

Utilization of Audio Visual Media as a Source History LearningIndah Ayu Ainina¹**Abstract**

The research problem is centered on applying audiovisual media in teaching history, specifically within the history learning class of XI students at High School 2 Holy Bae during the academic year 2013/2014. This investigation seeks to explore whether the utilization of audiovisual media in teaching history has a significant impact on the learning outcomes of these students. The study aims to assess the effectiveness of audiovisual media in enhancing the student's understanding and retention of historical knowledge. Furthermore, it intends to measure how much audiovisual media influences the overall learning outcomes of class XI students at High School 2 Holy Bae during the 2013/2014 academic year. The study will provide insights into the benefits and challenges of integrating audiovisual media into history education by focusing on these objectives. Additionally, the research will offer educators recommendations on effectively incorporating such media to improve student engagement and academic performance. The primary goals of this study are to evaluate the use of audiovisual media-based teaching methods in history education, to determine the learning outcomes of class XI students, and to analyze the impact of audiovisual media on the academic achievements in the history subjects of class XI Social at High School 2 Bae Kudus. This comprehensive investigation aims to contribute to the broader field of educational media and its application in enhancing history education's teaching and learning processes.

Keywords: *Utilization, History Learning Media, Audio Visual, History Learning Outcomes.*

Introduction

The advancement of science and technology, especially information technology, dramatically influences the preparation and implementation of learning strategies. Through these advances, teachers can use various media according to their learning needs and goals. The learning process is a communication process. Communication always involves three main components: the sender component (teacher), the receiver component (students), and the message component itself, which is usually in the form of subject matter. Sometimes, in the learning process, there is a communication failure. To avoid this, teachers can develop learning strategies by utilizing various media and learning resources (Vienna, 2006, p. 160; Isjoni, 2013; Supriyadi, 2015; Purwanto, 2016; Miftah, 2014). Learning media continues to develop along with the world of information and technology. (Ahmadi, 2010, p. 36) New technologies, especially multimedia, are increasingly important in the learning process. Many people believe

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That multimedia will be able to lead to learning situations where learning with effort will be replaced by learning with fun. So, a fun, creative, and not dull learning process will be the right choice for teachers.

The presence of the media has a significant meaning in the teaching and learning process because, in these activities, the unclarity of the material conveyed 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. The media can represent what the teacher cannot say through certain words or sentences. Even the abstraction of the material can be concreted with the presence of the media. Thus, students will have an easier time digesting the material than without the help of media. Here, the practical value of the press is seen, which is beneficial for students and teachers in the teaching and learning process (Djamarah, 2010, p. 120).

Indonesia is entering the information era, marked by an increasing number of information mediums, the spread of information that is increasingly widespread and instantaneous, and information in various forms that are presented quickly. Presenting messages in this information era will always use electronic and non-electronic media. Regarding the presence of the press, (Dimiyati, 2006, p. 247) explains that a neatly organized media systematically influences educational institutions such as family institutions, religions, schools, and scouts. The description shows that the presence of media has affected all aspects of life, including the education system. However, to varying degrees, it affects the learning outcomes students achieve. Media is a learning resource, so broadly, learning media can be interpreted as people, objects, or events that allow students to acquire knowledge and skills.

Media is a tool that can be in the form of anything that can be used as a channel for messages to achieve learning goals (Djamarah, 2010, p. 120). The presence of learning media is one of the components of the necessary learning process, considering that the position of the media is not just a teaching aid but more of an inseparable part of the learning process. In addition to being able to replace some of the teacher's duties as a presenter of the material, the media also has unique potential to help students learn (Hamalik, 2008, p. 200). In addition to this opinion, (Sanjaya, 2010, p. 204) said that learning media are all tools and materials used for educational purposes, such as radio, television, books, newspapers, magazines, computers, etc. In addition to these tools, people, materials, and equipment that create conditions that allow students to acquire knowledge, skills, and attitudes are also referred to as learning media. Media is a tool or material that allows students to acquire knowledge (Arsyad, 2013, p. 15; Munadi, 2010, p. 23; Sanjaya, 2009, p. 42). According to Gerlach, the media generally includes people, materials, equipment, or activities that create conditions that allow students to acquire knowledge, skills,

and attitudes. Media, such as TV, radio, slides, and print, are intermediaries. Materials, but include people or humans as a source of learning or in the form of activities including discussions, seminars, field trips, simulations, and so on that are conditioned to increase knowledge and insight, changing students' attitudes to increase knowledge (Vienna, 2006, p. 161).

Method

This study uses a quantitative approach with the type of experimental research. This study aims to determine the influence of the use of learning. Experimental research is a way to find a causal relationship between two factors deliberately caused by the researcher by eliminating, reducing, or setting aside other factors that can interfere. Experimental research is always carried out to see the consequences of treatment (Arikunto, 2010, p. 9; Nasutio, 2016; Arikunto, 2014). This study's design type is the pretest-posttest control group design.

