

Utilization of Audio Visual as a Learning Resource for History Subjects at SMA Mulia Pratama Case Study in Class X

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Abstract: Progresses in science and innovation, particularly data innovation, significantly impact the readiness and execution of learning procedures. Media is a middle person like television, radio, slides, and written words, however it additionally incorporates individuals as learning assets or as exercises including conversations, workshops, field outings, reenactments, etc, which are molded to add understanding and change understudies' mentalities to increment information. This review utilized a subjective elucidating research technique, with the exploration area at Mulia Pratama Secondary School. The fundamental subjects in this review were history educators and understudies at Mulia Pratama Secondary School who zeroed in on learning exercises about Indonesian history material by using audiovisuals in history learning. In view of the consequences of exploration and conversation of the utilization of general media in learning Indonesian history for class X, SMA Mulia Pratama Learning stands out for additional understudies with the goal that it can cultivate learning inspiration. Learning materials become more clear in significance, making it simpler for understudies to figure out learning. Furthermore, understudies do additional learning exercises since they don't simply pay attention to the educator's clarification; they do different exercises, for example, noticing, doing, and illustrating.

Abstrak: Kemajuan dalam sains dan inovasi, khususnya inovasi data, berdampak luar biasa pada perencanaan dan pelaksanaan metodologi pembelajaran. Media adalah delegasi seperti televisi, radio, slide, dan literatur, tetapi juga memasukkan individu sebagai aset pembelajaran atau sebagai latihan termasuk percakapan, kursus, tamasya lapangan, pemeragaan ulang, dll, yang dibentuk untuk menambah pemahaman dan mengubah mentalitas siswa. untuk menambah informasi. Review ini menggunakan strategi eksplorasi grafis subyektif, dengan area ujian di SMP Mulia Pratama. Subjek utama dalam kajian ini adalah pendidik dan siswa sejarah di SMA Mulia Pratama yang menitikberatkan pada latihan pembelajaran materi sejarah Indonesia dengan menggunakan audiovisual dalam pembelajaran sejarah. Mengingat efek samping eksplorasi dan percakapan pemanfaatan media umum dalam pembelajaran sejarah Indonesia kelas X, Pembelajaran SMA Mulia Pratama menonjol bagi siswa tambahan sehingga dapat menumbuhkan inspirasi belajar. Materi pembelajaran menjadi lebih jelas maknanya, sehingga memudahkan siswa



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dalam memahami pembelajaran. Selanjutnya siswa melakukan latihan belajar tambahan karena tidak hanya memperhatikan penjelasan guru; mereka melakukan latihan yang berbeda, misalnya memperhatikan, melakukan, dan mengilustrasikan.

INTRODUCTION

Advances in science and technology, especially information technology, greatly affect the preparation and implementation of learning strategies. Through these advances, teachers can use various means of communication according to their needs and learning objectives. The learning process is a communication process. The communication process always involves three main components: the component of the sender of the message (the teacher), the component of the recipient of the message (the students), and the component of the message itself, which is usually the subject. Sometimes, in the learning process, there is a failure of communication. To avoid all this, teachers can develop learning strategies using a variety of media and learning resources. (Sanjaya, 2011).

Learning media continues to develop along with the world of information and technology. (Ahmadi & Amri, 2010) said that new technologies, particularly multimedia technologies, are playing an increasingly important role in the learning process. Many people believe that multimedia will be able to lead to a learning situation where learning with effort will be replaced by learning with fun. So a fun, creative, and not-boring learning process will be a great option for teachers. The presence of media has a very important meaning in the teaching and learning process because, in such activities, uncertain material is transmitted, which can be helped by presenting the media as an intermediary. The complexity of the material will be sent to the protected one and simplified with the help of the medium.

Media can represent what is missing by using certain words or phrases. Even material legitimacy can be realized by the existence of media. Thus, it will be easier for students to digest the material with the help of the media. Here the practical value of media is seen, which is beneficial for students and

teachers in the teaching and learning process. (Djamarah & Zain, 2012). In fact, Indonesia is currently entering the information age, which is an era marked by the increasing number of information mediums, the spread of information that is increasingly widespread and instantaneous, and the presentation of information in various forms that vary in speed. The presentation of messages in this information age will always use media, both electronic and non-electronic. Related to media presence, (Dimiyati, 2003) Explain that a well-organized media systematically influences educational institutions such as family, religious, school, and scout institutions..

