P-ISSN: 2541-6960; E-ISSN: 2549-8754
Yupa: Historical Studies Journal
Vol. 9 No. 3, 2025 (215-223)
http://jurnal.fkip.unmul.ac.id/index.php/yupa

Implementation of Audio-Visual-Based History Learning Media In the Independent Curriculum in Class XI of SMA Negeri 5 Samarinda

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Received	Accepted	Published
19/06/2025	30/11/2025	30/11/2025

Abstract *This research the aims to analyze the implementation of audio-visual media based history learning in the independence curriculum in class XI of SMA Negeri 5 Samarinda. This research uses a case study method through observation, interviews, and documentation as data collection techniques. The results of this research indicate that the implementation of audio-visual media in class XI of SMA Negeri 5 Samarinda develops understanding of complex material and learning motivation. Implementation obstacles encountered with audio-visual media include a lack of clarity in material delivery due to its too fast, unclear discussion and relevant material, limitations in technology functionality, and lack of sosial intercation between students and teachers. The perceptions of class XI SMA Negeri 5 Samarinda students show that this audio-visual media causes the level of interest of students to vary, with most being very interested while some others are less enthusiastic.*
Keywords: *Audio-Visual Media, History Learning, Independent Curriculum, SMA Negeri, Samarinda*

Abstrak
Penelitian ini memiliki tujuan untuk menganalisis implementasi media pembelajaran sejarah berbasis audio-visual pada kurikulum merdeka di kelas XI SMA Negeri 5 Samarinda. Penelitian ini menggunakan metode studi kasus melalui observasi, wawancara, dan dokumentasi sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa implementasi media audio-visual di kelas XI SMA Negeri 5 Samarinda mengembangkan pemahaman materi yang kompleks dan motivasi belajar. Kendala implementasi yang ditemui dalam media audio-visual meliputi ketidakjelasan penyampaian materi karena terlalu cepat, ketidakjelasan pembahasan dan materi yang relevan, keterbatasan fungsi teknologi, serta kurangnya interaksi sosial antar peserta didik dan guru. Adapun persepsi peserta didik kelas XI SMA Negeri 5 Samarinda menunjukkan media audio-visual ini menyebabkan tingkat ketertarikan peserta didik bervariasi, dengan sebagaian besar sangat tertarik sementara beberapa lainnya kurang antusias.

Kata kunci *:*
Media Audio-Visual, Pembelajaran Sejarah, Kurikulum Merdeka, SMA Negeri, Samarinda

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INTRODUCTION

According to Nandia, F., et al., (2017) so far, history lessons are considered classroom learning that is boring because strategies, methods, media, and learning techniques tend to rely on a monotonous teacher-based approach and minimize student participation. The teacher is positioned as the only main source of information, students are left behind as suffering objects, and the teacher as a source of information only uses lecture and question-and-answer methods in teaching. The success of a teacher in teaching history depends on several factors, namely the use of strategic methods and the use of media in learning.

According to Insani et al., (2023) learning media help teachers in improving the quality of learning for students and deepening understanding of the history subject. Learning media are very important for teachers to attract students' attention, help them understand the content presented, and make them like learning history. Moreover, the use of such media facilitates the teacher's learning process, gives rise to an organized way of thinking and students' interest, and ensures the content presented by the teacher is not easily forgotten by students. The presence of learning media is a very necessary part in the learning process, considering that the position of media is not merely a teaching tool, but is an inseparable part of the learning process to obtain knowledge for students (Ainina, 2014).

The use of audio-visual media can convey learning through hearing (audio) and sight (visual), thus making it easier for teachers in delivering messages to students by obtaining feedback for learning progress (Misnah et al., 2022). Meanwhile, according to Fitri & Seprina (2024) audio-visual learning media are connecting media that combine vision and sound to help students obtain knowledge, skills, or attitudes that will help them in achieving learning objectives. The application of audio-visual media will be better if it attracts students' attention, makes them stay focused and participate actively in the teaching and learning process. This ability of audio-visual media is considered better and more interesting (Kholidin, K., et al., 2017). Audio-visual media are divided into two types of audio-visual media, namely pure audio-visual and impure audio-visual. Pure audio-visual media are grouped into sound films, videos, and television. While impure audio-visual media are in the form of sound filmstrips (Ningsih, 2022).

According to Munawar & Suryadi (2019) in Indonesian education, curriculum change is one component of learning that provides opportunities for schools to create an innovative and creative learning environment, and there is another component, namely the ability of teachers as pedagogues who interact directly with students. The independent curriculum in Indonesia in the 21st century demands the use of media and digital technology as learning media for all subjects. When implementing the independent curriculum with a multistrategy and multimedia approach, teachers and students need to work together in obtaining maximum results from learning devices. In addition, teachers are also required to master various skills so that the learning

process is enjoyable, such as the ability to plan learning and make learning media based on students' interests and current developments (Insani et al., 2023).

