

The Role of Teachers in Integrating Audio Visual Media to Improve Students' Understanding of History Subjects in Class XI of SMA Negeri 1 Sarjo

Irma, Hasan, Iskandar, Charles Kapile
Tadulako University

ABSTRACT

The purpose of this study is to analyze the role of teachers in integrating audio-visual media in class XI of SMA Negeri 1 Sarjo and the effect of using audio-visual media on improving students' understanding of history in class XI of SMA Negeri 1 Sarjo. This study is useful for enriching the theory of learning history through audio-visual media, as well as helping teachers, students, and schools in improving the effectiveness, understanding, and quality of learning. The research method used is a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation. The results of the study show 1) that teachers play a role as active facilitators in designing and implementing audio-visual media such as PowerPoint (PPT) and videos in the learning process. The integration of these media creates a more interesting, fun, and interactive learning atmosphere. The use of audio-visual media has been proven to have a positive influence on students' understanding. 2) The effect of using audio-visual media on improving students' understanding of history in class XI of SMA Negeri 1 Sarjo, this is evidenced by students' responses that show higher enthusiasm and concentration during the learning process. The majority of students stated that they found it easier to understand the material when teachers used audio-visual media compared to conventional lecture methods and showed increased daily test scores. Therefore, the use of audio-visual media in history learning is highly recommended to create meaningful and adaptive learning to the needs of the digital generation.

Keywords: Teacher Role, Audiovisual Media, History Learning, Student Understanding

Corresponding author

Name: Irma

Email: irmamandrigau@gmail.com

INTRODUCTION

Education essentially serves to assist students in their self-development, namely the development of all their potential, skills, and personal characteristics in a positive direction, both for themselves and their environment. The educational process cannot be separated from several activities, including learning and teaching (Ho, 2021). In education, learning is important. The definition of learning according to experts, learning is a form of interaction, integration, and interconnection between educators and students, the

implementation of which refers to a predetermined instrument, namely a curriculum (Handtke et al., 2022).

The author also argues that in learning, teachers and students should collaborate with each other, the role of teachers as instructors needs to be able to provide enjoyable lessons amidst the increasingly complex development of globalization. Furthermore, the author adds that learning in the current era requires media that helps because the lecture method is not enough to provide understanding to students. According to Heri Rahyubi, 2012: 234 in the learning components include learning objectives, curriculum, teachers, students, methods, materials, learning tools (media), and evaluation of one of the learning in the world of education that is complex and involves various related aspects, namely history learning (Choi & Mao, 2021).

History learning, specifically at the Senior High School (SMA) level, is one of the subjects that has a strategic role in shaping students' character and understanding of national identity, national insight, and the historical journey of the Indonesian nation. The author adds that history learning contains many meaningful events that can be applied in everyday life. Learning history teaches many things such as politics, law, and government. However, unfortunately, the author also thinks that history lessons are often considered monotonous, too theoretical, and less relevant to students' daily lives. The complexity of the material makes students feel that history material is very large, if memorized it will take a lot of time, so other methods are needed so that students do not feel overwhelmed and bored studying history (Pertiwi et al., 2023).

This is also explained (Saripudin et al., 2022) Studies show that many students lack interest in studying history because teaching methods are still dominated by lectures and memorization assignments, giving the impression that history is simply a series of facts to be memorized without being connected to a broader context. With the development of information technology, audiovisual media is increasingly recognized as an innovation that can overcome these challenges. According to Safitri (2021), audiovisual media not only functions as a teaching aid but also can arouse students' interest and motivation in studying history. This is because these media present information in a more engaging, dynamic, and interactive manner than traditional methods.

