

**Application of History Learning Media Based On  
Audio-Visual Media at SMAIT Mutiara Islam**

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ARTICLE INFO	ABSTRACT
<b>Published:</b> May,30 <sup>th</sup> , 2025 <b>Keywords:</b> : <i>Aplication, History Learning, audio-visual, learning,SMAIT</i>	<i>This study aims to obtain information on how the implementation of history learning based on audio-visual media is conducted at SMAIT Mutiara Islam. The research uses a descriptive qualitative method. The instruments used in the study include interviews, observations, and documentation. The data sources are history teachers, the principal, and 3 students from each class. The sampling technique employed is random sampling. This research is motivated by the difficulties faced by history teachers in determining suitable teaching media, which has resulted in monotonous history lessons, limited interaction between teachers and students, and a lack of critical thinking skills among students. Therefore, the implementation of audio-visual media is necessary to make it easier for teachers to conduct history lessons and to enhance students' critical thinking skills in the classroom, especially at SMAIT Mutiara Islam.</i>

## INTRODUCTION

Education, according to Prof. H. Mahmud Yunus, is the process chosen to assist in the development of knowledge, physical health, and morality. Therefore, the goals and dreams of the nation's children can be achieved, leading to a happy life and meaningful contributions that benefit oneself, society, religion, the nation, and the state. Education is highly valuable and closely linked to human development (Yunus, Y. 2001). The definition of education is indeed diverse, and each author offers their own perspective, which is understandable because education is never separate from human life. Children receive education from their parents, and once they grow up and start their own families, they also educate their children. Likewise, in schools and higher education institutions, students and learners are educated by teachers and lecturers.

In addition, education is also a conscious and systematic effort to develop teaching and learning activities that are more interactive and capable of developing various potentials in students. Therefore, when teaching and learning activities are carried out, it is crucial to establish good relationships between teachers and students to ensure that the learning process can be varied and effective, ultimately achieving national education goals. Indonesia is currently trying to improve and elevate the quality of education so that the human resources

of its population develop more advanced. This effort is in line with Law No. 20 of 2003, Article 3, concerning the National Education System, which states that national education functions to develop individual abilities and form the character and civilization of a dignified nation, aiming to enlighten the life of the nation. It seeks to develop the potential of students to become people of faith and piety to God Almighty, possess noble character, be healthy, knowledgeable, skillful, creative, independent, and be democratic and responsible citizens.

Furthermore, education has a significant relevance to life. History education balances both the quantity and quality of its material, presenting in-depth content with the aim of facilitating internalization of the values contained within the material (Levstik, L. S., & Barton, K. C. 2018). Therefore, in the learning process, interaction between teachers and students must always be well-maintained so that teaching and learning can be carried out effectively and efficiently, leading to the achievement of educational goals. In reality, not all teaching and learning activities run optimally, and often there is a lack of critical thinking skills among students in responding to various cases. As a result, teachers need to play a vital role in increasing students' critical thinking capabilities, making the teaching and learning activities more lively and engaging (Firmansyah, H., & Atmaja, T. S. 2025).

To make learning activities more lively and varied, it is necessary to have active responses and interesting reactions from students. The teacher's role in this context is to stimulate students' knowledge and critical thinking skills, so that the teaching and learning process becomes more lively and active. Educators, especially teachers, should provide encouragement and stimuli to students, which in turn can stimulate their reasoning or thinking processes when solving cases or problems given by the teacher. Learning is activities undertaken to acquire knowledge or skills, one of which is studying history. The ability to analyze history is a crucial aspect of enhancing students' thinking skills in the educational world. Improving history analysis skills can be achieved through school learning processes because, through analysis, students are expected to gain comprehensive understanding and be able to break down integrity into remaining interconnected parts to understand processes, learn systematics, and understand how things work.

By possessing the ability to analyze history, students should be able to remember, understand, and apply the learning material, which makes it easier for them to develop analytical skills and enhance those skills. To foster history analysis skills, it is the teacher's duty to carefully deliver the topics of history that students study. However, this tendency in teaching has led to weak development of students' potential, resulting in suboptimal learning outcomes. Quoting from a history education expert regarding the phenomenon of history learning in Indonesia, that from elementary school to senior high school, history lessons tend to utilize only historical facts as the main material. This approach makes education feel dry, uninteresting, and offers limited opportunities for learners to dive deeper into the meaning behind historical events (Awang, M. M. et al, 2016)

To overcome these issues, appropriate implementation of methods and media in teaching is essential for delivering learning material effectively to students. This study will focus on implementing instructional media. The term media originates from Latin "medius," meaning "middle," "intermediary," or "conveyor," and in Arabic, media also means an intermediary or conduit that delivers messages from sender to receiver. According to the Association of Education and Communication Technology (AECT), media refers to all forms and channels used to deliver messages or information. Florence Odera Benson and Ambuko (2013: 16) noted that media is expected to play a critical role in enhancing academic performance, meaning that media can significantly influence students' academic achievement.

