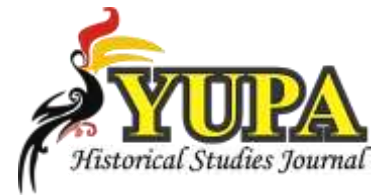


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Visimuka: Video Tour Situs Muara Kaman based on Instagram for Class X Students of SMA Negeri 1 Tenggara Seberang, Kutai Kartanegara Regency

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Abstract This development research was carried out based on observations of problems and potentials that exist in SMA Negeri 1 Tenggara Seberang. The problem found is the lack of innovation in history learning media and the low knowledge of students about the Muara Kaman Site cultural heritage of the Kutai Kingdom, for this reason, learning media innovations are needed that can overcome these problems. Several potential schools can support the development of digital learning media, such as the Video Tour Situs Muara Kaman (Visimuka). Visimuka is a learning media in the form of short videos taken directly at the Muara Kaman Site, then edited using the InShot application, and uploaded on Instagram social media. The research uses the ADDIE model which has five steps, namely Analyze (analyze), Design (design), Development (develop), Implement (implement), and Evaluate (evaluate). Visimuka learning media is a digital media that has gone through a validation test with very valid media results and a product feasibility test with the results of the media very feasible to use for history learning.

Keywords: Learning Media, Instagram, Visimuka.

Abstrak Penelitian pengembangan ini dilakukan berdasarkan pengamatan masalah dan potensi yang ada di SMA Negeri 1 Tenggara Seberang. Masalah yang ditemukan adalah kurangnya inovasi media pembelajaran sejarah dan rendahnya pengetahuan siswa tentang warisan budaya Situs Muara Kaman Kerajaan Kutai, karena alasan ini, diperlukan inovasi media pembelajaran yang dapat mengatasi masalah-masalah tersebut. Beberapa sekolah potensial dapat mendukung pengembangan media pembelajaran digital, seperti Video Tour Situs Muara Kaman (Visimuka). Visimuka adalah media pembelajaran dalam bentuk video pendek yang diambil langsung di Situs Muara Kaman, kemudian diedit menggunakan aplikasi InShot, dan diunggah ke media sosial Instagram. Penelitian ini menggunakan model ADDIE yang memiliki lima langkah, yaitu Analisis (analyze), Desain (design), Pengembangan (develop), Implementasi (implement), dan Evaluasi (evaluate). Media pembelajaran Visimuka adalah media digital yang telah melalui uji validasi dengan hasil yang sangat valid dan uji kelayakan produk dengan hasil yang sangat layak untuk digunakan untuk pembelajaran sejarah.

Keywords: Learning Media, Instagram, Visimuka.



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INTRODUCTION

It cannot be denied that the development of technology is currently happening very rapidly. The most obvious change is the digital era that affects the world of education. (Susanti & Hamama Pitra, 2019). Where the learning system has begun to shift to the use of innovative and digital learning media (Azis, 2019). Because digital development is quite influential in education, the learning system is expected to flow with the changing times by utilizing technology that can support learning (Hutapean, 2019). Communication technology that is in great demand by everyone today is a smartphone. Smartphones are communication tools or smart phones that can make it easier to communicate, use the internet, and are practical. (Zulfitria, 2017). The use of smartphones is also currently popular among teenage students.

The increasing use of smartphones is due to the applications and features contained in them that can attract the attention of its users. Even now learning can be done through smartphones with the help of several applications that can support the learning process. In addition, there are social media that are increasingly innovating and are widely used today, such as Instagram, YouTube, TikTok, WhatsApp, and so on (Istiani & Islamy, 2020). Of these social media, one of the social media that has high active users is Instagram (Manuella & Perdani, 2023). Almost all activities today can be done digitally, including the learning process. The use of learning media has increased in innovation due to the current digital era.