conventional. Students can develop critical and analytical thinking skills when invited to understand historical events through media rich in visual and auditory information. The author is also very interested in researching audiovisual media because he sees that this media plays a crucial role in supporting the history learning process, which is often considered boring by some students. Through personal experience during learning, the author realized that the delivery of historical material that relies solely on the lecture method tends to make students passive and less able to understand the content in depth. Audiovisual media, such as documentary videos, historical animations, and event recordings, can create a more engaging and interactive learning atmosphere, making it easier for students to understand and remember the material. In addition, audiovisual media also provides concrete visual images that can help students develop their imagination and critical thinking about events. This interest grew stronger when the author

saw that the use of audiovisual media at SMA Negeri 1 Sarjo was still not optimal due to the lack of facilities such as infocus. The development of audiovisual media at SMA Negeri 1 Sarjo was initially dominated by the traditional lecture method, where the teacher was the main source of information and students acted as passive listeners. This method was deemed ineffective in improving student understanding, especially regarding historical material that requires imagination, visualization, and emotional involvement. With the changing times and the increasing need for more engaging and contextual learning, teachers at SMA Negeri 1 Sarjo have begun to innovate by utilizing audiovisual media. The use of media such as video, PPT, and animation has begun to be implemented in teaching and learning activities. This change not only enriches the method of delivering material but also aims to increase student interest in learning and deepen student understanding. Therefore, the author wants to determine the extent of the role of teachers in integrating audiovisual media in history learning and how it affects student understanding (Fikri et al., 2023).

Furthermore, teachers, as educators, play a crucial role in integrating audiovisual media. Teachers need to understand that audiovisual media is not a substitute for teaching materials, but rather a tool that must be integrated with broader teaching methods. Therefore, teachers need a deep understanding of appropriate pedagogy in using audiovisual media to create a more active, collaborative, and participatory learning environment.

The school that will be used as the research location by the author is SMA Negeri 1 Sarjo. The author's reason for choosing the school is based on accessibility to data and participants who are easily obtained according to the research needs. Based on the results of initial observations at SMA Negeri 1 Sarjo, the author's reason for choosing class XI as the research subject is because of the facilities owned by class XI. The projector facilities are limited in number and projector access is only given to class XI because class X is a new building that has not been supplied with electricity and class XII cannot be used for research because the class will face exams. So the school chose class XI as the class or subject of this research. In addition, the lack of understanding of students in class XI when using the lecture method so that the teacher as a teacher arranges learning strategies using audio-visual media. History teachers at SMA 1 Sarjo, have used PPT audio-visual media amidst the lack of facilities at SMA Negeri 1 Sarjo. With inadequate facilities, history teachers at SMA Negeri 1 Sarjo strive to improve learning by integrating audio-visual media. The author also wants to know how the teacher carries out his role as a teacher and whether the teacher is able to integrate audio-visual media amidst the lack of available facilities. This is what makes the author interested in conducting research. Furthermore, one of the audio-visual media currently used at SMA 1 Sarjo is PPT (power point). PPT (power point) is a medium that can be used to convey theories in the form of text, sound, images, animated videos and so on so that students can learn effectively and achieve learning objectives. The use of power point learning media can be used to improve students' understanding of the material. This was also stated by Hujair 2009: 127-128 (Pertiwi et al., 2023), power point media is one of the application programs part of Microsoft Office in the form of a presentation in its

appearance using the help of a screen and LCD projector so that it can be seen by students. The general understanding of power point media is part of the Microsoft Office application, which displays many slides in its presentation to students, both complex and simple. The use of power point media is very easy because many templates or designs are prepared in making the display, so that the presentation becomes more interesting. Researchers added that power point is an audio-visual medium that functions a lot in presentations. Based on the description above, it is clear that the role of teachers is crucial in integrating audiovisual media into history learning. Despite the lack of infrastructure support, teachers can create more engaging, interactive, and relevant history lessons for students. This will not only increase students' interest in history lessons but also enhance their understanding of history. Based on the background described, the researcher will conduct a study entitled "The Role of Teachers in Integrating Audiovisual Media to Improve Students' Understanding of History in Grade XI of SMA Negeri 1 Sarjo."

METHOD

Types of Research Using qualitative descriptive research, this descriptive research aims to create a systematic, factual, and accurate description of the facts and characteristics of a particular population or area. Literally, descriptive research is research to create descriptions of situations or events (Sugiyono, 2018). SMA Negeri 1 Sarjo as the research location was also based on several considerations including:

- a) SMA Negeri 1 Sarjo is considered a favorite because the school produces successful graduates.
- b) easy accessibility to data and participants that meet research needs
- c) Emphasis on research costs, because the researcher lives in the village where the high school was founded.