The population in this study is all students of class XI social studies in the second semester of SMA Negeri 2 Bae Kudus Regency for the 2013/2014 school year, which amounted to 190 students and was divided into six classes. The population sampled in this study is class XI IPS 2 as an experimental class with a total of 32 students and class XI IPS 1 as a control class with 30 students. The data collection methods used are documentation and tests. The initial and final data analysis stage includes a normality test, a similarity test of two variants, and a difference test of two averages.

Results and Discussion

This study divided the group into two, namely the experimental group and the control group. One group was given specific special treatment, and the other group was not given treatment. The experimental group is a group that receives treatment, namely by using the Audio Visual Learning Model during learning. Meanwhile, the control group uses a conventional learning model (lecture). This initial stage analysis is the analysis of questionnaire data, and the initial test (pre-test) is used to determine whether the samples used in this study have the same or different abilities before being treated with different methods. The experimental group learns using a learning model using audiovisuals, while the control class uses conventional learning methods (lectures). This initial stage analysis consists of learning motivation analysis and learning outcome analysis.

The normality test determines whether the analyzed data is usually distributed. Based on the analysis of motivation and learning outcomes, χ^2 calculates $< \chi^2$ table with $dk = 6$ and $\alpha = 5\%$, then it can be obtained that H_0 is accepted, which means that the data is usually distributed.

The Homogeneity Test (similarity of two variances) determines the homogeneity of two samples. Based on the analysis of motivation and learning outcomes, it was obtained that the price of F_{cal} was smaller than that of F_{table} . So, it can be concluded that H_0 is accepted. This means that the data from the experimental and control classes have the same variance (homogeneous). The difference between the two averages test is a test to find out whether there is a difference in the average between the experimental class and the control class. Based on the results of the analysis of motivation and learning outcomes, it was concluded that H_0 was accepted. This means there was no difference in motivation and learning outcomes between the experimental and control classes, so the sample starts from the same situation.

This final stage analysis tests the last data from the learning outcome test and questionnaire given in the experimental and control classes after being given different learning treatments.

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The use of audio-visual media in the history learning of SMA N 2 Bae Kudus students is shallow; it can be seen in the classroom that teachers do not use the media as a learning aid. Students are not interested in participating in classroom learning, so that students' attention is not focused on the lessons given, and learning outcomes are low. After conducting research by utilizing audio-visual-based learning media as a learning medium in the classroom, students were invited to watch videos about the times of the French Revolution and the Industrial Revolution as a learning medium in the experimental class, class XI IPS 2; it turned out to be able to increase students' enthusiasm and interest in participating in history learning in class.

Thus, after being given treatment, using audio-visual-based history learning media at SMA N 2 Bae Kudus is successful. This can be seen in the student's post-test results in the complete criteria, namely, with a score of < 80 .

The learning outcomes in the experimental class are the classes that are given treatment. In this study, the experimental class is class XI IPS 2. Based on the research results, the learning outcomes in the experimental class had an average pre-test score of 60.21, while the average post-test score was 79.27. So, there was a relatively significant increase, 19.06, compared to the learning outcomes in the control class. The learning model used in this experimental class uses a learning model using Audio Visual, which obtains a learning outcome value with a relatively significant increase compared to the learning outcome in the control class. This is because teachers in the teaching and learning process use the audio-visual learning model. This learning model was developed to train students to have the ability and skills to ask questions and listen.

Based on the research results, the learning process using the learning model using Audio Visual is enough to activate students in the classroom, and the interaction between students is also good enough. However, several things need to be improved. Students feel less confident in their abilities during the activity, so they fear being wrong and are embarrassed to ask their friends or teachers. Here are some alternative solutions that teachers can use: Teachers should motivate students to have confidence and willingness to express opinions and make decisions. Teachers should be facilitators in learning activities who help students carry out their wishes. After different treatments, given to both classes, namely the experimental class and the control class, then an evaluation test (post-test) was carried out; the average learning hadith of students in the experimental class, namely class XI IPS 2, which was given learning with audio-visual media was 79.27 while the average class in the control class, namely class XI IPS 1 without using audio-visual media was 71.03. This means that the learning outcomes of the experimental class are better than that of the control class.

Conclusion

Using audio-visual-based history learning media at SMA N 2, Bae Kudus was declared victorious. This can be seen in the student's post-test results in the completion criteria, namely, with a score of < 70 . After learning history by displaying a video in the experimental class, namely class XI IPS 2, it turned out to be able to increase students' enthusiasm and interest in learning history in class. Video is a tool in the learning process or what is often called media. So, from the discussion above, it can be concluded that using audio-visual media in the form

of videos as a learning medium is conducive to the learning process so that the quality of learning is good or as expected.

After different treatments were given to the two classes, namely, the experimental class and the control class, then an evaluation test (post-test) was carried out; the average learning outcome of the experimental class, namely class XI IPS 2, which was given learning using audio-visual media was 79.27 while the average learning outcome of students in the control class, namely class XI IPS 1 without using audio-visual media was 71.03. This means that the learning outcomes of the experimental class are better than that of the control class. Audio-visual-based history learning media positively influences the learning outcomes of history students in grade XI of SMA Negeri 2 Bae Kudus in the 2013/2014 school year. Thus, it can be concluded that audio-visual-based history learning media in the experiment class significantly influenced history learning outcomes.

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