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Development of multimedia-based learning videos to increase learning motivation in history for grade XI social science students in senior high school

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Abstract

Students' motivation during history learning processes in the classroom is influenced, among other factors, by teachers' innovation in teaching. However, there are still teachers who lack innovation, resulting in decreased motivation for students to learn history. This study aims to develop and assess the feasibility of a product in the form of multimedia-based learning videos on the topic of Islamic Maritime Kingdoms, as well as to analyze its effectiveness in increasing the learning motivation of Grade XI Social Science students. The type of research used was research and development with ADDIE design. This study involved 2 experts, 2 teachers, and 75 students divided into 15 students for small-scale trials and 60 students for large-scale trials and extensive testing. Data collection was done through questionnaires using survey techniques and interviews. Data analysis techniques included quantitative and qualitative descriptive analysis, as well as descriptive statistics. The research results indicated that the product developed by the researcher was feasible for use as a learning media. Additionally, multimedia-based learning videos were also effective in increasing students' motivation to learn history.

Keywords: Video Learning; Multimedia; Learning Motivation; History; Maritime Kingdoms.

INTRODUCTION

The condition of motivation in learning becomes an important aspect that can affect the learning process of students in the classroom. Often, the learning process runs less optimally in certain subjects not because students' learning abilities are incapable, but because of their lack of learning motivation, causing them not to strive to exert their best abilities (Emda, 2017). Moreover, even if a student has high academic grades, it does not necessarily mean that they already be motivated toward the desire to acquire knowledge. It can also be caused by external factors, such as family pressure from parents (kompas.com, 2018). The

low quality of teachers using innovative media also contributes to the issue of learning motivation in the classroom (Surodiana, 2020).

In the observations conducted by the researcher using observation guidelines to assess classroom conditions at Santo Paulus High School in Pontianak, it was found that there were students in Grade XI Social Science who were less motivated during history lessons. This issue arose because, during history lessons, the teacher still dominated classroom learning through lecture-based methods. The dominance of the teacher's role through lecture-based methods has caused some students to appear unfocused, engaging in activities such as talking to their peers, feeling drowsy, and discreetly using their mobile phones under the desk drawer. Even during presentations and teacher explanations, the material felt less engaging as the PowerPoint slides lacked supporting illustrations. When the teacher reviewed the material by asking questions to the students, only two to three students responded.

The student handbook used as a learning source at Santo Paulus High School in Pontianak is also very limited. The book used is a package book with minimal content about maritime kingdoms during the Islamic era in Indonesia, which does not stimulate the imagination about maritime affairs. Additionally, the book does not highlight the maritime aspects of the Islamic kingdoms in Indonesia. The book used repeats more material from the Indonesian History class in Grade X, which mainly discusses the political and social aspects of the Islamic kingdoms' era. This also contributes to the decreased learning motivation of students because they feel like they are repeating the same history material as when they were in Grade X.

The presentation of the above issues emphasizes that teachers fundamentally need to innovate to provide an enjoyable school experience for students (Antara News, 2021). Such innovation can also be used as a tool to introduce new teaching materials that are more focused and in-depth. The utilization of learning innovations is fundamentally one of the skills that a teacher needs to possess nowadays. This is because, in the concept of 21st-century education, teachers are expected to no longer rely on old patterns during classroom teaching, such as methods dominated by lectures (Yoa, 2021).

21st-century education, accompanied by technological advancements, according to Habib et al. (2020) makes the management of education impossible to handle with conventional methods such as lectures. Several studies also indicate that lecture-based methods have an impact on students' learning attitudes. For example, a study conducted by Muminin et al. (2021), revealed that students tend to become bored with the lecture-based method employed by educators or teachers. Students also have trouble in understanding the material. It is as if their brains are like a "trash bin" being constantly forced to accept a lot of abstract material. Therefore, teachers need to create optimal learning conditions by delivering the material creatively (Yulia & Ervinalisa, 2017).

Therefore, it can be understood that teachers must constantly introduce learning innovations to boost students' learning motivation. One of these innovations is the use of instructional media (Mishra & Sharma, 2005). Teachers who teach history

subjects in schools also need the ability to creatively manage instructional media (Fitri & Yefterson, 2021). Moreover, history is a discipline that deals with past events; therefore, students require media to obtain concrete representations and based on psychological studies, according to Rohani in Sastramiharja et al. (2021). Students tend to find it easier to understand something in concrete form rather than abstract.

