

## **Audio Visual Media in Developing Students' Critical Attitudes Labschool Untad Palu High School**

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### **ABSTRACT**

This study aims to analyze how the application of audio-visual media in increasing the critical attitude of class X IIS students at SMA Labschool Untad Palu and to analyze the role of audio-visual media in increasing the critical attitude of class X IIS students at SMA Labschool Untad Palu. This research is a qualitative study which took place at Labschool Untad Palu High School, Palu City, Central Sulawesi. The subjects of this study were all students of class X IIS at SMA Labschool Untad Palu with the number of grade 1 and students as many as 20 people, as well as history teachers who teach at SMA Labschool Untad Palu. Data collection techniques using observation techniques, interviews and documentation. Data processing techniques are descriptive qualitative. The results of the study show that the application of audio-visual media in increasing students' critical attitudes is that the teacher prepares laptops, infocus, and history textbooks as media to be used in the learning process. The role of audio-visual media is able to make learning in the classroom more active because using audio-visual media can facilitate the process of communication between teachers and students. Audio visual media involves hearing as well as sight in one learning process so that students are able to think creatively, innovatively and think critically. The role of audio-visual media is able to make learning in the classroom more active because using audio-visual media can facilitate the process of communication between teachers and students. Audio visual media involves hearing as well as sight in one learning process so that students are able to think creatively, innovatively and think critically. The role of audio-visual media is able to make learning in the classroom more active because using audio-visual media can facilitate the process of communication between teachers and students. Audio visual media involves hearing as well as sight in one learning process so that students are able to think creatively, innovatively and think critically.

**Keywords:** *Audio Visual Media, Critical Attitude*

### **INTRODUCTION**

Learning media has an important role in supporting the quality of the teaching and learning process. Media can also make learning more interesting and fun (Syaiful Bahri, et al. 2018). One of the learning media that is currently developing is audio-visual media. Arsyad (2013) defines that audio-visual media is a type of media used in learning activities by involving hearing and sight as well as in one process or activity. Messages and information that can be channeled through this media can be in the form of verbal and

nonverbal messages that rely on both sight and hearing. Some examples of audio visual media are films, videos, sound slides, TV programs and so on.

Audio visual media is a combination of audio and visual or commonly called 'view-hear media'. Audio visual will make the presentation of teaching materials to students more complete and optimal. In addition, this media within certain limits can also replace the role and duties of the teacher. Because the presentation of material can be replaced by the media and teachers can turn into learning facilitators, namely making it easy for students to learn. Examples of audio-visual media include video or television programs, instructional videos or television and sound slide programs. (Aunurrahman, 2016: 30). Audio-visual media aims to provide influence in supporting learning interactions carried out by teachers and students in the classroom. The role of the teacher as a messenger in the form of material, it will be easier to convey the material to students as recipients of the message. In addition, the use of audio-visual media can also support the training of habits in the use of science and technology in the world of education which continues to grow so that insights about education become wider. (Aunurrahman, 2016: 33).

The use of instructional media can assist historical learning efforts in developing students' critical thinking skills. Media can help students better understand the subject matter, as well as critically examine the material and the meaning of a historical event. Students can ask critical questions about the background, process or impact of an event that is delivered through historical learning media. Learning media can make it easier for teachers and students to achieve predetermined learning goals. Nash and Crabtree (2016) stated that the importance of critical thinking in learning history. Critical thinking skills are closely related to the development of historical skills, so that understanding, critical thinking skills and historical skills are standard qualities that must be mastered by every student who studies history. These social skills include the skills of thinking and reasoning critically (thinking and reasoning) which must be trained, exemplified and developed by teachers in learning history.

Audio-visual media aims to provide influence in supporting learning interactions carried out by teachers and students in the classroom. The teacher's role as a messenger in the form of material, it will be easier to convey the material to students as message recipients. In addition, the use of audio-visual media can also support the training of habits in the use of science and technology in the world of education that continues to grow, so that insights about education become wider.

Based on preliminary observations made at Labschool Untad Palu High School in class X IIS, information was obtained that the learning process of History found many students talking to themselves, joking, daydreaming, and some left the class during the learning process when the teacher was explaining the material in class with using lecture, question and answer and discussion methods. But in the process of implementing learning in the classroom the teacher is still lacking in varying a method in the learning process because the teacher teaches only using discussion and lecture methods, so students feel bored in participating in the learning process. Even in the learning process the teacher is still monotonous, the teacher only relies on sources from books.

The lack of interest in learning shown by students is caused by the lack of use of learning media so that it has implications for the learning process that is not optimal. When compared with students who do not use audio-visual media with students who use audio-visual media in learning history, it is expected to foster students' critical attitudes such as students actively asking questions, listening actively and often discussing in learning activities. This is because the function of the media has such an important role to help students receive and process information in order to achieve learning goals. Based on this background, the authors conducted research on "Utilization of Audio Visual Media in Developing Students' Critical Attitudes in History Learning at SMA Labschool Untad Palu".