Looking at the digital era, where the widespread use of smartphones and Instagram social media, is not an obstacle to creating a learning media by utilizing the advantages of smartphones and social media owned by users from every circle. Learning media is increasingly innovating and varying along with technological developments. Likewise, history learning has experienced changes, namely learning media that are increasingly developing. But not a few history teachers still use teaching materials and learning resources that have not innovated. History subjects learn about past events that have values and morals that can shape the character of students (Rulianto & Hartono, 2019). For this reason, there is a need for interesting new things in the continuity of learning history that can connect students' enthusiasm for learning.

Learning media is a tool that can help the learning process to achieve the desired learning objectives (Tafonao, 2018). However, as we all know, the students' suggestion towards learning history is not far from, learning history is not fun and makes them sleepy (Muhtarom, 2023). Therefore, the development of learning media that suits the needs of today's students is needed, with the hope that learning media is favored by students. Innovating learning media in the digital era can create varied, innovative, and effective media (Saputra & Gunawan, 2021).

The problem of using history learning media that has not innovated also occurs at SMA Negeri 1 Tenggarong Seberang. The problem was found based on the results of interviews conducted with teachers and the distribution of Google Form questionnaires to class X students.

From both teachers' and students' perspectives, there is one problem in common, namely that history learning still uses history textbook learning resources repeatedly and the lack of use of Power Point and other learning media. Due to the lack of use of varied media, students' interest in learning history is low. Reviewing school rules that allow students to bring smartphones to school can trigger students to be lazy to read because they are engrossed in using social media and other applications on smartphones. In fact, according to the results of the Google Form that has been filled in by students, they stated that they are more interested if history learning is in the form of videos or audio visuals. In addition, students' interest in Instagram social media can also be said to be high, this statement is based on students' answers to questions in the Google Form about social media that is often used by each individual is Instagram.

Low interest in learning history among SMA Negeri 1 Tenggarong Seberang It can also be seen from their knowledge of historical places in their area. The existence of the school is still in the same district as one of the cultural heritages, namely the Muara Kaman Site which is a relic of the Kutai Kingdom. However, based on the results of the questionnaire only 18.8% of students know the existence of the site and there are 81.2% of students who do not know the existence of the Muara Kaman Site. Some students who know the existence of the site only know that the site is located in Muara Kaman, not the appearance of the site and the relics that are still preserved today. This is because the teacher never held outdoor learning at Muara Kaman Site for several reasons. The reasons why teachers never conduct outdoor learning at Muara Kaman Site are the distance between the site and the school reaches 70 km, the road access is still damaged, takes a lot of time, lack of transportation, and requires a lot of money.

SMA Negeri 1 Tenggarong Seberang has implemented the Merdeka Curriculum, where in the curriculum there are Learning Outcomes (CP) which consist of several phases. The Learning Outcomes of the existing phases are expected to simplify the time for students to acquire skills (Kemdikbud, 2022). The Muara Kaman site is one of the Hindu-Buddhist cultural heritage, included in the Phase E Learning Outcomes. Where in Phase E Learning Outcomes students are expected to be able to use historical skills to interpret historical events and interpret the values contained in them.

However, SMA Negeri 1 Tenggarong Seberang has some potential to overcome these problems. Allowing students to bring smartphones to school and students' tendency to use Instagram social media can be one of the potentials to develop digital learning media. Researchers can utilize Instagram social media as a place to upload interesting learning media. It has become commonplace that social media is utilized for learning with educational content that can help increase knowledge. According to Marcella et al, (2021) Instagram social media can help the learning process of history and is carried out with a good percentage. Instagram has undergone many changes with various features, one of which is reels or short video features that are

currently in existence and in great demand. Reels is one of Instagram's innovations in the form of short videos with several edit menus that are interesting and entertaining (Menon, 2022).