The research period is the process or time stages required by the author in conducting the research process. The implementation of this research was carried out in the 2024/2025 academic year semester, namely from May to June 2025. The object of this research is the role of teachers in integrating audio-visual media to improve student understanding of history subjects at SMA Negeri 1 Sarjo . The research subjects are:

1. History teacher at State Senior High School 1 Sarjo.
2. Students of class XI IPS SMA Negeri 1 Sarjo.

In this study, primary data was obtained directly by the author through the results of interviews and observations of informants, namely history teachers and grade XI students at SMA Negeri 1 Sarjo, who provided direct information regarding the role of teachers in integrating audio-visual media to improve students' understanding in history subjects. Secondary data was obtained from various supporting documents such as books, scientific journals, articles, and other relevant written sources that support theoretical studies and discussions regarding the integration of audio-visual media in history learning.

Techniques in collecting data, the researcher conducted semi-structured interviews. The author needed to be responsive in listening and recording what was

conveyed by the history teacher resource person, general observation, documentation of collecting data related to the study, teacher data, and photos during the implementation of observations and interviews as well as learning activities to obtain information and data regarding the role of teachers in integrating audio-visual media to improve students' understanding in the history subject of class XI at SMA Negeri 1 Sarjo.

The data analysis technique uses the interactive qualitative data analysis method proposed by Miles and Huberman . Reduced data will provide a clearer picture. Data presentation ensures that the collected data can be systematically organized and easily understood. Conclusions can be drawn in the form of causal or interactive relationships, hypotheses, or theories (Sandelowski et al., 2007).

FINDING AND DISCUSSION

RESEARCH RESULT

This research was conducted from May to June at SMA Negeri 1 Sarjo with 14 informants, from a total of 24 students in grade XI. The aim was to determine the role of teachers in integrating audio-visual media and how students' understanding after being given audio-visual media. During the research, the researcher used interview sheets and mobile phones as research documentation tools. The researcher was also assisted by Mr. Rizky during observations in class.

1. The role of teachers in integrating audio-visual media in history subjects for class XI of SMA Negeri 1 Sarjo

The results of the study show that Mr. Rizky Arafiki plays an important role as a facilitator, motivator, and learning manager, especially through the integration of two main types of audio-visual media, namely PowerPoint (PPT) and learning videos.

1. Use of Audio Visual Media PowerPoint (PPT)

PowerPoint presentations (PPT) are used to convey key material visually and in a structured manner. The slides include key points, images of figures, quotes from historical sources, and chronological diagrams. The slides are designed in a colorful and engaging manner to facilitate student comprehension without becoming bored. PPT serves not only as a presentation tool but also as a tool for controlling the flow of learning. The teacher explains each point with clear narrative and then guides students in a discussion based on the slide content. (Sumantri & Rachmadtullah, 2016)

2. Use of Audio Visual Media in the Form of Video

Video media is used to bring historical events to life, whether through historical documentation, educational short films, or animations. Videos are shown after the presentation of the material via PowerPoint presentation, providing visual reinforcement of the previously explained material. Students greatly appreciate the use of video because it provides a realistic and engaging learning experience. Videos also engage students emotionally, enabling them to feel the context of historical events more deeply. (Bahri et al., 2021)

3. The role of the teacher as a facilitator, motivator and manager

Based on the results of observations and interviews, Mr. Rizky Arafiki as a history teacher in class XI carries out three important roles in learning, namely as a facilitator, motivator, and learning manager.

As a facilitator, he creates an engaging and conducive learning environment by preparing audiovisual media such as PowerPoint presentations and instructional videos tailored to the history material. He begins class with greetings, a group prayer, attendance checks, and an icebreaker with cheers to boost student enthusiasm. (Kurniawan & Sumargono, 2021)

As a motivator, Mr. Rizky encourages and encourages students to be active in their learning. This is evident in their increased enthusiasm during the use of audiovisual media. Students like Imam, Dwi, and Farel actively engaged in questions and discussions throughout the learning process.

As a learning manager, she is able to effectively manage time, media, and learning strategies. She not only displays PPTs and videos but also guides students to focus on the content, asks questions, and engages in discussions. This demonstrates the teacher's skill in classroom management and adapting learning to student characteristics.