## METHOD

This research employs a qualitative descriptive methodology to explore the implementation of audio-visual media in history learning at SMAIT Mutiara Islam. The purpose of this approach is to understand the phenomena and events occurring in the field concerning the use of media in enhancing history education. The research design focuses on collecting detailed, non-numerical data such as words, phrases, and experiences from involved participants, primarily to gain rich insights into how audio-visual media influences students' critical thinking and teacher-student interactions in history classes. This method is suitable because it allows an in-depth understanding of the real-world context and the specific dynamics of teaching and learning processes. The data collection techniques consist of interviews, observations, and document analysis. Interviews are employed to gather subjective perceptions and detailed insights from teachers and students. Structured interview guides are prepared beforehand to ensure clarity and focus, facilitating consistent data collection while allowing flexibility for follow-up questions to deepen understanding. Observations involve systematic, direct monitoring of classroom activities, focusing on how audio-visual media are used to facilitate critical thinking and engagement among students during history lessons. This involves recording behaviors, interactions, and media utilization in the classroom setting. Document analysis complements the other methods by examining related materials such as lesson plans, instructional aids, and student work to corroborate findings and provide contextual background. Data from these sources are analyzed through thematic analysis, which involves identifying patterns and themes related to the use of media, teacher strategies, and student responses. The research also ensures validity and credibility by triangulating data sources, discussing findings with participants, and cross-checking interpretations to enhance the trustworthiness of the results. Overall, this qualitative methodology provides a comprehensive understanding of how audio-visual media can be effectively integrated into history lessons, contributing valuable insights for educators and policymakers aiming to improve pedagogical practices through innovative media application.

## RESULT AND DISCUSSION

Based on the research findings and discussion above, the implementation of audio-visual media in history education at SMAIT Mutiara Islam reveals significant positive impacts on student engagement and critical thinking development. The insights gathered from interviews with teachers and students, alongside observational data and test results, demonstrate that integrating media such as documentaries, videos, virtual tours, podcasts, and authentic audiovisual sources enhances both the learning process and its outcomes. This approach aligns with contemporary educational principles emphasizing active, participatory, and technology-driven learning, which are crucial for preparing students for 21st-century skills.

The teacher's perspective, specifically Pak Purnomo's, highlights the transformative role of media in revitalizing history lessons. His experience confirms that traditional teaching methods, often reliant solely on textbooks and lecture approaches, tend to bore students and hinder their critical engagement. In contrast, the use of audio-visual media attracts students' attention, sustains their motivation, and facilitates better understanding of complex historical concepts. Students' responses further validate this, with many expressing that media-based lessons make history more accessible, interesting, and easier to grasp. They report feeling less

bored and more capable of understanding the material when multimedia tools are employed, emphasizing the significant role that audio-visual content plays in fostering active learning environments.



Figure 1. SMAIT Mutiara Islam

The research also indicates that media such as documentaries and videos serve as effective modeling tools for students, offering visual and auditory stimuli that support deeper comprehension and visualization of historical events. Through these strategies, teachers can cultivate a more interactive classroom atmosphere, encouraging students to observe, analyze, and synthesize historical information in more dynamic ways. For instance, using virtual tours allows students to virtually visit important historical sites, thus bridging geographical and physical barriers, and creates experiential learning opportunities that are otherwise inaccessible. Podcasts and authentic audiovisual sources also provide students with varied perspectives and expert insights, enriching their understanding of historical contexts and encouraging critical analysis.

