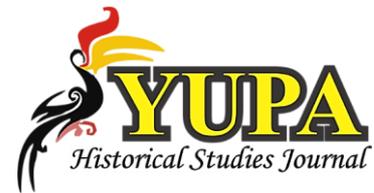


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Implementation of Audio-Visual Based History Learning Media

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Abstract This study aims to determine the implementation of audio-visual-based History learning media in grades XI and XII of SMA Negeri 2 Loa Kulu, students' perceptions of its use, and the obstacles faced. This study uses a qualitative approach with a case study method, data collected through observation, structured interviews, and documentation. The results of this study indicate that audio-visual media such as History videos, PowerPoint, and digital content create interactive learning. Students' perceptions of audio-visual-based history learning media show good interest. The use of this media increases student involvement in the learning process and helps them understand history material in a concrete and interesting way. Students find it easier to understand the material and are more enthusiastic about participating in learning. However, in its implementation there are still obstacles, such as limited technological facilities, dependence on internet connections, and interference from classmates.

Keywords: Learning Media, Audio-Visual, History

Abstrak Penelitian ini bertujuan untuk mengetahui implementasi media pembelajaran Sejarah berbasis audio-visual di kelas XI dan XII SMA Negeri 2 Loa Kulu, persepsi siswa terhadap penggunaannya, serta kendala yang dihadapi. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, data dikumpulkan melalui observasi, wawancara terstruktur, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa media audio-visual seperti, video Sejarah, PowerPoint, dan konten digital menciptakan pembelajaran yang interaktif. Persepsi siswa terhadap media pembelajaran sejarah berbasis audio visual menunjukkan minat yang baik. Penggunaan media ini meningkatkan keterlibatan siswa dalam proses belajar serta membantu mereka memahami materi sejarah secara konkret dan menarik. siswa merasa lebih mudah memahami materi dan lebih antusias mengikuti pembelajaran. Namun, dalam pelaksanaannya masih terdapat kendala, seperti keterbatasan sarana teknologi, ketergantungan pada koneksi internet, serta gangguan dari teman sekelas.

Kata kunci : Media Pembelajaran, Audio-Visual, Sejarah



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INTRODUCTION

Education is a planned process to assist learners in optimally developing their potential, in spiritual aspects, self-control, social aspects, and love for the nation and state, as stated in Law Number 20 of 2003 concerning the National Education System. In this context, improving the quality of learning is fundamental in achieving national education goals. One subject that plays an important role in character building is history. Through learning history, students are expected to develop social attitudes such as respect, helpfulness, and peaceful coexistence. However, in reality, history learning in schools is still less favored, both by teachers and students. Material is often delivered conventionally, focused on memorization, and not linked to the context of students' real lives (Zahra, 2021).

This causes low interest in learning and a lack of deep understanding of historical events. In addition, the dominant lecture method causes students to become passive and less actively involved in the learning process. Addressing these challenges, innovation in learning methods is needed to adapt to technological developments and learner needs. One potential approach is the utilization of audio-visual-based learning media. This media allows for the presentation of historical material in a more engaging, interactive, and contextual manner. Audio-visual combines sound and image elements that can stimulate students' attention and memory, and help them understand abstract concepts more easily (Ridwan, 2020; Indrawati, 2021). Previous research has shown that audio-visual media positively influences the improvement of learning outcomes, material comprehension, and student motivation across various levels and subjects (Agustini, 2018; Jing, 2003; Murcahyanto, 2022).

Nevertheless, its implementation certainly has its own challenges, such as infrastructure limitations, teacher readiness, and school environmental support. Therefore, it is important to examine how audio-visual media is actually implemented in the classroom, especially in history learning. This research was conducted at SMA Negeri 2 Loa Kulu, focusing on determining the implementation of audio-visual media in history learning, students' perceptions of its use, and the obstacles faced in the process. Initial interviews with students indicated that history teachers have implemented audio-visual based media in learning activities. Therefore, the researcher felt the need to study the implementation of this media in the school more deeply.

