

Utilization of Documentary Video Learning Media in Improving Students' Learning Motivation in The History Lesson of Grade XI TKJ at State Vocational High School 1 Banawa

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ABSTRACT

This study aims to analyze the use of documentary video-based learning media to increase student learning motivation in history in grade XI TKJ SMKN 1 Banawa. The background of this study is based on the low motivation of students in learning history when only using conventional methods, so a more engaging, contextual, and appropriate media is needed for students' characteristics. This study used a qualitative approach with descriptive methods. Data were collected through observation, interviews, and documentation over seven meetings, then analyzed through data reduction, data presentation, and conclusion drawing. The results showed that the use of documentary video can increase student learning motivation. This was evident in increased student enthusiasm during learning, active participation in discussions, courage to ask questions, and willingness to summarize the video content. Teachers also stated that students became more focused, understood historical events more easily, and did not get bored easily. Challenges encountered included limited technical facilities such as projectors and speakers, limited personal devices for re-watching videos, and some students' unfamiliarity with learning through audiovisual media.

Keywords: *Learning Media, Documentary Videos, Learning Motivation, History.*

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INTRODUCTION

Education is a fundamental aspect of human life that plays a vital role in shaping character, increasing knowledge, and advancing a nation (Darmaningtyas, 2013). Through education, individuals acquire not only knowledge but also the skills and attitudes necessary to face life's challenges. Therefore, the learning process must be designed effectively to optimally achieve educational goals (Abidin, 2021). In the context of history learning, a common challenge is low student interest and motivation. This is caused by monotonous learning methods and a lack of varied and engaging learning media (Susanto & Akmal, 2019).

History learning plays a strategic role in instilling national values and an understanding of the processes of social change occurring in society (Sutrisno, 2011). However, history lessons are often considered boring by students because they tend to focus on memorizing facts and dates without providing contextual and engaging learning experiences (Rahmadi, 2019). Therefore, innovations in learning methods are needed to increase student motivation and engagement, one of which is through the use of technology-based learning media such as documentary videos (Wahyuni, 2020). Documentary video learning media is an audio-visual medium that combines sound and visual elements, providing a more realistic and engaging learning experience (Arsyad, 2019). The use of documentary videos in history learning allows students to directly visualize historical events, figures, and social contexts that are difficult to convey through conventional methods (Mayer, 2021). This aligns with multimedia learning theory, which states that the simultaneous delivery of information through audio and visuals can improve student understanding and retention (Mayer, 2021). Furthermore, documentary videos can also stimulate student learning motivation by creating a more interactive and enjoyable learning environment (Rahardjito, 2018).

Previous research has shown that the use of documentary videos in history learning can improve students' learning outcomes and critical thinking skills (Nurniati, 2023; Noor, 2020). However, the implementation of this media also faces obstacles such as limited technical facilities, excessively long video durations, and language that is difficult for students to understand (Nifla Juniar Shivani, 2025). Therefore, further research is needed to explore the process of utilizing documentary video media in history learning and its impact on student learning motivation, particularly in vocational schools, which have different student characteristics than regular schools.

This study aims to describe the process of utilizing documentary video learning media in history learning in the 11th grade Computer and Network Engineering (TKJ) students of SMK Negeri 1 Banawa, and to determine how this media can increase student learning motivation. Furthermore, this study also identifies obstacles faced by students when using documentary video media in history learning. Therefore, the results of this study are expected to provide practical contributions to history teachers in developing more effective and engaging learning methods, as well as provide theoretical benefits in the development of technology-based learning media.

This research is expected to provide practical and theoretical benefits. Practically, the results can serve as a guide for history teachers in developing more engaging and effective learning methods by utilizing documentary video media (Sukiman, 2020). For students, this media is expected to increase motivation and deepen their understanding of historical material (Rahardjito, 2018). Theoretically, this research contributes to the development of technology-based learning theory, particularly in the use of documentary video media as an effective learning tool (Mayer, 2021).

METHOD

This study employed a descriptive qualitative research design aimed to gain a deeper understanding of the social phenomena related to the use of documentary video learning media to enhance student learning motivation in the history subject of grade XI Computer and Network Engineering (TKJ) at SMKN 1 Banawa. The qualitative approach was chosen because it allowed the researcher to explore the experiences, perceptions, and meanings given by the research subjects regarding the use of documentary video media in the learning process (Moleong, 2018). This design emphasized the collection of rich and contextual data through observation, interviews, and documentation, thus providing a comprehensive picture of the learning process and its impact on student learning motivation (Sugiyono, 2018).