Based on the results of questionnaires that have been distributed to students, the majority of them are interested in learning history using video learning media. One of the learning media that can increase students' enthusiasm for learning is video media (Fitri & Yefterson, 2021). In addition, the use of social media that is often used by students is Instagram, the statement comes from a questionnaire distributed to students. From the statement of students who are more interested if the learning media in the form of videos can support the development of learning media assisted by Instagram social media. SMA Negeri 1 Tenggarong Seberang is a school that has quite complete facilities such as having an adequate internet connection (wifi), LCD projector, computer lab, and others that can support the development of historical learning media.

Based on the problems and potentials found, the researcher offers solutions that can help the history learning process in the classroom SMA Negeri 1 Tenggarong Seberang, which is "Visimuka: Video Tour Situs Muara Kaman based on Instagram for Class X Students of SMA Negeri 1 Tenggarong Seberang, Kutai Kartanegara Regency". The selection of Visimuka learning media based on the problems and potential mentioned above, that schools need digital media development that is not only limited to history textbooks and Power Point media, and can help students learn about the Muara Kaman Site. The existence of Visimuka learning media is expected to help the problems of learning history at SMA Negeri 1 Tenggarong Seberang. In addition, with the development of Visimuka learning media, students can find out about cultural heritage in their area, namely the Muara Kaman Site, even though they only see it online through Visimuka learning media. The development research conducted has the aim of developing learning media. Visimuka (*Video Tour* Situs Muara Kaman) and test the feasibility of Visimuka learning media.

Research conducted by Sintya (2019) on the development of learning media using social media YouTube videos that discuss local history material of Hindu-Buddhist sites in Banyuwangi can increase the effectiveness of history learning. The use of social media for history learning can be said to be feasible and effective. Because the development of Instagram-based learning media for history learning that has been tested has results that are very feasible to use (Firmansyah, 2022). If social media is used as an intermediary to deliver learning, it can fulfill the expected learning. Because students are more interested if learning is done through smartphones and social media. Like the use of TikTok social media in history subjects can make learning more interesting and easy to understand (Kinasih, 2023). Several studies on the use of social media as learning media show positive results that can help the history learning process to improve. The development of Visimuka learning media refers to previous studies.

METHOD

The research was conducted using the development method or Research and Development (R&D) with the ADDIE model. R&D research has the aim of developing products and testing the feasibility of products (Sugiyono, 2015). The ADDIE research model has five stages starting from Analyze (analyze), Design (design), Development (develop), Implement (implement), and Evaluate (evaluate) (Rayanto & Sugianti, 2020). The five stages of the ADDIE model is described as follows:

1. Analyze

During the observation at SMA Negeri 1 Tenggarong Seberang, it was also continued with analysis. Where the analysis is divided into three categories, namely potential analysis, needs analysis, and material analysis. The following are the results of the analysis of potential, needs, and material..

a) Potential Analysis

SMA Negeri 1 Tenggarong Seberang is an A accredited school that has complete facilities such as comfortable classrooms, computer labs, libraries, stable internet connections, and so on. School regulations that allow students to bring smartphones can also be a potential for developing innovative digital learning media.

b) Needs Analysis

From the results of observations at SMA Negeri 1 Tenggarong Seberang conducted to teachers and class X students. There are problems that have the same characteristics, namely learning that still uses history textbook learning resources, and rarely uses other learning media. In addition, the low interest of students in learning history causes a lack of student knowledge of the Muara Kaman Site cultural heritage. The site has a long distance from the school, therefore digital learning media such as Visimuka is needed. The development of learning media conducted by researchers is expected to meet the needs of the school.

c) Material Analysis

The existence of the Muara Kaman Site which is still one area with SMA Negeri 1 Tenggarong Seberang should be one of the general knowledge for students. However, there are still many students who do not know its existence. Even though currently it has entered the all-digital era, it is unfortunate that the existence of local cultural heritage is not known by teenage students. In addition, in accordance with Phase E Learning Outcomes, where students are expected to be able to know and visit historical places. The material contained in Phase E Learning Outcomes, one of which is about the Hindu Buddhist Kingdom, the Muara Kaman Site is one of the relics of the Hindu-Buddhist Kingdom, namely the Kutai Kingdom.