Several existing studies have shown that videos are among the various instructional media that can affect students' learning motivation (Sastramiharja et al., 2021). This was explained that that the use of video media has been proven to increase motivation in learning history among Grade XI high school students. During the pre-cycle phase, the percentage of students' motivation to learn history was only 43.90%, and then it increased to 85.37% (Chasanah et al., 2021). Another study showed that the use of animated video media received positive responses from Isen Mulang High School students, who felt interested in learning history (Angela & Triadi, 2022). The product offered in this research is multimedia-based learning videos.

Videos packaged by combining several elements (multimedia) have the potential to help students understand the messages in instructional materials and increase their imagination of content. Research conducted by Juannita & Mahyuddin (2022) showed that interactive multimedia-based learning videos can make children's learning more diverse, thus making learning more engaging, motivating, and providing learning experiences for children. This is also supported by research titled "Interactive Multimedia-Based Learning Videos on the Cognitive Aspects of Early Childhood," which shows that this media can make learning more diverse, thus making it more engaging and providing learning experiences for children (Aryani & Ambara, 2021). However, there have not been any non-interactive multimedia-based learning videos developed on the topic of Maritime Kingdoms during the Islamic era in Indonesia.

The use of multimedia-based videos will shift boring learning into an enjoyable one, thus increasing students' learning motivation (Aryani & Ambara, 2021). Moreover, if multimedia-based learning videos are uploaded to platforms like the social media platform YouTube, it makes it easier for students to access them anytime and anywhere, and they can even be replayed multiple times. In more detail, Rusman (2012) emphasizes the advantages of video media, namely: (a) the conveyed material can be evenly delivered to students, (b) it is capable of explaining a process, (c) not constrained by space and time, (d) the media can be paused or tailored to needs, (e) capable of leaving a profound impression on students.

Based on the research by Dwyer as cited in Mamin & Arif (2018) video could capture 94% of message/information channels that can reach the soul through senses such as sight and hearing, and people can understand as much as 50% of the content they perceive through human senses via program broadcasts. The use of video media can also help students obtain a more concrete learning experience (Sastramiharja et al., 2021). Considering the advantages of video as a learning media, history teachers can use this media in the classroom. Meanwhile, the

concept of multimedia will help teachers to produce instructional videos that combine several elements such as photos, images, videos, text, sound, and animations, making the presentation "richer" and attracting students' attention to learn.

Building on the discussion above, this research aims to develop and assess the feasibility of a multimedia-based learning video product and analyze its effectiveness in increasing the learning motivation of Grade XI Social Science students, with a case study at Santo Paulus High School in Pontianak. The results of this research, along with its product, are expected to be an innovative offering for the use of instructional media, particularly by history teachers.

METHOD

The research model applied in this study was research and development, often known as Research and Development (R&D). The R&D procedure implemented in this research followed the stages of the ADDIE method. The five stages of the ADDIE technique included analysis, design, development, implementation, and evaluation.

Data was collected from the validation assessment results by subject matter experts, media experts, teachers, as well as students in both small and large-scale trials. Meanwhile, to measure the product's effectiveness on students' history learning motivation, the researcher used a one-group pretest-posttest experimental design model. The process of gathering data for the feasibility test and effectiveness test stages was conducted through questionnaires. Meanwhile, interviews were used for needs analysis.

The sample for the small-scale trial consisted of 15 students from Class XI IPS C, determined using a voluntary sampling technique. Meanwhile, the large-scale trial and extensive testing involved 60 students from Class XI IPS A and XI IPS B. The technique used to determine the sample for these trials was purposive sampling. In addition to obtaining product feedback through student evaluations, the large-scale trial supplemented with extensive testing was conducted to measure the effectiveness of the product in enhancing history learning motivation.

The data analysis techniques applied in this research include quantitative, qualitative, and descriptive statistical analyses, including difference testing. However, before conducting the difference testing, the researcher first conducted prerequisite tests by examining the normal distribution of data using the Kolmogorov-Sminov test. However, due to some data not following a normal distribution, hypothesis testing used the Wilcoxon Signed Rank Test technique with the assistance of SPSS 26 software. The product's feasibility assessment is based on converting scores on a five-point scale, referring to Table 1.

