



THE USE OF VISUAL MEDIA FOR LEARNING HISTORY BASED ON THE LOCAL ENVIRONMENT

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Abstract

This study aims to develop and implement local environment-based visual media in history learning. The visual media developed is expected to improve students' understanding of historical materials in a more interesting and contextual way. In writing this scientific paper, the author uses literature studies and uses reference sources through books or journals that are relevant to the topics discussed. The results of the study indicate that the use of local environment-based visual media is quite effective in increasing students' motivation and understanding of historical materials. This media also helps students relate subject matter to their surroundings, so that learning becomes more relevant and meaningful. Thus, the use of local environment-based visual media can be an effective alternative in history learning in schools.

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INTRODUCTION

History learning is learning that is oriented towards students' understanding of the historical material being studied so that it can awaken and develop competencies that require teachers to master concepts in their fields, namely professional competencies. This competency encourages teachers to master concepts in their fields in depth (Hidayat, 2015: 61). So far, teachers are still trapped in their role as conveyors of information or transfer of knowledge (Supriatna, 2007: 174) and forget their duties as educators who are tasked with changing attitudes and behavior (transform).

History learning will be more effective if in its implementation it is able to create an appropriate learning atmosphere (Kochhar, 2008:374). An appropriate learning atmosphere can bring students closer emotionally to the material to be discussed, so that they can realize a meaning in the learning itself. One effort to create a supportive atmosphere is to create a history room. The room used in history learning needs to be developed and designed in such

a way that it supports effective learning activities while increasing students' learning motivation in History learning.

Kochhar (2008) stated that there are several benefits to developing a history room in history learning. The first benefit is that the history room is able to provide a "home" for history teachers. This means that history teachers can express themselves and explore various sources and media in history learning. Second, the existence of a history room is able to build and maintain an effective learning atmosphere. This is because the history room functions as a time machine that brings the atmosphere of the past closer to students' lives. Third, the history room is able to make history learning more effective. This is because there are various media available that can facilitate students' understanding of the past. Fourth, the history room can save learning time. This is because the media in the history room is available and can be used immediately. Teachers can even use the media available in the room for the long term.

Not only that, in studying history teachers must also be able to lead their students to have historical awareness where students are able to appreciate the importance of values that can be taken from the historical events being studied. In order to deepen students' awareness of the historical events being studied, teachers have an important role. However, on the other hand, teachers also have difficulty in helping students to realize historical awareness. This is influenced by the concept or material of history which tends to be abstract because most of it involves the imagination of the learner to reconstruct events and learn from them. As a result, teachers teach history by lecturing and repeating what is in the book (Anggara, 2007: 102).

After utilizing the history room, learners are likely to be more confident in learning the concept of history so that historical awareness will emerge. So it is possible that schools provide a special room for learning history, as expressed by CP Hill in Kochhar (2008:374) that history is a subject that uses its own techniques, from that point of view it is fair enough if history needs its own room to be used effectively. This encourages the need for a history room in schools.

RESEARCH METHODS

In writing this scientific paper, the author uses literature studies and uses reference sources through books or journals that are relevant to the topic discussed. The purpose of Literature Study is that the research method involves collecting, reviewing, and analyzing written sources that are relevant to the research topic. These sources can be books, journal articles, research reports, theses, dissertations, and other documents that have been published.

The main purpose of this literature study is to understand and summarize the existing knowledge on a particular topic. By using literature studies and relevant reference sources, researchers can build a strong foundation for their research and ensure that the research is based on existing knowledge.

RESULTS AND DISCUSSION

The use of learning media is very necessary to convey messages, stimulate the thoughts, feelings, and will of students. Learning media can also be used to activate learning in providing responses and feedback so that it can increase learning motivation in students to carry out learning practices correctly.

Visual-based media (images or metaphors) play a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide a relationship between the content of the lesson material and the real world. In order to be effective, visuals should be placed in a meaningful context and students must interact with the visuals (images) to ensure the information process occurs. Included in this group are representational images, diagrams, maps, graphs, overhead projectors (OHP), slides, and filmstrips.

This visual learning media is more realistic and can be felt by most of the human five senses, especially the sense of sight. The benefits that we get from using this media are its effective and efficient use, practical, and faster to be understood by students. Educators can utilize visual learning media optimally so as to produce a pleasant learning experience to facilitate interaction and delivery of material to be discussed to students.

In the process of learning history, teachers only use printed media in the form of history textbooks, which have been provided by the school, where history textbooks are the main media used as one of the sources in providing materials and assignments in history learning activities. The limited history learning media causes students to be less active and innovative in the learning process, this is because if students only learn from textbooks, students will only get insight into the material contained in the textbook.

