



## UTILIZATION OF AUDIOVISUAL MEDIA TO IMPROVE STUDENTS' INTEREST AND SKILLS IN LEARNING HISTORY

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### Abstract

*Audiovisual media includes various forms such as images, videos, animations, and audio. This diversity allows educators to present learning materials with a more dynamic approach, facilitate understanding of abstract concepts, and create a deeper learning experience. Along with that, students can more easily visualize learning materials, strengthen memory, and increase learning motivation. The use of audiovisual media in learning also opens up space for the formation of critical and analytical skills in students. They can be invited to think creatively, develop media literacy, and understand messages conveyed through various forms of visuals and sounds.*

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## INTRODUCTION

Education is an effort to be able to educate the nation's life, so that the use of relevant learning media in the classroom can optimize the learning process. The skills that must be possessed by an educator in the learning process activities can be in the form of reinforcement skills, questioning skills, explanation skills, subject matter mastery skills, skills in using learning media, skills in opening and closing lessons. Wahid in Ameliasari, (2018)

One of the many types of media is audiovisual learning media, which combines sound and visual components to communicate information or messages. Audiovisual media is considered to have interesting and extraordinary qualities. The majority of audiovisual media do not rely on symbols or similar word knowledge, therefore learning to use it involves acquiring and applying information through sight and sound, a medium that has interesting and good power.



The use of interesting audiovisual materials will be more effective if it can stimulate students' attention and encourage them to engage in the teaching and learning process in a focused and enthusiastic manner. Good digital literacy needs to be introduced and promoted by teachers/lecturers to students in the learning process. teachers/lecturers are expected to be able to integrate the learning process they provide with information technology that continues to develop in order to simultaneously introduce the digital literacy process in using the Internet(Rifai, 2023) . Due to the fact that audiovisual learning media combines sight and sound, two complementary senses, audiovisual learning media is said to stimulate or increase student stimulation. One of the tools used by educators to provide material to students is audiovisual learning media, which combines audio that can be heard with visuals that can be seen to encourage students to acquire certain knowledge, skills, or behaviors. The following are some audiovisual media that can be used by educators, including films,slidesand others Sulfemi and Mayangsari in Reka et al. (2023).

## METHODOLOGY

The method in this study uses a systematic literature review, which includes the collection, analysis, and synthesis of scientific journals related to the use of audiovisual media in history education. It should be realized that this learning media has many advantages compared to other learning media. However, this use does not mean anything if educators cannot operate or use it. Even if they are able to operate it, but it is not in accordance with the material being taught, it will also have a negative impact on the teaching and learning process that is being carried out. The implementation of the use of audiovisual media in learning has a good impact on students, students feel a new learning atmosphere, the classroom atmosphere becomes more communicative because the material displayed is packaged with power point slides that can attract all students' attention so that learning becomes fun so that students become more motivated in participating in learning.

History material taught in schools is often considered dry, boring, and difficult to digest by some students. This can be a big challenge for educators in increasing students' interest in learning history. However, the use of audiovisual media has become an effective solution in overcoming this problem. Audiovisual media, such as videos, animations, images, and sound recordings, can provide a significant positive impact in increasing students' interest in learning history. The use of audiovisual media in history learning has various impacts,



both directly and indirectly. In this paper, we will explore the various positive impacts that have been proven from the use of audiovisual media in the context of history education. Increasing Attraction, Audiovisual media provides more interesting visual and auditory elements compared to conventional teaching methods.

## RESULTS AND DISCUSSION

### **The influence of audiovisual media on students' learning interest in history learning**

Audiovisual media includes various forms such as images, videos, animations, and audio. This diversity allows educators to present learning materials with a more dynamic approach, facilitate understanding of abstract concepts, and create a deeper learning experience. Along with that, students can more easily visualize learning materials, strengthen memory, and increase learning motivation. Audiovisual media, which uses the sense of sight supported by explanations from educators (educators) to clarify the material that is connected to the media used. The definition of audiovisual media in learning is intended as material that contains messages in visual and auditory forms (visible and sound) that can stimulate the thoughts, feelings, vision and will of students so that the learning process can take place. With the presence of audiovisual learning media, it is hoped that it can improve the value of student learning outcomes. Arsyad in Mayang et al. (2023).

