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THE INFLUENCE OF LEARNING VIDEO MEDIA ON STUDENTS' INTEREST AND CRITICAL THINKING ABILITY IN JUNIOR HIGH SCHOOL

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Abstract

This research aims to determine how video learning media affects students' interest and critical thinking abilities in class VIII Social Sciences learning at SMPN 2 Bantan. This research uses a quantitative approach with a Nonequivalent Control Group Design, involving two classes: an experimental class using learning videos and a control class using image media. The research instruments are a questionnaire about interest in learning and critical thinking tests via a pretest and a posttest. The population in this study refers to all research subjects, namely 60 eighth-grade students of SMPN 2 Bantan. The sampling technique used was total sampling. This means that all populations were sampled. Primary data were obtained through direct observation of students during the learning process using video learning media and questionnaires that focused on learning interests. Secondary data will be obtained through literature, previous research, or other information sources relevant to the use of video learning media in social studies learning, learning interests, and critical thinking skills. The data analysis technique in this study includes several important steps to dig up relevant information and support research findings. The results showed a significant increase in students' interest in learning and critical thinking abilities in the experimental class compared to the control class. The average learning interest of experimental class students increased from 64.45 to 79.87, and critical thinking ability rose from 62.83 to 75.03. Meanwhile, the increase in the control class was not as substantial as the experimental class. These findings indicate that learning video media effectively increases student engagement and encourages the development of critical thinking skills. Video media can be a strategic alternative for more interactive and meaningful learning.

Keywords Learning Videos, Interest in Learning, Critical thinking, Social Studies Learning.

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INTRODUCTION

Social Sciences as an integral part of the learning curriculum in schools, should be presented engagingly and meaningfully by combining all learning components effectively (Amini et al., 2023). To achieve this, teachers are required in the learning process to be able to apply models, methods, and also maximize the use of learning media that can make students active, so that students will have a high interest in learning and can achieve maximum learning outcomes.

Low student interest in learning becomes an obstacle in the learning process. Students are not interested in learning because they feel bored with the subject matter, so students often ignore the teacher in front of the class. Students are more engrossed in their activities without being interested in paying attention to the lesson in progress. Lack of student interest in learning results in low abilities, skills, and student learning outcomes. As a result, it is more difficult for them to engage in the classroom's slower, more static learning.

Social Studies learning in eighth grade at SMPN 2 Bantan faces unique challenges in terms of student interest and critical thinking skills. Based on initial observations conducted by researchers before implementing video learning media, it can be seen that student interest in IPS tends to vary. There are 11 (35.5%) students who show high interest, actively ask questions, and participate in class discussions. However, there are still 20 (64.5%) students who are less interested, feel the material presented is monotonous, and irrelevant to everyday life.

Students' critical thinking skills also showed a mixed picture. Thirteen (41.9%) students were able to analyze information well, link social studies concepts, and provide logical arguments in discussions. However, 18 (58.1%) students still struggled to develop these skills. They tended to passively receive information without attempting to critique or question what they were learning. Evaluations, quizzes, and exam results showed that students' understanding of social studies material was uneven. Some students were able to apply their knowledge in real-world contexts, while others still needed further guidance. Less interactive teaching methods and limited resources were factors that hampered the development of students' interest and critical thinking skills.

The low interest and critical thinking skills of eighth-grade students at SMPN 2 Bantan in social studies learning are influenced by several interrelated factors. One major factor is the teaching method used. Teachers still rely on one-way instruction, which does not provide space for students to actively participate. When students are not directly involved in the learning process, they tend to lose interest and feel that the material being taught is not relevant to their daily experiences.

Furthermore, social studies material is often perceived as difficult and abstract by students. Complex topics, such as history, geography, and economics, if not presented in an engaging manner, can make students feel overwhelmed, ultimately reducing their critical thinking skills.