Table 1: Conversion of five-point scale values based on reference benchmark assessment (PAP)

Interval	Score	Category
x > *Xi* + 1,80 Sbi	x > 4.21	Very Good
Xi + 0.60 Sbi < x ≤ *Xi* + 1.80 Sbi	3.40 < x ≤ 4.21	Good
Xi – 0.60 Sbi < x ≤ *Xi* + 0.60 Sbi	2.60 < x ≤ 3.40	Average
Xi – 1.80 Sbi < x ≤ *Xi* – 0.60 Sbi	1.79 < x ≤ 2.60	Poor
x ≤ *Xi* – 1.80 Sbi	X ≤ 1.79	Very Poor

Meanwhile, the determination of motivation quality is measured by adopting the Reference Benchmark Assessment I (PAP) from a book written by Suharsimi Arikunto (2016) as follows.

Table 2. Quality of students' history learning motivation

Motivation Scale	Criteria
90-100	Very High
80-89	High
70-88	Adequate
60-69	Low
0-59	Very Low

RESULTS AND DISCUSSION

Results

The product successfully developed in this study is a multimedia-based learning video on the maritime kingdoms during the Islamic era in Indonesia, which is capable of increasing students' motivation to learn history. The development product, which has reached the implementation stage and has been revised, can be accessed on the website https://youtu.be/-p7wJXo2uBw.

Analysis Stage

The first step according to the ADDIE procedure is to conduct an analysis. The analysis in this research comprises two types: problem analysis and needs analysis. According to the researcher's study in the problem analysis, it was found that many teachers still predominantly used lecture methods supported by PowerPoint presentations, which contained more text and minimal illustrations. As a result, students appeared to be less motivated. Some were immersed in talking to their peers, some were lowering their heads to the table, and others were playing with their smartphones in class. When the teacher posed questions, only 2 or 3 students in each class expressed their opinions.

Meanwhile, in the needs analysis, through interviews with teachers, the researcher found that teachers indeed mostly used lecture methods, PowerPoint presentations, and history textbooks, although occasionally interspersed with other activities such as interactive discussions or student presentations. According to teachers, the use of lecture methods and PowerPoint presentations is more effective and efficient in the preparation process. Specifically, the preparation for

implementation also does not incur significant costs. The use of textbooks provided by the school is considered very helpful by teachers.

Therefore, instructional media such as videos are needed to help teachers provide sharper visual imagination to students about the maritime kingdoms during the Islamic era in Indonesia, as well as to enhance students' motivation to learn history.

Design Stage

The second stage involves the researcher creating the instructional media design in the form of a video based on the analysis results. Initially, the researcher developed a lesson plan (RPP), followed by the creation of multimedia-based videos using applications such as PowToon, Filmora, and mp3.cut. Finally, the researcher prepared assessment instruments to be used for product validation involving experts from lecturers, teachers, and students. The multimedia-based video developed by the researcher contains material about the maritime kingdoms during the Islamic era in Indonesia, particularly focusing on the Sultanates of Aceh, Ternate, and Tidore. The video's duration is 10 minutes and 33 seconds and was then uploaded to YouTube.

The initial form of the video product created by the researcher is as follows (Figure 1, Figure 2).
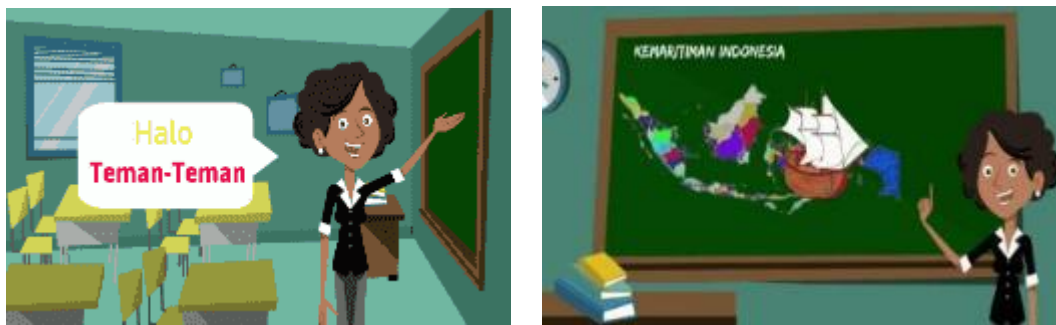
1) **Introduction Section**