## **METHOD**

The research method used by researchers is a qualitative research method. Qualitative research is aimed at understanding social phenomena from the participant's perspective in which people who are invited to interviews, observed, are asked to provide data, opinions, thoughts, and perceptions (Sugiyono: 2019). This qualitative research is carried out in explaining and analyzing phenomena, events, social dynamics, attitudes, beliefs and perceptions of a person or group. The focus in this study is the use of audio-visual media in developing students' critical attitudes in learning history at SMA Labschool Untad Palu.

## **FINDINGS AND DISCUSSION**

### ***Application of Audio Visual Media in Class X IIS SMA Labschool Untad Palu***

Application of learning using audio-visual media, Ms. Ika Nur Jayanti stated that there are several things that need to be prepared before carrying out the learning process using audio-visual media. The following is an explanation from Ms. Ika Nur Jayanti "Before carrying out learning activities, of course there is preparation in advance such as preparing material to be delivered, preparing media to be used, making other preparations such as preparing an Education Implementation Plan (RPP), and conditioning the class so that teaching and learning activities run according to learning objectives. (Results of an interview with history teacher Ibu Ika Nur Jayanti, 27 January 2023).

Based on the results of observations made by researchers, the explanation above is true that when learning history will take place the teacher has prepared laptops and books as media to be used in the learning process. Furthermore, the researcher's observations on class X IIS students at Labschool Untad Palu High School when the learning process was about to begin, students seemed to have just finished tidying up their class again. The teacher then greets and checks the attendance of students. Then the teacher asked all the tools that were on the student's desk that were not related to history lessons to be put in the bag. The teacher told one of the students to take infocus.

Before learning to use audio-visual media begins, the teacher first checks whether the media to be used is functioning properly or not. Here's the statement. "Before carrying out learning, the steps that are taken first are preparing what is needed and the media that

will be used in learning and first checking whether it functions or not so that it does not interfere with the implementation of learning in the use of the media that will be applied. After that, then do the learning steps that will be applied. (Results of an interview with history teacher Ibu Ika Nur Jayanti, 27 January 2023).

Based on the results of the researchers' observations, it was seen that the teacher then presented material using sound slide learning media about the process of the entry of Islamic religion and culture in Indonesia. The teacher asks students to pay close attention. Based on the results of observations made by researchers when the sound slide was shown, the students looked enthusiastic. In addition, there were also some students who noted things that they thought were important from the contents of the material. Next, the teacher explains a little about the material presented using sound slides. After explaining the teacher asks students to actively ask questions. It can be seen that some students are enthusiastic about asking questions to the teacher and there are also some students who try to express their opinions regarding the material that has been presented. Learning activities take place with students who actively participate in learning. It can be seen that students are starting to show their critical attitude.

Based on observational data, interviews and documentation regarding the application of audio-visual media in class X IIS SMA Labschool Untad Palu, it is in accordance with the procedure with the existence of a thorough prior planning and preparation. Organized implementation and carrying out the evaluation stage as an effort to see the level of success of the process carried out and as a method for obtaining responses as material for the next follow-up. So what needs to be considered in the application of audio-visual media is that the media used should be familiar and familiar to teachers and students. The media used can channel information understanding and preferably the media used can develop students' critical attitudes.

### ***The Role of Audio Visual Media in Improving the Critical Attitude of Class X IIS Students at SMA Labschool Untad Palu***

The role of audio-visual media can help achieve learning objectives. Classroom learning becomes more active because students not only listen to the teacher's explanation but students are also invited to think creatively and innovatively. "Learning by using audio-visual media can facilitate the process of communication between teachers and students. Audio-visual media involves hearing as well as sight at one time in the learning process. In this case the role of audio-visual media is that it can help facilitate the learning process and can indirectly motivate students to learn. (Results of an interview with history teacher Ibu Ika Nur Jayanti, 24 February 2023). In observations made by researchers, the first process, namely at the previous meeting the teacher had provided material using sound slide media, where students were invited to understand how the process of the entry of religion and Islamic culture into Indonesia. After receiving the material using the media, in the next meeting the teacher gave an assignment, namely students were asked to make media images from the material that was presented at the previous meeting, namely regarding the process of the entry of Islamic religion and culture into Indonesia. Students are asked

to find out what forms of heritage from Islamic culture exist in Indonesia. The task is made in the form of pictures and then students are divided into 4 groups, each group containing 5 students. Furthermore, the results of the assignments given will be presented in front of the class together with the group members. It aims to form a critical attitude of students.

The second step is finding problems from the video that is shown, the problems contained in the video are intended so that students are able to determine the elements of the problem to be discussed. The third step is to analyze the problem based on the material or issues that have been described, which aims to enable students to identify problems according to the experience and information obtained. The fourth step is grouping, the teacher instructs students to form groups according to their respective perspectives in studying the material consisting of 5 students. Each group is given the opportunity to discuss the subject matter of each opinion. This stage aims to express the meaning of various kinds of rules in completing the discussion. The fifth step is presenting the results in the form of explaining the material that is the view of the group by inviting the most prepared group. This step aims to make students able to express opinions and information obtained from problems in the presentation of the previous material.