The difference from the previous research entitled "Development of Powtoon Animation Learning Media Based on Local History in the Indonesian History Subject for Class X at SMA Negeri 8 Jambi City" by Atmassari & Seprina (2023) with this research lies in the difference in topic. The research conducted by Atmassari and Seprina focuses on developing powtoon animation learning media for Jambi local history, while this research focuses on the implementation of audio-visual-based history learning media in the context of the independent curriculum.

In the previous research entitled "Development of Audio-Visual-Based History Learning Media of Bima Cultural Heritage to Increase Historical Awareness of Students of Class XI IPS at SMA Negeri 2 Wera" by Irawan (2019) with the previous research by Dethan et al., (2023) entitled "Improvement of History Learning Outcomes Through the Application of Audio Visual Media in Class X SMA Negeri 1 Kalabahi", shows the same research results, namely the use of audio-visual media can improve learning outcomes and students' interest better in the history subject. The difference of this research with the two previous studies lies in the time of the research, namely the previous studies were conducted in 2019 and 2023, while this research was conducted in 2025.

The uniqueness of this research lies in the application of audio-visual-based media, namely providing benefits for students in applying the values contained in history learning through audio-visual media. Thus the researcher is interested in researching with the title "Implementation of Audio-Visual-Based History Learning Media In the Independent Curriculum in Class XI of SMA Negeri 5 Samarinda". This research was conducted to examine how audio-visual-based history learning media are applied in the independent curriculum in class XI of SMA Negeri 5 Samarinda.

METHOD

The type of research used is qualitative. This research uses a case study method. Data collection techniques were obtained through observation, interviews, and documentation. Then analyzing the data with the Miles and Huberman model, namely data collection, data reduction, data presentation, and conclusion drawing/verification. The location of this research implementation took place at SMA Negeri 5 Samarinda with the data sources being history teachers and students of class XI.

RESULT AND DISCUSSION

The Implementation of Audio-Visual-Based History Learning Media in the Independent Curriculum in Class XI of SMA Negeri 5 Samarinda

Based on the interview results, it is known that usually the application of learning media is very varied in history learning. By utilizing various media, students' learning experiences can be improved well, making complex historical material easier to understand. This is in accordance with the research conducted by Gumelar & Hidayat, (2019) stating that the utilization of varied media, especially in the history subject, can help students' learning experiences and make complex material easier to understand.

One form of media implemented to help teaching and learning activities is audio-visual media. An example is the use of Youtube videos that can present historical events visually. In addition, interactive applications such as Quizizz are also applied to make learning more interesting and interactive. This is in accordance with the research conducted by Ulmaelani et al., (2023) stating that one form of variation of audio-visual-based learning media in history learning is Youtube and Quizizz.

In addition to the application of audio-visual media, group projects, educational games, and discussions also become components of interactive learning methods combined with the use of audio-visual media. The application of this audio-visual media also accommodates various learning styles, so that each student can absorb knowledge in the best way for them. This is in accordance with the research conducted by Riniwanti et al., (2024), stating that the application of audio-visual media integrated with learning methods can create a dynamic learning environment and adjust to students' learning styles.

The application of audio-visual media has the goal of facilitating students' understanding of complex historical material covering topics of warfare, colonialism, kingdoms, up to global-scale events, namely World War. This is in accordance with the research conducted by Shaleha et al., (2023) stating that audio-visual media can be an interesting learning medium and visualize complex historical material concepts so that it facilitates students' understanding of historical material.

For the application of audio-visual media to be optimal, namely adjusting to the teacher's direct explanation, choosing the right and interesting material, and supported by adequate school facilities and infrastructure. This is supported by the research conducted by Fitri, N. D., & Seprina, R., (2024) stating that the application of audio-visual media to increase students' motivation and understanding in history learning, which supports the objectives of applying audio-visual media with the selection of appropriate material and the presentation of interesting narration. In another study conducted by Hayati (2023) it is stated that the support provided by schools is such as the availability of adequate facilities and infrastructure in audio-visual media. The application

of audio-visual-based learning media creatively and strategically in history learning can optimize history learning achievement (Saputra & Lestari, 2022).

Perceptions of Class XI Students of SMA Negeri 5 Samarinda Toward the Implementation of History Learning Media

Based on the results of observations and interviews, it is known that most students and teachers expressed the opinion that the application of audio-visual media in the teaching and learning process helps develop understanding of material, active involvement, and learning interest. This is in accordance with the research conducted by Kholidin, K., et al., (2017) stating that the application of audio-visual media produces understanding and interest in learning if applied well.