Rizky Arafiki said:

"The role of teachers in today's independent curriculum is not the sole source of knowledge, but rather a facilitator in the learning process. When teachers create audio-visual learning media, they don't simply provide it to students; they also act as facilitators. The hope is that through these audio-visual materials, students will understand the learning planned by the teacher . " (Rizky Arafiki , interview on May 26, 2025, at 09:45)

Based on the interview results above, the researcher believes that the teacher's role as a facilitator in learning is crucial in helping students understand the history material presented. Furthermore, the use of audiovisual media also influences student enthusiasm and participation in learning.

The impact of using audiovisual media for teachers is to increase creativity in developing learning materials and strengthen their professional role as technology-adaptive educators. It also reduces the need for teachers to explain material excessively to students. For students, audiovisual media increases learning motivation, facilitates understanding, and makes learning more engaging and enjoyable. Mr. Rizky Arafiki stated that:

"The use of audio-visual media is very important, we understand that in today's era technology is modern, we must not be left behind, not only teachers but students must also not be left behind. Of course, teachers must be able to adapt to today's technology, must be able to follow how students' habits are at school and at home where students today are happy with something that is audio-visual, students today do not just want to listen but also want to see and even want to

practice, so for me the use of audio-visual media is not only important but also very helpful in learning ". (Risky Arafiki, interview on May 26, 2025, at 09:45)

This is further supported by the opinions of several students who felt more enthusiastic and engaged in lessons when using audiovisual media. Therefore, researchers believe that the teacher's role is crucial in managing classroom learning.

Moh Farel from class XI said:

"I think using audiovisual media in history lessons is more helpful for student understanding. I feel more enthusiastic and understand better when the lessons use videos or PPT." (Moh. Farel, interview, May 27, 2025, at 10:23 AM)

Zilvia Anugrah Kasih said:

"I feel more motivated when teachers use videos or PPT." (Zilvia, interview, May 27, 2025, at 10:38 AM)

Ahmad said:

"I like history lessons, especially when using PPT and watching videos." (Ahmad, interview, May 27, 2025, at 10:50 AM)

Based on the opinions of several students at SMA Negeri 1 Sarjo above, it is clear that the use of audio-visual media acts as a stimulus that can increase student engagement in the learning process. Furthermore, audio-visual media also provides variation in the learning process, which prevents students from becoming bored due to monotonous lecture methods. This is in line with current developments in the world of education, which demands teachers to be able to innovate and adapt to the needs of the digital world. Teachers who are able to integrate audio-visual media not only improve student understanding but also foster a higher level of student interest in history.

2. The influence of the use of audio-visual media on improving students' understanding of history subjects in class XI SMA Negeri 1 Sarjo

The results of a study on student comprehension after using PPT and video audio-visual media by Mr. Rizky Arafiki showed that students were able to grasp the material well. Judging by the results of daily tests, their scores improved. This was reinforced by the results of an interview with Mr. Risky Arafiki, which showed that students understood the material well. He said:

"When I use two methods, for example, I only explain using the lecture method, then in the next meeting using audio-visual combined with lectures or discussions, the visible improvement is assessed, where students will experience an increase in grades when learning uses audio-visual media. For example, in the results of daily tests, when students are only asked to take notes or listen when the teacher

lectures in class, sometimes the assessment results are not always optimal, it can even be said that students who can achieve the minimum completeness do not reach 50%. But when using the audio-visual media method for daily tests or tests on the material given to students, students who can achieve the minimum completeness limit can even reach 80% ". (Risky Arafiki, interview on May 2-6, 2025 , at 09: 4-5)

Furthermore, based on interviews with students, many students responded that they understood the history material well and even found learning using audiovisual media more engaging than using conventional methods such as lectures. An interview with a student named Imam Ali Mufti stated:

"I really enjoy learning using audiovisual media because it makes history lessons more interesting, and watching videos makes it easier to understand the material." (Imam Ali Mufti, interview, May 29, 2025, at 11:13 AM)

This opinion is also supported by the results of an interview with a student named Ade Fatma, who stated that the learning process was not monotonous. Ade Fatma said:

"I'm happy because the learning isn't monotonous. I'm not just imagining but actually seeing past events through audiovisuals." (Ade Fatma, interview, May 29, 2025, at 10:48 AM)

