

# Exploring Social Media as an Alternative Learning Source to Boost History Learning Interest Among Grade X Students of SMAN 5 Palu: An Instagram and YouTube Case Study

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## Article Info

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## ABSTRACT

Exploration of the Role of Social Media as an Alternative Learning Resource in Increasing Interest in History Learning among Tenth-Grade Students of SMAN 5 Palu: A Case Study of Instagram and YouTube. Undergraduate Thesis. History Education Study Program, Department of Social Science Education, Faculty of Teacher Training and Education, Tadulako University. First Advisor: Dr. Minarni Nongtji, S.Pd., M.Si., Second Advisor: Dr. Hasan, M.Hum.

This research aims to explore the role of Instagram and YouTube social media as alternative learning resources in increasing interest in learning history among tenth-grade students of SMA Negeri 5 Palu. This study employs a descriptive qualitative method with a case study approach. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis was conducted through the stages of data condensation, data display, and conclusion drawing and verification. The results of this study indicate that Instagram and YouTube social media serve as alternative learning resources capable of increasing the learning interest of tenth-grade students at SMAN 5 Palu. Both platforms make learning more engaging, varied, and encourage students' active participation and independent learning. Although there are obstacles regarding networks, data packages, and learning focus, the use of social media remains effective if properly directed and supervised within the learning process.

## Informasi Artikel

### Kata Kunci:

Media Sosial;  
Sumber Belajar Alternatif;  
Minat Belajar;  
Pembelajaran Sejarah, Instagram;  
Youtube.

## ABSTRAK

Eksplorasi Peran Media Sosial Sebagai Sumber Belajar Alternatif Dalam Meningkatkan Minat Belajar Sejarah Pada Siswa Kelas X SMAN 5 Palu: Studi Kasus Instagram dan Youtube. Skripsi. Program Studi Pendidikan Sejarah, Jurusan Ilmu Pengetahuan Sosial, Fakultas Keguruan dan Pendidikan, Universitas Tadulako. Pembimbing 1 Dr. Minarni Nongtji, S.Pd., M.Si., Pembimbing II Dr. Hasan, M.Hum.

Penelitian ini bertujuan untuk mengeksplorasi peran media sosial Instagram dan Youtube sebagai sumber belajar alternatif dalam meningkatkan minat belajar Sejarah pada siswa kelas X SMA Negeri 5 Palu. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahapan kondensasi data, penyajian data, penarikan dan verifikasi Kesimpulan. Hasil penelitian ini dapat disimpulkan bahwa media sosial Instagram dan Youtube berperan sebagai sumber belajar alternatif yang mampu meningkatkan minat belajar siswa kelas X SMAN 5 Palu. Kedua media tersebut membuat pembelajaran lebih menarik, variative, serta mendorong keaktifan dan kemandirian belajar siswa. Meskipun terdapat kendala jaringan, kuota, dan focus belajar, penggunaan media sosial tetap efektif jika diarahkan dan diawasi dengan baik dalam proses pembelajaran.

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## 1. Introduction

Social media has now become an inseparable part of daily life, particularly among the younger generation. Advancements in information technology have led to the increasing utilization of social media, which serves not only as a means of communication and entertainment but also holds potential as a supportive medium in the learning process. In the world of education, the presence of social media introduces new opportunities to deliver learning materials in a more engaging, interactive, and easily accessible manner for students (Putri et al., 2024).

In today's digital era, the utilization of technology-based learning media has become essential in education. Learning media itself functions as a tool or instrument to convey information to students. Creatively designed media is believed to be capable of stimulating students' thinking skills toward new knowledge and increasing their motivation to actively participate in the learning process. Furthermore, advancements in information technology provide opportunities for the education sector to develop more flexibly, adapt to changing times, and support more intense interaction between teachers and students in learning activities (Y. I. Sari & Elida, 2024).

Social media platforms such as Instagram and YouTube provide a wide variety of educational content, ranging from subject matter, formulas, and answers, to discussions and solutions for various learning problems that can be easily accessed by users. Additionally, social media allows users to express themselves, interact, collaborate, share information, and communicate with others, thereby forming virtual social relationships that can support the learning process and knowledge exchange (Pitaloka et al., 2021).

