



## The Impact of YouTube as an Interactive Social Studies Learning Platform for 7<sup>th</sup> Grade Students at Junior High School

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**Abstract:** This research regarding the use of YouTube learning media in social studies subjects aims to determine its influence or impact on students as seen from the learning outcomes scores in class VII at SMP Negeri 1 Sungai Pinyuh. This research was conducted using a pre-experimental method with a one-group pretest-posttest design. The sample used comprises students from the class with the lowest average formative scores. The conclusive findings of the research suggest that using YouTube as an educational tool in the classroom positively impacts students' academic achievements. This is evident from the student's learning outcomes after the treatment, where most students showed significant improvement: 50% (N=16) reached the "Developing as Expected" category, and 22% (N=7) reached the "Highly Developing" category. Furthermore, only a few students fell into the "Not Yet Developing" category after the treatment, at 6% (N=2). This result is also supported by the effect size test, which is 2.30. This suggests that using YouTube as a learning medium significantly influences the learning outcomes of 7<sup>th</sup>-grade social studies students at SMP Negeri 1 Sungai Pinyuh, specifically on the topic "Mengenal Lokasi Tempat Tinggal."

**Abstrak:** Pada pelaksanaan penelitian mengenai dampak media pembelajaran YouTube di mata pelajaran IPS memiliki tujuan untuk mengetahui bagaimana efek atau dampak yang diberikan kepada siswa yang ditinjau dari nilai hasil belajar pada kelas VII di SMP Negeri 1 Sungai Pinyuh. Untuk metode penelitian dipilih menggunakan metode pre-eksperimen dengan desain satu kelompok pretest-posttest. Adapun sampel yang digunakan berasal dari peserta didik yang memiliki nilai formatif paling rendah di kelas. Hasil akhir penelitian menunjukkan bahwa penggunaan YouTube sebagai media pembelajaran di kelas memberikan efek atau pengaruh yang positif terhadap hasil belajar peserta didik yang menunjukkan adanya peningkatan. Terlihat dari hasil akhir belajar setelah diberikan perlakuan yaitu, sebagian besar peserta didik mengalami peningkatan signifikan, dengan 50% (N=16) mencapai kategori "Berkembang Sesuai Harapan" dan 22% (N=7) mencapai kategori "Sangat Berkembang". Selain itu, hanya sedikit sekali peserta didik yang mendapatkan hasil belajar dalam kategori "Belum Berkembang" setelah perlakuan yaitu 6% (N=2). Hasil ini juga didukung dari hasil uji *effect size* yaitu sebesar 2,30 artinya penggunaan media pembelajaran YouTube memiliki efek atau pengaruh kuat terhadap hasil belajar IPS peserta didik kelas VII di SMP Negeri 1 Sungai Pinyuh khususnya pada materi "Mengenal Lokasi Tempat Tinggal".

## A. Introduction

Indonesian education is experiencing development in using technology as a learning medium. Teachers and students can utilize various kinds of technology to support the learning and teaching process at school and at home. Because of its user-friendliness, technology is readily embraced and utilized by students and teachers at home and in the classroom. The selection of appropriate learning media is also a benchmark for the achievement of learning provided to students.

Learning media is a crucial component of instructional tools that play a significant role in the classroom learning process. Oktiana (2021) states that learning media bridges instructional content and learners, enhancing critical thinking, curiosity, and learning outcomes. To achieve learning outcomes. According to Novita et al (2019), learning outcomes are the achievements received after teaching and learning activities. Meanwhile, according to Dakhi (2020), learning outcomes are the achievements obtained by students after meeting the assessment criteria. Selecting diverse learning media is essential to achieve learning outcomes aligned with instructional goals. Wuarlela (2020) emphasizes that varied media aims to provide engaging and non-monotonous learning experiences, ensuring high-quality content for instructional use.