Regarding the understanding of history, there are still many students who do not like history lessons, so that students' understanding is lacking to know more deeply about historical events that have occurred. The limitations of the media used in the history learning process are actually very unfortunate, because if the learning process is less than optimal, the results obtained will not be optimal. Therefore, visual media is applied in local environment-based history learning because it is hoped that learning can be more effective, interesting, and relevant for students, and of course easy to understand because it is based on the local environment where it is easy for students to find.

Development of Visual Media for Local Environment-Based History Learning

The first thing to do to apply visual media in local environment-based History learning is to develop learning media in the form of visualizations containing material on local environment-based history learning. Identifying objects visually by paying attention to images through visual media. For this reason, teachers are advised to pay attention to the images used in utilizing visual media, which must have good quality. In addition to being good, images must also be attractive, clear, and easy for students to understand. Because, images are quite important to be adjusted to the material being studied. Thus, conformity with the learning plan and learning objectives is essential. This is

because the visual media used must use the correct images. The image must be able to describe a similar situation when viewed in real conditions. Because the image has simplicity which means that its meaning is not complicated and easy for students to understand (Sunarni & Budiarto, 2014). It is important to adjust the size of the image to the needs of the learning objectives. (Widiastuti et al., 2023).

What needs to be prepared is as follows:

1. The physical form of the product produced in the development of this learning media that we often encounter even in remote schools is Posters, pictures, diagrams, maps, infographics, and presentation slides. If the school being studied is already quite advanced in the use of technology and the school already has adequate learning media such as a projector, researchers can use it to display presentation slides.
2. The content aspects of this learning media consist of some parts: Initial section: consists of cover, title of learning material, KD and material indicators, Content section: consists of photos, videos, and narration containing discussion. (Hidayat, 2017).

There are many events and aspects of the local environment that can be used as historical learning materials. Here are some examples:

- 1) Local Historical Events: For example, battles or rebellions that occurred in the area.
- 2) Natural Events: Such as volcanic eruptions, earthquakes, or major floods that have a significant impact on local communities.
- 3) Local Figures, such as Regional Heroes and Local Leaders
- 4) Local Culture and Traditions: For example, Traditional Ceremonies, namely Rituals or ceremonies carried out by the local community which have historical and cultural value, Traditional Arts such as dance, music, and handicrafts which reflect the cultural identity of the region.
- 5) Historical relics, in the form of historical buildings, such as temples, forts, or traditional houses that have historical value. Artifacts are objects from the past that are found in the area, such as ancient agricultural tools, weapons, or jewelry.
- 6) Economic and Social Development, namely Local Industrial Development, Social Change, Natural Environment, Local Ecosystems and Utilization of Natural Resources.

History Digital Comics

Another alternative that can be developed in learning media is a digital historical comic that is developed using the storyboard that web application. Comic media is chosen because it has an attractive appearance so that it fosters or attracts students' interest in learning historical material, which usually students get bored easily if given material about history that is based on text/books in general. Digital comics are a series of images or symbols that are arranged sequentially using computer assistance (Rohmanurmeta & Dewi, 2019).

Conventional comics that were previously only done with manual images and then duplicated when they were to be published then changed to being made entirely by computer. Digital comics are processed from design to coloring which is done by computer so that it is easier in the production/printing process. Digital comics not only include images and written information, but also contain sound (audio) (Nafis, 2016).

The presence of sound (audio) in digital comics can be in the form of additional sound to clarify the contents of the writing or just accompanying music. The development of digital comics apparently does not only stop at the insertion of sound (audio) but can also be in the form of games, films and other animations as support to make it easier for students to digest the information provided (Sukmanasa, Windiyani and Novita, 2017). The more content is included in the digital comics that are created, the more complexity in the process of making them will increase. The process of making digital comics has different levels of difficulty depending on what content will be included in the comics that are created. Cartoon Story Maker is one of the software that can provide digital comic creation services that focus on the application of language learning (Riwanto & Wulandari, 2019). Other software that can also be used to create digital comics simply are Microsoft Word, Canva, Adobe Photoshop, Corel Draw, Windows Paint and so on. The content contained in digital comics is adjusted to the needs, abilities of students and other supporting devices. The information or material contained in the discussion of history is usually quite complicated and sometimes difficult to understand due to the lack of sources, making it possible for students to be less interested in studying it.