Figure 1. Initial introduction section display

Figure 2. Display of introduction section regarding material coverage

In the introduction section of the video, it features a female teacher greeting the audience (left image). This greeting process is an initial step to establish

communication with the audience, believed to create a friendly atmosphere with the viewers, in this case, students. Then, there is a part showing the teacher introducing the progress of the Nusantara Kingdoms by using the maritime aspect (right image), which is part of the effort to provide an initial stimulus to the students.

In the introduction section, it also presents the coverage of the material included in the video. The material is limited to the maritime kingdoms during the Islamic era, which include the Sultanates of Aceh, Ternate, and Tidore. Other maritime-based sultanates could also be included in the video. However, this limitation is necessary considering that a video with excessive duration may cause students to experience boredom. The selection of the sultanates discussed is based on the major trade routes during that time.

2) Content Section

In the content section, includes material on the maritime kingdoms during the Islamic era in Indonesia, covering the Sultanates of Aceh, Ternate, and Tidore. The content section includes elements of information in the form of text, video illustrations, and animated illustrations supported by dubbing and background music. The images representing the initial development of the video worked on by the researcher can be seen below (Figure 3):

Figure 3. Display of material about the sultanates of aceh, ternate, and tidore

3) Closing Section

Figure 4. Display of video closing section

The conclusion of the video (Figure 4) contains an invitation to students to realize the importance of maritime potential during the kingdom era. This section also features video illustrations of the natural environment and seas in the Maluku Islands, which were part of the Indonesian spice route during the kingdom era.
Multimedia-based instructional video products can essentially be used both in a classroom setting and independently. This is because multimedia-based instructional videos can be uploaded to YouTube and then viewed. The multimedia product model is presented linearly, meaning the multimedia is run sequentially from start to finish. Navigation used in linear presentation typically includes Play, Pause, and Stop.

Development Stage

1) Instrument Validation

The initial step undertaken by the researcher in the validation process is to validate the questionnaire instrument used for subject matter experts, media experts, teachers, as well as students. Based on the testing in this stage, it was stated that the questionnaire instrument is considered feasible for use as an analysis tool in the research by incorporating some suggestions, including:

1) In the motivation attitude instrument, it is unnecessary to use the word "I".
2) Each item in the motivation attitude instrument should include the words "need", "preferably", and/or "ought to".

2) Material Expert Validation

This stage aims to obtain data on the feasibility, suggestions, and criticisms so that the developed instructional video has quality in terms of content. Material validation includes assessment of aspects such as content, language and typography, and usefulness. The validation results from material experts are presented in Table 3:

Table 3. Results of Material Expert Validation Assessment

No.	Assessment Aspect	Score
1.	Material Aspect	38
2.	Language and Typography	9
3.	Benefit Aspect	13
	Total Score	**60**
	Average Score	**4.61**
Criteria		**Very Good**

The summary of assessments from material experts, as seen in Table 3, indicates that the product scored a total of 60 points. The average score obtained is 4.61. Therefore, it can be concluded that overall, the assessment of the multimedia-based instructional video product by material experts is categorized as "very good." Material experts also provided mandatory improvement suggestions for the product developed by the researcher. The revised product based on the assessment by material experts can be seen Figure 5-8.

Figure 5.
Display at Minute 5:50 Before Revision

Figure 6.
Display at Minute 5:50 After Revision

Figure 7.
Display at Minute 8:29 Before Revision

Figure 8.
Display at Minute 8:29 After Revision

3) Validation by Media Experts

This stage is carried out to obtain information on the feasibility, suggestions, and criticisms so that the designed instructional video has quality in terms of media. Media validation includes assessment of aspects such as audio, visual, usage, and benefits.