Nurul Ahlamia said:

"I personally think history lessons are easier to understand when using videos or audio-visual media like PPT. There's a difference when teachers don't use audio-visual media; I get sleepy and end up losing focus." (Nurul Ahlamia, interview, May 29, 2025, at 10:25 AM)

Muh Fahri Toha said:

"The use of PPT in history lessons really helps me understand the material. I feel interested in the lesson when the teacher uses audio-visual media like PPT, which includes sound and even videos about the past. It's different when the teacher doesn't use media, we get sleepy and don't understand what is being explained." (Muh Fahri Toha, interview on May 29, 2025, at 11:30 AM)

Dwi Ahmad Safi'i said:

"I strongly agree with the use of audiovisuals. With audiovisuals, I don't feel sleepy, and learning becomes more engaging. However, without audiovisuals, I feel sleepy and find the learning less engaging." (Dwi Ahmad Safi'i, interview, May 29, 2025, at 11:45 AM)

M. Kurniawan said:

"The audiovisual media I frequently use are PPT, videos, and animations. Using these media makes it easier for me to understand the material. I find it difficult to understand the material my teacher presents when the teacher doesn't use audiovisual media." (M. Kurniawan, interview, May 29, 2025, at 11:55 AM)

Based on the results of interviews conducted with a number of eleventh-grade students at SMA Negeri 1 Sarjo, it was found that the use of audio-visual media in history learning has a significant impact on increasing students' understanding and interest in the material being taught. The majority of students stated that audio-visual media such as videos, animations, and slide presentations (PPT) are able to change the learning atmosphere to be more interesting, less monotonous, and easier to understand compared to conventional learning methods that only rely on lectures or oral explanations from teachers. They feel that through audio-visual media, historical events that were previously only imagined can be visualized more realistically, thus helping them understand the context and content of the material more deeply. (Bahri et al., 2021)

In general, students stated that audiovisual media made them more focused, enthusiastic, and less prone to drowsiness during the learning process. When teachers used videos directly related to historical topics, they felt the material became more vivid and simultaneously touched their emotional and logical aspects. This accelerated the process of information absorption and improved their memory of the historical events they had studied. Conversely, when teachers did not use audiovisual media and only explained the material verbally, students quickly became bored, had difficulty grasping the main points of the discussion, and experienced decreased concentration and interest in learning. Several students also reported that using PPTs equipped with narration or audiovisualizations significantly helped them understand the flow of past events in a more systematic and enjoyable manner. (Jumardi et al., 2023)

These results indicate that audiovisual media plays a crucial role as a learning aid, helping to overcome student boredom with history, a subject often considered boring. With visual and audio media, students not only read and listen, but also see and experience how historical events unfolded. This aligns with multimodal learning theory, which states that learning is more effective when it involves more than one sense. Therefore, it can be concluded that teachers' integration of audiovisual media into the history learning process is essential to create an active, enjoyable learning environment and enhance student understanding of the subject matter. These findings also reinforce the importance of teacher competence in selecting and utilizing learning media that are appropriate to student characteristics and learning objectives. (Munawaroh et al., 2022)

DISCUSSION

This discussion is based on the results of field research at SMA Negeri 1 Sarjo, specifically in grade XI. The main focus of this discussion is on the role of teachers in integrating audio-visual media, especially PowerPoint (PPT) and video, and how these media contribute to improving student understanding in history learning. In addition, this discussion also explores the role of teachers as facilitators, motivators, and classroom managers, as well as the impact of the use of audio-visual media for both teachers and students, and the factors that influence the success of student understanding.

1. Analysis of the role of teachers in integrating audio-visual media in history subjects for class XI of SMA Negeri 1 Sarjo

Based on the research results, the eleventh-grade history teacher, Mr. Rizky Arafiki, not only serves as a presenter but also as a facilitator, motivator, and learning manager. These roles are carried out in an integrated manner through the integration of audio-visual media, particularly PowerPoint (PPT) and video, thus creating a more effective and meaningful learning environment.

As facilitators, teachers provide learning tools that facilitate students' independent understanding of the material. The PowerPoint presentation (PPT) is systematically structured with key points, complemented by relevant images, historical maps, and illustrations. Furthermore, teachers show relevant documentary videos, such as those depicting the proclamation of independence, so students can visualize the event more realistically. This media integration helps teachers deliver the material more efficiently, allowing them to focus on key points and facilitate discussion.