METHOD

This research uses a qualitative approach with a case study method aimed at describing and explaining the phenomenon of implementing audio-visual-based history learning media in depth at SMA Negeri 2 Loa Kulu. Primary data sources come from history subject teachers and students from heterogeneous class backgrounds, while secondary data includes journals, articles, and other supporting documents. Data collection techniques include observation of the

implementation of history learning, structured interviews with prepared guidelines, and documentation in the form of activity photos and videos used by the teacher.

RESULT AND DISCUSSION

Implementation of Audio-Visual Based History Learning Media at SMA Negeri 2 Loa Kulu

Audio-visual media is utilized in history learning at SMA Negeri 2 Loa Kulu to create an interactive and easy-to-understand learning atmosphere. The history teacher, Dominikus Mari, B.Ed., combines textbooks with PowerPoint, history videos, and online sources, and invites students to use museums. Technology-based media can facilitate teachers in delivering material and make it easier for students to receive the taught material (Nurdiyanti, 2019). This media complements conventional methods and helps deliver material more concretely. History is often considered difficult due to the many figures and events that need to be remembered.

Media such as videos and documentaries help students connect historical events with real life, making abstract material clearer (Agustini, 2018; Indrawati, 2021). For example, videos about the colonial period help students better understand the process of colonialism and its impact on Indonesia. Besides clarifying understanding, this media also increases student interest and motivation (Habib, 2018). Audio-visual media also supports various learning styles and strengthens memory by presenting information visually and auditorily (Saidaturrohmah, 2017). However, its effectiveness depends on the suitability of the material and learning objectives. Combination with other methods such as discussion and analysis makes learning more comprehensive (Pratiwi, 2020). This application aligns with Mayer's (2020) Multimedia Cognitive Theory, which states that learning is easier for students to understand if information is delivered through text, images, and sound. The brain processes information through visual and auditory channels, so combining both facilitates understanding and memory. This media also increases student motivation and engagement in learning history.

The use of audio-visual media in history learning at SMA Negeri 2 Loa Kulu helps students understand material more concretely. Teachers utilize history videos from YouTube and other educational sites according to the discussed topics. Interviews revealed that students claimed to better understand the process of the Dutch arrival in Indonesia after watching video screenings in class. With technological development, accessing audio-visual media has become increasingly easier in the field of education, with sites like YouTube providing many learning videos (Maryam, 2020). In addition, teachers also use PowerPoint containing key points, illustrations, and historical maps, displayed through devices such as laptops, projectors, and speakers. Technology makes the delivery of material clearer. Learning is also complemented by assignments that encourage students to seek additional references via the internet, so as not to rely solely on textbooks.

The history teacher at SMA Negeri 2 Loa Kulu does not only screen videos and PowerPoint, but also implements specific strategies so that audio-visual media is easy for students to understand. Through interviews, students mentioned one strategy is playing videos as an introduction to the material, such as on the topic of the Old Order, which is then followed by explanations and discussions to hone student understanding. Videos are also used as a basis for assigning tasks, such as making summaries or analyses, which encourage student activity, as expressed by one student during an interview. Furthermore, the teacher uses PPT containing illustrations, maps, and infographics combined with lectures to help students understand the interconnections between historical events. The combination of several media as learning material supports is a strategy to make the teaching and learning process varied, interesting, and suited to student needs (Darung, 2020). This strategy shows that audio-visual media is not just a complement, but an important part of learning that encourages student engagement and understanding.

The use of audio-visual media in history learning at SMA Negeri 2 Loa Kulu helps improve student understanding of complex material by presenting events concretely through video screenings and visual images. This makes it easier for students to connect theory with historical facts. This media also increases interest and learning motivation because it presents lessons in an engaging and non-boring way. During the teaching and learning process, the use of audio-visual media can clarify the delivery of messages and information, facilitating and improving the learning process and outcomes (Hastuti, 2014). Additionally, audio-visual media accommodates various student learning styles, as highlighted by one student who emphasized the importance of adapting media to individual needs. The history teacher, Dominikus Mari, B.Ed., also integrates this media with textbooks and visits to historical sites, creating a more lively and contextual learning experience.