One learning media that can be easily used as a variation in teaching nowadays is YouTube. According to Arham (2020), YouTube is a Website that provides various services such as sharing, searching, and watching video content. It is accessible to people worldwide, from young individuals to adults. According to Fitriani (2021), YouTube is an online site that is also part of the services provided by Google. This site offers services to the public that allow them to access, share, and watch video content easily. Three former PayPal workers, Chad Hurley, Steve Chen, and Jawed Karim, Founded YouTube in 2005. Educational videos on the YouTube platform are the results of users uploading their videos on YouTube. YouTube is an application that can display various types of video content, music, audio, images, and animations that can be interactive and accessed through the Internet (Anggara, 2022). The internet can access YouTube by entering keywords in the Google search bar. Once the YouTube Website appears, users can directly access YouTube online (Faiqah et al., 2016).

YouTube learning media has become a current trend due to its user-friendly nature as an instructional tool (Setiadi et al., 2019). YouTube can enhance knowledge acquired through educational video content (Situmorang, 2013). Utilizing YouTube as a learning media is a form of technology integration that educators can employ to offer unique learning experiences to students. Through YouTube, teachers can showcase various instructional videos that captivate student interest and align with learning objectives, potentially enhancing student learning outcomes.

According to Sutarti & Astuti (2021), using YouTube as a learning medium is an innovation teachers use to deliver more informative learning materials because the videos presented offer illustrative content and attractive appearance, thus enhancing students' knowledge and understanding of the given subjects. The use of YouTube as a learning medium can be carried out through several steps as proposed by Setyaningrum (2021), such

as: (1) The teacher creates and uploads instructional videos to the YouTube platform, (2) The teacher and students access the instructional videos uploaded on YouTube, (3) The students watch the instructional videos presented.

Learning outcomes result from students' achievements in acquiring skills during the learning process, reflected in behavioural changes observed in three developmental aspects: cognitive, affective, and psychomotor [Laksana & Hadijah \(2019\)](#). These learning outcomes indicate the abilities possessed by students, thus allowing them to enhance their competencies and skills ([Nurhasanah & Sobandi, 2016](#)). According to [Asril et al \(2021\)](#), learning outcomes encompass everything students acquire based on the skills provided after receiving instruction from teachers, represented in numbers, symbols, letters, or descriptions. Learning outcomes also signify a state of change that occurs in individuals after they receive instruction.

[Karima & Ramadhani \(2018\)](#) stated that "Social Studies can be defined as the study or examination of society" (p. 43). This means that Social Studies education is a process focused on understanding society, particularly for students, encompassing the study of history, geography, economics, sociology, anthropology, political science, and simplified aspects of social psychology to achieve educational goals.

Additionally, the National Council for Social Studies, along with social science experts worldwide, have concluded that there are ten themes concerning social sciences, including: (1) Culture; (2) Time, Continuity, and Change; (3) People, Places, and Environments; (4) Individual Development and Identity; (5) Individuals, Groups, and Institutions; (6) Power, Authority, and Governance; (7) Production, Distribution, and Consumption; (8) Science, Technology, and Society; (9) Global Connections; (10) Civic Ideals and Practices ([Hunt et al., 2013](#)).

From these viewpoints, social studies education is the reduction of the social sciences into one integrated curriculum that includes political science, sociology, anthropology, history, geography, and economics.

According to [Hilmi \(2017\)](#), Social Studies education aims to enable students to solve problems, make decisions, and provide appropriate and well-considered solutions to issues they will encounter in their community. Furthermore, [Karima & Ramadhani \(2018\)](#) mention that social studies education aims to provide knowledge and understanding and to develop positive attitudes and values that are important in social life. From these opinions, it can be concluded that the main objective of educating students in social studies is to prepare them to face social life through knowledge, understanding, values, and social attitudes they will encounter in the community.