Subjects/Population and Sample

The research subjects were 75 grade XI Computer and Network Engineering (TKJ) students at SMKN 1 Banawa, divided into several classes. The selection of grade XI Computer and Network Engineering (TKJ) as the population was based on the characteristics of students who are beginning to develop critical and analytical thinking skills, as well as their tendency to be more interested in practical and technological subjects, while history is often considered less engaging (Santrock, 2017).

The research sample was purposively selected by selecting one eleventh grade class of the Computer and Electronics Engineering (TKJ) that used documentary video as a learning medium in its history lessons. The sample also included the history teacher in charge of the class, the vice principal for student affairs, and the school's infrastructure manager to gain a broader perspective on the implementation of this learning medium. This purposive technique aligns with the objectives of qualitative research, which emphasizes selecting informants deemed most relevant and capable of providing in-depth information (Moleong, 2018).

Data Collection Procedure

Data collection was conducted using three main techniques:

1. Observation

Observations were conducted participatory in the classroom during the history learning process using documentary video as a medium. The researcher observed teacher and student activities, student engagement levels, classroom interactions, and the learning atmosphere during the video screening and post-video discussions. These observations aimed to obtain empirical data directly regarding the learning process and student responses (Sugiyono, 2018).

2. Interviews

Structured interviews were conducted with the history teacher, the vice principal for student affairs and infrastructure, and several selected students from grade 11 of the TKJ (Teaching and Learning) program. The interviews aimed to explore perceptions, experiences, and challenges faced in using documentary video media. Interview

questions were structured based on a prepared guideline to ensure the data collected was relevant to the research objectives (Moleong, 2018).

3. Documentation

Documentation in the form of photographs of learning activities, video recordings of the learning process, and supporting documents such as Lesson Plans (RPPs), teaching materials, and student work were collected to complement the observation and interview data. This documentation served as empirical evidence that strengthened the research findings (Sugiyono, 2018).

Data Analysis

Data analysis was conducted qualitatively with the following stages:

1. Data Reduction

Data obtained from interviews, observations, and documentation were selected and simplified to focus on information relevant to the research objectives. This process involved sorting data, grouping themes, and eliminating irrelevant data (Moleong, 2018).

2. Data Presentation

The reduced data was systematically organized into a descriptive narrative that describes the process of utilizing documentary video media, student learning motivation, and the challenges encountered. Direct quotes from interviews were used to provide an authentic picture of the research subjects' perceptions (Sugiyono, 2018).

3. Data Verification

To ensure data validity, the researcher triangulated sources by comparing data from observations, interviews, and documentation. Furthermore, the researcher double-checked with informants to confirm the accuracy of the data obtained (Moleong, 2018).

4. Conclusion Drawing

Conclusions were drawn based on a thematic analysis that connected the findings to relevant theories and literature. This process was inductive, where conclusions emerged from patterns and themes found in the data (Sugiyono, 2018).

FINDING AND DISCUSSION

RESEARCH RESULT

This research was conducted at SMK Negeri 1 Banawa, which was conducted from January 27 to February 20, 2025. The purpose of this study was to determine how the learning process takes place and to what extent documentary video media can significantly increase student learning motivation. During the observation, the class situation was relatively conducive for students consisting of 28 people with 15 male students and 13 female students.

1. The Process of Utilizing Documentary Video Learning Media

This study found that the use of documentary video learning media at SMKN 1 Banawa, particularly in grade XI TKJ, is structured and systematic. History teacher, Mrs. Novianti, S.Pd., utilizes documentary videos as a learning medium to present realistic visualizations of historical events, making the material easier for students to understand.

Planning Stage: The teacher selects a topic relevant to the curriculum, such as the G30S/PKI incident and Bung Karno's Footsteps, and develops a synopsis and learning objectives before showing the video. Mrs. Novianti stated, "I usually start the planning stage for making documentary videos for history lessons by determining a topic that aligns with the material I will be teaching" (Interview, January 26, 2025).

Implementation Stage: The video is shown using a projector and speakers in a comfortable classroom environment. The teacher provides an introduction and provides guiding questions to help students focus. After the screening, a discussion is held to deepen understanding. "Before showing a video, I usually give students a brief introduction to help them better understand the material being presented" (Interview, January 26, 2025).

