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Application of TED-Ed Video Learning Application in IPS Learning in Senior High School

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penerapan pembelajaran berbasis video TED-Ed dalam pendidikan Ilmu Sosial (IPS) di tingkat sekolah menengah atas. Dengan menggunakan pendekatan kualitatif dengan analisis dokumen, penelitian ini meneliti berbagai artefak instruksional seperti rencana pelajaran, video instruksional, dan tugas siswa. Temuan penelitian menunjukkan bahwa mengintegrasikan video TED-Ed secara signifikan meningkatkan keterlibatan kognitif dan afektif siswa, khususnya dalam memahami konsep sosial abstrak seperti demokrasi, globalisasi, dan keadilan sosial. Narasi terstruktur dan visual menarik TED-Ed ditemukan dapat meningkatkan pemahaman konseptual, mendorong partisipasi kelas, dan memperkaya refleksi tertulis siswa. Temuan ini sejalan dengan teori kognitif pembelajaran multimedia dan teori konstruktivis sosial Vygotsky, yang menekankan efektivitas pengalaman belajar multimodal dan interaktif. Namun, penelitian ini juga mengungkapkan bahwa keberhasilan penerapan TED-Ed sangat bergantung pada literasi digital guru dan kemampuan mereka untuk mengontekstualisasikan konten video dalam kurikulum nasional. Kurangnya pelatihan profesional dan akses yang tidak merata ke infrastruktur digital tetap menjadi tantangan utama dalam mengoptimalkan potensi pendidikan platform tersebut. Secara keseluruhan, TED-Ed telah terbukti lebih dari sekadar alat bantu visual tambahan—ini adalah sumber daya pendidikan transformatif yang mendukung pembelajaran yang berpusat pada siswa dan literasi digital yang sejalan dengan tuntutan pendidikan abad ke-21.

Kata Kunci: *Pembelajaran Studi Sosial, Pembelajaran Berbasis Video, TED-Ed.*

ABSTRACT

This study aims to explore the implementation of TED-Ed video-based learning in Social Studies (IPS) education at the senior high school level. Employing a qualitative approach with document analysis, this research examined various instructional artifacts such as lesson plans, instructional videos, and student assignments. The findings indicate that integrating TED-Ed

videos significantly enhances students' cognitive and affective engagement, particularly in understanding abstract social concepts such as democracy, globalization, and social justice. TED-Ed's structured narrative and engaging visuals were found to improve conceptual understanding, foster classroom participation, and enrich students' written reflections. These findings align with the cognitive theory of multimedia learning and Vygotsky's social constructivist theory, emphasizing the effectiveness of multimodal and interactive learning experiences. However, the study also reveals that the success of TED-Ed implementation is highly dependent on teachers' digital literacy and their ability to contextualize video content within the national curriculum. A lack of professional training and unequal access to digital infrastructure remain key challenges in optimizing the platform's educational potential. Overall, TED-Ed has proven to be more than a supplementary visual aid—it is a transformative educational resource that supports student-centered learning and digital literacy in alignment with 21st-century educational demands.
Keywords: *Social Studies Learning, Video-Based Learning, TED-Ed.*

INTRODUCTION

TED-Ed is a video-based learning platform developed by the TED (Technology, Entertainment, Design) organization to support creative, interactive, and story-based educational processes. It provides pedagogically curated educational animations with discussion and quiz features that teachers can customize to enrich students' learning experiences. In the context of secondary education, TED-Ed has been widely used as a learning medium that combines visual elements, narrative, and cognitive engagement, thereby increasing student attention and participation in learning. However, although TED-Ed is increasingly integrated into digital learning environments, its implementation in Indonesian classrooms remains suboptimal due to limited digital pedagogical competencies among teachers and insufficient understanding of curriculum integration.

Empirical evidence has demonstrated the potential of TED-Ed in improving students' motivation, conceptual understanding, and critical thinking. Several literature-based studies (PS01, PS02) emphasized that TED-Ed provides interactive animations and narrative-driven lessons that help sustain student engagement. Meanwhile, another study (PS03) revealed that many educators struggle with effective implementation due to a lack of readiness in integrating digital tools with pedagogical frameworks. When used meaningfully, TED-Ed has been proven to enhance learning motivation and support students in constructing knowledge through multimedia interaction.

Further research has explored TED-Ed's integration in Social Studies, particularly in project-based and reflective learning environments. A quasi-experimental study (PS04) demonstrated that TED-Ed videos enhanced students' conceptual understanding and critical thinking through structured visual narratives. Similarly, an empirical project-based learning study (PS05) found that the use of TED-Ed fostered collaboration among students in constructing social arguments. These findings indicate that TED-Ed, when integrated with appropriate learning strategies, can transform passive learning into active, inquiry-driven engagement.