My interest in this topic stems from personal observations of teenagers, who access social media much more frequently than textbooks. I want to prove that social media can be used not only for entertainment but also holds great potential as an alternative learning resource to enhance interest in studying history. As a student studying history, I feel it is crucial

to explore new approaches that can make history more engaging and relevant for the younger generation. This research is expected to provide new insights into the role of Instagram and YouTube as alternative learning resources in history education, as well as to motivate students to delve deeper into history as a part of their identity.

The selection of the title "Exploration of the Role of Social Media as an Alternative Learning Resource in Increasing Interest in History Learning among Tenth-Grade Students of SMA Negeri 5 Palu: A Case Study of Instagram and YouTube" is based on the relevance of the topic in addressing learning challenges in the digital era. This research is significant because it introduces a new perspective on using technology to overcome the issue of low interest in history learning. Furthermore, the selection of the tenth grade in this study is based on the consideration that tenth-grade students are in a transition period from junior high school to senior high school, thereby requiring an adjustment process to the school environment, learning patterns, and more complex learning materials. In this phase, students' interest in learning requires attention, as it will influence their academic success at subsequent levels.

Interest is a tendency of preference and attraction that someone has toward an activity without any coercion. Interest plays a highly crucial role in the learning process because if the material being studied does not align with the students' interests, they tend not to learn optimally due to a lack of engagement (L. Sari et al., 2024).

Interest in learning is viewed as one of the crucial factors influencing an individual's success in the learning process. A high interest in learning not only drives students to continuously explore and understand subject matter but also enhances their motivation to achieve educational goals. In today's digital era, where information and various learning resources are widely accessible through the internet and technology, an interest in learning has become increasingly essential and relevant (Furqon, 2024).

In line with observations conducted in the tenth grade at SMA Negeri 5 Palu on April 21, 2026, it was evident that students were more enthusiastic when historical material was presented through the exploration of social media as a learning resource, specifically Instagram and YouTube. Students appeared more active and demonstrated a higher level of curiosity toward the material being studied. The results of exploring social media as an alternative learning resource indicate that utilizing social media, particularly Instagram and YouTube, can help increase students' interest in learning and support the history learning process in the classroom. Based on this description, research that specifically explores the role of social media as an alternative learning resource in

history education is necessary. Therefore, a study titled "Exploration of the Role of Social Media as an Alternative Learning Resource in Increasing Interest in History Learning among Tenth-Grade Students of SMAN 5 Palu: A Case Study of Instagram and YouTube" is vital to undertake in order to obtain a deeper insight into the utilization of social media in history education.

In this study, social media refers to internet-based digital platforms that allow users to access, create, and share information in various formats, such as text, images, and videos. The social media in question is limited to the use of Instagram and YouTube as tools utilized by students to obtain information related to history learning (Nasrullah 2015:2715). The focus of this research does not include other platforms such as Facebook, TikTok, or Twitter. Alternative learning resources are any forms of media or learning tools used outside of primary learning sources, such as textbooks and teacher explanations in the classroom. In this study, (Qadir & Ramli, 2024) alternative learning resources refer to the utilization of educational content available on social media (Instagram and YouTube) used by students independently to enhance understanding, deepen knowledge of the material, and obtain additional information related to history lessons.

Learning resources encompass everything surrounding learning activities that can be utilized to help students achieve more optimal learning outcomes. This optimization is not only measured by the students' final grades but also by their learning process—specifically, how students interact with the various available resources. This interaction can help students become more active learners, stimulate their interest in learning, and accelerate their understanding and mastery of the material being studied (Sujinah, 2019).

Based on this definition, Sudjana (1989:197) classifies learning resources into several categories, namely: (1) printed learning resources, such as books, magazines, encyclopedias, brochures, newspapers, posters, and charts; (2) non-printed learning resources, such as films, slides, videos, models, audio, and cassettes; (3) facility-based learning resources, such as auditoriums, libraries, classrooms, studios, and sports fields; (4) activity-based learning resources, such as interviews, group work, observations, simulations, and games; and (5) environment-based learning resources, such as parks and museums (Samsinar, 2019).