Post-Screen Stage: Discussions and Q&A sessions are held to ensure students understand the material. The teacher also assigns summary assignments to reinforce understanding. Ms. Novianti added, "The post-screening video discussion is a very important part of the learning session, helping me understand how well students truly understand the material" (Interview, January 26, 2025).

One factor contributing to increased student motivation to learn is the ability of documentary videos to present historical events in a realistic way. Students can see firsthand how the events unfolded, which makes them feel more connected to the material being studied. This aligns with multimedia learning theory, which states that learning that involves more than one sense, such as sight and hearing, can increase students' absorption of information and understanding. Thus, documentary videos not only present facts but also build students' emotional connections to history.

However, while the use of documentary videos offers many benefits, there are several obstacles that need to be considered. One is that videos that are too long can cause students to lose focus. Some students expressed their preference for shorter, more interactive videos, allowing them to stay engaged in the learning process. Therefore, teachers need to select videos of an appropriate length and consider dividing long videos into segments with discussion breaks in between.

Overall, the use of documentary videos in history lessons in grade XI TKJ at SMK Negeri 1 Banawa has shown positive results in increasing student motivation. With the right approach and appropriate video selection, this medium can be an effective tool for creating engaging and meaningful learning experiences for students. This underscores the importance of innovation in teaching methods to improve the quality of education in the modern era.

2 The Effect of Documentary Videos on Student Learning Motivation

The use of documentary videos has been shown to increase student learning motivation in history. Ms. Novianti, S.Pd., observed that the classroom atmosphere became more conducive and students were more enthusiastic when watching videos. Students not only listened passively but also actively took notes and asked questions (Novianti, 2025).

Students Rezki, Revalina, Rahim, and Zibran stated that documentary videos made history material more interesting and easier to understand than traditional lectures. They felt more motivated and looked forward to history lessons because the videos were engaging (Rezki et al., 2025).

Furthermore, documentary videos helped students retain material longer because they presented information visually and audibly, which supported memory (Rezki et al., 2025). This aligns with multimedia learning theory, which states that learning that involves audio and visuals simultaneously improves comprehension and retention of information (Mayer, 2021).

Overall, the use of documentary video learning media in history lessons in grade XI TKJ at SMK Negeri 1 Banawa showed positive results in increasing student learning motivation. With the right approach and appropriate video selection, this media can be an effective tool for creating engaging and meaningful learning experiences for students. This underscores the importance of innovation in teaching methods to improve the quality of education in the modern era.

3. Obstacles Faced in Using Documentary Videos

Although documentary videos have a positive impact, students and teachers face several obstacles during the learning process. One major obstacle is the videos' excessive length, which can cause some students to lose focus after the first few minutes. Zibran stated that videos longer than 15 minutes make them bored and difficult to grasp the information effectively (Zibran, 2025).

Furthermore, the language used in the videos is sometimes too fast and uses academic terms that are difficult for students to understand. Some students ask teachers to pause or rewind certain sections to better understand the video's content (Novianti, 2025).

Limited technical facilities are also a challenge, such as the limited number of projectors and speakers at the school. Sometimes the devices malfunction, disrupting the smooth learning process (Novianti, 2025). The Vice Principal for Facilities and Infrastructure, Mr. Idris, stated that the school has attempted to request assistance with facilities from the education office, but has not received an adequate response (Idris, 2025).

Furthermore, not all students have personal devices to rewatch videos at home, making it difficult for them to review material they haven't yet grasped (Rezki et al., 2025). Some students also prefer learning by reading books rather than watching videos, making diverse learning preferences a challenge (Ayu, 2025).

The use of documentary videos not only increases motivation but also encourages active student participation in learning. After watching a video, students become more

confident in asking questions and discussing the material they have learned (Novianti, 2025).

The post-video discussion is a crucial moment for strengthening student understanding and providing an opportunity for them to express their opinions. Ms. Novianti, S.Pd., stated that some previously passive students became more active and confident in expressing their opinions (Novianti, 2025).

However, some students still hesitate to speak up in discussions due to shyness or a lack of confidence. Therefore, teachers need to continue to foster an inclusive and supportive classroom atmosphere so that all students can participate (Novianti, 2025).