Social environmental factors also play a role. Many students are influenced by the views of their peers and the learning culture at home. If the surrounding environment does not support the importance of education and critical thinking, students may feel less motivated to learn and participate in discussions. Finally, a lack of access to a variety of learning resources, such as books, articles, or digital media, also hinders the development of student interests. Without adequate resources, students cannot explore topics more deeply and develop their analytical skills.

In response to students' low interest and low critical thinking skills, school stakeholders and teachers have taken a number of strategic steps to address this issue. First, teachers have begun implementing active learning approaches, such as group discussions, collaborative projects, and case studies. Through these methods, students are encouraged to think critically, analyze information, and share perspectives. Teachers also provide challenging practice problems, encouraging students to not only memorize information but also understand and apply it in broader contexts.

School stakeholders also strive to increase students' access to a variety of learning resources. They collaborate with the library to enrich the collection of books and reference materials relevant to the social studies curriculum. Furthermore, the school holds extracurricular activities such as seminars and workshops, where students can interact with external speakers, such as historians or social practitioners, who can broaden their horizons. For parents, the school holds meetings to discuss the importance of education and support their children's learning. This helps create a more conducive environment for learning at home.

Through these steps, stakeholders at SMPN 2 are committed to creating positive change in social studies learning. However, students' interest and critical thinking skills have not significantly improved. This situation indicates the need for a more innovative approach to social studies learning. One approach is the development of innovative and interactive learning media such as videos. The implementation of video learning media is expected to increase student interest and encourage them to think more critically, making learning more engaging and relevant to their lives.

The social studies learning process can be carried out using learning video media. Why can learning video media help? Because many students are weak and slow in grasping a message, this video media can make it easy for students to accept and understand the innovation being conveyed, because video can combine visuals (images) with audio (sound). Video media can also improve students' thinking abilities during the learning process, where students who do not understand the material being taught can repeat the material and examples of questions explained; in this way, students' thinking abilities can develop better. Based on the previous research mentioned above, learning video media can attract students' interest to focus on learning and improve students' critical thinking skills both in the learning process and in everyday life in society.

In their research, Yuliyani & Hidayah (2022) said that the Video Learning-Based Inquiry Method can improve students' critical thinking abilities. Indayani et al. (2021) also stated that Videscribe media influences junior high school students' critical thinking skills regarding material classification and changes. Attractive media displays in videos, animations, images, and sounds can stimulate students to improve critical thinking skills. In their research, Pagarra & Idrus (2018) said that the use of video media significantly influences interest in learning Natural Sciences. Nurdin (2022) also stated in his research that there was an influence of the use of learning videos on students' interest in learning storytelling material during the COVID-19 pandemic.

The results of Fatahullah's research (2016) also showed that (1) there was a significant difference in the results of learning social studies between the Adobe Flash-based animation learning media group and the PowerPoint-based learning media group. (2) There was an interaction between learning media and critical thinking skills in their influence on the results of learning social studies. (3) The group of students who had high critical thinking skills showed a significant difference in the results of learning social studies between the group of students who followed Adobe Flash-based animation learning media and the group of students who followed PowerPoint-based learning media. (4) The group of students who had low critical thinking skills showed a significant difference in the results of learning social studies between the group of students who followed Adobe Flash-based animation learning media and the group of students who followed PowerPoint-based learning media.

This research holds a significant position compared to other relevant research. In the educational context, the use of video media is increasingly recognized as an effective tool for increasing student engagement and supporting a more interactive learning process. The uniqueness of this research lies in its specific focus on two variables: students' interests and critical thinking

skills. This differs from other research that may be more general or focus on other aspects of learning, such as conceptual understanding or other cognitive aspects. By emphasizing critical thinking, this research makes an important contribution to curriculum development that encourages students not only to receive information but also to analyze and evaluate the content they learn.