1. Design

The next stage is the design or design of the learning media developed, namely the Muara Kaman Site Video Tour Visimuka. At this stage the researcher describes the design or design of the product (Rayanto & Sugianti, 2020). Visimuka adalah media pembelajaran berbentuk video yang di *edit* menggunakan aplikasi *InShot* kemudian diunggah di media sosial *Instagram*.

Visimuka is a video that contains a tour or visit at the Muara Kaman Site which shows the situation, conditions, relics that exist at the Muara Kaman Site. Visimuka has 6 contents, where each video is 30-60 seconds long and then uploaded on the Instagram reels feature. In addition, in the video there is a recorded voice explanation of the relics shown in the video. For example, in a video showing one of the relics, the recorded voice explains briefly about the relic highlighted in the video. The video is also accompanied by soft traditional Borneo music and there are subtitles of the explanatory voice in the video.

The video was shot originally. To make it as described, the video was edited using the InShot application. The InShot app has an easy-to-understand interface and has the features needed to edit videos (Syukhria, 2021). After the video is edited and produces the desired video, the video is uploaded on Instagram social media on the reels feature. Vismuka's learning media display is Instagram social media with the username visimukahistory_. To fulfill the learning media category, there is information uploaded on the Instagram highlights feature. In the Instagram bio there is a brief description of the media and a link to evaluation questions after using Visimuka learning media.

2. Development

The next stage is to develop the product in accordance with the predetermined design, namely Visimuka learning media. Researchers prepare materials that can support the development of Visimuka learning media. The development stage is divided into two, namely the preparation and manufacture of products and validation tests. The following are the steps of product preparation and manufacturing and validation testing..

a) Product Preparation and Manufacturing

From the results of the design that has been compiled, the next stage is to develop or compile and make Visimuka learning media. Making media requires material about the Muara Kaman Site of the Kutai Kingdom, Muara Kaman Site videos, traditional Borneo music, and so on. After the materials for making the product are available, the Visimuka learning media is made.

Starting with the preparation of material about the Kingdom of Kutai Muara Kaman Site based on books, articles, interviews with site guards, and Hindu residents. Then, the researcher continued by taking a video tour at the site originally. Prepare

traditional Kalimantan music that is useful as a video background. Compiling the video using the InShot application, namely putting the video together, recording the voice of the material explanation, adding text, and adding background music. Then compile the Visimuka learning media evaluation questions and make the questions in the form of links.

In addition, there is media information consisting of the definition of Visimuka, how to use Visimuka learning media, Phase E Learning Outcomes, and learning objectives. The next step is to create an Instagram account to upload Visimuka learning media with the username *visimukahistory_*. The edited video is then uploaded on the reels feature, the evaluation question link in the Instagram bio, and the media information is uploaded in the highlights feature.

Next is the preparation of material and media validation instruments and product feasibility trials in the form of questionnaires. Data collection from validation questionnaires and product trials uses Likert scale measurements. The use of a Likert scale can make it easier for respondents to understand how to fill out a questionnaire, because the simplification of data translation is quite good.

b) Product Validation

Products that have been developed are then tested for validity by material experts and media experts. After that, the product can be revised if any and necessary. Product validation is carried out using a questionnaire that will determine the results of the validity of the material and media.

3. Implement

Next is the product trial stage for class X-1 students of SMA Negeri 1 Tenggara Seberang. Product trials are of course carried out after obtaining validity results and revisions have been made. The trial was carried out in two stages, namely a small group trial of 9 students and a large group trial with 30 students. The purpose of product trials is to determine the feasibility of Visimuka learning media for history learning.

4. Evaluate

The evaluation stage is useful for knowing the results of product trials. From the results of the questionnaire that has been filled in by students of class X-1 SMA Negeri 1 Tenggara Seberang, the researchers analyzed it. Then make improvements if needed.