As motivators, teachers employ approaches that increase student enthusiasm and active participation. At the beginning of lessons, teachers often use icebreakers or cheers, and show short videos to introduce the topic. Interviews indicate that these strategies make students more enthusiastic, less sleepy, and more prepared to participate in the lesson. Audio-visual media has also been shown to engage previously passive students, leading them to become more active and enthusiastic.

As administrators, teachers design the learning flow, from material planning and slide development to video selection and group discussion organization. Learning is conducted systematically, with students divided into small groups to analyze the content of the presentations or draw conclusions based on the material. Teachers also facilitate question-and-answer sessions and provide evaluations in the form of quizzes and reflective assignments. Through audiovisual media, teachers can manage their time more efficiently, ensuring structured and interactive learning.

By fulfilling these three roles, history teachers serve not only as transmitters of knowledge but also as creators of an interactive, creative, and enjoyable learning environment. Consequently, students become more confident in asking questions and engaging in discussions after watching the presentations, as they have a clear understanding of the topic being studied. This demonstrates that audiovisual media enhances not only the cognitive but also the affective and social aspects of history learning.

2. Analysis of the influence of the use of audio-visual media on improving students' understanding of history in class XI SMA Negeri 1 Sarjo

The research results show that the use of audiovisual media significantly improved student understanding in history learning. The combination of lecture and discussion methods, along with the use of PowerPoint presentations and videos, improved student learning outcomes both quantitatively and qualitatively. Data obtained showed that when the lecture method was used exclusively, the number of students achieving the Minimum Completion Criteria (KKM) was below 50%. However, after teachers implemented audiovisual media, the percentage of students achieving the KKM increased to 80%.

Qualitatively, students reported that learning became more engaging and easier to understand. Audiovisual media provided a concrete learning experience, as students could directly see historical events. This made learning less monotonous, more contextual, and relevant to real life. Some students also said that without visual media they tended to have difficulty focusing, but with interactive videos and slides, they felt more engaged and engaged in the material.

The success of improving student understanding is also influenced by several factors, including:

1. Media alignment with teaching materials. PPTs and videos selected according to core competencies can explain historical concepts more concretely and contextually.
2. Engaging visuals. Slides with aesthetic designs, appropriate color combinations, light animations, and relevant images can increase student interest and concentration.
3. Video length and quality. Choosing short, content-dense videos has been shown to be more effective than long ones, as it helps maintain student focus.
4. Student learning styles. Audio-visual media provides appropriate stimuli for students with both visual and auditory learning tendencies, significantly improving their understanding.
5. Supportive classroom conditions. A conducive learning environment, supported by facilities such as LCDs, speakers, and a stable internet connection are crucial factors for successful media integration in learning.

Thus, the teacher's role in selecting and implementing media appropriate to student characteristics is key to successful learning. Audio-visual media serves not only as an aid but also as a means of increasing student motivation, concentration, and overall understanding. This aligns with the demands of 21st-century learning, which emphasizes the use of technology to create adaptive, interactive, and meaningful learning.

CONCLUSION

Based on the results of research that has been conducted regarding the Role of Teachers in Integrating Audio-visual Media to Improve Student Understanding in History Subjects in class XI of SMA Negeri 1 Sarjo, the following conclusions can be drawn:

The role of teachers in integrating audio-visual media in history subjects for grade XI of SMA Negeri 1 Sarjo is very important and influential in creating an interesting, enjoyable, and meaningful learning process for students. Teachers play a role not only as

conveyors of information, but also as facilitators who are able to direct, guide, and provide media that are appropriate to the needs and characteristics of 21st-century students. In this case, Mr. Rizky Arafiki as a grade XI history teacher has successfully combined conventional methods with the use of audio-visual media such as PowerPoint (PPT) and learning videos. This strategy helps create a more active, participatory learning atmosphere, and is oriented towards understanding the material contextually. The teacher's role is also evident in his ability to build interactions and create a conducive classroom atmosphere through opening activities such as icebreakers, as well as the use of visual aids that are focused and relevant to the learning material.