Furthermore, this research is also tied to local wisdom. This allows researchers to explore how local social and cultural characteristics influence the acceptance of video media in learning. While relevant research, which may encompass diverse geographic and demographic contexts, may yield more generalized results, it also risks missing important nuances inherent in specific situations, such as Bantan. Methodologically, this research could potentially employ a quantitative approach to directly measure the impact of video media, providing data that can be measured and analyzed. Other relevant research might employ qualitative or mixed methods, which can provide in-depth insights but may not always be statistically measurable. Therefore, this research can be seen as a bridge connecting modern learning practices with the specific needs of students in the local environment.

Overall, this study not only contributes to our understanding of the effectiveness of video media in social studies learning but also provides practical implications for developing better teaching strategies. Thus, this study aims to examine the effect of video learning media on students' interest and critical thinking skills in social studies learning in eighth grade at SMPN 2 Bantan.

METHOD

This research applies quantitative methods with an Equivalent Control Group Design. One group will be the experimental group receiving treatment, while the other will be the control group. Both groups were observed to measure the effects of the treatment given. The following is an overview of the Nonequivalent Control Group Design research design:

Table 1. Equivalent Control Group Design Research Design

Experimental Group	Control Group
Pre-test (O1)	Pre-test (O3)
Treatment (X)	No treatment
Post-test (O2)	Post-test (O4)

Source: Adaptation from Sukardi (2009)

Information:

O1 and O3 : Pretest (initial test of critical thinking skills)
O2 and O4 : Posttest (final test of critical thinking skills)
X1 : Learning by using learning videos

This population includes all eighth-grade students of SMPN 2 Bantan. In this study, the sample was class VIII and totaled 62 students. Sampling was done randomly from all existing Class VIII. Class VIII A, with 31 students, was used as a control class without learning video treatment, and Class VIII B, with 31 students, was used as an experimental class that received learning video treatment. This class was taken as a sample based on the results of initial observations and interviews with researchers, where both classes have the same ability (homogeneous).

The assessment instruments used included test sheets (pretest and posttest) to measure students' critical thinking skills in social studies. However, before use, these test sheets underwent validity and reliability testing to ensure they were suitable for use in research. Meanwhile, student learning interests were measured using a questionnaire.

The data analysis technique in this study involved several important steps to extract relevant information and support the research findings. First, data obtained from questionnaires and tests were grouped based on the variables studied. The questionnaire data were processed using descriptive statistics techniques to summarize and describe the distribution of students' responses regarding their learning interests and perceptions of video learning media. Frequencies, percentages, and measures of central tendency, such as the mean or median, were used to provide a comprehensive picture.

Next, observational data covering student interactions with the learning video media and participation levels were analyzed descriptively. Furthermore, post-test data recording students' critical thinking skills were analyzed using inferential statistical techniques, such as t-tests or analysis of variance (ANOVA). This analysis aimed to determine whether there were significant differences in critical thinking skills between the experimental and control groups. The research hypothesis proposed is as follows:

1. Null Hypothesis (H0): There is no effect of video learning media on students' learning interest and critical thinking skills in social studies learning for grade VIII students at SMPN 2 Bantan.
2. Alternative Hypothesis (H1): There is an effect of video learning media on students' learning interest and critical thinking skills in social studies learning for grade VIII students at SMPN 2 Bantan.

FINDINGS AND DISCUSSION

Findings

Data collection was conducted through a structured experimental procedure, which included three main phases: pretest, treatment implementation, and posttest. The researcher gave a

pretest to the experimental class to measure students' initial interest. The results are as follows:

Table 2. Initial Value of Student Interest in Learning

No	Student Name	Experimental Class	Control Class
1	Student 1	70	78
2	Student 2	60	65
3	Student 3	58	66
4	Student 4	72	63
5	Student 5	65	72
6	Student 6	63	74
7	Student 7	71	61
8	Student 8	56	67
9	Student 9	67	79
10	Student 10	70	70
11	Student 11	52	63
12	Student 12	61	62
13	Student 13	64	75
14	Student 14	69	68
15	Student 15	72	61
16	Student 16	58	74
17	Student 17	50	63
18	Student 18	55	66
19	Student 19	63	75
20	Student 20	68	62
21	Student 21	66	61
22	Student 22	71	67
23	Student 23	64	78
24	Student 24	69	64
25	Student 25	67	76
26	Student 26	62	60
27	Student 27	70	65
28	Student 28	60	74
29	Student 29	68	61
30	Student 30	65	73
31	Student 31	72	62
	Total	**1.998**	**2105**
	Average	**64.45**	**67.90**

