



Analysis of the Use of Interactive Video Media in Social Studies Learning in Elementary Schools

Achmad Fairuzzabab¹, Ahmad Rifky Maulana², Norlaili Izzati³, Ni'matuz Zuhroh⁴

¹ UIN Maulana Malik Ibrahim Malang, Indonesia

² UIN Maulana Malik Ibrahim Malang, Indonesia

³ UIN Maulana Malik Ibrahim Malang, Indonesia

⁴ UIN Maulana Malik Ibrahim Malang, Indonesia

Corresponding Author: Achmad Fairuzzabab E-mail; 240103210001@student.uin-malang.ac.id

Received: September 19, 2025	Revised: September 22, 2025	Accepted: September 25, 2025	Online: September 27, 2025
------------------------------	-----------------------------	------------------------------	----------------------------

ABSTRACT

This study aims to analyze the use of interactive video media in Social Sciences (IPS) subjects in elementary schools. The main problem raised is the low participation and interest in learning of students due to monotonous and less varied learning methods. The research method used is a literature review by examining a number of relevant scientific articles published in 2019–2025. The results of the study show that interactive video media is able to present social studies materials visually and attractively, facilitate the understanding of abstract concepts, and increase students' motivation and involvement in the learning process. Digital media also provides flexible, independent, and collaborative learning opportunities. With the right integration, interactive videos can be an innovative solution to create social studies learning that is more effective, fun, and in line with the needs of students in the digital era.

Keywords: *Digital Media, Elementary School Students, Interactive Video Media, Learning Interests, Social Studies Learning*

Journal Homepage <https://ejournal.iainbatanghari.ac.id/index.php/attasyrih/index>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Fairuzzabab, A., Maulana, A.R., Izzati, N & Zuhroh, N. (2025). Analysis of the Use of Interactive Video Media in Social Studies Learning in Elementary Schools. At-Tasyrih: Jurnal Pendidikan dan Hukum Islam, 11(2), 19-26.
<https://doi.org/10.55849/attasyrih.v11i2.19-26>

Published by: Pusat Penelitian dan Pengabdian Masyarakat, Institut Agama Islam Nusantara Batang Hari

INTRODUCTION

Social studies subjects have a crucial function in helping students understand the community, culture, and historical environment. In the social studies learning process, students are encouraged to explore various aspects of people's lives that are complex and interconnected (Pranoto, 2022). Social Sciences is a science that examines various social sciences and humanities disciplines that are scientifically summarized in providing in-depth insight and understanding to students based on educational principles (Fahmi Hadi Sebila, Nurlan Kusmaedi, 2017) (Stuart, 2018). According to Trisharsiwi and Kurniawan on (Novita et al., 2019) The application of learning media can increase students' interest,

enjoyment, and enthusiasm during the learning process, so that learning outcomes are more optimal.

Based on the results of the initial observation on Tuesday, March 18, 2025, it was obtained that the lack of variety in learning media can make students feel bored while learning. The lack of variety in learning media makes students less participating, less engaged, and less interested in the learning process in the classroom. The unattractiveness in the learning process causes students to have difficulty understanding the material that has been given by the teacher, thus interfering with their understanding of these concepts. To overcome this problem, the solution that can be applied is to use digital learning media in the form of interactive learning video media to make learning more interesting and also fun for students (Mahya, 2023) The results of interviews with 5th grade teachers "revealed that the learning process that still uses the dominant, teacher-centered lecture method causes students to be bored and the class to become passive." Teachers also "stated that this problem often occurs, and there is a possibility that students feel bored with learning that always relies on monotonous media, namely Indonesian map teacher handbooks, PPT and student books and activities in them. Many students experience boredom due to boring teaching methods that do not involve students enough, thus students are less interested in learning social studies. To address this, teachers are advised to use a variety of strategies, such as relating material to everyday life and utilizing interactive technology, so that student engagement can increase. Thus, it is important for educators to continue to innovate in teaching approaches in order to optimize the learning potential of Social Sciences for elementary school children (Salwa et al., 2024).