The presence of the media has a fairly important meaning in the teaching and learning process because, in this activity, the vagueness of the material delivered can be helped by presenting the media as an intermediary. The complexity of the material to be delivered to students can be simplified with the help of the media. Media can represent what teachers are less able to say through certain words or sentences. Even the abbreviation of the material can be concretized by the presence of the media. Thus, students will find it easier to digest material with the help of media. Here the practical value of media is seen, which is beneficial for students and teachers in the teaching and learning process. (Djamarah & Zain, 2012).

In fact, at this time Indonesia is entering the information age, namely, An era marked by the increasing number of information mediums, the spread of information that is increasingly widespread and instantaneous, as well as information in various forms that vary in time. Presentation of messages in the information age It will always use media, either electronic or non-electronic. Related to the presence of the media, (Dimiyati, 2003) explains that a medium that is neatly organized affects

systematically educational institutions such as family, religious institutions, schools, and scouts. The description shows that the presence of the media has affected all aspects of life, including the education system, albeit to varying degrees, thus influencing the learning outcomes achieved by students.

The presence of learning media is one component of the process. Learning is very necessary, considering that the media is not just a teaching aid but more is an inseparable part in the process of learning. Learning media, in addition to being able to replace some of the teacher's duties as material presenters, also has potential. Unique that can help students in learning (Aninia, 2014). In addition to these opinions, (Sanjaya, 2011) says the media Learning includes all tools and materials that can be used for educational purposes, such as radio, television, books, newspapers, magazines, computers, and so on. In addition to these tools, people, and materials as well as equipment that creates conditions that allows students to obtain knowledge, skills, and attitudes as well referred to as learning media.

Media isn't just an instrument or material, but Things that permit understudies to be capable to acquire information. As per Gerlach, as a general rule, the media includes: people, materials, hardware, or activities which makes conditions that permit understudies to get information, abilities, and mentalities. Media is intermediaries like television, radio, slides, and materials mold, however incorporates individuals or people as a wellspring of learning or form. Activities incorporate conversations, courses, field outings, recreations, thus on. which is molded to add knowledge and understanding, changing understudies' mentalities to increment information (Munadi, 2008).

The description shows that the presence of media has affected all aspects of life, including the education system, although in different degrees so as to affect the learning outcomes achieved by students. Media isn't just an instrument or material; it is likewise something that permits understudies to acquire information. As per Gerlach, by and large, media incorporates individuals, materials, hardware, or exercises that make conditions that empower understudies to get information, abilities, and mentalities. Media

is a middle person like television, radio, slides, and pieces of literature, however it likewise incorporates individuals as a wellspring of learning or as exercises including conversations, workshops, field excursions, recreations, etc that are molded to add understanding and change understudies' mentalities to increment information. (Sanjaya, 2011) and class X of SMA Mulia Pratama as a place of research.

RESEARCH METHODS

This study used qualitative descriptive research method (Sugiyono, 2013) with a research location at SMA Mulia Pratama Medan. The main subjects in this study are history teachers and students at SMA Mulia Pratama who focus on learning activities about Indonesian History material by utilizing audiovisuals in history learning. Data is obtained from various sources, including informants or resource persons, namely, principals, history teachers, and students. This research The interview technique used is in-depth interviewing. (Creswell, 2016).

Thus, the interview that will be conducted using questions that are "open-ended" and lead to depth of information is carried out in a way that is not formally structured in order to observe the views of the subject under study about many things that are very useful to be the basis for further and in-depth information mining. (Sutopo, 2006). Direct observation is carried out in the form of passive participation in the observation of various activities and processes related to the study. (Sutopo, 2006). This data analysis is carried out so that the process of compiling the data obtained in this study can be interpreted. The data analysis method used in this study is qualitative analysis and descriptive techniques, where researchers describe the circumstances or phenomena obtained and then analyze them in words to obtain conclusions. The analytical technique used in this study is "interactive analysis." (Miles & Huberman, 1992). There are three components to this analysis technique: data reduction, data presentation, drawing conclusions, and verification. Its activities are carried out in an interactive form, with the process of collecting data as a continuous,

repeating, and continuous process so as to form a cycle.