Source: Data processed by researchers 2024

Based on the data in Table 2, it can be seen that the average pretest score for students' interest in learning in the experimental class was 64.45, while in the control class it was 67.90. The pretest score on interest in learning shows that most students in both classes are in the low interest in learning category. In the experimental class, students' interest in learning was in the high category at 25.80% (8 students), while in the experimental class, students showed higher interest in learning, namely 38.70% (12 students). Overall, this data indicates that students' interest in learning before implementing video learning media in both classes was relatively low and comparable.

Table 3. Pretest Scores for Students' Critical Thinking Ability

No	Student Name	Experimental Class	Is	Control Class	Is
1.	Student 1	75	T	74	T
2.	Student 2	55	TT	70	T
3.	Student 3	70	T	71	T
4.	Student 4	72	T	58	TT
5.	Student 5	58	TT	57	TT
6.	Student 6	57	TT	59	TT
7.	Student 7	71	T	55	TT
8.	Student 8	59	TT	72	T
9.	Student 9	74	T	74	T
10.	Student 10	75	TT	55	TT
11.	Student 11	54	TT	58	TT
12.	Student 12	53	TT	57	TT
13.	Student 13	56	TT	70	T
14.	Student 14	71	T	73	T
15.	Student 15	73	T	56	TT
16.	Student 16	50	TT	59	TT
17.	Student 17	52	TT	58	TT
18.	Student 18	57	TT	71	T
19.	Student 19	55	TT	70	T
20.	Student 20	70	T	57	TT
21.	Student 21	58	TT	56	TT
22.	Student 22	72	T	72	T
23.	Student 23	56	TT	73	T
24.	Student 24	61	TT	59	TT
25.	Student 25	59	TT	71	T
26.	Student 26	54	TT	55	TT
27.	Student 27	75	T	70	T
28.	Student 28	55	TT	59	TT
29.	Student 29	70	T	56	TT
30.	Student 30	58	TT	58	TT
31.	Student 31	73	T	57	TT
Total		**1948**		**1960**	
Average		**62.83**	**TT**	**63.22**	**TT**

Source: Data processed by researchers 2024

Table 3 shows that the average pretest score for students' critical thinking skills in the experimental class was 62.83, slightly lower than the control class, which had an average score of 63.22. This data shows that students' critical thinking abilities in both classes before treatment were also relatively low, with most students in the "TT" (Not Complete) category. This means that before the application of video learning media, there was no significant difference between the two groups regarding critical thinking skills, which means both groups started from almost the same point regarding these skills. Therefore, the researchers proceeded to the next stage, namely implementing video learning media in the experimental class and image media in the control class.

After being given treatment in the form of learning video media in the experimental class and the drawing method in the control class, a posttest was conducted to see the progress of students' interest and critical thinking abilities. For interest, in both the control and experimental classes, researchers present it in Table 5 below:

Table 5. Student Learning Interest Scores After *Treatment*

No	Student Name	Experimental Class	Control Class
1.	Student 1	85	72
2.	Student 2	75	70
3.	Student 3	78	73
4.	Student 4	80	70
5.	Student 5	82	70
6.	Student 6	77	71
7.	Student 7	83	77
8.	Student 8	79	73
9.	Student 9	81	74
10.	Student 10	85	70
11.	Student 11	76	70
12.	Student 12	74	70
13.	Student 13	78	72
14.	Student 14	80	74
15.	Student 15	86	76
16.	Student 16	74	71
17.	Student 17	76	70
18.	Student 18	79	72
19.	Student 19	77	71
20.	Student 20	82	77
21.	Student 21	81	76
22.	Student 22	84	73
23.	Student 23	79	74
24.	Student 24	83	70
25.	Student 25	82	72
26.	Student 26	76	65
27.	Student 27	85	71
28.	Student 28	75	70
29.	Student 29	80	70
30.	Student 30	78	70
31.	Student 31	86	67
Average		**79.87**	**71.65**