RESULTS AND DISCUSSION

The research was conducted using the Research & Development (R&D) method or development with the ADDIE model. Based on the model used, this research has the aim of testing the validity and testing the feasibility of the product (Fatirul & Walujo, 2022). The product

produced in this research is Visimuka learning media (Video Tour Situs Muara Kaman) which of course has passed the validation test and product feasibility test. Validation is carried out from material validation then continued with media validation. After that, revisions were made to the product, then Visimuka was tested for feasibility with students in class X-1 SMA Negeri 1 Tenggara Seberang.

Products Produced

In accordance with the design contained in the research method section, the learning media produced is Visimuka uploaded on Instagram social media. In appearance, Visimuka learning media is like a social media account in general. However, what distinguishes this media is the content presented, namely the video tour conducted at Situ Muara Kaman. The Visimuka learning media Instagram account display with the visimukahistory_ account name and Vismuka logo profile photo, in the bio there is a little description and evaluation question link, the highlights feature has Visimuka media information, and Visimuka content is in the reels feature with six contents.

Visimuka media information contained in the highlights feature consists of 4 information presented. The first is information about the definition of Visimuka learning media briefly. The second information is about how to use Visimuka learning media. Next is information about Phase E Learning Outcomes according to the material presented in the content. The last is information about learning objectives with Visimuka learning media.

There are six contents presented in Visimuka learning media. Of the six contents presented, of course, have different contents. Part 1 contains the location of the Muara Kaman Site and the journey taken from Tenggara Seberang District to the Muara Kaman Site. Then, part 2 is a continuation of the previous part which contains the appearance of the site and a brief explanation of the site. Part 3 contains menhir remains with an explanation of menhirs. Furthermore, part 4 discusses the remains of stone mortar which is still within the scope of the site, along with a recording of its explanation. Followed by part 5 which contains content about the remains of the ngeram ox stone which is not far from the Kedang Rantau River. In part 6 there is content about replicas of seven Yupa Inscriptions found in a museum that is still within the scope of the Muara Kaman Site. In addition, there is a link to the questions after using Visimuka learning media, which consists of 10 questions and a processing time of 12 minutes.

Product Validation

The implementation of material validation is carried out to determine the validity of the material that has been prepared. The material in the development of Visimuka learning media is about the Muara Kaman Site of the Kutai Kingdom. The validation of the material in Visimuka learning media was carried out by Mr. Dr. Deny Yudo Wahyudi, S. Pd, M.Hum. The questionnaire instrument has two aspects of assessment, namely content and language. In compiling learning

materials, of course, based on clear and coherent sources so that students can understand so that they can increase their enthusiasm for learning (Hakim, 2019). In addition, writing using language that is in accordance with PUEBI (Pedoman Umum Ejaan Bahasa Indonesia), also includes making it easier for students to understand the material (Syahputra & Alvindi, 2022).

Dari hasil perhitungan angket tersebut nilai idealnya adalah 48 sedangkan nilai yang didapatkan mencapai 47 sehingga materi termasuk dalam kriteria sangat valid dengan hasil 97'9%. Namun, terdapat saran dan masukan oleh validator yaitu dilakukannya sedikit revisi. Dimana revisi yang diperlukan adalah penambahan peta kedudukan/persebaran lokasi tinggalan yang ada di Situs Muara Kaman. Titik persebaran peninggalan dalam lingkup situs perlu ditandai secara runtut. Setelah dilakukannya revisi kemudian dilanjutkan dengan validasi media.

From the results of the questionnaire calculation, the ideal value is 48 while the value obtained reaches 47 so that the material is included in the very valid criteria with a result of 97'9%. However, there are suggestions and input by the validator, namely a slight revision. Where the necessary revision is the addition of a map of the position / distribution of the location of the relics at the Muara Kaman Site. The distribution point of relics within the scope of the site needs to be marked coherently. After the revision, then continued with media validation (Aziz dkk., 2022).