RESULTS AND DISCUSSION

The beginning of the word media comes from the Latin media, which means intermediary. The National Education Association (NEA) assigns a rating scale to mass media by seeing its function as a good form of communication, namely through print, audio-visual, and interactive devices (Suryani & Agung, 2012). The word "media" refers to a means of conveying a message or information to the recipient addressed by the source (Mahnun, 2012). Also, the concept is that this resource is a means of channeling or enabling information from a source to those who wish to receive it, regardless of the purpose of the message sent. The use of this learning environment by teachers can help achieve academic success in the classroom. The presence of mass media can help everyone communicate information. This learning process can technically or physically facilitate the delivery of material to students and achieve the learning objectives that have been set (Adam, 2015).

The number of educational media available makes it easy to apply them to learning and can be interesting and fun for students, influencing their increasing interest in learning. Educational media can play an important role and function in supporting and improving the quality of learning, one of which is educational media packaged in other forms, not only audio-visual but also combined with audio-visual media (Purwono, 2014). Mass media is also a channel of information or messages that inadvertently cause direct stimulation to the brain, feelings, opinions, and interests of students, so as to create a pleasant learning atmosphere (Fadlillah, 2016).

From several explanations of the understanding that have been described earlier, it can be concluded that the learning environment is a tool or medium that helps to motivate or arouse desires, enthusiasm, and abilities in learning activities both as educators and participants in such a way that it can encourage the quality of the learning process and increase interest in learning from

students. Using this learning medium can actually help students achieve learning success in the classroom.

The influence of the development of learning psychology makes the growth of the world of education also participate in the wave, including the existing education system. This factor provides the impetus for technological advances in learning and the media as well. The following is a classification of the learning media model, namely (Arsyad, 2011):

1. Audio-shaped media. The sense of hearing is utilized and relied upon when receiving information from audio media. Materials from audio media are often used, such as radio, tape, or the like. The use of audio media is used to train the ear to digest information such as song notes and foreign languages.
2. Visualization media Visualized media is a medium that can only use the eyes as a sense of sight. By using materials such as projectors or LCDs, you can display images that are in accordance with learning materials in the classroom, such as images, photos, flyers, graphics, and so on.
3. This media has utilized the combination of the two media described earlier, namely audio and visual, and the results are in the form of videos used to help learning in the classroom. By using this medium, there will be two sensory elements involved properly and simultaneously, with the recipient of learning information using audio and the recipient of information using visuals.
4. Multimedia: By utilizing this medium, a more complete combination of techniques is achieved in the form of animation involving audio, visual, and technology-based elements that are applied simultaneously.
5. Media in Reality This medium uses Real situations that exist in the surrounding environment are either dead, preserved, or still alive.

There have even emerged technologies that collaborate with real-life situations, such as augmented reality or virtual reality technology.

The efforts of lecturers to create an atmosphere that serves the abilities, interests, and needs of each student are an optimal activity called learning. This optimization is used to channel information and can stimulate the child's mind, instincts, enthusiasm, and intuition during the learning process (Fadlillah, 2016). To stimulate children's will, both parents and educators must be aware of encouraging and motivating children in the learning process to achieve effective learning. With the advent of audio-visual media, it provides much better help and learning opportunities because it has both image and sound elements. There are divisions in this audiovisual medium that are often known to the public, namely: silent audiovisual and dynamic audiovisual.

Static or silent audiovisual media only display sound and images as in a sound frame, while dynamic or moving media display sound and moving images as in sound movies. Moving images fall into two categories in terms of purity: pure and impure, when audio and visual elements come from different sources, and vice versa for pure visual ones, i.e., from the same source. This combination of audio and visual media provides learning materials that are increasingly advanced and optimal for students (Kodir, 2011). Learning through audiovisual media is a way of connecting teaching materials through visual elements (the eyes), which become brighter when digesting material presented by sound elements (the ears) (Febliza & Afdal, 2015).

