

## Utilization of AudioVisual Media as a Source of Historical Learning in Distance Learning

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**Abstract:** This study aims to see the effectiveness of audiovisual learning media carried out in distance learning by utilizing the zoom application as a learning medium and the delivery of material in history learning. Researchers used quantitative methods with this type of experiment. The data collection method used was documentation and test. Data analysis at the initial and final stages includes normality test, two-variant similarity test, and two-mean difference test. From the results obtained, it can be seen that the use of audiovisual media in distance learning can be said to be successful, there is an increase in understanding in history learning.

**Keywords:** *Audiovisual, Historical Learning, Distance Learning.*

### Introduction

Education is a source of national progress which greatly determines the nation's competitiveness, so that the education sector must be continuously improved in quality. Current facts indicate that the education gap factor is one of the main factors in improving the quality of education. The gap in the quality of education is not only caused by inadequate facilities and infrastructure, limited human resources and a curriculum that is not ready for the future.

The current general condition, especially in the world of education, must continue to process even though it is surrounded by the Covid-19 Pandemic. This condition has greatly benefited from the 4.0 Era which has brought people closer to Digital Technology. So that it can facilitate the transformation phase from conventional to online. This is confirmed by research (Zhang et al., 2004). that the use of the internet and multimedia technology can make it easier to overhaul the method of transferring knowledge and can be an alternative for implemented learning.

Advances in science and technology, particularly information and communication technology, greatly influence the formulation and implementation of learning strategies. Through this progress, teachers can use various media according to their needs and learning objectives. The learning process is a communication process. In a communication process always involves three main components, namely the message sender component (teacher), the message receiver component (students), and the message component itself which is usually in the form of subject matter. Sometimes in the learning process there is a communication failure. To avoid all of that, the teacher can develop learning strategies by utilizing various media and learning resources.

In history learning, high activeness is needed by both students and teachers. The role of an innovative teacher is needed as a facilitator in order to help students develop their potential to gain new knowledge and experiences.

Learning media continues to develop along with the development of the world of information and technology, especially multimedia has an increasingly important role in the learning process. Many people believe that multimedia will be able to lead to learning situations where learning with

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effort can be replaced with learning with fun. So a learning process that is fun, creative, not boring will be the right choice for teachers.

The presence of the media has quite an important meaning in the teaching and learning process, because in this activity the unclear material presented can be helped by presenting the media as an intermediary. The complexity of the material to be conveyed to students can be simplified with the help of the media. Media can represent what the teacher is unable to say through certain words or sentences. Even the stability of the material can be made concrete by the presence of the media. Thus, students will more easily digest the material than without the help of the media.

### **AudioVisual Media**

Media Audiovisual based learning media is a medium for distributing messages by utilizing the senses of hearing and sight. In general, audiovisual media according to Edgar Dale's theory of experience cones has higher effectiveness than visual media or audio. Di antara jenis media audio-visual ini adalah media film, video dan televisi (TV).

#### **a. Film**

Movies are live-pictures, also often called movies. Films, collectively, are often called cinema. Cinema itself comes from the word kinematic or motion. Film is actually a layer of cellulose liquid, commonly known in the world of filmmakers as celluloid. The literal definition of film (cinema) is Cinemathographie which comes from Cinema + to = phytos (light) + graphie = grhap (writing = image = image), so the meaning is to paint motion with light. In order for us to paint motion with light, we have to use a special tool, which we usually call a camera.

#### **b. Video**

Media Like film media, video media is also capable of displaying moving images (live images) accompanied by sound. Empirically the word video comes from an abbreviation in English, namely visual and audio. The word Vi stands for Visual which means picture, then the word Deo stands for Audio which means sound. There is also an opinion that says Video actually comes from Latin, video-vidi-visum which means seeing. (K. Prent et al., Latin-Indonesian Dictionary, 1969: 926), defines video by: 1) the part that emits an image on a television set; 2) recording a live image to be broadcast on a television set.

#### **c. Televisi**

Television is a well-known telecommunication medium that functions as a receiver for broadcasting moving images and sound, both in monochrome (black-and-white) and in color. The word "television" is a combination of the word tele ("far") from Greek and Visio ("vision") from Latin, so that television can be interpreted as "a long distance communication tool that uses visual / sight media". Television is an electronic system that transmits still images and live pictures along with sound via cable or space. This system uses equipment that converts light and sound into electric waves and converts them back into visible light and audible sound (Azhar Arsyad, 2003: 50).

### **Distance Learning**

Learning is an open education that provides an opportunity for anyone, at any age, to get any education, from any source and from anyone. Learners can get education at home (home based education) which is guided and fostered by parents or family members, or at non-formal educational institutions.

Distance learning is expected to overcome the problem of equal opportunity disparities, increase in quality, relevance, and efficiency in the field of education caused by various obstacles

such as distance, place and time. For this reason, the implementation of distance learning must be in accordance with the characteristics of learners, learning objectives and the learning process. Thus, the aim Distance learning is to provide educational opportunities to members of the community who are unable to participate in face-to-face conventional learning.

### **Research Methods**

This research uses a quantitative approach to the type of experimental research. This study aims to determine the effect of the use of learning. Experimental research is a way to find a causal relationship (causal relationship) between two factors that are deliberately caused by the researcher by limiting or reducing or setting aside other disturbing factors. Experimental research is always carried out with the intention of seeing the consequences of a treatment (Arikunto, 2010: 9). The type of design used in this study is the pretest-posttest control group design.

The test for the difference between the two means  $t$  is a test to determine whether there is a significant difference in the mean between the experimental class and the control class. Based on the results of the analysis of motivation and learning outcomes, it was concluded that  $H_0$  was accepted, which means that there was no difference in motivation and learning outcomes between the experimental class and the control class. So that the sample starts from the same situation.

The results of this final stage analysis are the results of testing the latest data obtained from the learning outcomes test and questionnaires given to the experimental class and control class after being given different learning treatments.

### **Finding and Discussion**

After different treatments were given to the two classes, namely the experimental class and the control class, then an evaluation test (post-test) was carried out. class in the control class without using audiovisual media is 71.03. This means that the experimental class learning outcomes are better than the control class.

Furthermore, the evaluation test (post-test) was carried out. The average learning outcomes of the experimental class that were given learning using audiovisual media were 79.27, while the average student learning outcomes in the control class without using audio-visual media was 71.03. This means that the experimental class learning outcomes are better than the control class.

### **Conclusion and Summary**

Use of audio-visual media in learning history which is carried out online shows that there are still many obstacles faced, one of which is inadequate facilities and infrastructure. Video is a tool in the learning process or what is often referred to as media. So, from the above discussion, it can be concluded that the use of audio-visual media in the form of video as a learning medium greatly helps the learning process so that it can be said to be successful.

There is a positive influence on history learning media based on audio-visual in distance learning. Thus it can be concluded that there is a very significant effect on the results of learning history by utilizing audio-visual based history learning media in the experimental class.

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