With the advancement of information technology, learning tools that use digital offer various forms, such as learning videos, e-books, and interactive applications that are able to increase the participation of elementary school children in the learning process. According to (Numertayasa, 2024)"Digital-based learning tools allow elementary school children to access materials flexibly and interactively, thereby increasing their interest and drive to learn". Digital learning media provides opportunities for elementary school children to participate in learning and teaching processes with pleasure, as well as allowing for personalized learning according to the needs of each student. In addition, students can take advantage of digital learning tools for independent and collaborative learning, explore materials interactively, and develop skills according to the demands of the digital era (Nugraha, 2022). Learning media serves as a means for teachers to deliver material. However, if the media used is less effective, students' understanding of the material will not be optimal (Sunami & Aslam, 2021). According to Trisharsiwi and Kurniawan on (Fairuzzabad, 2025) The application of learning media can increase students' interest, enjoyment, and enthusiasm during the learning process, so that learning outcomes are more optimal.

More powerful learning media is needed to overcome problems in elementary schools. It is important to choose appropriate learning media to integrate the knowledge gained and attract students' attention. One of the learning media that is interesting and relevant to today's children's world is interactive videos. Video affects the senses more

effectively than plain text. This research supports the idea that interactive videos are not only an alternative, but also a beneficial addition in creating a better classroom atmosphere and increasing students' interest in learning. The interactive learning videos used in this study can help teachers in displaying various aspects of the characteristics of Indonesia's geographical area. The storylines of animated characters are made more interesting with the use of visual components. Moving visuals have a greater chance of grabbing students' attention than static visuals (Widiyasanti et al., 2018).

RESEARCH METHODOLOGY

The researcher's method uses the literature review method by collecting, reviewing, and analyzing some data from previous research, in accordance with (literature review) taking the review method, explanations can be found from the results of several experts that are relevant to the discussion that will be raised by the researcher. The steps taken using the literature study method begin with obtaining relevant literature, Once obtained, it can be collected regularly and used later for research. The type of literature needed is the source of study material submitted by people and rewritten such as in a journal or textbook. Data collection was carried out by analyzing journal articles in 2019-2025 that were considered relevant.

According to Subahan et al. (2021), literature review is a research conducted by searching various literature sources, such as books, journals, and other works that are relevant to the research topic. This process aims to produce writing that is based on the problems and topics being discussed. In the literature review, the researcher also examines the theories that have been developed and the results of previous research related to the problem being studied.

RESULT AND DISCUSSION

In 21st century learning, digital media is an option that allows teachers to share knowledge that is significant and interesting to their students. The medium is a tool or device that creates a digital image that can be processed, applied and shared through technological devices. Digital teaching materials, also called multimedia, are a type of media that can arouse students' interest in learning teaching materials using digital media in the form of visual, audio, and animation. Learning that uses digital media provides a richer and more varied learning experience, allowing students to learn anytime and anywhere, without being limited by distance, space, or time (Dhiya Rahma et al., 2024).

According to (Putri et al., 2016) In his research entitled "The Role of Digitalization Technology-Based Learning Media in Increasing Literacy and Learning Interest in Social Studies Subjects in Elementary Schools" that the advantages of digital media in social studies learning can increase interest and motivation to learn. Digital-based learning is a method that is now widely applied. Digital technology provides varied and more modern material, making it easier for elementary school children to access news quickly and efficiently. Learning with digital media in learning expects students to learn in a way that brings them more participation and this creates a sense of pleasure to learn. In addition,

learning with the support of media that provides new sensations such as digital media, teachers can provide a unique and dynamic learning experience. Digital animation is a form of learning media using digital tools that are able to accelerate and increase the quality of learning of elementary school students.

Benefits of Digital Learning Media

Many researchers have proven that learning media that uses digital tools is the same as conventional-based learning, the main usefulness or benefits offered by digital media lies in its flexibility. By using digital learning media, students can learn whenever they want. In addition, the material can be updated quickly by teachers and enriched with a variety of learning resources, including multimedia (Hendra, et al., 2023).