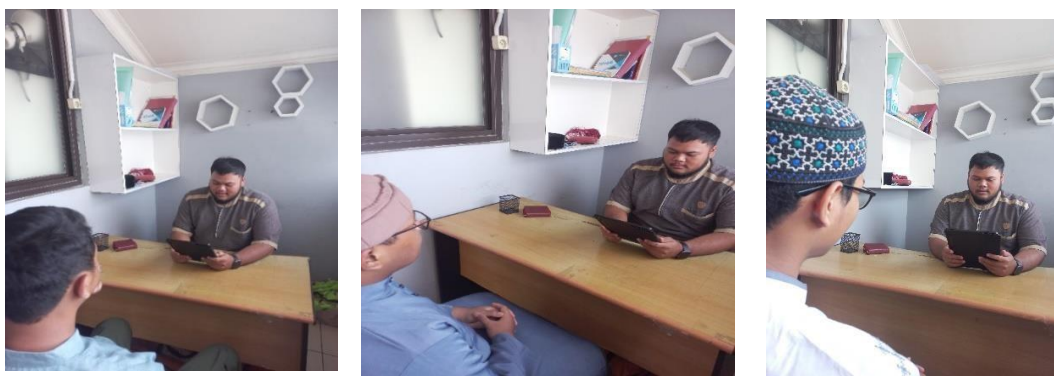


Figure 2. Interview to Students

Furthermore, the implementation of media enables teachers to diversify instructional strategies and personalize their teaching to meet students' various learning preferences. As per Pak Purnomo's approach, methods such as watching documentaries, creating videos, conducting virtual tours, listening to podcasts, analyzing authentic sources, and interactive storytelling improve student motivation and foster curiosity. These methods actively engage students in the learning process and make history lessons more vibrant and appealing. The research findings point out that this multimedia integration supports the development of critical thinking, as students are required to analyze visual content, evaluate historical sources, and formulate their own arguments based on evidence.

Beyond the immediate classroom benefits, the research underscores the importance of pedagogical strategies that can enhance higher-order thinking skills. Critical thinking encompasses analysis, evaluation, inference, and logical reasoning, which are vital for students to understand history holistically and develop the capacity to judge sources critically. The study references theoretical frameworks from Facione (2011) and Paul & Elder (2019), which articulate essential components of critical thinking, such as analyzing information, evaluating credibility, drawing conclusions, and self-reflection. These skills are crucial for students to become discerning consumers of historical data and competent problem-solvers. The integration of media, especially audio-visual tools, provides a stimulating environment where students can practice these skills effectively.

In particular, the research results reveal that media-based teaching strategies significantly influence students' ability to think critically (Ninghardjanti, P., & Dirgatama, C. H. A. 2021). When watching documentaries or videos, students are encouraged to observe details, analyze visual content, and interpret the significance of historical events, which cultivates their analytical skills. Their active note-taking and participation in follow-up discussions or quizzes help reinforce comprehension and critical insights. The immersive nature of media in history education stimulates students' curiosity and nurtures analytical thinking, which are essential for understanding complex historical narratives and developing a nuanced perspective (Gever, V. C. et al, 2021)

The study also highlights specific techniques teachers use to foster critical thinking through media. For example, Pak Purnomo's strategies include showing documentary films, assigning students to produce their own videos, conducting virtual tours, listening to podcasts, analyzing authentic footage, and engaging in interactive presentations like PowerPoint discussions. These methods promote active participation, collaboration, and higher-order cognitive engagement, which are vital for meaningful learning. The use of authentic audiovisual sources exposes students to real-world contexts, making history lessons relevant and relatable. The virtual tours and podcasts broaden their perspectives, encourage questioning, and deepen their understanding of historical processes and sources (Abd Halim, et al .2024)

Furthermore, the findings suggest that multimedia tools can serve as models for student activities, helping them learn through example. For instance, showing a video of Indonesia's independence proclamation allows students to see and understand the event visually and emotionally, leading to more profound learning. Assigning students to create videos or use PowerPoint presentations encourages them to analyze and synthesize information, thus sharpening their critical faculties. As the students articulate their understanding through presentations, they practice constructing logical arguments and engaging in constructive discussions, facilitating cognitive development.

The study also emphasizes the importance of fostering critical thinking skills explicitly. Teachers need to guide students in analyzing sources, evaluating credibility, inferring conclusions, and reflecting on their learning process. For instance, active listening, questioning, understanding multiple perspectives, considering future implications, and self-awareness in thinking processes are strategies.

## CONCLUSION

The implementation of audio-visual media in history lessons at SMAIT Mutiara Islam has a significant positive impact on students' critical thinking skills. This approach enhances

students' ability to analyze, interpret, and evaluate historical content, making learning more engaging and effective. The active role of history teachers is also crucial in fostering critical thinking; their proactive participation encourages students to think more deeply and analytically about historical events. Teachers who utilize various pedagogical strategies and motivate students continually create a supportive learning environment that promotes inquiry and reflection. Additionally, effective communication and interaction between teachers and students, both inside and outside the classroom, significantly contribute to developing students' critical thinking abilities. This dynamic interaction helps students express ideas, ask questions, and explore different perspectives, which ultimately enhances their analytical skills. Teachers also consistently motivate students and incorporate diverse media and learning models beyond just audio-visual tools. These strategies diversify the teaching process, making it more stimulating and conducive to critical thinking development. Overall, the combination of audio-visual media, active teaching roles, effective communication, and motivational strategies creates a conducive environment that nurtures students' higher-order thinking skills in history learning at SMAIT Mutiara Islam. These findings underscore the importance of integrating multimedia and active teaching approaches to improve critical thinking capacity among students, fostering a more meaningful and engaging educational experience.

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