

ABSTRACT

Gen Z's proximity to technology and the internet, which has become a lifestyle, has made their interest and motivation towards history decrease because history is considered not too important and boring. Therefore, it is necessary to utilize technology and social media so that historical material can be conveyed well and fun. The use of historical educational videos uploaded to YouTube is one way of utilizing technology and social media by the Asian-African Conference Museum in delivering historical material about the Asian-African Conference online, but the uploaded videos cause extrinsic cognitive load due to poor video processing and are not in accordance with Gen Z preferences. To reduce extrinsic cognitive load, multimedia learning theory should be applied as it is the best strategy in managing cognitive load in multimedia. A study is needed to find out the current preferences of Gen Z to find out the visual styles and trends that are currently favored before applying multimedia learning theory in designing historical educational videos. One trend that is currently popular and favored by Gen Z is the Virtual Youtuber trend that uses virtual characters as a substitute for human form when doing live shows on YouTube and has the potential to be applied in educational videos. So, the research was conducted in two stages, the first stage with a convergent mixed method to find out Gen Z's preferences as a basis for design and the second stage with a descriptive qualitative method to find out Gen Z's response to the design results. The results showed that the video design designed in accordance with Gen Z preferences, applying multimedia learning theory and using virtual characters had a positive response and was able to increase the motivation of Gen Z's enthusiasm for learning history. The design results provide good results in delivering the material after the test.

Keywords: *Generation Z, 2D animation video, multimedia learning, Asian-African Conference.*