The use of digital comics in history learning activities is a fairly good alternative. Digital comics can make it easier for students to understand difficult material in learning because they have advantages or strengths in the form of visual information and communication (Nafis, 2016). Digital comic media can foster student interest because they can change information that was originally abstract into something more interesting (Kanti, Suyadi and Hartanto, 2018). History as a science certainly requires teachers to be able to foster learning situations that can facilitate students to think critically in the digital era. Learning books and various other supporting facilities are now widely digital so that later students will be able to achieve maximum digital literacy. In the era of the industrial revolution 4.0, digital comics can facilitate students to start entering the realm of functional, critical and rhetorical knowledge of digital literacy (Kirchoff, 2017). Digital comics do have advantages such as making it easier for students to capture information and foster interest in learning, but excessive use of comics in learning can also foster laziness in reading conventional textbooks (Riwanto and Wulandari, 2019). Based on this, teachers must have a needs analysis that is really well considered. The comparison between the use of books and other scientific learning resources must be balanced with the use of digital comics so that a good harmonization of learning resources is achieved. Why use storyboard that in developing digital comics is because it is very easy to use, there are quite complete and many templates. The templates provided are in

the form of background images, character images, other objects to images for text/conversations and many more. The disadvantage of storyboard that is that it only provides a free trial version for 14 days, if you want to use it longer we will be asked to pay for the license.(Nafiah & Djono, 2023)

Observation result

Teaching can be seen as an effort made by teachers so that students learn. While what is meant by learning itself is the process of changing behavior through experience. The experience can be direct experience and indirect experience. Effective learning requires good planning. Therefore, the media used in the learning process also requires good planning. Before entering into a discussion about the reasons for choosing audio-visual media in the learning process, first know the reasons for using media in learning. In general, in using teaching media, teachers should pay attention to a number of certain principles so that the use of media can achieve good results. In order for the teaching media chosen to be appropriate and in accordance with the principles of selection, it is also necessary to pay attention to the following factors:

1. Objectivity. The method is chosen not based on the teacher's pleasure or needs, but rather the needs of the learning system. Therefore, input from students is needed.
2. Teaching Program. The teaching program that will be delivered to students must be in accordance with the applicable curriculum, both regarding content, structure and depth.
3. Program Targets. The media used must be seen to be appropriate to the level of development of the students, both in terms of language, symbols used, method and speed of presentation and time of use.
4. Situation and condition. Namely the situation and condition of the school or place and room that will be used, both in terms of size, equipment, and ventilation, the situation and condition of students who will attend the lesson, both in terms of number, motivation, and enthusiasm.
5. Technical quality. Related to checking the condition of the media before use. Furthermore, in using learning media, teachers should pay attention to a number of specific principles so that the use of media can achieve good results.

Based on the discussion above, it can be concluded that in choosing a learning method, of course, it requires a learning media that can help a teacher in conveying messages more clearly and understood by students. In addition, learning media can generate new motivation and interest in learning in students. One of the media that can be used in learning is audio-visual media. This media has more capabilities, because this media relies on two senses at once, namely the sense of hearing and the sense of sight. With this media, it is expected to be able to generate motivation in learning and clarify the material presented.(Atmaja, 2019).

The advantages of visual-based history learning media are as follows:

1. Visual media can provide a more realistic picture of historical events, helping students relate learning materials to the real world.
2. Makes it easier for students in the learning process because the media already contains photos in the form of explanations of the material.
3. Equipped with pictures and videos, it makes it easier for students to improve their understanding of material that directly emphasizes the local/surrounding environment.
4. Visual-based learning media is attractive in terms of appearance and presentation of material.
5. Simple and easy to use, and the costs are also low because you don't need to spend a lot of money on printing posters, pictures, diagrams, maps and infographics.

The disadvantages of visual-based history learning media are as follows:

1. Limited only to vision, because visual media only relies on the sense of sight so it is less effective for students with an auditory learning style.
2. It requires good and practical materials and media design so that the visual media can last a long time, so the manufacturing process is quite complicated and takes a lot of time.
3. Students may interpret images or visualizations in different ways which can lead to misunderstandings and different interpretations.

CONCLUSION

Based on the discussion, it can be concluded that, Visual media in local environment-based History learning helps students relate the subject matter to their surroundings, so that learning becomes more relevant and meaningful. The shortcomings of the visual-based media used can encourage teachers to be more creative and develop strategies so that the weaknesses of the media used do not become a problem during the learning process. However, apart from the shortcomings of the media in its use, visual-based media has several things that can be used to help the learning process.

The smoothness and effectiveness of learning are supported by the presence of available learning aids/media/resources. The availability of learning aids/media/resources allows students to learn better, more intensively, and more potential can be developed. Therefore, learning aids/media/resources need to be presented appropriately. Furthermore, learning aids/media/resources need to be utilized synergistically to optimize learning. With the presence of learning media/aids, it makes it easier for teachers to implement learning. So that it can create conditions that can encourage students to achieve their competence in the learning provided by the teacher.

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