The application of creative visualization and audio media, as well as being equipped with animation, allows the presentation of material to become more real and interesting, so that in the end it is easier to understand by students. This is in accordance with the research conducted by Susianti, (2024) stating that audio-visual media present historical material in a more real, interesting, educational, and easy to understand way through creative visualization, animation, and audio.

However, some students expressed the opinion that audio-visual media are less optimal and boring, this is often caused by factors of duration that is too long or delivery of material that is less varied and interesting. This is in accordance with the research conducted by Misnah, M., et al., (2022) stating that there are differences of opinion, namely less optimal or boring from students depending on their experiences regarding audio-visual media.

Nevertheless, the application of audio-visual media in general is proven to help students' understanding and memory in learning history, considering that this audio-visual media combines elements of hearing and sight in the learning process. This is in accordance with the research conducted by Ikhsan et al., (2022) stating that audio-visual media help students develop understanding and increase learning motivation as well as their memory.

An increase in good exam scores in students after the implementation of the use of audio-visual media in the history subject provides benefits for learning achievement. This is in accordance with the research conducted by Dethan, D. A., et al., (2023) stating that the application of audio-visual media can improve students' history learning outcomes. With the use of audio-visual media, the material presented is easily received well by students (Rosmala & Fahrrudin, 2024).

The application of audio-visual media in history learning has been proven to arouse students' enthusiasm and interest in learning because the material is presented in a more interesting form compared to monotonous learning methods. This is supported by the research conducted by Antoro & Sridiyatmiko, (2022) stating that the application of audio-visual media in

the history learning process greatly helps the success of teaching and learning, because it can arouse interest and motivation for enthusiasm in learning.

The application of audio-visual media is influenced by the selection of material, teacher teaching techniques, students' focus and level of interest. This is supported by the research conducted by Wasiyah, et al., (2023) stating that the selection of appropriate material, the learning strategies used by teachers, and students' interest become factors in the application of audio-visual media.

Obstacles When Implementing Audio-Visual-Based History Learning Media in the Independent Curriculum in Class XI of SMA Negeri 5 Samarinda. Various obstacles arise in the application of audio-visual media in history learning at SMA Negeri 5 Samarinda causing it to not yet be able to provide benefits optimally. Based on the interview results, it is known that the application of audio-visual media has obstacles in the form of the tempo of material delivery that is too fast causing students difficulty in following and digesting information. In addition, the long duration of audio-visual media causes boredom and students find it difficult to capture the content of the material as a whole. This is in accordance with the research conducted by Sari, R. P., et al., (2024) stating that delivering audio-visual media material too fast and long duration can cause boredom and lack of students' interest.

Another aspect that becomes an obstacle is the lack of interaction between teachers and students so that it limits the opportunity to ask questions or discuss further. This is in accordance with the research conducted by Afifah & Utami, (2024) stating that the nature of communication tends to be one-way, where teachers provide more information without feedback from students, then the lack of interaction between teachers and students in the learning process causes students to be less involved and less motivated.

Lastly, there is dependence on technology and supporting devices, which if not available or functioning properly, can hinder the smooth running of the teaching and learning process. This is in accordance with the research conducted by Widiasanti et al., (2023) stating that although technology has great benefits to help the teaching and learning process, dependence on devices or adequate infrastructure becomes a factor that can hinder learning. While the advantage is that audio-visual media have the potential to attract students' focus and facilitate understanding of material through image visualization. In another study conducted by Melawati, M., (2019) stating that the advantages of applying audio-visual media are very suitable for history learning and the development of students' understanding.

CONCLUSION

Based on the data analysis presented in the results of observations and interviews with teachers and students, it can be concluded that the implementation of audio-visual-based history

learning media in the independent curriculum in class XI of SMA Negeri 5 Samarinda shows meaningful results, namely the application of audio-visual media such as Youtube videos optimally to facilitate understanding of complex material. In addition, for the application of audio-visual media, a combination of audio-visual media with direct teaching and other interactive learning methods is required.

The perceptions of class XI students of SMA Negeri 5 Samarinda toward the implementation of audio-visual-based history learning media in the independent curriculum, that audio-visual learning media play a role in facilitating understanding of historical material, and the level of students' interest shows there is a high and low sense of interest.

The obstacles when implementing audio-visual-based history learning media in the independent curriculum in class XI of SMA Negeri 5 Samarinda are the speed of material delivery, unclear discussion and relevant material, limitations in technology functions, and lack of social interaction between students and teachers.

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