The use of audiovisual media in learning also opens up space for the formation of critical and analytical skills of students. They can be invited to think creatively, develop media literacy, and understand messages conveyed through various forms of visuals and sounds. WithThus, the use of audiovisual media cannot be ignored because audiovisual media is a source of knowledge that is used to provide encouragement or motivation and stimulation that will be able to help success in achieving the learning objectives that have been set, where students can see, observe directly the material being taught. H Sujono in Mayang et al. (2023)

The use of audiovisual media in learning can increase students' interest in learning. Audio media Factors that influence students' interest in learning in audiovisual media can consist of internal factors and external factors. Some factors that can influence students' interest in learning in audiovisual media include: visuals, such as learning videos, can make



learning more interesting and enjoyable for students. This can help students be more interested and motivated to learn

1. Internal factors that influence students' interest in learning audiovisual media can include:
  - a) Students' personal interests and passion for learning materials.
  - b) Students' ability to understand and interpret information conveyed through audiovisual media.
  - c) The students' learning styles, whether they are more responsive to visual or auditory teaching.

These factors can affect students' interest in learning in audiovisual media. For example, if students have a high interest in the topic presented through audiovisual media, they tend to be more interested and motivated to learn. In addition, students' ability to understand information presented through audiovisual media can also affect their learning interest. If students find it difficult to understand or interpret the information, their learning interest may decrease. In addition, students' learning styles can also affect their learning interest in audiovisual media. Some students may be more responsive to visual instruction, while others are more responsive to auditory instruction.

2. External factors that influence students' interest in learning audiovisual media can include:
  - a) Learning environment conditions: A learning environment that supports the use of audiovisual media, such as adequate facilities and classrooms equipped with audiovisual equipment, can influence students' interest in learning audiovisual media.
  - b) Support from schools: Support provided by schools, such as training for educators in the use of audiovisual media, provision of quality audiovisual media, and school policies that encourage the use of audiovisual media, can influence students' interest in learning in audiovisual media.
  - c) Availability of facilities and infrastructure: The availability of audiovisual devices, such as projectors, screens, and audio devices, can influence students' interest in learning in audiovisual media.

Audiovisual media can help students understand the material better. By using images, videos, and sounds, audiovisual media can help students visualize abstract and difficult-to-understand concepts. This can help students relate information to real



experiences and strengthen their understanding of the material. Audiovisual learning media can also accelerate students' understanding to the subject matter. Visualization provided by audiovisual media can help students understand concepts quickly and effectively. Students can be more actively involved in learning through interaction with audiovisual media, such as watching videos, listening to audio, or participating in activities involving the media. To accelerate students' understanding of the material, it can be strengthened with various techniques and strategies to improve students' memory.

Audiovisual learning media combines sight and sound, two complementary senses, audiovisual learning media is said to stimulate or increase the stimulation of students. Nurita in Reka (2023), One of the tools used by educators to provide material to students is audiovisual learning media, which combines audio that can be heard with visuals that can be seen to encourage students to acquire certain knowledge, skills, or behavior. The following are some audiovisual media that can be used by educators, including films, slides and others. Sulfemi in design (2023)

### **The use of audiovisual media can improve students' skills in understanding historical material.**

It should be realized that this learning media has many advantages compared to other learning media. However, its use means nothing if educators cannot operate or use it. Even if they are able to operate it, but it is not in accordance with the material being taught, it will also have a negative impact on the teaching and learning process being carried out. Sri Anita in Ikshan (2021) stated that in order for media to be used effectively and efficiently, the main step that need to be followed in using media, namely: Initial preparation before using media, Implementation of media use, Evaluation Stage, Follow-up.

There are several things that must be considered in the use of audiovisual for learning, namely: Educators must prepare the lesson unit first, then choose the right audiovisual media to achieve the expected teaching objectives; Educators must also know the duration of audiovisual media, for example in the form of films or videos, where both must be adjusted to class hours; Preparing the class, which includes preparing students by providing a global explanation of the contents of the film, video or television that will be played and preparing the equipment that will be used for smooth learning; Follow-up activities, after the film or video screening is complete, educators should reflect and ask questions with students to find out how far the students understand the material.



- a) Films and videos can complement students' basic experiences when they read, discuss, practice, etc. Films are a substitute for the natural environment and can even show objects that are not normally visible, such as how the heart works when it beats.
- b) Films and videos can depict a process accurately and can be watched repeatedly if deemed necessary.
- c) Besides encouraging and enhancing motivation, films and videos instill attitudes and other affective aspects.
- d) Films and videos that contain positive values can invite thought and discussion within student teams.
- e) Films and videos can present events that are dangerous if viewed directly.
- f) Films and videos can be shown to large or small teams, heterogeneous teams, or individuals and,
- g) With the ability and technique of shooting, frame by frame, a film that at normal speed would take a week can be shown in one or two minutes.
- The benefits obtained by using audiovisual media are:
  - a) Learning will be more interesting for students so that it can foster learning motivation. Audiovisual media shown in front of the class in the form of videos depicting events in the past, students do not think that they are learning when watching the video, because usually learning for students is like being forced to understand what the educator says through lectures. So that learning through audiovisual media is very enjoyable for students, although many students are not aware that they are learning because they focus on the video being played in front of the class.
  - b) The learning material will be clearer in meaning, so that it can be better understood by students, and allow students to master the expected competencies better. Verbal communication that is often used by most educators, mostly makes it difficult for students to understand every word spoken so that children do not understand what the educator is saying, therefore media is needed that can convey learning materials, so that students can clearly understand the learning materials, one of which is with audiovisual media, this media can directly describe learning materials in a lively way, so that the correct historical flow can be conveyed to students without



having to listen to the words of educators who are sometimes unclear because sometimes there are children who chat instead.

- c) The learning method will be more varied, not merely verbal communication through the narration of words by educators, so that students do not get bored and educators do not run out of energy, especially if educators teach for every lesson hour. In learning activities, educators often use the lecture method which often makes students feel bored, so now educators are varied because they can use audiovisual media collaboration between learning methods and learning media to make learning.
- d) Students do more learning activities, because they do not only listen to the teacher's explanation, they do other activities such as observing, doing, demonstrating and so on. Khalilullah in Abdur Rahim (2022)

- **Types of Audiovisual Media**

According to Syaiful Bahri Djamarah in Joni Purwono (2014) audiovisual media is divided into two, namely:

- a) Silent audiovisual, namely media that displays sound and images such as sound frames (sound slides).
- b) Motion audiovisual is a media that can display elements of sound and moving images such as films and videos.

Both types of media are generally used for entertainment, documentation and educational purposes. Films and videos can present information, describe processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes.

- **Advantages of Audiovisual Media**

Atoel in Joni Purwono (2014) stated that audiovisual media has several advantages or uses, including:

- a) Clarify the presentation of the message so that it is not too verbalistic (in the form of words, written or spoken).
  - b) Overcoming limitations of space, time and sensory power, such as: objects that are too large are replaced with reality, images, film frames, films or models.
  - c) Audiovisual media can play a role in tutorial learning.
- **Use of Audiovisual Media in history learning**



a) **The Purpose of Educators in Using Audiovisual Media in History Subjects.**  
Audiovisual learning media used by educators have several values or benefits, including:

1. Adding student learning activities
2. Save study time
3. Helping children who are behind in their studies
4. Providing a natural situation for learning by arousing interest, attention, independent reading activities and participating in various school activities.

b) **The process of using audiovisual media in History Learning**

The steps that must be taken by educators in using audiovisuals to improve student learning outcomes are:

1. **Preparation steps** This step includes preparation for educators and preparation for students. Educators determine that the use of this tool is in the context of education, students must also be prepared to receive the program presented so that they are ready to know what will be given, how it is presented and what experiences they will gain. Oemar Hamalik in Joni Purwono (2014).
2. **Implementation steps** In this step, students see and hear, carefully following the display that takes place on the LCD projector screen. Usually the level of maturity and interest greatly influence this reception technique. The educator leads the implementation by making the necessary sketch notes and this can be done later. Oemar Hamalik in Joni Purwono (2014).

### **The use of audiovisual media can increase students' interest in learning history.**

The use of audiovisual media is very helpful in improving learning in schools. By using audiovisual media, students can more easily understand the subject matter, improve memory, and become more involved in learning. In addition, the use of audiovisual media also helps educators in teaching subject matter in an easier and more effective way.

It should be realized that this learning media has many advantages compared to other learning media. However, its use does not mean anything if the educator cannot operate or use it. Even if they are able to operate it, but it is not in accordance with the material being taught, it will also have a negative impact on the teaching and learning process that is being carried out. The implementation of the use of audiovisual media in learning has a good impact on students, students feel a new learning atmosphere, the





classroom atmosphere becomes more communicative because the material displayed is packaged with power point slides that can attract all students' attention so that learning becomes fun so that students become more motivated in participating in learning.

The process of utilizing audiovisual learning media has several main inhibiting factors, namely that what is often experienced by educators in using audiovisual media is a matter of time. Educators' preparation in preparing this media always takes up learning time, ultimately causing learning time to be less efficient because learning time is reduced so that it is not optimal in delivering learning materials and often takes up learning time for the next subject. Ikhsan in Mutia et al. (2023)

Djamarah explained that audiovisual media is divided into four, namely:

- a) Silent audio visuals are media that can display sound and still images, such as power point slides.
- b) Motion audio visuals are media that can display sound elements and moving images, such as sound films and video cassettes.
- c) Pure audio visual is a media that has sound elements and image elements that come from one source, such as films, video cassettes.
- d) Impure audio visuals are media that have sound and image elements through different sources, such as sound frame films whose image elements come from slide projectors and whose sound elements come from tape recorders. Hasibuan in Parulian (2023)

The history material taught in schools is often considered dry, boring, and difficult to digest by some students. This can be a big challenge for educators in increasing students' interest in learning history. However, the use of audiovisual media has become one of the effective solutions in overcoming this problem. Audiovisual media, such as videos, animations, images, and sound recordings, can provide a significant positive impact in increasing students' interest in learning history. The use of audiovisual media in history learning has various impacts, both directly and indirectly. In this paper, we will explore the various positive impacts that have been proven from the use of audiovisual media in the context of history education. Increasing Attraction, Audiovisual media provides more interesting visual and auditory elements compared to conventional teaching methods. By combining images, sounds, and visual language, students tend to be more involved in learning history, which in turn can increase their interest in learning. Strengthening Understanding: Audiovisual media can help students to understand and absorb the



historical context better. They can see visualizations of events, listen to adequate narratives, and get a more vivid picture of the time period being studied. This helps students to understand historical events more deeply and relate them to the context of time and place.

**Facilitating Independent Learning,** Students can use audiovisual media as a self-study tool, accessing history materials anytime and anywhere. This provides flexibility in learning, allowing students to pursue personal interests and learn in the ways they find most effective. **Increasing Student Engagement,** The use of audiovisual media often involves students in discussions, presentations, and collaborative projects. This helps in building communication skills and collaboration, which are also important aspects of history learning. **Increasing Understanding of Global Context,** Audiovisual media allows learners to explore historical events from different locations and cultures. This opens learners' eyes to world events and helps them understand the impact of globalization. **Encouraging Interest in History Material:** By making history learning more interesting and relevant, the use of audiovisual media can encourage learners to develop a deeper interest in the subject. This interest can continue to higher levels in education and in everyday life.

Thus, the use of audiovisual media in history learning is not just a trend, but is an effective tool that can stimulate students' interest in learning and help them understand and appreciate history as an integral part of their understanding of the world. Through wise and innovative use, educators can create more engaging and meaningful history learning experiences for students, helping them become informed citizens about history and their past.

The principle in the use of media in every learning activity is that media is used and directed to facilitate students in learning in an effort to understand the subject matter. Thus, the use of media in the teaching and learning process must be viewed from the perspective of student needs. In order for educational media to be truly for student learning, educational media generally has the following uses:

1. Clarify the presentation of the message so that it is not too verbalistic (in the form of written or spoken words alone).
2. Overcoming limitations of space, time and sensory abilities, such as:
  - a) Objects that are too large can be replaced with reality, pictures, film frames, movies, or models.
  - b) Small objects are assisted by micro projectors, frame films, movies, or pictures,



- c) Movement that is too slow or too fast can be helped by timelapse or high-speed photography. Events or incidents that occurred in the past can be displayed again through film recordings, videos, frame films, photos or verbally.
  - d) Objects that are too complex (for example machines) can be presented with models, diagrams, etc.
  - e) Concepts that are too broad (volcanoes, earthquakes, climate, etc.) can be visualized in the form of films, film frames, pictures, etc.
3. The use of appropriate and varied educational media can overcome the passive attitude of students. In this case, educational media is useful for:
- a) Arousing a passion for learning,
  - b) Allows more direct interaction between students and the environment and reality,
  - c) Allows students to learn independently according to their abilities and interests.
4. With the unique nature of each learner coupled with different environments and experiences. This problem can be overcome with educational media, namely with its ability in:
- a) Provides the same stimulants
  - b) Equalizing experiences
  - c) Give rise to the same perception

The use of teaching media, especially audiovisual, in Islamic religious education or other fields of study is not merely an effort to help passive educators, but rather to help students learn to achieve the goals of Islamic religious education or other fields of study so that its use is planned systematically and carefully.

The conclusion is that educators' understanding of learning media becomes clear, so that they can utilize the media and the purpose of the learning media itself, namely to attract more attention from students so that they can encourage learning motivation and make it easier for students to understand the subject matter as desired by the teaching objectives. (Sujono, 2022)

## **CONCLUSION**

The use of audiovisual media in history learning has a significant impact on students' interest in learning. This media not only makes it easier for students to understand material



that tends to be abstract and difficult, but also makes learning more interesting and interactive. With clear visualizations and supporting sound elements, students are more involved and motivated, so they can connect historical information to a broader context.

The effectiveness of audiovisual media is highly dependent on the educator's ability to operate and select the right media. Thorough preparation before using the media is essential to ensure that the material is delivered in an interesting way and in accordance with learning objectives. If used properly, this media can reduce boredom in learning and increase active student participation.

Finally, the use of audiovisual media in history learning is not only to attract students' attention, but also as a tool to encourage critical and analytical thinking skills. With a more meaningful learning experience, it is hoped that students can develop a deeper interest in history, as well as understand the importance of past events in the context of their current lives.



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