The conceptual framework of this research is formulated based on the issues of students' low interest in learning history and the potential utilization of social media as an alternative learning resource. History education is still perceived as less engaging due to limited learning resources and a tendency toward monotonous learning methods. Social media, specifically Instagram and YouTube, presents historical material through engaging images and videos that are easily accessible to students. The utilization of social media in history education is expected to enhance students' interest, active participation, and motivation in learning history.

## 2. Method

*Raudhatul Jannah, Minarni Nongtji, Hasan, Juraid: Transformation of Educator Performance Management: Implications of Artificial Intelligence Utilization for Reducing Administrative Workload and Enhancing Teaching Quality*

This research employs a descriptive qualitative research design with a case study approach. According to Sugiyono (2019), qualitative research is a research method used to understand a phenomenon deeply within real-world conditions, where the researcher serves as the primary instrument in collecting data through interviews, observation, and documentation; the data is then analyzed progressively to uncover meaning rather than focusing on numerical data. Therefore, descriptive qualitative research aims to describe and understand deeply the social phenomena occurring in the field, specifically regarding the role of social media as an alternative learning resource in increasing interest in learning history among tenth-grade students of SMA Negeri 5 Palu.

The qualitative approach was selected because this study does not focus on numerical or statistical measurements, but rather on the meaning, perceptions, experiences, and perspectives of students and teachers regarding the utilization of social media, particularly Instagram and YouTube, in the history learning process. Through this approach, the researcher can obtain a comprehensive understanding of how social media is utilized, interpreted, and perceived in terms of its benefits in increasing interest in learning history.

The object of this research is the role of social media as an alternative learning resource in increasing interest in learning history among tenth-grade students of SMA Negeri 5 Palu, with a specific focus on the utilization of Instagram and YouTube platforms as learning media. The research subjects are individuals or groups who serve as the primary data sources in a study. The research subjects in this study consist of one Vice Principal of Curriculum, two tenth-grade history teachers, and eight tenth-grade students of SMA Negeri 5 Palu.

Data analysis in this study utilizes the interactive qualitative data analysis model by Miles, Huberman, and Saldana (2014). This model views data analysis as a simultaneous, continuous, and interconnected process from the beginning of data collection to the final stage of the research. According to Miles, Huberman, and Saldana (2014), qualitative data analysis consists of three main concurrent flows of activity, namely: data

condensation, data display, and conclusion drawing/verification.

### 3. RESULT AND DISCUSSION

#### Result

The results of this study indicate that social media is no longer utilized solely as a means of communication and entertainment, but has also begun to be used as an effective learning medium. The presence of Instagram and YouTube provides new opportunities for teachers to present history learning that is more engaging, varied, and aligned with current technological advancements. Consequently, students do not only obtain material from textbooks and teacher explanations, but also from digital learning resources that are easily accessible at any time.

#### 4.1 The Role of Instagram and YouTube Social Media as Alternative Learning Resources in Increasing Interest in History Learning among Tenth-Grade Students of SMA Negeri 5 Palu

Social media in the digital era exerts a profound influence on the lives of students. The majority of students are accustomed to using mobile phones and accessing various applications on a daily basis. This condition can be positively leveraged by teachers by utilizing social media as a learning tool. In history subjects, the utilization of social media becomes crucial because historical material is often perceived as boring when delivered solely through lecture methods and textbooks. Based on these observations, it can be inferred that social media serves as an effective alternative learning resource because it is capable of presenting more interactive learning. Furthermore, students become more interested and actively engaged in history learning when the material is presented through digital media that is closely integrated with their daily lives.

Based on the research results obtained through observation, interviews, and documentation, it is evident that the use of Instagram and YouTube social media in history education provides a positive impact on the learning process of tenth-grade students at SMA Negeri 5 Palu. Both social media platforms function not only as a means of entertainment but have also been utilized as alternative learning resources capable of enhancing students' interest, active participation, and motivation

to learn historical material.