The use of audiovisual media has a significant impact on improving student understanding. This is evident in the increase in students' daily test scores after teachers used audiovisual media in their history lessons. According to teachers, the number of students achieving the Minimum Completion Criteria (KKM) increased dramatically from less than 50% to over 80% after implementing audiovisual media-assisted learning. Furthermore, interviews with students indicated that the majority felt more enthusiastic, less sleepy, and more focused when participating in lessons using videos, animations, or PPTs. Audiovisual media can present historical events visually and auditorily, allowing students to not only imagine but also witness real-life depictions of the material being studied. This provides a learning experience that better engages students' cognitive, affective, and psychomotor aspects. Therefore, the use of audiovisual media is not merely a learning aid, but also a primary means of enhancing students' understanding, engagement, and interest in learning history.

REFERENCES

- Bahri, Humaedi, Rizal, Gamar, M. M., Misnah, & Riang Tati, A. D. (2021). Utilization of ICT-Based Learning Media in Local History Learning. *Journal of Physics: Conference Series*. <https://doi.org/10.1088/1742-6596/1764/1/012079>
- Choi, S., & Mao, X. (2021). Teacher autonomy for improving teacher self-efficacy in multicultural classrooms: A cross-national study of professional development in multicultural education. *International Journal of Educational Research*. <https://doi.org/10.1016/j.ijer.2020.101711>
- Fikri, A., Syahza, A., & Putra, Z. H. (2023). Systematic Review of Integration of Local History in History Education in Indonesia Based on Learning Technology. *AL-ISHLAH: Jurnal Pendidikan*. <https://doi.org/10.35445/alishlah.v15i2.2364>
- Handtke, K., Richter-Beuschel, L., & Bögeholz, S. (2022). Self-Efficacy Beliefs of Teaching ESD: A Theory-Driven Instrument and the Effectiveness of ESD in German Teacher Education. *Sustainability (Switzerland)*. <https://doi.org/10.3390/su14116477>
- Ho, B. Q. (2021). Effects of learning process and self-efficacy in real-world education for sustainable development. *Sustainability (Switzerland)*. <https://doi.org/10.3390/su13010403>
- Jumardi, J., Andi, A., & Naredi, H. (2023). The Efficiency of Application of Social Media in History Learning at Junior High School. *AL-ISHLAH: Jurnal Pendidikan*.

- <https://doi.org/10.35445/alishlah.v15i2.2997>
- Kurniawan, P. W., & Sumargono, S. (2021). Development of History Learning Media Based on TPACK Assisted by Ms. PowerPoint Integrated with Ispring Suite. *International Journal of Multicultural and Multireligious Understanding*. <https://doi.org/10.18415/ijmmu.v8i4.2456>
- Munawaroh, S., Ghany, D., & Patmanthara, S. (2022). The Effect of Audio-Visual Media on Students' Learning Motivation on Islamic History Materials. *Nazhruna: Jurnal Pendidikan Islam*. <https://doi.org/10.31538/nzh.v5i2.2179>
- Pertiwi, N. R., Kumalasari, D., & Setiawan, J. (2023). Audio Visual Based Learning Media in Learning the History of Human Life in the Pre-literacy Age in Indonesia. *JPI (Jurnal Pendidikan Indonesia)*. <https://doi.org/10.23887/jpiundiksha.v12i1.53478>
- Sandelowski, M., Barroso, J., & Voils, C. I. (2007). Using qualitative metasummary to synthesize qualitative and quantitative descriptive findings. *Research in Nursing and Health*. <https://doi.org/10.1002/nur.20176>
- Saripudin, D., Fauzi, W. I., & Nugraha, E. (2022). The development of interactive E-book of local history for senior high school in improving local wisdom and digital literacy. *European Journal of Educational Research*. <https://doi.org/10.12973/eu-jer.11.1.17>
- Sugiyono. (2018). Prof. Dr. Sugiyono. 2018. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. *Prof. Dr. Sugiyono. 2018. Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Bandung: Alfabeta.*
- Sumantri, M. S., & Rachmadtullah, R. (2016). The effect of learning media and self regulation to elementary students' history learning outcome. *Advanced Science Letters*. <https://doi.org/10.1166/asl.2016.8140>