The sixth step of the debate process is carried out after the other groups make presentations which are then responded to by other groups. At this stage according to indicators of critical thinking, namely the ability to explain, assess the basis of decisions, suspect or make suppositions and interpret abilities. Showing its representation according to ability can show or can improve the student's critical thinking skills. The seventh step is the formulation of conclusions, carried out by formulating questions or in the form of interrogative sentences. This stage is carried out to measure the extent to which the level of student understanding after the learning process. The eighth step provides an evaluation at the end of the lesson guided by the teacher.

The role of audio-visual media is capable of increasing students' critical attitudes. Learning activities using audio-visual media are considered by students to be more interesting. It can be seen how active students are when the learning process takes place. Enthusiasm of students in watching documentaries, material in presenting sound slides, and doing assignments with media images related to the material. Learning by utilizing history textbooks through audio-visual media can improve students' critical attitudes. The role of audio visual is able to make students analyze a problem critically, students are also able to find new information that was previously unknown.

#### ***Application of Audio Visual Media in Class X IIS SMA Labschool Untad Palu***

Before the teacher applies learning media the teacher must first design learning media to be applied in class during learning. The teacher must also be smart in choosing the right learning media. The selection of the right media must achieve the right goals, the characteristics of the media must be in accordance with students' abilities, support content and learning materials, easy to obtain, easy to access, use does not take a long time, media must be in accordance with students' way of thinking, in accordance with environmental conditions are also in accordance with the abilities of the teachers, and effective in the use

of learning media. Winkel (2009: 89) states that: "Selection of media besides seeing its suitability with specific instructional objectives, subject matter, didactical procedures and forms of student grouping,

Yusuf Hadi Miarso (2007: 105) states that: "The first thing that teachers must do in using media effectively is to seek, find, and choose media that meet students' learning needs, attract students' interest, in accordance with the development of maturity and experience as well as special characteristics. in the study group". These characteristics include the maturity of students and their experiential background and mental conditions related to their developmental age. In addition to the problem of student interest in the media, the representation of the messages conveyed by the teacher must also be considered in the selection of media. (Yusuf Hadi Miarso, 2007: 107). So it can be concluded that the important things that need to be considered in planning the procurement of learning media are that it is necessary to do curriculum analysis, especially with regard to the expected competencies, learning materials, strategies and methods to be used. The use of learning media in the teaching and learning process can also help arouse students' interest and enthusiasm, can motivate and stimulate learning activities, and even bring psychological influences on student learning.

#### ***The Role of Utilizing Audio Visual Media in Improving the Critical Attitudes of Class X IIS Students at SMA Labschool Untad Palu***

Critical thinking is an activity or ability that consists of analyzing facts, compiling ideas and defending these ideas by making comparisons. When thinking, there is a process of considering concepts, then analyzing them based on facts, thinking broadly and creatively to solve a problem. Critical thinking is reasonable and reflective which is focused on deciding what to believe and what to do. Using critical thinking requires accuracy and accuracy in deciding problems and being able to trust what to do when solving a problem. Critical thinking is also defined as the ability to provide precise and reliable reasons through overall quality evaluation so that the truth can be trusted. In addition, critical thinking is also a person's ability or tendency to make and carry out an assessment of conclusions based on various evidences (Yuyun Dwi Haryanti, 2017: 596).

Critical thinking in the learning process needs to be trained and developed by the teacher. Students' ability to think critically is not the same. Therefore, critical thinking can be said to be the ability to think reflectively in deciding problems. To practice critical thinking, students are given directions to look for or find problems, then analyze them. According to Rini Susilowati (2018: 15) states that the ability to think critically that appears is shown from student activities, namely students are able to reason problems, can think reflectively or think actively in recognizing problems, can be responsible for their opinions, and students can proficiently and skillfully in expressing his opinion.

Utilization of audio-visual media in improving students' critical attitude in the learning process is going well and as expected. In practice students follow the learning process in an orderly manner and are ready to accept new material, students are divided into several groups consisting of 5 students then each group gets their respective roles, the teacher provides material then students are asked to provide arguments related to the

material in accordance with the role given, the group others provide rebuttals or input to the group on duty, and at the end of the lesson the teacher provides conclusions according to the discussion material.

### **CONCLUSION**

The role of audio-visual media in increasing students' critical attitudes, namely audio-visual media is able to make learning in the classroom more active because students not only listen to the teacher's explanations, but students are also invited to think creatively and innovatively. Learning by using audio-visual media can facilitate the process of communication between teachers and students. Audio-visual media involves hearing as well as sight at one time in the learning process. In this case the role of audio-visual media is that it can help facilitate the learning process and is able to make passive students become active in class.

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