Besides technical factors, there are also challenges from the students themselves. Some students feel less confident participating in discussions after watching videos. Shyness and fear of making mistakes make some students reluctant to speak up. Even though post-video discussions are implemented, student participation is not evenly distributed. Teachers play a crucial role as facilitators, encouraging all students to express their opinions in a safe and inclusive learning environment. By creating a supportive environment, students will be more motivated to actively participate in learning.

Overall, the challenges students face in using documentary video learning media include technical aspects, language comprehension, and interaction during discussions. However, with collaboration between teachers and students to overcome these obstacles, this learning medium still has great potential to improve student understanding and motivation. Therefore, it is important for teachers to continue to find ways to make students more comfortable and understand the material well through the use of innovative and engaging media.

DISCUSSION

This discussion is based on research conducted at SMKN 1 Banawa in the 11th grade Computer and Network Engineering (TKJ) students. It showed that the use of documentary videos, such as "G30S/PKI" and "Jejak Langkah Bung Karno," can have a positive impact on the history learning process. The following discussion will elaborate on the process of utilizing documentary video media, its impact on student learning motivation, and the challenges encountered during its implementation.

1. The Process of Utilizing Documentary Video Learning Media in History Learning in Class XI TKJ

The process of utilizing documentary video media in history learning in grade XI TKJ SMKN 1 Banawa was structured and systematic. The stages included planning, implementation, and evaluation. In the planning stage, the history teacher selected a topic relevant to the curriculum and prepared a synopsis video to be played to provide students with a basic overview (Nifla Juniar Shivani, 2025, p. 40). This aligns with Arsyad's (2019) opinion, which states that well-designed learning media can facilitate students' understanding of difficult material.

Furthermore, in the implementation stage, the teacher acted as a facilitator by providing a brief introduction before the video was played and guiding students to actively

note important points while watching (Nifla Juniar Shivani, 2025, p. 41). This approach aligns with active learning theory, which emphasizes student engagement in the learning process (Abidin, 2021). After the video was played, a class discussion was held to deepen students' understanding and encourage critical thinking about the video's content (Nifla Juniar Shivani, 2025, p. 49). This discussion also served to evaluate students' understanding and enhance teacher-student interaction.

The teacher's "active viewing" strategy, which involved asking students to take notes during the video, has been shown to be effective in increasing students' cognitive engagement (Rahardjito, 2018). Furthermore, the use of documentary videos helps build students' emotional connections to historical events, making learning more meaningful (Mayer, 2021). Thus, utilizing documentary videos not only conveys material visually but also activates various aspects of student learning holistically.

2. The Use of Documentary Video Learning Media Can Increase Student Learning Motivation in History Subjects in Class XI TKJ

Learning motivation is a key factor in successful learning, especially in history, which is often considered boring (Nifla Juniar Shivani, 2025, p. 42). The use of documentary video media can change students' perceptions of history lessons, making them more engaging and relevant. This is evidenced by increased student enthusiasm and participation in learning after watching documentary videos (Nifla Juniar Shivani, 2025, p. 43).

According to Mayer (2021), multimedia learning that simultaneously incorporates audio and visuals can increase information absorption and strengthen conceptual understanding. In this study, students stated that they remembered historical material more easily after viewing visualizations of events through videos compared to simply reading a book (Nifla Juniar Shivani, 2025, p. 45). This is also supported by Keller's ARCS theory (2010), which states that engaging learning media can increase student attention, relevance, and learning satisfaction.

Furthermore, documentary video media can accommodate various student learning styles, such as visual, auditory, and kinesthetic, thus making learning more inclusive (Arsyad, 2019). Students with a background in technology and practical interests in TKJ classes feel more connected to the history material presented digitally (Nifla Juniar Shivani, 2025, p. 55). Thus, the use of documentary video not only increases learning motivation but also forms a positive attitude towards history lessons.

3. Obstacles Faced by Students After Using Documentary Video Learning Media in History Subjects in Class XI TKJ

Although documentary video media offers many benefits, several obstacles were encountered during its implementation at SMKN 1 Banawa. One major obstacle was students' difficulty understanding the language and pace of the narration in the videos (Nifla Juniar Shivani, 2025, p. 50). Some videos used difficult-to-understand academic terms, leading students to frequently request pauses or repetition of certain sections. This aligns

with Sweller's (1988) Cognitive Load theory, which states that material that is too complex or fast-paced can overload students' working memory.