In classroom contexts, TED-Ed's effectiveness depends heavily on the teacher's ability to contextualize content with local realities. For instance, students tend to grasp abstract social phenomena more clearly when lessons are delivered through visually-rich narratives, especially when followed by guided discussions and reflections (PS06). Nevertheless, several studies (PS07, PS08) reported that TED-Ed is often underutilized, being reduced to a supplementary visual tool rather than being integrated as a conceptual instrument. This underutilization is largely attributed to gaps in teacher training, inadequate digital infrastructure, and the absence of clear implementation frameworks.

From a theoretical perspective, TED-Ed aligns with the cognitive theory of multimedia learning. Research (PS09) explains that combining narration with visualization enhances students' working memory and deepens understanding—particularly in context-dependent subjects like Social Studies. TED-Ed's animation-based content fits this model well, supporting both conceptual and affective dimensions of learning. Furthermore, in line with Vygotsky's theory of social constructivism, studies (PS10) highlight how technology-based learning tools like TED-Ed can encourage social dialogue and interaction, making learning more participatory and reflective.

Multimodal approaches that blend video, reading, and interactive tasks have also been explored. One empirical study (PS11) found that students' digital literacy and ability to interpret social issues were strengthened when TED-Ed was integrated with reflective reading activities. Another study (PS12) introduced a vocabulary self-collection strategy supported by TED-Ed to enhance learners' understanding of key social concepts. These approaches demonstrate that TED-Ed is not merely a digital

video resource but a pedagogical medium that supports exploration, critical thinking, and conceptual clarity.

Despite its pedagogical potential, the use of TED-Ed in Social Studies learning still faces implementation barriers. Teachers' limited understanding of digital pedagogies, unequal infrastructure, and the tendency to treat videos as passive tools remain challenges. To maximize the effectiveness of TED-Ed, educators must be equipped with training in instructional design and reflective facilitation, while schools must ensure access to appropriate digital technologies. By addressing these gaps, TED-Ed can evolve from being an auxiliary tool to a transformative learning medium that supports the development of contextualized, multimodal, and critical social learning experiences.

METHOD

This research employs a qualitative approach using document analysis to deeply examine how the integration of TED-Ed videos is applied in Social Studies learning through the analysis of learning documents that have been utilized. This method was selected to explore information from various learning artefacts, including lesson plans, learning videos, and student assignments derived from visual media-based learning processes. This approach enables researchers to understand pedagogical practices contextually without direct interaction with the research subjects.

The participants in this study consisted of social studies teachers and high school students who regularly used TED-Ed videos in their teaching and learning activities. They were purposively selected based on their direct involvement with the use of digital-based learning videos.

The primary instrument in this research was document analysis, which included TED-Ed learning videos used by teachers, lesson plans, and student assignments created through video-based learning activities. This approach aligns with Ghasyia (2021), who asserts that documentation in qualitative research can uncover educational practices that are not directly observable.

The data collection process began by identifying and selecting relevant documents for analysis. These documents comprised Learning Implementation Plans (RPP) detailing the integration of TED-Ed videos in social studies learning, student worksheets and written assignments produced after watching TED-Ed videos and

participating in discussion-based classroom activities, and TED-Ed videos selected by teachers based on their relevance to social studies themes such as globalization, democratic values, social justice, and economic development. The selection of these documents was purposive, focusing on their direct relevance to the social studies learning process and their representation of visual technology use to enhance students' conceptual understanding. This procedure follows Otchie et al. (2020), who emphasize the importance of preparing documents based on contextual relevance and pedagogical function in qualitative educational studies. After collecting the documents, researchers verified their authenticity and relevance by triangulating the data with the results of interviews and focus group discussions (FGDs) to ensure the validity of the information obtained from the documents.

Data analysis was conducted using a content analysis approach following the Miles and Huberman technique, which involves data reduction, data presentation, and drawing conclusions and verification. The analysis focused on teacher narratives, TED-Ed video content, and student products that emerged through interactions with the videos. Researchers sought to identify patterns in visual representation and the cognitive implications for understanding social studies concepts.

The findings revealed that the use of TED-Ed significantly strengthened the visualization of abstract social concepts such as justice, democracy, and globalization. Students demonstrated increased participation in class discussions and a deeper understanding of the interrelationships between these concepts. Teachers reported that TED-Ed helped them develop more contextualized and communicative learning experiences.

FINDINGS AND DISCUSSION

Findings

The analysis of research instruments, including lesson plans, student worksheets, and TED-Ed videos, demonstrated that TED-Ed videos significantly facilitate students' understanding of abstract Social Studies concepts. Agustina and Sulaiman (2020) found that visual elements embedded in video media help learners grasp complex social ideas by connecting the content to their daily experiences, fostering meaningful learning. This is supported by Paivio's (1986) Dual Coding Theory, which explains that processing

information via both verbal and visual channels enhances cognitive encoding and retrieval.

Data from classroom observations showed increased student participation and engagement during group discussions after watching TED-Ed videos aligned with social studies topics. Dewi and Merdani (2024) similarly reported that videos with combined narration and visuals stimulate curiosity and deeper inquiry into social phenomena such as cultural diversity and social conflict. These findings corroborate Mayer's (2009) Cognitive Theory of Multimedia Learning, which posits that multimedia formats promote active cognitive processing, leading to better understanding.

