelitian eksperimen*. Fakultas Teknik UNY, 12..
- Karima, M. K. (2018). Permasalahan Pembelajaran IPS dan Strategi Jitu Pemecahannya. *Jurnal Pendidikan*, 2(1), 43–53.

- Khotimah, A. H., & Rizal, M. S. (2024). Penggunaan Media Pembelajaran Berbasis Video dalam Pengerjaan Proyek Vlog pada Materi Teks Berita. *Jurnal Inovasi, Evaluasi, Dan Pengembangan Pembelajaran* (JIEPP), 4(1), 68–74. <https://doi.org/10.54371/jiepp.v4i1.380>
- Kurniawati, R. A., Putra, A. K., & Wirahayu, Y. A. (2024). Podcast multimedia in inquiry learning: fostering environmental awareness and attitudes for geography students. *International Journal of Geography, Social, and Multicultural Education* (JGSME), 1(3), 37–49. <https://doi.org/10.26740/ijgsme.v1n3.p37-49>
- Lahagu, K, Y., Zebua, F., bwamenewi, A & Harefa, F. (2024). The Effectiveness of the Use of Video-Based Learning Media on Student Learning Motivation on Fable Story Material. *World Psychology*, 3(2), 268-274. <https://doi.org/10.55849/wp.v3i2.651>
- Marifah, S., & Amaliyah, N. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Google Slide pada Mata Pelajaran IPS Sekolah Dasar. *Jurnal Basicedu*, 6(4), 7563–7572. <https://doi.org/10.31004/basicedu.v6i4.3596>
- Maryani, N., Fauzi, A., & Saefurrohman, A. (2022). Pengembangan Strategi Pembelajaran Every One is A Teacher Here Dengan Media Vlog Pada Pembelajaran PAI (Studi di SMA dan SMK Malnu Pusat Menes). *PDSH Jurnal Pendidikan Dasar dan Sosial Humaniora*, 1(8), 1515–1524. <https://doi.org/10.53625/jpdsh.v1i8.2346>
- Masrucha, N., Ayu, I. G., Sinta, A., & Suryanto, I. W. (2021). Penerapan Model Pembelajaran Project Based Learning Melalui Media Vlog Untuk Meningkatkan Minat Belajar Dan Prestasi Belajar Siswa. *Cetta: Jurnal Ilmu Pendidikan*, 4(3), 635–643. <https://doi.org/10.37329/cetta.v4i3.1439>
- Mulyatiningsih, E. (2011). *Metode Penelitian Terapan Bidang Pendidikan*. Alfabeta.
- Pematang, N., Tahun, S., Sirait, J. R., Sihombing, S., & Simatupang, L. (2023). Pengaruh Pemanfaatan Media Sosial Youtube Pada Mata Pelajaran IPS Terpadu Kelas VIII SMP. *Jurnal Pendidikan Indonesia: Teori, Penelitian Dan Inovasi*, 2(6), 82–99. <https://doi.org/10.59818/jpi.v3i4.360>
- Prasetya, S. P., Faduribun, F. F., Sitohang, L. L., & Hidayati, A. (2024). Effects of Learning Strategies and Learning Styles on Learning Performance in The Social Sciences Subject of Disaster Mitigation. *Anatolian Journal of Education*, 9(1), 215–230. <https://doi.org/10.29333/aje.2024.9115a>
- Prasetya, S. P., Murtini, S., Anggareni, L., & Hidayati, A. (2023). The Influence of Implementing the Geography Virtual Laboratory (Geovlab) on Interest and Increasing Academic Achievement Abilities. *International Journal of Social Science and Education Research Studies*, 03(10), 2011–2016. <https://doi.org/10.55677/ijssers/V03I10Y2023-06>
- Ramli, M. (2012). *Media dan Teknologi Pendidikan*. IAIN Antasari Press.
- Sapriya. (2015). *Pendidikan IPS*. Remaja Rosdakarya.
- Sepriyani, E. M., & Anjelina, D. (2021). Efektifitas Penggunaan Vlog (Video Blog) Dalam Menunjang Pembelajaran Siswa. *INNOVATIVE*, 1(1), 22–26. <https://doi.org/10.31004/innovative.v1i1.3455>

- Setiawan, J., & Kristanto, D. (2017). *The Traditional Petroleum Well in Wonocolo Area as a Beautiful Education Tourism Object*. Regional Geoheritage Conference, October.
- Siti, H. A., Sri, K., & Marita. (2019). Improving Society Empowerment of Traditional Oil Miners at Old Wells of Wonocolo. *RJOAS Russian Journal of Agricultural and Socio-Economic Sciences*, 3(87), 335–339. <https://doi.org/10.18551/rjoas.2019-03.40>
- Snelson, C. (2015). Vlogging about school on YouTube: An exploratory study. *New Media & Society*, 17(3), 321-339. <https://doi.org/10.1177/1461444813504271>
- Tuzyahroya, Y. U., & Sariffuddin, S. (2020). Traditional oil miners reach their prosperity : an assessment of social welfare in Wonocolo , Indonesia. *JOURNAL OF DEGRADED AND MINING LANDS MANAGEMENT*, 7(4), 15243. <https://10.15243/jdmlm.2020.074.2337>
- Vu, N. N., Hung, B. P., Van, N. T. T., & Lien, N. T. H. (2021). Theoretical and instructional aspects of using multimedia resources in language education: A cognitive view. *Multimedia Technologies in the Internet of Things Environment*, 2, 165-194. https://doi.org/10.1007/978-981-16-3828-2_9