Source: Data processed by researchers 2024

Based on data from Table 5, after treatment in the form of learning video media, there was a significant increase in students' interest in learning in the experimental class, from the initial average score of 64.45 to 79.87. All students in the experimental class showed a high interest in learning. Meanwhile, the control class also experienced an increase. However, not as much as the experimental class, where previously the average score was 67.90, which increased to 71.65, and

there were two students whose interest in learning was still low. This data shows that video learning media has a greater positive impact on increasing students' interest in learning than learning media in images, as applied in the control class.

Table 6. Posttest scores for students' critical thinking abilities

No	Student Name	Experimental Class	Is	Control Class	Is
1	Student 1	80	T	71	T
2	Student 2	70	T	73	T
3	Student 3	74	T	77	T
4	Student 4	78	T	74	T
5	Student 5	76	T	73	T
6	Student 6	75	T	75	T
7	Student 7	79	T	71	T
8	Student 8	77	T	77	T
9	Student 9	78	T	78	T
10	Student 10	82	T	70	T
11	Student 11	71	T	73	T
12	Student 12	70	T	72	T
13	Student 13	73	T	66	TT
14	Student 14	77	T	67	TT
15	Student 15	79	T	70	T
16	Student 16	69	T T	74	T
17	Student 17	71	T	73	T
18	Student 18	74	T	75	T
19	Student 19	72	T	74	T
20	Student 20	75	T	71	T
21	Student 21	73	T	70	T
22	Student 22	78	T	77	T
23	Student 23	74	T	78	T
24	Student 24	77	T	75	T
25	Student 25	76	T	76	T
26	Student 26	71	T	70	T
27	Student 27	80	T	74	T
28	Student 28	70	T	73	T
29	Student 29	75	T	71	T
30	Student 30	73	T	72	T
31	Student 31	79	T	71	T
	Total	**2326**		**2261**	
	Average	**75.03**	**T**	**72.93**	**T**

Source: Data processed by researchers 2024

Table 6 shows an increase in students' critical thinking skills after treatment, with the experimental class achieving an average posttest score of 75.03 with a completion rate of 93.5%. This shows that learning video media improves students' critical thinking skills. On the other hand, the control class also experienced an increase, with an average posttest score of 72.93, with a completion rate of 96.6%. Even though both groups experienced improvements, this data indicates that video

learning media substantially improved students' critical thinking skills more than the image media used in the control class. Next, the data that has been collected is subjected to data analysis.

Data analysis

After all the data is collected, data analysis is performed. The data analysis can be seen in the following explanation.

Table 7. Results of Normality Test of Learning Interest with Test *Shapiro-Wilk*

Class	Mark	Sig. (2-tailed)	Information
Experiment	Pretest	0,068	Data Normal
	Posttest	0,063	Data Normal
Control	Pretest	0,094	Data Normal
	Posttest	0,091	Data Normal

Source: Data processed by researchers 2024

Table 7 shows the normality test results using the Shapiro-Wilk test for students' learning interest in the experimental and control classes, both in the pretest and posttest. Sig value (2-tailed): All groups (pretest experiment 0.068; posttest experiment 0.063; pretest control 0.094; and posttest control 0.091) were above 0.05. This shows that the data on student interest in learning in both groups before and after treatment is normally distributed.