Digital-based learning media offers various benefits and advantages, according to (Hendra, et al., 2023) in his book entitled "Digital-Based Learning Media (Theory & Practice)", including: Easy access and flexibility: Learning media that uses digital tools can be used with. This feature has the advantage of being flexible in choosing when we want to use it, allowing students to study independently and determine the appropriate time to study.

The following is some literature on the Benefits of interactive video digital learning media in increasing the learning interest of elementary school students:

Journal Articles	Data Source	Review Results
Digital-Based Teaching Media in Social Studies Learning in Elementary / MI(Ain et al., 2025)	Journal of Educational Sciences, Indonesian Politics and Social Volume. 2 Number. 1 January 2025 e-ISSN: 3032-5161, p-ISSN: 3032-5153, p. 11-22	The results of this study state that, The use of digital media in social studies learning in elementary schools has several significant benefits in increasing the learning interest of elementary school students, (a) Facilitating the Learning Process. Teachers can provide content and students can understand it more easily if digital media is used in the teaching and learning process. Instructors can use a variety of digital tools, including Word PowerPoint. (b)Make the learning process more active. Student involvement in social studies classes can be increased through the use of digital media such as Animated Videos, which also makes the learning process more interesting and dynamic. (c)Grow Interests and Meanings of Social Studies. Through case studies, current events, and real-world examples, digital media can help students relate study content social with their daily lives. This can encourage students' interest in studying social studies by showing them how relevant it is in their daily lives
The Influence of the Use of Social Sciences Teaching Media Based on Interactive Videos On the Learning Outcomes of Elementary School Students(Ain et al., 2025)	Journal of Elementary School Education and Learning Innovation. P-ISSN. 2622-5069, E-ISSN. 2579-3403 Volume 6, Number 2, December 2022	The results of this study state that the use of interactive video-based cultural map media in social studies learning in elementary schools has a significant influence on improving student learning outcomes, especially in the material of the cultural diversity of the Indonesian nation. The benefits of its use in the learning process are explained as follows: (a) Improving Student Learning Outcomes. The application of cultural map media was able to increase the average score

		of students from a pretest of 76.63 to a posttest of 83.77, with the results of a statistical test showing a significance of 0.000. This means that there is a significant increase in learning outcomes after the use of these media. (b) Increase Student Interaction and Active Participation. Through interactive media, students are more active in following the learning process. They engage in activities such as exploring cultural information through clicks on digital maps, working on interactive quizzes, and conducting group discussions based on inquiry learning models. (c) Facilitating the Understanding of Abstract Concepts. Live visualization of various
Development of Kinemaster-Based Interactive Audio Visual Media in Social Studies Learning in Class V UPTD SDN 14 Samanggi Students Maros Regency(Ain et al., 2025)	Indonesian Journal of Education and Learning (JPPI) p-ISSN: 2797-2879, e-ISSN: 2797-2860. Volume 4, number 1, 2024, p. 263-277.	The results of this study state that the use of interactive audio-visual media based on the Kinemaster application in social studies learning in elementary schools has a significant positive impact on students' understanding and involvement in the learning process. This media not only improves learning outcomes, but also enriches students' learning experience. Some of the main benefits are as follows: (a) Simplifying the Delivery of Material and Improving Understanding of Concepts. Kinemaster-based audiovisual media allows teachers to convey social studies material more clearly and interestingly. The use of a combination of sound, image, and animation helps students understand complex concepts such as cultural diversity more easily and concretely. (b) Increase Student Activity and Participation. Students are more enthusiastic and actively participate in learning when the material is delivered in the form of interactive videos. The learning process becomes more lively, less monotonous, and allows students to engage directly through interactive features such as quizzes or simple simulations. (c) Establishing Connections Between Social Studies and Real Life Materials. Content that is contextually designed with local conditions makes students better able to relate the subject matter to their own experiences. This fosters a sense of belonging and interest in social studies lessons because they feel that learning is relevant and meaningful in their daily lives
The Utilization of the VN Application as a Social Studies Learning Media at the Elementary School Level(Ain et al., 2025)	Journal of Humanities Built by Informatics. Volume 22 No. 2 March 2022 P-ISSN 1411-8629, E-ISSN: 2579-3314.	The use of digital tools as a unique and impressive learning medium in social studies learning can provide encouragement and support for elementary school students to engage in learning activities. Learning media through digital tools, such as the presentation of material through videos, can be used for elementary school children, especially in subjects during social studies lessons. Lessons that use digital tools as media, such as video material, can present visuals that are complemented by voice explanations as