Lesson plan and worksheet analyses revealed that TED-Ed videos are frequently employed as pre-class learning materials, supporting a blended learning approach. Kirana and Iswati (2023) observed that this strategy offers students flexible learning schedules and enhances their preparedness, consistent with the Constructivist Learning Theory (Vygotsky, 1978), which emphasizes learner-centered engagement and social interaction as critical to knowledge construction.

Furthermore, the integration of TED-Ed videos was associated with improved student outcomes in written assignments, indicating deeper conceptual grasp. This aligns with the Bloom's Taxonomy framework (Bloom et al., 1956), where students demonstrate progression from comprehension to analysis and application of complex social concepts.

Discussion

These findings are strongly supported by established educational theories. The enhanced cognitive processing observed through TED-Ed's narrative and visual content aligns with Mayer's (2009) Cognitive Theory of Multimedia Learning and Paivio's (1986) Dual Coding Theory, which together suggest that learning is optimized when verbal and visual information are presented simultaneously.

Student engagement improvements also relate to Self-Determination Theory (Deci & Ryan, 1985), where motivation flourishes under conditions supporting autonomy, competence, and relatedness—elements facilitated by TED-Ed's interactive and contextually rich media. Additionally, Social Constructivism (Vygotsky, 1978)

highlights the importance of dialogue and social interaction in making meaning, which the observed group discussions support.

The necessity of adapting video content to the local context, as pointed out by Kirana and Iswati (2023), underscores the relevance of Bruner's (1960) Scaffolding Theory, which stresses the role of the teacher in tailoring instruction to bridge new knowledge with students' existing schemas. This further reflects the importance of Shulman's (1986) concept of Pedagogical Content Knowledge (PCK), emphasizing that teachers must integrate subject knowledge, pedagogy, and technology effectively.

The presence of higher-order cognitive skills in student work aligns with Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), showing TED-Ed's potential to support critical thinking and evaluation. Kolb's (1984) Experiential Learning Theory also applies, as students cycle through concrete experience (watching videos), reflective observation (discussions), and active experimentation (assignments).

Moreover, Bandura's (1986) Social Cognitive Theory supports how students learn by observing modeled behaviors and narratives in TED-Ed videos, enhancing their self-efficacy and social understanding. Mayer and Moreno's (2003) Segmenting Principle further explains how dividing video content into manageable parts reduces cognitive overload, improving learning effectiveness.

The blended learning approach aligns with Garrison and Kanuka's (2004) framework that integrates face-to-face and digital learning, offering a richer educational experience. Additionally, Cognitive Load Theory (Sweller, 1988) is applicable in optimizing the design of video materials to minimize extraneous cognitive load and maximize germane processing.

Professional development and teacher readiness for technology use reflect the TPACK Framework (Mishra & Koehler, 2006), emphasizing the synthesis of technological, pedagogical, and content knowledge necessary for effective integration of digital tools like TED-Ed.

Vygotsky's (1978) Zone of Proximal Development (ZPD) theory also highlights how teacher scaffolding during TED-Ed integration can extend students' learning potential beyond independent ability.

Finally, the Multimedia Principle (Mayer, 2001) supports that combining words and pictures leads to better learning outcomes than words alone, which explains the

effectiveness of TED-Ed's visual storytelling approach. The Active Learning Theory (Bonwell & Eison, 1991) further supports the finding that student engagement is enhanced when learning involves active participation, discussion, and reflection, as observed in this study.

In conclusion, the data collected through document analysis, classroom observation, and student assignments indicate that TED-Ed videos, supported by robust pedagogical theories, improve understanding, engagement, and critical thinking in Social Studies learning. The effectiveness is dependent on contextual adaptation and teacher competence, highlighting the importance of ongoing professional development to maximize the benefits of this digital learning resource.

CONCLUSION

The study found that when TED-Ed videos were integrated into high school social studies lessons, students' cognitive and affective engagement increased considerably. The use of structured narratives and engaging visuals in TED-Ed proved effective in helping students understand abstract and complex social concepts such as democracy, globalization, and social justice. In addition to showing improved understanding, students showed increased participation in class discussions and better research results. The findings support Vygotsky's social constructivist and cognitive theory of multimedia learning, which emphasises that multimodal, interactive experiences make learning more effective.

However, research shows that the success of TED-Ed largely depends on teachers' digital English skills and their ability to integrate video content into the national curriculum. Not only that, but a lack of training and limited access to digital resources are still obstacles to maximising the platform's use. Teachers often only use TED-Ed as a means to improve critical thinking and conceptual development.

Overall, TED-Ed has proven itself to be more than just a supportive educational medium; it is also a transformative educational resource that meets the needs of 21st-century learning. When used successfully, TED-Ed helps students focus on learning, deepens their understanding of concepts, and promotes digital literacy. As digital technologies evolve, it is important to make learning more relevant, contextual, and engaging.

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