In similar research by [Buda et al \(2022\)](#), YouTube learning media significantly impacts the learning outcomes of 8<sup>th</sup>-grade Social Studies students at Junior High School 1 Belimbing Hulu, Kabupaten Melawi. The study revealed a significant difference in pre-test (mean = 62,17) and post-test (mean = 88,50) in the experimental class before and after using YouTube learning media. Similarly, [Oktiana \(2021\)](#) researched the influence of YouTube video media in Islamic Religious Education (PAI). The results indicated a significant difference in the

experimental class's learning outcomes before and after treatment ( $p < 0,005$ ). This demonstrates that YouTube learning media influences student learning outcomes.

According to the research conducted by [Wulandari et al \(2021\)](#), using YouTube-based learning media has been shown to improve students' scientific learning outcomes, with a significant p-value (0.001) between the pre-test and post-test results for the experimental and control course learning outcomes. Similarly, [Oktiana \(2021\)](#) investigated the impact of YouTube video content on Islamic Religious Education (PAI) lessons. The study found a p-value of 0.000 ( $p < 0.05$ ), demonstrating a difference in the learning outcomes between the experimental class before and after the treatment. This demonstrates that YouTube content influences student learning outcomes. According to this research, YouTube may be utilized as a learning media to increase student.

Previous research on Social Studies was also conducted by [Musfiroh \(2022\)](#) at SMP Negeri 11 Pematang Siantar. The research results in the experimental class showed that the pre-test and post-test scores, which previously ranged from 61-80, increased in learning outcomes to 81-100. The study indicated the influence of using YouTube as a learning outcome.

Based on these research findings, YouTube can be used as a learning media to enhance student learning outcomes. Furthermore, YouTube learning media has the potential to assist social studies teachers in delivering lessons through instructional videos that align with the subject matter and learning objectives.

According to the research above, YouTube learning media improves learning outcomes, including in social studies (IPS). Additionally, YouTube learning media also has the potential for social studies teachers to deliver lessons through educational videos that align with the material and learning objectives. This is because YouTube learning media falls into the category of audio-visual learning media, meaning that in the learning process, students engage not only one sense but two senses, namely hearing and seeing. Thus, YouTube learning media can support understanding and improve students' learning outcomes, especially in social studies subjects.

However, research on the impact of YouTube learning media in Social Studies education has yet to be conducted at Junior High School 1 Sungai Pinyuh, Kabupaten Mempawah, West Kalimantan. Based on preliminary research, the learning outcomes of Social Studies students at Junior High School 1 Sungai Pinyuh, particularly in 7<sup>th</sup> grade, show average formative assessment scores ranging from 0-60, falling into the category of "Not Developed" (Table 1) according to the Comprehensive Competency Test (KKTP). This could be attributed to the lack of variety in learning media, leading to student disinterest and a limited understanding of instructional materials.

Based on the interview with the social studies teacher at SMP Negeri 1 Sungai Pinyuh, research on the effectiveness of using YouTube as a learning medium in social studies has not been conducted. The teacher more frequently uses textbooks, images, and PowerPoint presentations to deliver learning material in the classroom. Therefore, to classify previous research results on the effectiveness of using YouTube as a learning medium,

particularly in social studies, the researcher is interested in conducting an experimental study on the use of YouTube learning media at SMP Negeri 1 Sungai Pinyuh.

Thus, the researcher aims to advance knowledge of YouTube's advantages for students in their learning process, particularly in social studies, focusing on the effects of using YouTube as an educational platform for improving students. Hopefully, this research will enhance their understanding of the social studies material, especially on the topic "Mengenal Lokasi Tempat Tinggal".

**Table 1.** The Formative Value of the Class Sample Based on the KKTP of SMP Negeri 1 Sungai Pinyuh

Class	Average Score	Not Developed (0-60)	Developing (61-70)	Developing as Expected (71-85)	Highly Developed (86-100)
VII D	40	87,5% (28 students)	12,5% (4 students)	0% (0 students)	0% (0 students)

Source: Formative assessment document for class VII social studies at SMP Negeri 1 Sungai Pinyuh

## B. Method

### Design and Participants

In this research, a pre-experimental procedure that uses the quantitative method was employed. A quantitative approach is a type of research that involves formulating hypotheses, collecting data, writing conclusions, and preparing research reports using measurement techniques, calculations, formulas, and numerical data (Musianto, 2002). (Sugiyono, 2022) argue that there are four types of experimental research methods: pre-experimental design, actual experimental design, factorial design, and quasi-experimental design. Pre-experimental design, specifically the one-sample pretest-posttest design, was the method used in this research. The pre-experimental method is an experimental research design that uses only one class as the research sample, with a treatment that can be controlled by the researcher (Danuri & Maisaroh, 2019). The method was chosen because it is suitable for conducting experiments with a single class group.