Audio-visual media in history learning at SMA Negeri 2 Loa Kulu helps students understand complex material by presenting events concretely through video screenings and images. This media also increases learning interest and accommodates different learning styles. The history teacher, Dominikus Mari, B.Ed., combines this media with textbooks and visits to historical sites, making learning more lively and contextual. Visits to museums or cultural heritage sites can enhance understanding of the nation's historical journey, self-confidence, foster love for the homeland, and a sense of nationalism (Prabowo, 2021).

The use of audio-visual media in history learning at SMA Negeri 2 Loa Kulu aims to increase student learning interest by presenting material visually and auditorily as an alternative method. This media also accommodates diverse learning styles, including visual, auditory, and kinesthetic. According to one student, video screenings such as those on Dutch and Japanese colonization help students visualize events and understand their impact, as well as improve

memory because information is more easily absorbed through audio-visual means. Furthermore, this media encourages discussion and active participation, strengthening critical thinking skills while helping students see events from various perspectives, strengthening historical analysis.

The use of audio-visual media in history learning at SMA Negeri 2 Loa Kulu has been proven to increase understanding and encourage student activity. This media stimulates student engagement through videos and visual presentations, enhancing interaction between students and teachers. Students are braver to ask questions and express opinions after watching screenings accompanied by comprehension tasks. For example, other research shows that audio-visual feedback helps students feel higher engagement, strengthens the evaluation process, and supports improved academic performance (Gould & Hari, 2013). Moreover, this media supports project-based learning by encouraging students to conduct group analyses and reducing classroom boredom. Students are more motivated to complete tasks such as summarizing or making posters. Although there are challenges such as less conducive classroom conditions, this media remains a good approach for interactive and meaningful learning.

Perceptions of SMA Negeri 2 Loa Kulu Students Towards Audio-Visual Based History Learning Media

The use of audio-visual media in history learning at SMA Negeri 2 Loa Kulu has been proven to increase student understanding of complex material and attract their interest. The history teacher, Dominikus Mari, B.Ed., applies this media especially for difficult history material, such as Dutch and Japanese colonization, with the aim of clarifying the material and providing variation in learning. Carefully selected videos from platforms like YouTube allow students to understand historical events more easily, compared to relying solely on limited textbooks. Students feel more involved when learning uses videos. For example, a student in an interview felt that videos helped understand the sequence of the Dutch arrival in Indonesia more coherently and systematically.

Similarly, another student assessed that this media makes learning more active, allowing students to discuss and interact more intensively during screenings. Audio-visual media is adapted to the characteristics of students who are more interested in watching, thus generating their interest in history lessons. However, there are some constraints regarding the content of the displayed videos. Some videos provide differing information, such as on the topics of G30S/PKI and Supersemar, which require further explanation from the teacher. This shows the importance of the teacher's role in accompanying video screenings so that students do not misinterpret the material. Technical factors also pose challenges, such as less than optimal sound quality, especially for students sitting in the back of the class.

Students expressed that they found it easier to understand important concepts after watching videos, and they felt braver to ask the teacher about things they did not understand. However, some students are more comfortable asking their friends than directly asking the teacher, indicating that audio-visual media has not fully encouraged open communication in the classroom.

Obstacles Faced During the Implementation of Audio-Visual Based History Learning Media at SMA Negeri 2 Loa Kulu

The use of audio-visual media in history learning at SMA Negeri 2 Loa Kulu provides great benefits, but there are several obstacles hindering its implementation, such as device damage, limited number of projectors, and dependence on unstable internet networks. These technical problems align with the findings of Hariyanti (2022), which indicate that facility limitations affect the smoothness of digital media-based learning. Additionally, poor audio quality, especially if the volume is too low, makes it difficult for students to hear the material. Noise disturbances in the classroom also reduce student focus and understanding. Gabriela (2021) emphasizes the importance of using audio-visual media with an active learning approach to avoid boredom and maintain student interest.