If educational media are present in the learning process, the aspirations of each student can be raised so that each machine stimulates student motivation, interest, and even psychology. With this resource person, it can be the latest strategy to overcome boredom and the new innovations of lecturers and trainers in delivering material optimally. The various functions of this resource are divided into several parts, namely, the ability to overcome student limitations in assimilating material, the ability to stimulate the way of thinking of each student, and the ability to provide new communication with

his lecturers and participants. The surrounding environment, which provides opportunities for students to learn effectively independently, can contribute to the confidence of lecturers (Miarso, 2004).

Application of Audio Visual Learning Media in Learning History

The Use of Audio-Visual Media in Learning Indonesian History, Class X SMA Mulia Pratama Communication patterns in individual learning are strongly influenced by the role of the media used in the learning process. The emphasis of the learning process is on the students, while the teacher acts as a facilitator. The use of audio-visual media in a teaching and learning activity helps teachers deliver learning material. (Asari et al., 2021). General media can be separated into two kinds: the primary sort is outfitted with the elements of sound and picture gear in one unit, called unadulterated general media, for example, sound-movement film, TV, and video. The subsequent kind is debased general media, which is what we know as slides, dark, OHP, and other hardware that is given sound components. (Munadi, 2008).

Based on the results of research that has been done, the type of audio-visual media used by researchers uses video as an explanation of learning material delivered to students. The video used is included in pure audio-visual media. The equipment used to display video in front of the classroom so that it can be seen and heard by class XI students is a laptop, LCD, and speaker. The correct use of audio-visual media can reduce the number of words needed in the instructional process to communicate concrete ideas. Media not only provides concrete experiences but also helps students integrate previous experiences.

Thus, it is expected that audio-visual media can facilitate the learning process of students in understanding the material taught by the teacher, arouse interest, and increase student motivation. The use of media will greatly affect the effectiveness of learning and produce good learning achievement. The use of audio-visual media has a very important role in teaching and learning activities. This is based on the results of research that has been conducted in Class X of SMA Mulia Pratama.

That its use helps in teaching because with the existence of audio-visual media, especially

in History subjects that lead to learning material about the history of events that occurred during the colonial period, it is not enough just to be delivered through lectures because it will be difficult to describe how the actual events, the shadow of each student's subject matter is different, so as to unify the understanding of the occurrence of an event by Students, media are needed that can directly describe the event, such as audio-visual media.

This is evident from the results of research showing that audio-visual media helps teachers deliver history learning materials. With video playback in front of the class, teachers no longer need to explain a lot of learning material because students can conclude their own learning material from video playback, so teachers only add explanations to further strengthen student understanding. Every teaching and learning activity of teachers always prepares a learning implementation plan to support their success in teaching. According to the results of research that has been contained before, audio-visual media can attract students' attention in learning. According to students, learning will be fun because they can see and hear firsthand the history that has occurred in the colonial period that occurred in Indonesia.

The learning can be brought to life because the movement, sound, and color in the film further enhance the reality and make students feel like they are involved in the event. Teachers show videos related to learning material; in addition to watching, students can also learn from what they watch. From the results of the research conducted, every learning activity in the teacher's classroom requires certain strategies. Through audio-visual media, teachers can save energy to deliver learning material.

In the use of audio-visual media, the teacher directs students to pay close attention to the learning material being played so that they can assimilate what is discussed, and then after that, the teacher directs students to remember well the learning material through the task of writing a summary after video playback. The benefits of audio-visual media can be obtained if teachers are able to operate them. This aspect of teacher skills is often an obstacle in the media selection process. Many teachers choose simple media on the grounds

that they cannot operate sophisticated or modern media.

CONCLUSION

In light of the consequences of examination and conversation on the utilization of general media in learning Indonesian history, class X SMA Mulia Paratama Learning stands out for additional understudies with the goal that it can encourage learning inspiration. Learning materials become more clear in significance, making it simpler for understudies to grasp learning. Furthermore, understudies do additional learning exercises since they pay attention to the instructor's depiction as well as do different exercises, for example, noticing, doing, and illustrating.

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