		support, so that the material provided during learning seems to attract students' attention and make it easier for them to understand the content of the lesson.
Challenges in Overcoming Taste Bored in Social Studies Learning in Elementary School(Salwa et al., 2024)	p-ISSN2355-0236e-ISSN2684-6985 Journal of Social Science Education (JPIPS), June 2024 (16)1:123-130	In this study, results were found that there was a difference in students' desire to learn and involvement they are at the time of learning social studies in the classroom, where some students have a high interest in learning social studies, while others are still not interested. To increase students' interest, teachers apply various strategies, such as incorporating their daily activities with materials, using tools as learning media such as videos and technology that can attract attention, as well as include them in group work activities. Likewise with other results that have been found, that many of the primary school students who feel bored and bored with the methods or materials provided by the teacher, and this makes them lose enthusiasm in learning.

Based on the literature study above, we have found that the use of digital learning media, especially interactive video presentations, has been proven to be effective in increasing interest in learning Social Sciences (IPS) in elementary schools. The results of the literature that have been conducted show that. This digital media offers a more interesting and interactive way of delivering material than conventional teaching methods. Using interactive presentations, teachers can present information with eye-catching visuals, animations, and other multimedia elements that capture students' attention (Scott, 2021). This is important because students of primary school age tend to have short attention spans, so dynamic material presentation can help them stay focused and engaged in learning. In addition, interactive videos can visualize abstract concepts in social studies, such as history or geography, making it easier for students to understand and remember the material being taught.

The use of digital learning media also supports more active learning, where students not only play the role of passive listeners, but also participate directly in the learning process. Interactions that occur through quizzes or discussions triggered by interactive presentations allow students to ask questions and share opinions. Research shows that this active engagement contributes to increased student motivation to learn. With live feedback from teachers and peers during interactive sessions, students feel more valued and motivated to participate further. Digital media also provides opportunities for students to learn at their own pace, repeating material through videos or presentations that can be accessed at any time.

In addition to increasing interest and motivation to learn, the use of digital learning media also contributes to the development of skills, such as critical thinking and collaboration. Through group projects that involve interactive presentations or the creation of animated videos. In addition, the information technology skills they learn while using

digital media will be very useful in the future. Thus, the integration of digital learning media in social studies teaching not only improves current learning outcomes but also prepares students for challenges in an increasingly digitally connected world (Dhiya Rahma et al., 2024).

CONCLUSION

The results show that the use of interactive video media in social studies learning in elementary schools makes a significant contribution to increasing student interest, understanding, and participation. This media makes the learning process more interesting through dynamic and interactive visual presentations, making it easier for students to understand complex concepts such as geography and culture. In addition, digital media also supports the flexibility of learning, both independently and collaboratively, and encourages the development of 21st century skills such as critical thinking and technological literacy. Therefore, the use of interactive video media is not only an alternative, but a need that supports the implementation of the Independent Curriculum and student-centered learning.