The video's length was also a problem, with students losing focus after watching for more than 15 minutes (Nifla Juniar Shivani, 2025, p. 51). The Attention Span Theory by Johnstone & Percival (1976) states that students' attention span generally only lasts around 10-15 minutes, so videos should be divided into short segments with discussion breaks.

Limited technological facilities in schools, such as inadequate projectors and speakers, also hamper smooth learning (Nifla Juniar Shivani, 2025, p. 51). According to Davis's (1989) Technology Acceptance Model, the effectiveness of technology depends heavily on ease of use and the availability of supporting devices. Furthermore, not all students have personal devices to rewatch videos at home, limiting learning access (Nifla Juniar Shivani, 2025, p. 52).

Diverse learning preferences also pose a challenge, with some students preferring to learn through reading rather than audiovisual media (Nifla Juniar Shivani, 2025, p. 52). This refers to Gardner's (1983) theory of Multiple Intelligences, which states that each individual has a unique learning style. Furthermore, the low level of active student interaction in post-video discussions demonstrates the need for teachers to act as facilitators capable of encouraging participation from all students (Nifla Juniar Shivani, 2025, p. 53).

Based on research findings, the use of documentary video media in history learning has great potential to increase student motivation and understanding. However, to optimize its benefits, several development strategies are necessary. First, selecting videos with shorter durations and easy-to-understand language is highly recommended to help students stay focused and understand the material well (Nifla Juniar Shivani, 2025, p. 62).

Second, improving technological facilities in schools, such as adding projectors, speakers, and a stable internet connection, is crucial to support the smooth running of video-based learning (Nifla Juniar Shivani, 2025, p. 62). Third, providing video access through digital platforms allows students to rewatch material outside of class hours, thus strengthening understanding (Nifla Juniar Shivani, 2025, p. 62).

Fourth, teachers need to develop varied and inclusive learning methods by combining video media with other methods that suit students' learning styles (Gardner, 1983). Fifth, teachers must play an active role as facilitators who are able to encourage constructive interactions and discussions so that students are more courageous in expressing opinions and asking questions (Nifla Juniar Shivani, 2025, p. 53).

CONCLUSION

This research shows that the use of documentary video learning media in history lessons in grade XI TKJ at SMKN 1 Banawa has a significant positive impact on student learning motivation. The process of utilizing this media was structured through three main stages: preparation before the video screening, the video screening using an active viewing method, and a post-video discussion. These stages enabled students not only to passively receive information but also to actively engage in understanding the historical material. The

documentary videos used, such as "G30S/PKI" and "Jejak Langkah Bung Karno," presented realistic and contextual visualizations of historical events, making material previously considered difficult and boring more engaging and understandable. This aligns with multimedia learning theory, which asserts that delivering material through audio and visuals simultaneously can enhance student absorption and comprehension.

In addition to improving understanding, the use of documentary videos also successfully increased student learning motivation. Students became more enthusiastic, focused, and confident in expressing their opinions in class discussions. This media enabled students to engage with various learning styles, especially those with visual and auditory preferences, making learning more inclusive and enjoyable. This increased motivation to learn is also reflected in increased student participation in question-and-answer sessions and discussions, which previously tended to be passive. Thus, documentary videos serve not only as a means of conveying material but also as a medium that builds students' emotional connections to historical events, ultimately strengthening their engagement and interest in learning.

However, this study also identified several obstacles faced in utilizing documentary videos. The main obstacles include the videos' excessively long length, which leads to decreased student focus; the use of fast-paced language and difficult-to-understand academic terms; and limited technical facilities, such as inadequate projectors and speakers, in some classrooms. Furthermore, not all students have personal devices to rewatch videos at home, which limits their opportunities to deepen their understanding of the material. Other factors affecting the effectiveness of this medium are differences in student learning styles and low intrinsic motivation for history lessons. Some students still prefer learning through conventional methods such as reading textbooks, while others lack the courage to actively participate in class discussions.

To overcome these obstacles, collaborative efforts are needed from schools, teachers, and students. Schools are expected to improve their learning technology facilities and provide digital access to documentary videos so students can rewatch them flexibly. Teachers need to select videos of optimal length and incorporate interactive activities during the video to maintain student engagement. Furthermore, teachers must continue to facilitate inclusive discussions and encourage the active participation of all students to further enhance their motivation and understanding. With appropriate adaptation and development, documentary video learning media has great potential to become an effective and innovative learning method for improving student motivation and learning outcomes in history subjects in vocational schools.

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