Table 4: Assessment Results of Validation by Media Expert

No	Assessment Aspect	Score
1.	Audio Aspect	25
2.	Visual Aspect	33
3.	Usage Aspect	16
4.	Benefit Aspect	12
Total Score		**86**
Average Score		**4.09**
Criteria		**Good**

Based on Table 4, the results of media expert validation received a score of 86. Thus, the average score obtained is 4.09. Therefore, overall, the multimedia-based learning video product based on media expert validation is considered "good." Media experts also provided mandatory improvement suggestions for the researcher's product design. The revised product based on the media expert assessment can be seen as follows (Figure 9 -11).

Figure 9. Adding subtitles

Figure 10. Adding supporting sources   **Figure 11. Adding editing team**

4) History Teacher Validation

The purpose of history teacher validation is to obtain information and assessments regarding the developed media before it is finally tested on students. Two history teachers validated this product, both from different regions. The assessment results from these two teachers are presented in Table 5.
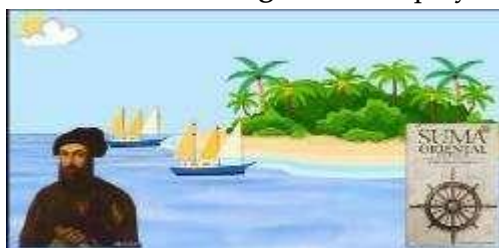
Table 5: Assessment Results of Validation by Teacher I

No	Assessment Aspect	Score
1.	Material Aspect	37
2.	**Media Aspect**	42
	Total Score	**79**
	Average Score	**4.65**
	Criteria	**Very Good**

Based on Table 5, it is known that the assessment result of the product from the validation by Teacher I received a score of 79. Thus, the average score obtained is 4.65. Therefore, overall, the multimedia-based learning video product, based on validation by Teacher I, is classified as "very good." Teacher I also provided two improvement suggestions for the product developed by the researcher. First, to optimize the voice dubbing power. Second, to perform optimal image cropping at minute 7:47.
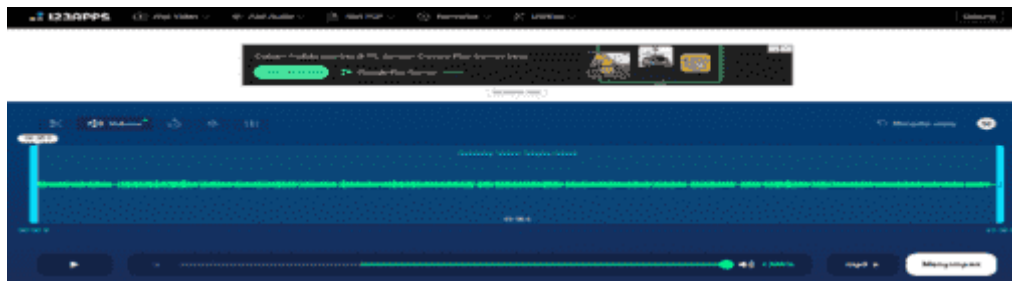
Figure 12. Display of Revised Voice Dubbing

Figure 13. Layout of Illustrations Before Revision

Figure 14. Layout of Illustrations After Revision

Meanwhile, the validation results for multimedia-based history learning videos conducted by teacher II can be seen in Table 6.

Development of multimedia-based…

Table 6: Assessment Results of Validation by Teacher II

No	Assessment Aspect	Score
1.	Material Aspect	40
2.	Media Aspect	43
	Total Score	**83**
	Average Score	**4.85**
	Criteria	**Very Good**

The summary of the validation results by Teacher II presented in Table 4 shows a score of 40 obtained for the product under development by the researcher. Based on this score, the average score achieved for the material aspect by Teacher II is 5, indicating that the assessment is categorized as "very good."

Implementation Stage

1) Small-Scale Trial

The next stage was carried out once the product developed by the researcher had been assessed and corrections made based on feedback from subject matter experts, media experts, and teachers. A small-scale trial was conducted involving 15 out of 30 students from class XI IPS C at Santo Paulus Pontianak Senior High School. The results at this stage were as Table 7:

Table 7. Results of small-scale trial assessment

No	Assessment Aspect	Score
1.	Content Aspect	4.46
2.	Media Aspect	4.21
	Total Score	**8.67**
	Average Score	**4.33**
	Criteria	**Very Good**

The recapitulation of the small-scale trial assessment as seen in Table 7 shows that the average score obtained for the product is 4.33. Therefore, it can be concluded that overall, the multimedia-based learning video product based on the assessment of the small-scale trial involving 15 students is categorized as "very good." During this small-scale trial process, some students provided suggestions for improvement. The improvement mainly concerns the selection of music for the background. According to these students, the tempo of the music used is too fast.