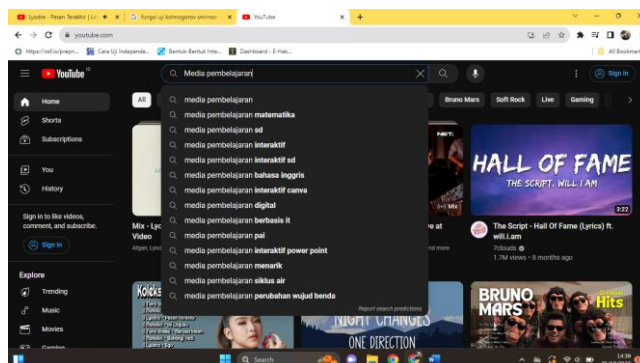
Here are the pre-experimental steps in this research:

1. Conducting a pre-test on the sample class as a measurement step for variables before the researcher applies the treatment.
2. The treatment was applied to the sample class using YouTube as a learning medium.
3. A post-test will be conducted after the researcher has applied the treatment to the sample class.
4. Calculating the average value of the pre-test and post-test to determine the differences.

Next, here are the steps for accessing YouTube as a learning media:

1. Open the YouTube Website or access it through the link <https://www.youtube.com/>

2. To search for the instructional video to be used, enter the keywords of the learning material in the search bar.



**Figure 1.** How to Access Educational Videos on YouTube

Next, teachers can choose the educational videos suitable for the lesson content and learning objectives to be used during the teaching process.

### Sample

This study involved a sample of 32 class VII D students with the lowest average scores. The aim was to determine whether using YouTube as a learning medium impacts the learning outcomes of 7<sup>th</sup>-grade students in Social Studies.

### Research Location

The research has taken place at SMP Negeri 1 Sungai Pinyuh. Based on the preliminary research, which included an interview with the Social Studies teacher on 17 April 2023, the researcher learned that no previous pre-experimental study on using YouTube as a learning medium had been conducted at SMP Negeri 1 Sungai Pinyuh.

### Data Collection and Analysis Techniques

The data collection tool used in this research is the test instrument (pre-test and post-test), which is a reliable tool for assessing the quality of research (Arifin, 2017). In this study, the data collection instruments include learning outcome tests, documentation sheets such as teaching modules and observation sheets, and documentation in the form of photos or images related to and necessary for this research.

Furthermore, the analysis techniques used in this research include normality tests and hypothesis testing, utilizing IBM SPSS Statistic version 25. Additionally, the researcher conducts an effect size test to determine the level of influence of the treatment provided on the sample class.



Figure 1. Research Flow

## C. Result and Discussion

### Result

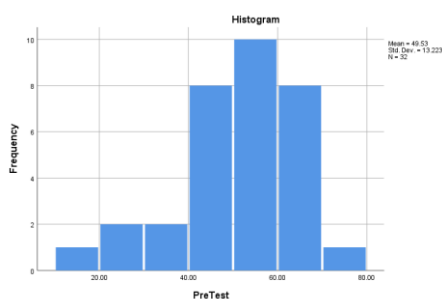
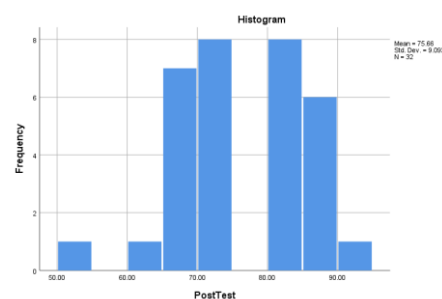
This study aims to determine if using YouTube as a learning medium impacts students' learning outcomes in Social Studies in grade VII at Junior High School 1 Sungai Pinyuh. Before testing this influence, the researcher conducts a prerequisite analysis, a normality test. The normality test is performed using IBM SPSS Statistic version 25 with the Shapiro-Wilk test.