Table 8. Normality Test Results for Critical Thinking Ability with the Test *Shapiro-Wilk*

Class	Mark	Sig. (2-tailed)	Information
Experiment	Pretest	0,085	Data Normal
	Posttest	0,083	Data Normal
Control	Pretest	0,230	Data Normal
	Posttest	0,091	Data Normal

Source: Data processed by researchers 2024

Table 8 displays the normality test results with the Shapiro-Wilk test for students' critical thinking abilities in the experimental and control classes in the pretest and posttest. The sig value (2-tailed) for all groups (pretest experiment 0.085; posttest experiment 0.083; pretest control 0.230; and posttest control 0.091) is also above 0.05, which shows that the students' critical thinking ability data is normally distributed for both groups and in both conditions (before and after treatment).

Table 9. Results of the Homogeneity Test of Interest in Learning

Class	Mark	Sig. (2-tailed)	Information
Experiment & Control	Pretest	0,936	Data Homogeneous
	Posttest	0,943	Data Homogeneous

Source: Data processed by researchers 2024

Table 9 shows the homogeneity test results for student interest in learning between the experimental and control classes in the pretest and posttest. Sig value. (2-tailed) For the pretest, the value is 0.936; for the posttest, the value is 0.943. Because these values are greater than 0.05, it can be concluded that the variance in students' learning interest in the experimental and control classes is homogeneous both before and after treatment, which means that the assumption of homogeneity of variance is met.

Table 10. Homogeneity Test Results for Critical Thinking Ability

Class	Mark	Sig. (2-tailed)	Information
Experiment & Control	Pretest	0,423	Data Homogeneous
	Posttest	0,467	Data Homogeneous

Source: Data processed by researchers 2024

Table 10 displays the homogeneity test results for students' critical thinking abilities between the experimental and control classes in the pretest and posttest. The Sig value (2-tailed) for the pretest is 0.423, and for the posttest, it is 0.467. Because these two values are greater than 0.05, it can be concluded that the variance in students' critical thinking abilities in the experimental and control classes is homogeneous both before and after treatment, so the assumption of homogeneity of variance is met.

Table 11. Test Results of Interest in Learning of the Independent Sample Test

Class	Mark	Sig. (2-tailed)	Information
Experiment & Control	Pretest	0,232	Data Homogeneous
			Data Homogeneous
Experiment & Control	Posttest	0,000	Data Homogeneous
			Data Homogeneous

Source: Data Processed by Researchers 2024

Table 11 shows the results of the Independent Sample Test for interest in learning between the experimental and control classes. In the pretest, the Sig. (2-tailed) was 0.232, indicating no significant difference in learning interest between the two groups before treatment. However, in the posttest, the Sig. (2-tailed) is 0.000, which shows a significant difference in learning interest between the experimental and control classes after treatment, with the data being homogeneous.

Table 12. Test Results of Critical Thinking Ability of the Independent Sample Test

Class	Mark	Sig. (2-tailed)	Information
Experiment & Control	Pretest	0,398	Data Homogeneous
			Data Homogeneous
Experiment & Control	Posttest	0,000	Data Homogeneous
			Data Homogeneous

Table 12 shows the results of the Independent Sample Test for critical thinking abilities between the experimental and control classes. In the pretest, the Sig. (2-tailed) was 0.398, indicating no significant difference in critical thinking abilities between the two groups before treatment. In the posttest, the Sig value. (2-tailed) is 0.000, with homogeneous data, indicating a significant difference in critical thinking abilities between the experimental and control classes after treatment.

Discussion

The Influence of Learning Video Media on the Interest in Learning Social Studies

The results of this study demonstrate that the use of video media influences students' learning interest. This aligns with the opinion of Isa & Rustini (2023), who stated that the use of learning media can stimulate learning interest and even have a psychological impact on students. With learning media, students can see and hear the teacher's message compared to without it. According to Adam (2023), learning media can enhance visual appeal, thereby increasing students' interest and focus on the material presented by the teacher.