Visimuka learning media validation calculations get very valid results. The questionnaire has 22 questions which are divided into three aspects. The display aspect contains 6 questions, the content aspect has 9 questions, and the usage aspect has 7 questions. A clear visual display can make the media look more attractive (Hakim, 2019). Learning media has material content that is packaged coherently can help students understand the material presented (Khairini & Yogica, 2021). Of the 22 questions, the ideal value of media validation is 88. While the value obtained is 83 with a percentage of 94.3% very valid. However, there are still suggestions and revision input by the validator, namely the addition of a developer profile to meet the criteria for learning media. Revisions were made by researchers before continuing product trials to test subjects.

Product Feasibility Test

After conducting material and media validation tests, revisions were made in accordance with the provisions and suggestions by experts. In the material, a map image of the site's position was added and a developer profile was added to the media. The developer profile is uploaded in the product information section, namely the Instagram highlights feature. Then the Visimuka learning media products produced and revised were tested on students of class X-1 SMA Negeri 1 Tenggarong Seberang.

According to the ADDIE model, product feasibility testing is carried out with small groups and large groups. For small group trials conducted with 9 students. The selection of 9 students is

based on recommendations from teachers and is the principle of representation. Then the students were divided into three students each with high, medium, and low scores. The questions contained in the questionnaire totaled 16 questions, which consisted of aspects of appearance, material, and media usage. So that the ideal value of the questionnaire is 576 while the value obtained is 512. Where the resulting percentage is 88.9% the media is very feasible. The calculation results from the small group trial questionnaire show that Visimuka learning media is very feasible to use.

Next was the large group trial which was conducted with 30 students. 9 students who had been included in the small group trial were not involved. The questions presented in the trial questionnaire totaled 16 questions which were divided into three aspects assessed. The display aspect consists of 6 items, 6 materials, and 4 items of usage aspects. An attractive display of learning media can increase students' enthusiasm for learning (Nurhasanah, 2021). Learning media can help teachers to achieve learning objectives (Dewi, 2017). The questionnaire consisting of 16 questions with a trial subject of 30 students, the ideal value is 1920, while the value obtained from the questionnaire response is 1768. The percentage of results from the large group trial is 92.1% Visimuka learning media is very feasible to use for history learning.

The product developed is Visimuka learning media. Where the media has gone through a validation test and product feasibility test. Based on the results of the validation test which shows the product is very valid. Before the product feasibility test, Visimuka learning media has been revised in accordance with the direction of the experts. After that, continued with the product feasibility test also has the results of Visimuka learning media is very feasible to use.

CONCLUSION

Based on the results of research on the development of Visimuka learning media at SMA Negeri 1 Tenggarong Seberang, it can be concluded that the media is very feasible to use. Visimuka learning media of course has gone through a validation test before the feasibility trial. The development of Visimuka learning media is based on an analysis of the problems, potential, and needs of SMA Negeri 1 Tenggarong Seberang. Some of the potential that the school has can meet the school's needs, namely innovating history learning media. Learning objectives will be easily implemented if using the help of supporting learning media (Tafonao, 2018).

The development of a learning media needs to pay attention to its ease of use and pay attention to interesting media (Nurhasanah, 2021). Visimuka, a video tour conducted at the Muara Kaman Site, is a learning media that can help students to know the existence of the site, the shape of the site, the relics on the site, and so on. Because Visimuka learning media is available on Instagram social media. This adjusts to the times where teenage students are active users of Instagram social media.

Visimuka learning media has the advantage of being packaged in digital form that can be used anytime and anywhere. The existence of Visimuka on Instagram social media makes the media have a wide reach, namely Instagram users. Media can be accessed using a variety of gadgets. Media packaging that adapts to what is currently in existence, namely short videos. The content presented can increase students' knowledge about history. In addition, Visimuka media can be used as a support for learning history.

In addition, there are also some shortcomings of Visimuka learning media. to use the media must require an internet connection. The content is limited to the scope of the Muara Kaman Site. Because Visimuka media is on Instagram social media, it requires quite strict supervision so that students do not open other things.

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