The use of audio-visual media in history learning at SMA Negeri 2 Loa Kulu aims to facilitate student understanding. However, technical obstacles such as device damage, like the laptop used by the teacher, and dependence on unstable internet networks, often hinder the smoothness of learning. Dominikus Mari, B.Ed., the history teacher, mentioned that laptop damage and internet connection issues are challenges. Furthermore, although projectors are available, inadequate device maintenance is also a problem.

In the implementation of audio-visual media in history learning at SMA Negeri 2 Loa Kulu, audio quality is an important factor influencing student learning. However, audio quality issues often arise, such as sound volume being too low, especially for students sitting at the back. One student expressed difficulty hearing the sound due to small speakers. Unsupportive room conditions and noise from other classes also interfere with smooth video playback. Research shows that the use of high-quality audio-visual media plays an important role in improving student understanding of historical material. Moreover, the use of high-quality audio-visual media can also impact student engagement in the learning process and their learning outcomes (Azzahra, 2022).

A conducive classroom environment greatly influences audio-visual-based learning at SMA Negeri 2 Loa Kulu. One of the main obstacles faced is noise during video playback. One student conveyed that noise from classmates caused them to lose focus while watching videos, making the presented material difficult to understand. Creating a good classroom environment

can increase student learning enthusiasm (Suryapermana, 2017). This condition certainly affects student learning motivation. Students expressed that noise reduces their concentration even though they try to focus, especially when the audio from the video is also unclear. Then their classmate added that the uncondusive classroom made it difficult for them to grasp the material as well. Thus, noise disturbances and a lack of good classroom management greatly affect the use of audio-visual media. If this condition continues, students' understanding of historical material will be hindered, and their interest in the subject will decrease.

Audio-visual based history learning at SMA Negeri 2 Loa Kulu can cause boredom if videos are used too frequently. In interviews, students revealed that the repeated use of videos makes students feel saturated. That monotonous conventional methods cause boredom without interaction or discussion, learning feels passive, and it is difficult to focus on videos that are too long. Variation in learning methods and shorter video durations can help reduce boredom and enhance learning. The saturation felt by students when using repetitive audio-visual media has a negative impact, so history learning that collaborates with other media can generate new enthusiasm in the learning process (Atmaja, 2019).

Piaget, as cited in Lubis (2024), explains that students build understanding by connecting new information with existing knowledge. Bruner (1966), as cited in Aisyah (2023), in the concept of Scaffolding, emphasizes the importance of the teacher's role as a facilitator providing gradual support to help students understand the material. With attention to the readiness of technological devices, good classroom management, and the use of varied learning methods, audio-visual media can become a tool that supports history learning.

CONCLUSION

The implementation of audio-visual based history learning media at SMA Negeri 2 Loa Kulu has been actively applied by teachers through the use of history videos, PowerPoint, and other digital resources. Usage strategies include screening videos as material introductions, integration with textbooks, discussions, and analytical tasks, all aimed at enhancing student understanding of abstract and complex historical material. In its implementation, audio-visual media makes learning more active, allowing students to interact with each other during teaching and learning activities. Audio-visual media serves as a means to meet student needs in supporting history learning. Furthermore, material delivered through video screenings presents complex historical information in a simpler and more understandable way. Visual and auditory presentations are considered easier to absorb compared to conventional methods that rely solely on lectures and textbooks.

However, there are a number of obstacles hindering its implementation. Technical obstacles such as device damage, limited number of projectors, and dependence on unstable

internet connections often disrupt the smoothness of learning. Additionally, low audio quality, classroom noise, and a lack of method variation lead to boredom among some students.

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