The media acts as an intermediary between educators and students in delivering learning materials effectively. Media can also stimulate students to have a fun and practical learning experience (Kandia et al., 2023). Rahmawati & Gumiandari (2021) also noted that effective learning media must be tailored to students' learning styles: visual, auditory, and kinesthetic. One learning medium that has these three main elements is learning video media.

Interest in learning cannot develop without ongoing interaction with others and involvement in an activity. These are interrelated because they address complementary but distinct aspects, thus dividing the focus of interest into individual interest (children) and situational interest (learning). Interest in learning is temporary or short-lived, but it is the foundation for fostering individual interest (children).

The Influence of Learning Video Media on Critical Thinking Ability

The results of the study indicate that there is an influence of learning video media on the critical thinking skills of eighth-grade students at SMPN 2 Bantan. These results are in line with the results of research (Yunita, 2017), which stated that there is an influence of the use of learning video media on the critical thinking skills of seventh-grade students at SMP Negeri 1 Turi. Fadillah et al. (2022) stated that in meaningful learning, new knowledge will improve conceptual understanding so that students will better understand the material being taught. This increase in conceptual understanding will be in line with changes in students' thinking skills.

Improved thinking skills can occur if teachers use learning videos in the learning process and encourage students to investigate problems (Sae & Radia, 2023). Ilarmin et al. (2024) also stated that audiovisual media have many benefits for improving thinking skills, including developing thoughts and opinions, imagination, skills, stimulating material, and fostering student interest and motivation in learning. This can be seen from the evidence of increased scores obtained by students on critical thinking questions after learning using video media.

Based on the overall research results, there is a significant influence of video learning media on students' critical thinking skills. Video learning media is good for improving critical thinking skills because it can assist teachers in delivering material and stimulate students' thinking, making it easier for them to express their critical thinking. However, in reality, not all students can think critically, as many still prioritize memorizing and understanding the material taught by their teachers. This is because each student's thinking ability varies.

The Influence of Learning Video Media on the Interest and Critical Thinking Ability

Based on the data analysis, it was found that there were significant differences between the experimental and control classes after the use of video learning media, both in terms of students' learning interest and critical thinking skills. These results align with research by Nadeak et al. (2023) that found that video learning media have a strong influence on increasing students' interest and critical thinking skills. Learning videos are a type of media that uses technology to deliver learning materials to students (Maharuli & Zulherman, 2021). In an educational context, learning videos aim to increase learning effectiveness by providing a more dynamic, engaging, and easily understood learning experience for students (Sibuea et al., 2024).

Learning videos enable students to learn independently. They can access learning videos anytime and anywhere according to their needs. Thus, learning videos not only help improve learning effectiveness but also open up new, innovative teaching opportunities oriented to student needs. Students with a strong interest in learning tend to be more motivated to study diligently, put in effort, and achieve satisfactory results on exams, assignments, and learning projects.

The same thing also applies to students' critical thinking skills. In terms of analytical skills, students can identify important elements of information, distinguish facts from opinions, and evaluate the strengths and weaknesses of arguments. In terms of evaluation skills, students can assess the accuracy, relevance, reliability, and bias of information sources, as well as the ability to evaluate the implications of a decision. Furthermore, in terms of problem-solving skills, students

can solve problems logically, systematically, and creatively. Based on research conducted by researchers and previous studies, video learning media can increase students' interest and critical thinking skills.

CONCLUSION

This study shows that the use of video learning media has a significant influence on increasing students' learning interest and critical thinking skills in social studies. Pretest and posttest data show a striking difference between the experimental class (video media) and the control class (image media). The increase in students' learning interest in the experimental class can be seen from the average score, from 64.45 to 79.87, while critical thinking skills increased from 62.83 to 75.03. In addition, the use of video learning makes the learning process more interactive, visual, and flexible, attracting students' attention and encouraging them to be more actively involved in learning. For further research, it is recommended that the subject scope be expanded and various other types of digital media be studied to compare their respective effectiveness on various aspects of students' learning skills.

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