The necessity for this improvement can also be observed from the assessment results, where the background music received the lowest average score. This revision is also needed to align with one of the principles of instructional video design, which is that the product should help students understand the instructional message (Riyana, 2007).

2) Large-Scale Trial

The next step involved the researcher conducting a large-scale trial. This trial phase was carried out in class XI IPS A, involving all students in one class, totaling 30 individuals. The selection of class XI IPS A was based on the output of interviews with educators, which was then reinforced through classroom observations. The teacher explained that this class needed special attention in terms of learning motivation.

Table 8. Results of large-scale trial assessment

No	Assessment Aspect	Score
1.	Content Aspect	4.27
2.	Media Aspect	4.23
	Total Score	**8.5**
	Average Score	**4.25**
	Criteria	**Very Good**

Table 8 shows the recapitulation of the assessment of the product based on the large-scale trial conducted by the researcher, yielding a score of 4.25. Therefore, it can be concluded that the overall assessment of the multimedia-based learning video product in the large-scale trial categorizes it as "very good."

Evaluation

The process conducted to assess the development product is referred to as an evaluation step (Cahyadi, 2019). The evaluation applied in this research consists of formative and summative evaluations. Formative evaluation carried out involves feasibility testing and making revisions according to feedback from experts, teachers, and students. Meanwhile, summative evaluation is conducted to measure or assess the effectiveness of the product in supporting the learning process, specifically the motivation of students in learning history. The results of the summative evaluation to assess the effectiveness of the product in enhancing students' motivation in learning history can be seen in the following review.

1) Measurement Results of Motivation

The tool utilized in observing and measuring learning motivation is a questionnaire containing 20 attitude motivation questions, which has been validated for use by instrument experts. Subsequently, the questionnaire was distributed to 60 students from classes XI IPS A & B. Based on the responses related to students' history learning motivation before and after using multimedia-based learning videos, the results are listed in **Table 9.**

Table 9. Motivation Results Before and After Experiment

Description	Total Score	Average Score
Before	4.156	69.3
After	4.613	76.9

The table above shows that the average motivation score of 60 students from Santo Paulus Pontianak Senior High School, classes XI IPS A and B, before receiving treatment was 69.3 (rounded to 69). Meanwhile, the average motivation score after receiving treatment was 76.9 (rounded to 77). Based on these measurement results, it can be observed that the use of learning videos effectively increases students' motivation in learning history, especially for students of classes XI IPS A and B at Santo Paulus Pontianak Senior High School.

The measurement results of the quality of student learning motivation through trend tests are presented in **Table 10.**

Table 10. Quality of Students' History Learning Motivation Before Experiment

Interval	Quality	Average
90-100	Very High	
80-89	High	
70-79	Adequate	
60-69	Low	69
0-59	Very Low	

Through the presentation of Table 10, it can be understood that the mean motivation score for students' history learning before receiving treatment is 69, falling within the interval 63-83, thus categorized as "Low." Meanwhile, in the class after the experiment, namely:

Table 11. Quality of students' history learning motivation after experiment

Interval	Quality	Average
90-100	Very High	
80-89	High	
70-79	Adequate	77
60-69	Low	
0-59	Very Low	

It appears that the average or mean score of students' history learning motivation after receiving treatment is 77 (rounded from 76.88), falling within the interval 70-79, thus categorized as "Adequate." This is an improvement on the previous score of 69, which fell within the "Low" category. Therefore, it can be concluded that the use of the product developed by the researcher is effective in increasing learning motivation for history among students of class XI IPS at Santo Paulus Pontianak Senior High School.

2) Difference Test

From the two types of data processed in the normality test, it was found that the data before the experiment did not follow a normal distribution, while the data after the experiment followed a normal distribution. Therefore, in the difference test using the Paired Sample concept, the Wilcoxon Signed Rank Test (non-parametric) was applied. The test results can be seen in Tables 12 and 13.