#### Discussion

#### The Role of Instagram and YouTube Social Media as Alternative Learning Resources in Increasing Interest in History Learning among Tenth-Grade Students of SMA Negeri 5 Palu

Based on the results of the research conducted at SMA Negeri 5 Palu, it is evident that the social media platforms Instagram and YouTube play a highly significant role as alternative learning resources in history education among tenth-grade students. The shift in learning patterns in the digital era indicates that the learning process no longer relies solely on textbooks and teacher explanations in the classroom, but has also begun to utilize social media as a supportive learning tool. The findings also demonstrate that the use of Instagram and YouTube exerts a positive influence on students' interest in learning history. This is apparent from the students' increased enthusiasm in participating in lessons, their active involvement in discussions, and a higher level of curiosity toward historical material. According to Slameto (2010:190), interest in learning itself is an individual's inherent tendency of preference and attraction toward learning activities, arising from within without coercion from others (Ricardo & Meilani, 2017). In this study, students exhibited a higher interest when history education was presented through social media because it was perceived as more engaging, less boring, and aligned with their daily smartphone usage habits. This increase in learning interest was also influenced by a more varied and visual presentation of the material. Students found it easier to comprehend historical material when it was presented in the form of images, videos, and animations, rather than strictly through text or oral explanations. This visualization helps students conceptualize historical events more vividly, thereby enhancing their understanding of the material.

This increase in learning interest was also influenced by a more varied and visual presentation of the material. Students found it easier to comprehend historical material when it was presented in the form of images, videos, and animations, rather than strictly through text or oral explanations. This visualization helps students conceptualize historical events more vividly, thereby

enhancing their understanding of the material. Furthermore, the ease of access to social media also makes students more interested in learning, as they can access materials at any time without being constrained by time and space.

In the learning process, the teacher's role becomes highly crucial in directing the use of social media to ensure it remains aligned with learning objectives. Teachers do not only act as conveyers of material but also as facilitators who guide students in utilizing social media appropriately. Teachers provide direction for students to search for materials via Instagram and YouTube, which are subsequently discussed in class. According to Mulyasa (2013: 9427), teachers as facilitators play a role in designing engaging and interactive learning, encouraging students to learn, and creating a comfortable learning environment that supports the learning process (Ketaren et al., 2025). This is evident in this study, where teachers successfully established more interactive learning through the utilization of social media.

Nevertheless, the research findings also revealed several obstacles in using social media as a learning resource. One of these is the limitation of internet networks and data packages owned by students, which hinders access to instructional videos on YouTube. Additionally, the use of mobile phones also has the potential to cause lapses in concentration, as students can be distracted by other applications outside of learning activities. This indicates that the use of social media in education still requires proper supervision and management so as not to disrupt students' learning processes.

Despite several obstacles, overall, the research results demonstrate that the social media platforms Instagram and YouTube make a highly significant contribution to increasing students' interest in learning history. Both media are capable of creating a learning atmosphere that is more engaging, interactive, and aligned with the characteristics of students in the digital era. Furthermore, social media encourages students to become more active, creative, and independent in the learning process. Consequently, the utilization of Instagram and YouTube can be used as an effective learning innovation to enhance the quality of history education in schools.

Based on the entire series of observations, interviews, and documentation conducted by the researcher, it can be concluded that the social media platforms Instagram and YouTube play a highly vital role as alternative learning resources in increasing interest in history learning among tenth-grade students of SMA Negeri 5 Palu. The utilization of these two platforms introduces a fresh dynamic to the history learning process, which previously tended to be dominated by lecture methods and the use of textbooks. The presence of social media makes learning more modern, engaging, and in line with the characteristics of students who are well-acquainted with digital technology.

### CONCLUSION

Based on the research results, it can be concluded that the social media platforms Instagram and YouTube play an important role as alternative learning resources in increasing interest in learning history among tenth-grade students of SMA Negeri 5 Palu. Both platforms are capable of presenting learning that is more engaging, varied, and aligned with technological advancements, thereby making students more interested in participating in history lessons.

The use of Instagram and YouTube also increases students' active participation in the learning process. Students do not merely receive material from the teacher, but also actively seek information, discuss, ask questions, and comprehend the material through images, infographics, and instructional videos. Additionally, YouTube helps students learn independently, as the material can be accessed and restudied at any time.

Nevertheless, the utilization of social media still faces obstacles, such as unstable internet networks, limited data packages, and lapses in focus when using mobile phones. However, these challenges can be overcome through teacher supervision and proper learning management. Consequently, Instagram and YouTube can serve as effective learning resources when utilized appropriately and purposefully.

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