The prerequisite analysis using the Shapiro-Wilk test indicates that the Sig. The value is 0,094 for the pre-test and 0,093 for the post-test scores (Table 2, Figure 2, and Figure 3). Thus, the data distribution for pre-test and post-test values is normal because of the Sig. value is  $> 0,05$ . Based on this prerequisite analysis, the researcher employs parametric tests, specifically the Paired Sample T-Test, to determine whether using YouTube as a learning medium influences Social Studies learning outcomes.

Table 2. Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<b>PreTest</b>	.197	32	.003	.943	32	.094
<b>PostTest</b>	.152	32	.057	.943	32	.093

Source: The processing data using IBM SPSS Statistics version 25 in the year 2023

Figure 2. Histogram Normality Test *Pre-test*Figure 3. Histogram Normality Test *Post-test*

### Results of Data Analysis

The results of the Paired Sample T-Test to determine the influence of YouTube as a learning media on learning outcomes indicate that the post-test score (after treatment with YouTube as a learning media), which is  $M = 75,66$ , is significantly higher (Sig.0,00) than the

pre-test score (before treatment with YouTube as a learning media), which is  $M = 49,53$  (See Table 3 and Table 4).

**Table 3.** Descriptive Statistic *Pre-test* and *Post-test*

	N	Minimum	Maximum	Mean	Std. Deviation
<b>PreTest</b>	32	13	73	49.53	13.22262
<b>PostTest</b>	32	53	93	75.66	9.09310
<b>Valid N (listwise)</b>	32				

Source: The processing data using IBM SPSS Statistics version 25 in the year 2023

**Table 4.** Paired Sample T-Test

		Pair 1	
		Pre-Test Learning Outcome - Post-Test Learning Outcome	
<b>Paired Differences</b>	<b>Mean</b>	-26.125	
	<b>Std. Deviation</b>	12.628	
	<b>Std. Error Mean</b>	2.232	
	<b>95% Confidence Interval of the Difference</b>	<b>Lower</b>	-30.678
		<b>Upper</b>	-21.572
	<b>t</b>	-11.703	
	<b>df</b>	31	
		<b>Sig. (2-tailed)</b>	.000

Source: The processing data using IBM SPSS Statistics version 25 in the year 2023

The researcher at Junior High School 1 Sungai Pinyuh categorized the pre-test and post-test outcomes into several competency levels (Table 5). Before receiving treatment with YouTube as a learning media, most students (88%,  $N=28$ ) were in the category of "Not Developed" on the pre-test. Meanwhile, after the treatment, a significant improvement was observed, with (50%,  $N=16$ ) reaching the "Developing as Expected" category and (22%,  $N=7$ ) reaching the "Highly Developed" category on the post-test. Additionally, very few students achieved learning outcomes in the "Not Developed" category after the treatment, specifically (6%,  $N=2$ ). These results reflect the influence of using YouTube as a learning media in enhancing students learning outcomes.

**Table 5.** Categories of Competency Levels (KKTP) for Pre-test and Post-test Learning

Learning Outcomes	Kategori KKTP			
	Not Developed (0-60)	Developing (61-70)	Developing Expected (71-85)	Highly Developed (86-100)
<b>Pre-Test</b>	88% ( $N=28$ )	12% ( $N=4$ )	0% ( $N=0$ )	0% ( $N=0$ )
<b>Post-Test</b>	6% ( $N=2$ )	22% ( $N=7$ )	50% ( $N=16$ )	22% ( $N=7$ )

## Effect Size

The researcher uses the following formula to conduct an effect size test in order to ascertain the degree of influence that YouTube usage as an educational tool has on learning outcomes:

$$\text{Cohen's } d = \frac{(M_2 - M_1)}{SD_{\text{pooled}}}$$

$$\text{Cohen's } d = \frac{(75,66 - 49,53)}{11,347294} = 2,302752$$

Based on the criteria for Cohen's d effect size (Table 6), the level of influence of using YouTube as a learning media is 2,302752. This indicates that YouTube's influence on Social Studies learning outcomes falls into the "strong effect" (See Table 6).

**Table 6.** The criteria values for Cohen's d Effect Size

0 - 0.20	Weak effect
0.21 - 0.50	Modest effect
0.51 - 1.00	Moderate effect
>1.00	Strong effect

The citation from (Cohen et al., 2018)

## Discussion

The results of this study indicate that YouTube as a learning media influences the learning outcomes of seventh-grade students in the subject of Social Studies (IPS). These findings are supported by previous researchers in the field of Social Studies, such as Musfiroh (2022) and Buda et al (2022). Musfiroh (2022) stated that YouTube as a learning media, especially those with content related to the "Era Reformasi (1998-Sekarang)," has an impact on the integrated Social Studies learning outcomes of ninth-grade students at MTS Negeri 3 Ponegoro. This is evident from the difference between pre-test and post-test learning outcomes in the experimental class, which significantly improved after using YouTube as a learning medium. Similarly, Buda et al (2022) reported improved learning outcomes in the experimental class using YouTube as a learning media in the eighth grade at Junior High School 1 Belimbing Hulu Kecamatan Melawi. The improvement in learning outcomes using YouTube is not limited to Social Studies but extends to other subjects, such as Islamic Education (Oktiana, 2021) and Natural Sciences (Wulandari et al., 2021).

The improvement in learning outcomes through using YouTube as a medium can be attributed to its advantages, particularly its visual elements such as videos, audio, and audio-visual content. Content containing sound, images, illustrations, and visually appealing videos makes it easier for students to comprehend the learning material. It enables them to review if they have not understood (Sutarti & Astuti, 2021). Palurović et al (2020) add that the more visual elements involved in learning, the better students will understand the material. Therefore, YouTube as a learning media is highly beneficial in capturing students' attention and ultimately aiding them in comprehending the study material.

However, besides its advantages, using YouTube for learning has drawbacks. Sihombing et al (2023) state that one of the weaknesses of YouTube as a learning medium is the video's extended duration, leading to boredom and reduced attentiveness among students. To address this issue, teachers can edit the learning videos to shorten their duration, preventing students from losing focus and interest. Another solution is for teachers to utilize the pause button, interspersing the video with questions to engage students actively. This approach prevents students from becoming bored by actively responding to questions related to the video content. Teachers can assess whether the videos used positively impact learning through these strategies.

#### D. Conclusion

Based on the research findings and data analysis, the aim was to determine the influence of using YouTube as a learning media on the learning outcomes of 7<sup>th</sup>-grade Social Studies students at Junior High School 1 Sungai Pinyuh. Therefore, the following conclusions were obtained.

Using YouTube as a learning resource in the classroom affects students' learning results in the seventh-grade Social Studies class at Junior High School 1 Sungai Pinyuh. The student's pre-test and post-test scores show improvement before and after using YouTube as a learning resource. The paired sample t-test, with a significance value (2-tailed) of  $0.000 < 0.05$ , indicates a significant difference in learning outcomes between students before and after utilizing YouTube as a learning resource.

Using YouTube as a learning media benefits students by boosting learning outcomes. The result of the paired sample t-test, indicating a significance value (2-tailed) of  $0.000 < 0.05$ , and an effect size test with a value of 2.30, indicating that the use of YouTube as a learning media has a strong on the Social Studies learning outcomes of 7<sup>th</sup>-grade students at Junior high School 1 Sungai Pinyuh, especially in the topic of "Mengenal Lokasi Tempat Tinggal."

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