Table 12. Results of non-parametric wilcoxon signed rank test ranks

Description		N	Mean Rank	Sum of Ranks
Before – After Experiment	Negative Ranks	9[a]	15.00	135.00
	Positive Ranks	51[b]	33.24	1695.00
	Ties	0[c]		
	Total	60		

Table 13. Results of wilcoxon signed rank test statistics

Description	Before - After
Z	-5.748[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The rank from the Wilcoxon test results shows that there are 51 positive data out of a total of 60, meaning that out of the 60 students studied, 51 experienced a positive increase in motivation to learn history. The mean rank is 33.24, and the total sum of positive ranks is 1695, which is significantly higher compared to the number of students experiencing a decrease. The results of the test also demonstrate that the Asymp. Sig score of this research is 0.000, which is less than 0.05. This indicates that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. Therefore, based on the Wilcoxon Signed Rank Test results, it can be concluded that the use of multimedia-based learning videos on the topic of Islamic maritime kingdoms is effective in increasing the level of motivation to learn history among Grade XI IPS students at Santo Paulus Pontianak High School.

Discussion

This research yields two findings. First, multimedia-based learning videos are considered feasible for use as one of the history learning media. This confirms previous research indicating that multimedia-based learning videos are feasible for use as history learning media (Safira & Batubara, 2021). However, the 2021 study stopped at the stage of validating the product's feasibility without examining its impact or effectiveness on specific variables such as student motivation. Therefore, this research attempts to assess the effectiveness of the developed product.

The effectiveness of the developed product emerges as the second finding in this study. During the effectiveness test phase, it was revealed that there was an increase in students' motivation to learn history after involving multimedia-based learning media. The measurement results of motivation indicate that the theory by Sanjaya (2008), which mentions the advantages of learning videos in stimulating students' motivation to learn history, is accurate. This finding is also consistent with research results showing that interactive multimedia-based

learning videos can make children's learning more varied, thus making learning more engaging, motivating, and providing learning experiences for children (Juannita & Mahyuddin, 2022). The theoretical study by Syaripuddin, Ahmad, & Awang (2019) also suggests that the use of videos in teaching in the 21st century is crucial and can enhance students' learning motivation.

The multimedia elements developed in the researcher's product can also aid the learning process, especially in enhancing motivation to learn history. This situation aligns with the findings of Samat & Azis (2020), who state that multimedia components can assist the learning process and boost students' learning motivation. Therefore, the presence of multimedia can offer a diverse range of rich learning experiences for students (Baglama et al., 2018).

A weakness in the multimedia-based learning video product lies in the limitation of material regarding the era of Islamic maritime kingdoms. This can be observed from the feedback of subject matter experts, who indicated that other Islamic kingdoms are relying on the maritime sector that could be discussed. However, the researcher acknowledges that including material from additional kingdoms would further lengthen the video, potentially causing students to become fatigued.

An advantage of the product developed by the researcher is its ability to increase student's motivation to learn history. This is because the use of learning videos can capture students' attention and help them understand the learning material better. Videos can enhance students' focus (Palaigeorgiou et al., 2019). Additionally, videos can serve as a reference source for class discussions. The video duration is set at 10 minutes and 33 seconds because short-duration videos provide more flexibility for teachers. Moreover, they can provide direct guidance in the learning process according to students' learning pace (Yudianto, 2017).

CONCLUSION

The result of this research and development is a multimedia-based learning video feasible for supporting teachers in delivering material, especially regarding the Islamic maritime kingdoms in Indonesia, to Grade XI Social Science students in senior high school. Furthermore, the product developed by the researcher is also effective in enhancing the learning motivation of Grade XI Social Science students. The content of the video is specifically focused on the maritime aspect, considering that the student guidebooks still primarily cover the material of the kingdoms from Grade X, which mainly deals with political, social, and historical aspects.

One limitation of this study is the lack of statistical generalization. This is due to the research being conducted in only one school and using voluntary sampling to collect respondents. Therefore, for future research to strengthen statistical generalization, it is recommended that researchers conduct effectiveness tests in more than one school and employ random sampling to represent a larger population, thus allowing the results from the sample to be used as general statements.

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