REFERENCES

- Ain, M. N., Muqaromah, A., & Farhurohman, O. (2025). Digital-Based Teaching Media in Social Studies Learning in Elementary / MI.
- Dhiya Rahma, Nada Nupus Ihwani, & Nadila Sofia Hidayat. (2024). The Effect of the Use of Digital Media as Interactive Media on Learning in Increasing Student Learning Motivation. *HORN: Journal of Education, Language, Literature, Arts, and Culture*, 4(2), 12–21. <https://doi.org/10.37304/enggang.v4i2.13298>
- Fahmi Hadi Sebila, Nurlan Kusmaedi, T. J. (2017). THE APPLICATION OF TEACHING GAME FOR UNDERSTANDING TO THE LEARNING OUTCOMES OF VOLLEYBALL GAMES. *Journal of Physical Education and Exercise*, 4(2), 2588–2593.
- Fairuzzabad, A. (2025). Analysis of the Use of Animated Video Media in Grade 4 PPKN Learning at SDN Wonorejo 03 Lawang. see also Doctrine and Covenants, see also Doctrine and Covenants, see Doctrine and Covenants 1850.
- Hendra, Afriyadi, H., Tanwir, Noor Hayati, Supardi, Laila, S. N., Prakasa, Y. F., & Hasibuan, R. P. A., & Asyhar, A. D. A. (2023). Digital-Based Learning Media (Theory & Practice). In PT. Sonpedia Publishing Indonesia. https://books.google.co.id/books?id=luKwEAAAQBAJ&printsec=copyright&hl=id&source=gbs_pub_info_r#v=onepage&q&f=false
- Mahya, N. Z. (2023). Development of Digital Flipbook to Improve Understanding of Concepts of Style and Motion Material for Grade IV Students of MI Miftahul Ulum Banjarsari.
- Novita, L., Sukmanasa, E., & Pratama, M. Y. (2019). The Use of Video Learning Media on Elementary School Students' Learning Outcomes. *Indonesian Journal of Primary Education*, 3(2), 64–72. <https://doi.org/10.17509/ijpe.v3i2.22103>
-

- Nugraha, D. (2022). Development of Motion Graphic-Based Digital Media in the Deepening of Elementary School Social Studies Materials. *Journal of Basic Education*, 6(3), 3649–3656. <https://doi.org/10.31004/basicedu.v6i3.2642>
- Numertayasa, I. W. (2024). TRAINING USING DIGITAL LEARNING MEDIA FOR ELEMENTARY SCHOOL TEACHERS IN PESABAN VILLAGE. 4(2), 52–65.
- Pranoto, C. (2022). The Use of Digital Media to Improve Social Studies Learning Outcomes of Grade V Students at Sdn Mojorejo 01, Junrejo Batu District. *Journal of Educational Science...*, 1(3), 654–677. <http://jurnal.widyahumaniora.org/index.php/jptwh/article/view/79%0Ahttps://jurnal.widyahumaniora.org/index.php/jptwh/article/download/79/78>
- Putri, A. K., Maharani, A. N. F. E. T. J., Zakya, A. L. F., Saputri, D. A., Faruqi, M. I., & Marini, A. (2016). The Role of Digitalization Technology-Based Learning Media in Increasing Literacy and Learning Interest in Social Studies Subjects in Elementary Schools. *Journal of Basic Education and Social Humanities*, 3(1), 181–190. <https://bajangjournal.com/index.php/JPDSH>
- Salwa, S., Hasan, S., Azzahra, P. L., Inesia, I., & Utami, S. (2024). Challenges in Overcoming Boredom in Social Studies Learning in Elementary School. 2024(16), 123–130.
- Sartika, E. (2021). The Utilization of Digital Media in Learning during the Pandemic. *Journal of Language, Literature, and Culture*, 11(2), 173–182.
- Serenity, E. (2018). Increasing the Scores of Social Studies Students on the Topic of Playing Kites through Contextual Learning. *Journal of Education (Theory and Practice)*, 2(2), 105. <https://doi.org/10.26740/jp.v2n2.p105-115>
- Sunami, M. A., & Aslam, A. (2021). The Effect of the Use of Zoom Meeting-Based Animated Video Learning Media on the Science Learning Interests and Outcomes of Elementary School Students. *Journal of Basic Education*, 5(4), 1940–1945. <https://jbasic.org/index.php/basicedu/article/view/1129>
- Widiyasanti, M., Ayriza, D. Y., Proketen, S. D., University, D., & Yogyakarta, N. (2018). Development of Animated Video Media to Remind Learning Motivation and Character of Responsibility of Class V Students.

Copyright Holder :

© Achmad Fairuzzabad et al. (2025).

First Publication Right :

© At-Tasyrih: Jurnal Pendidikan dan Hukum Islam

This article is under:

