



ANALYSIS OF THE USE OF HISTORY LEARNING PRACTICES IN SECONDARY SCHOOLS: CHALLENGES AND OPPORTUNITIES

Nyimas Rahayu¹, Marselia Anggraini², Viola Junita Fridiza³ & Agus Susilo⁴

¹²³⁴PGRI University Silampari Lubuklinggau

¹nyimasrahayu974@gmail.com, ²marseliaanggraini234@gmail.com,
³violajunitafridiza@gmail.com & ⁴agussusilo4590@gmail.com

Received: October 23th, 2024. Revised: October 31st, 2024. Accepted: December 8th, 2024

Available Online: December 16th, 2024. Published Regularly: Desember, 2024

Keywords

Digital, history, learning media, school

Abstract

Learning media are all tools used by teachers as intermediaries to convey learning materials so that students learn effectively and correctly. Digital learning media is an intermediary or medium that displays tools (means) to convey the learning process digitally. This study aims to determine the challenges and opportunities of digital-based history learning media in high schools. This media can be visual, audio, or audio-visual media. The research method used is descriptive method and literature study. The concept of learning media should consist of two components: hardware and software. Modern learning media has developed so that it not only helps teachers in teaching, but can also be a learning resource.

Corresponding Author

Nyimas Rahayu, Marselia Anggraini,
Viola Junita Fridiza, Agus Susilo
PGRI University Silampari
Indonesia

Email:

nyimasrahayu974@gmail.com,
marseliaanggraini234@gmail.com,
violajunitafridiza@gmail.com,
agussusilo4590@gmail.com

INTRODUCTION

Due to worldwide changes in science and technology, especially with regard to the education system in schools, teachers have had to change the way they teach students. For many years, there has been a misconception that the person who knows best is the teacher. The theory that teachers know beforehand or that teachers' knowledge differs only overnight from students' knowledge continues to evolve. However, now the teacher's knowledge is not only equal to the student's knowledge, even students can know earlier than the teacher. All this can happen because of the rapid development of information resources around us. Learning media is anything that can be used to convey messages (learning materials) and can stimulate students' attention, interest, thoughts, and emotions during learning activities to achieve learning objectives, containing information that you can share with others, such as those obtained from books, movies, television, and the Internet (Sutjiono, 2005).

Learning is the process of providing instruction and training to students to achieve learning outcomes. Learning outcomes can include changes in behavior, knowledge, understanding, attitudes, skills, and abilities. Learning is defined as a change in perception and understanding, according to cognitive learning theory. In addition, according to psychological understanding, learning is a process of behavioral change caused by interaction with the environment to determine their life needs. Therefore, learning combines experience, information, and knowledge (Batubara, 2021).

Technology, symbol systems, and the ability to transmit media shape their resolution. Mechanical and electronic aspects, which determine function, form, and other physical features, are the most prominent attributes of media. As a result, television can be considered a medium that has the ability to use symbolic systems such as images and linguistic audio. Media can also be classified and distinguished based on their characteristics that can be used to process or operate symbol systems. The transmission capabilities of media can enhance students' abilities and allow them to do things they could not do before (Kozma, 2001).

There are many technologies that can assist and enhance learning. Classrooms have used a variety of technologies, from laptop computing and smartphone technology to digital filming and video content, and new technologies continue to emerge. Media, or teaching and learning resources, are becoming increasingly important as they help students see and manipulate things. Learners have more opportunities to understand messages. Therefore, the use of technological media such as projectors, cameras, videos, and microphones among others is becoming increasingly important to assist and enhance teaching and learning at all levels of educational practice or interaction. Computers induce these media (Marshall, 2003).

Learning media psychologically help primary school students learn because they can make things that are abstract become more concrete (real). Thus, the learning process in elementary schools can adjust to the developmental phase of elementary school children, namely the concrete operational phase, where students learn from things that are concrete (Pagarra, 2022). Because the educational approach is still conventional and tends to be one-way, history lessons are often considered boring and uninteresting for most students. This is because teachers concentrate on delivering the material and students only act as passive recipients, Firmansyah & Bibi (2020) also conveyed this. Students often find history lessons boring, so many are not interested. Students often fall asleep during lessons in many schools. This condition definitely hinders the purpose of learning history. As a result, students' interest in history decreases and learning outcomes are poor. Students often find history boring, but this lesson should be packaged in a more interesting way so that the learning objectives of history are achieved. Studying history can help students' character. The goal is for students to become valuable Indonesian citizens who have a sense of pride and love for their homeland (Hasan, 2010).

Proper use of digital learning media can help students. It can increase interest and passion for learning, foster an honest personality, improve the ability to work together in groups, and prepare students to become great graduates. Educators should consider a number of things before choosing and using the right digital learning media to achieve these goals. First, they should assess students' needs and characteristics, including students' technology skills and their access to technology. In addition, educators should ensure that the media is relevant to the learning objectives and the material to be taught. Educators should also consider things such as ease of access, security, and the media's ability to allow students to collaborate and interact with each other (Hasanah, 2023).

METHOD

This article is made with methods: literature study and document study which is a data collection technique by collecting and analyzing documents, both written documents, images, works, and electronics. The documents obtained are then analyzed, compared and combined (synthesis) to form a systematic, integrated and intact study, and data sources: secondary data is a variety of information that has been previously and deliberately collected by researchers used to complement research data needs. And using descriptive methods, to or analyze a research result regarding this discussion.

RESULT

Interactive learning videos are audio-visual videos that allow students to interact with each other. Communicative media can attract students to the material, even if they are just watching. In most cases, the trick that can be embedded to bring out this pattern is to provide problems and how to solve them. Audio-visual based digital learning media is one of the effective ways to improve the quality of the learning process. It allows students to understand lessons better and easier. Therefore, it is important for teachers to develop and implement this media in their classroom (Hendra et al., 2023, pp. 127-128).

The Challenge of Digital Media: Audio Visual

Audio media can be defined as all kinds of media related to the sense of hearing, including audio media groups. In another definition, audio media can convey lessons or knowledge through listening experiences or audio education (Sulaiman, 2013, p. 22). All kinds of media related to the sense of hearing are included in the audio media group, including radio, language labotarium, audio cassettes, and vinyl records (Sulaiman, 2013, p. 32). Pesan dituangkan ke dalam lambang auditif, baik verbal maupun nonverbal, karena media audio berhubungan dengan indera pendengaran.

Messages are poured into auditive symbols, both verbal and nonverbal, because audio media relates to the sense of hearing.

Audio-visual media has learning objectives as a tool in the teaching-learning process, namely to: (1) facilitate the learning process in the classroom; (2) increase the efficiency of the learning process; (3) maintain the relevance between the subject matter and learning objectives; (4) help learning concentration in the learning process. (Sulaiman, 2013, p. 67).

So effectiveness is not only seen as the successful achievement of goals, but one's satisfaction also needs to be considered.

The drawback lies in the fact that this audio visual media uses sound and is accompanied by language and expression. This may only be understood by those who have a good understanding of what they see and hear. We reiterate that this audio visual media not only involves visualization but also requires learners to describe what they see and hear from the material presented by the teacher through this media. As a result, the presentation of material with audio-visual media can lead to differentiation for those who listen to it. (Faujiah, 2022, hal. 81&87).

Indeed, modern education must be able to adapt to the development of the current era. In order for history learning to no longer look boring, the interaction between teachers and students must be designed as creatively as possible, as is the case in the history learning process. Due to the use of the current conventional history learning approach, students often experience boredom and lose motivation to learn. A more contextualized learning approach is needed to create a positive and effective learning environment (Suryani et al., 2018). For example, teachers can use an interactive multimedia learning approach that allows students to obtain historical information online according to their needs. Multimedia-based history learning applications can be a variety of applications that can be accessed through various platforms, such as mobile phones, laptops, computers, and so on (Susanto & Akmal, 2019).

Contextualized history learning is certainly more effective when compared to conventional learning. Only through contextualized history learning is believed to be able to increase students' historical awareness. There are at least two ways that educators can contextualize history learning in today's digital era.

First, it cannot utilize the environment and social phenomena as learning resources. Educators can utilize historical sources found in the environment around them, for example visiting museums or historical rites in the form of ancient buildings, artifacts, inscriptions and so on. On other occasions, educators may also be able to show historical phenomena in the past that have relevance to what is happening in the present.

Secondly, there is no access to information technology as a learning tool. By utilizing information technology, educators can create a more contemporary learning process in the classroom. This utilization must be accompanied by educators' skills in accessing and managing digital technology competently. The application of digital history learning can be in the form of presenting documentary films, showing historical rites in various parts of the world through online search engines (google), creating historical sites or websites that can be accessed for free by students, and so on. The digital delivery of historical material in turn can turn on the imagination of students (Sumintho, 2023, pp. 6-8)

It is as if they are able to see historical events that took place hundreds of years ago back in reality. On other occasions, students can also search for historical facts independently through their respective devices according to the direction of educators at school (Andarwati, 2019). If teachers cannot utilize

digital media, students will feel bored, only using the lecture method. On the other hand, not all schools have adequate digital access, which is a challenge for teachers, but teachers can use other learning media. The teacher's understanding of digital media must also be optimal if the teacher is not qualified, there will be mistakes in compiling audio-visual-based history learning media and digital media.

Disadvantages of Audio-Visual Media include; the learning process tends to be based on the tutorial method, educators must also understand teaching techniques that use media, making media requires special expertise and skills, the equipment used in making media must be complete, media that has been made will be difficult to change, making media requires funds (Mudia et al., 2022, p. 37).

Digital Media Opportunities: Audio Visual

The use of Audio Visual learning media can change the way students perceive history learning to be more interesting and relevant. With easier access to various sources of information, such as documentary videos and historical websites, students can be more involved in understanding historical context. In addition, the ability of digital learning media to dynamically visualize historical concepts helps to strengthen students' understanding of the material, Ms. Annisa emphasized that the role of the teacher remains crucial in integrating such technology wisely and ensuring that direct interaction between teachers and students is maintained. However, to implement the use of interactive multimedia according to (Afwan et al., 2020) in history learning, several supporting facilities are needed. These include projectors, screens, computers or laptops, as well as audio systems. Before the history learning process begins, teachers or schools need to prepare these facilities so that learning can run smoothly and effectively. The preparation of these supporting facilities involves checking and technical settings of each device to ensure that everything is working properly. The way students view history lessons can be changed with the use of digital learning tools. Students can be more engaged in understanding the historical context by getting easier access to various sources of information, such as documentary videos and historical websites. In addition, Ms. Annisa emphasized that the role of teachers remains important in applying technology wisely and ensuring that direct interaction between teachers and students is maintained, as digital learning media can visualize historical concepts dynamically, which helps strengthen students' understanding of the material. However, according to (Afwan et al., 2020), there are several supporting facilities needed to implement interactive media in history learning. Projectors, screens, laptops, computers, and audio systems all fall into this category.

The use of audio-visual learning tools can increase student participation and engagement in the classroom. Teachers who use this media say that students are more engaged in learning activities and class discussions. When they feel interested and motivated by interactive ways of presenting material, students are more likely to ask questions, share opinions and engage in discussions. Better learning outcomes are achieved through this increased

engagement. Overall, audio-visual learning tools are essential to make learning history more interesting and successful for students.

Engaging media can spark students' interest and desire to learn by creating an active and exciting learning environment. When students are in an enjoyable learning environment, they tend to focus more and participate actively in the learning process. This helps create a memorable learning experience and builds a strong foundation for the understanding of the material being taught. Therefore, the use of engaging learning media can significantly contribute to the achievement of learning objectives as well as overall student development (Harismawan, 2020). In modern times, learning history can provide a new experience for students. Since there are visual technologies that can empirically demonstrate past events, they will feel comfortable and enjoy learning. This kind of learning experience will definitely encourage the enhancement of students' imagination. In addition, it helps educators develop positive values contained in past events. Given the fact that we are in a historical position, it is crucial to shape the views and actions of our younger generation as the nation's successors (Sardiman, 2015). Therefore, they are also expected to contribute to the formation of an attractive national identity.

Audio-visual media can be a great tool for history learning as it can make lessons easier and more interesting for students. Here are some opportunities for using audio visual media in history learning: improving students' understanding of local history, helping teachers deliver lessons better, increasing student motivation, overcoming learning difficulties, and improving learning outcomes. Documentaries, recordings and movies can be used in learning history to improve the ability of children's sensory organs and children to capture the material in the movie. Facilities and infrastructure, a good environment, and the role of parents and teachers are some of the components that help the use of audio-visual media go well.

In teaching history, various types of audio-visual learning media have successfully increased student interest and understanding. One of the most effective types of media is educational video, which tells historical events in the form of an interesting visual narrative, equipped with sound, images and animation. These visualizations help students understand and remember historical information more easily, and also allow teachers to use them to teach students in a better way.

Learning history with audio-visual media is considered more interesting and relevant. Students like the easier access to various sources of information as well as the ability to use media to visualize historical ideas dynamically. They are more engaged in learning and understand the lessons better. Students also emphasized how important it is for teachers to assist and help students use the media effectively, so that direct interaction between teachers and students remains and learning takes place well. In addition, students showed a positive attitude towards the use of audio-visual media in learning history lessons. When lessons are presented through videos, interactive apps or educational games, students are more interested and motivated. They enjoy a more dynamic and fun learning experience, which is different from conventional learning approaches that are often perceived as boring. Students also

appreciate the flexibility of audio-visual media, which allows them to access lessons at any time and repeat information they haven't understood easily. But students face some problems when using digital learning media. The need to have a device and adequate internet connection may be burdensome for some students. In addition, some students believe that the use of digital media, if not used properly, can distract them. Therefore, it is crucial for teachers to use digital media systematically and in balance with other teaching methods to maintain focus and effectiveness (Firmansyah, 2024, pp. 545-546).

CONCLUSION

Audio-visual media is learning media that can be digital-based, in its use can help teachers in carrying out history learning more effectively and more easily understood by students. However, there are several challenges faced by teachers in using this audio-visual media. In modern times, learning history can provide new experiences for students. Since there is visual technology that can empirically demonstrate past events, they will feel comfortable and enjoy learning. This kind of learning experience will definitely encourage the enhancement of students' imagination. In addition, it helps educators develop positive values contained in past events. In conclusion, audio-visual media is effectively used in history learning, but there are some challenges faced by teachers in using this digital media.

REFERENCES

- Afwan, B., Suryani, N., & Ardianto, D. T. (2020). Analisis Kebutuhan Pembelajaran Sejarah Di Era Digital. *Proceeding Umsurabaya*.
- Andarwati, M. (2019). Pembelajaran Sejarah Kontekstual, Kreatif, Menyenangkan Di Kelas Dengan "Power Director" Bagi Generasi Z. *Jurnal Pendidikan Sejarah Indonesia*, 2(1), 64-81.
- Batubara, H. H. (2021). *Media Pembelajaran Digital*. PT Remaja Rosdakarya.
- Firmansyah, H. (2024). Penggunaan Media Pembelajaran Digital untuk Meningkatkan Minat Belajar Sejarah di Sekolah Menengah Atas. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 9(2), 541-548.
- Firmansyah, H., & Bibi, S. (2020). Pengembangan Aplikasi "Pontianak Heritage" Berbasis Android Sebagai Media Pembelajaran Sejarah. *Jurnal Pendidikan Sejarah Indonesia*, 3(2), 157-169.
- Harismawan, W. (2020). Penggunaan Komik Berbasis Web pada Mata Pelajaran Sejarah Siswa SMA. *Indonesian Journal of Instructional Media and Model*, 2(1), 40-50.
- Hasan, S. H. (2010). *Problematika Pendidikan Sejarah*. Bandung: FPIPS UPI.
- Hendra, H. (2023). *Media Pembelajaran Berbasis Digital*. Jambi: Sonpedia Publishing Indonesia. Hal 127-128.
- Kozma, R. B. (2001). Robert Kozma's Counterpoint Theory Of "Learning With Media.". *Learning From Media: Arguments, Analysis And Evidence*, 137-178.

- Marshall, P., Price, S., & Rogers, Y. (2003). Conceptualising TANGIBLES TO SUPPORT LEARNING. In Proceedings OF THE 2003 CONFERENCE ON Interaction DESIGN AND CHILDREN (pp. 101-109).
- Mudia, A. R., dkk. (2022). Media Pembelajaran, edisi pertama. Padang: PT. Global Eksekutif Teknologi.
- Pagarra, H., Syawaluddin, A., & Krismanto, W. (2022). Media Pembelajaran. Makassar: Badan Penerbit UNM.
- Sardiman, S. (2015). Menakar Posisi Sejarah Indonesia pada Kurikulum 2013. ISTORIA: Jurnal Pendidikan Dan Ilmu Sejarah, 11(2).
- Shoffa. S., dkk. (2023). Media Pembelajaran. Sumatra Barat: CV. Afasa Pustaka.
- Sulaiman, Amir Hamzah.(2013). Media Audio Visual Untuk Pengajaran, Penerangan dan Penyuluhan. Jakarta: Gramedia
- Sumintho. (2023). Pembelajaran Sejarah Di Era Digital: Antara Tantangan Dan Peluang. Journal of Education and Learning Sciences, 3 (1).
- Suryani dan Agung (dalam Nunuk Suryani, 2018). Media Pembelajaran Inovatif. Bandung: PT Remaja Rosdakarya
- Suryani, N., Setiawan, A., & Putra, A. (2018). Media Pembelajaran Inovatif dan Pengembangannya. Bandung: Remaja Rosdakarya.
- Susanto, H., & Akmal, H. (2019). Media pembelajaran sejarah era teknologi informasi. Program Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat, 103-114.
- Sutjiono, T. W. A. (2005). *Pendayagunaan media pembelajaran. Jurnal Pendidikan Penabur*, 4(4), 76-84.