THE ROLE OF THE AUDIOVISUAL MEDIA IN SOCIAL STUDIES TEACHING IN THE 21ST CENTURY

Resti Fauzi Hidayat
restihidayat24@gmail.com
Universitas Pendidikan Indonesia

Nana Supriatna
nanasup@yahoo.com
Universitas Pendidikan Indonesia

Abstract : This article discusses the role of audiovisual media in the Social Studies (IPS) teaching in the 21ˢᵗ century. As already known, the development of the 21st Century is marked by the more rapid increasing technological progress. In the 21ˢᵗ century, people are demanded to have beneficial life skills, including critical thinking, collaborative ability, communication, and creativity. The development of developing technology in the field of education is expected to be useful for the educators to create a creative teaching media, such as audiovisual media. Both audio and visual based media have an important role in the education process, which is to facilitate the conveyance of the learning materials. Based on a various research, the audiovisual media gives positive contributions in social studies teaching, namely to improve learning outcomes and support students able to think analytically.

Keywords : social studies in 21ˢᵗ century, audiovisual media.

I. INTRODUCTION

Today's technological developments that have penetrated in various fields including education indirectly push the educators to be more creative in using learning media. Lathifaty, Mulyani, and Si (2016) say, "Creative teachers are able to provide guidance to students to learn." In the teaching process, media has an important role since it gives variation so the learning is not boring (Muhson: 2010). The using of media in teaching also gives effectiveness and efficiency in the process.

Social Sciences (IPS) teaching utilizes a variety of teaching resources such as textbooks, newspapers, documents, photos, maps, and the surrounding environment. The utilization of those teaching resources requires the contribution of the teachers as the educators in carrying the learning activities. They are also available in variety forms of media: audio, visual, and audiovisual.

Among of three kinds of media, the audiovisual activities call a big attention as a teaching media (Firmansyah & Wrastar, 2016). Accordingly, this article tries to explain how filmmaking project as a students' task in utilizing audiovisual media bring the students into an experience of collaboration and creative thinking.

II. DISCUSSIONS

2.1 The Change in Technology

The development of technology in today's globalization era goes along with the advancement and is inevitable. Either is realized or not, it give some conveniences of live (Ngafifi, 2014; Riyana, 2003). The technology changes provide an extensive source of information and communication which influence the people's daily routines and.

Technology development also disperses in education field. It pushes the teachers as the educators to utilize the current developing technology and instantiate it to the students. This use of technology in teaching will support a renewal in the teaching system without eliminating the essence of the real time face-to-face learning process in the classroom. In addition, the use of technology is expected to improve learning outcomes and understanding of students in the engagement with technology itself (Husain, 2014 ; Husni, 2014). It is a manifestation of giving or increasing the effectiveness in learning process in the 21st century- which is respectively marked by developments in the field of technology.

In social studies teaching, technology is utilized as a way to foster students' nationalism and patriotism. In some research, the utilization of digital technology is significantly more successful to achieve the purposes of social studies teaching. This is because the learning process using digital media gives motivation not only teaching-centered but also student-centered. But then, it requires the educators to prepare the teaching methods that will be used in the classroom (Fitriani, Rahamma, & Nadjib, 2016; Muir-Herzig, 2004).

2.2 21st Century Skill in Social Studies Learning

In the 21st century, people are challenged to have multiple competences. The challenges also apply to those who work in education field. Therefore, education is not only about how to transfer knowledge but also how to prepare the individuals to develop and master their skills that will be needed at this era.

Trilling & Fadel (2009) in his book entitled 21st Century Skill states that a person must have the skill of communication, collaboration, critical thinking, problem solving, creativity, and innovation in the 21st century. In line with it, Wagner (2010) mentions seven competencies that must be possessed by students in the 21st century, namely: critical thinking and problem solving, collaboration across networks and learning by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, curiosity, and imagination.

Consequently, the contribution of the educators in teaching is important in the 21st century as role models. Generally, the behavior of an educator gives the most effective example and effect on students (Mahanal, 2014). The four foundation pillars of long-life education have been formulated in order to reach the effective teaching (McGinn, 1998; Zubaidah, 2016), which are namely: (1) learning to know, is an activity that shows the activities of students to get, deepen and utilize the knowledge that has been obtained; (2) learning to do, students are able to carry out each task so that they are able to apply the knowledge they have learned; (3) learning to be, is an activity related to skills and

development of identity; and (4) learning to live together, related to the ability to live together with people others and appreciate the diversity that exists.

Stimulating the students' competence of 21st century skills exemplified above is one of the purposes of social studies teaching; social studies learning enhances students' social skills as a preparation in society life. This is correspondence with NCSS (National Council for the Social Studies) who says social studies learning prepares the students to become good citizens. Social studies as a subject given at the elementary and secondary levels plays an important role especially in social skills group including interpersonal, cooperative, social and cross-cultural interaction, interactive communicative, cultural literacy and global awareness (Setyana, 2014). Social studies education also needs to include more contextual content that is not only related to the community but also with regard to the impact of the science and technology in life (Setiawan, 2013). To this the end, the social studies teaching experience a renewal which was then adjusted to the times.

As already known, the development of the 21st Century is marked by the more rapid increasing technological progress and gives significant impacts to many sectors of society life, including education sector. Education should follow any development of technology in order to improve the quality of education especially in the process. Therefore, the discussion about the impact of technology in life is relevant if it is used as one of the content in social studies education (Budiman, 2017).

Social studies learning is basically well and creatively designed by utilizing technology. Within certain limits, it will help students to better understand the material in order to achieve the expected competencies in the ongoing learning process (Dendi Tri Suarno, 2015). NCSS (2010) shares the principles for the related learning: being literate is at the heart of learning in every subject area, learning is a social act, learning about learning establishes learning as important as life, learning about progress is part of learning, leaning includes turning information into knowledge using multiple media, learning occurs in a global context.

Based on the above elaboration, it can be seen that the principles and the use of technology as a learning medium used in the ongoing learning process is inseparable. One of them is the principle which states that learning includes transforming information into knowledge using various media. The implementation of this principle is done by means of students processing information obtained using appropriate digital sources. This aims to provide understanding to them, and of course, educators must pay attention to the tools and digital applications that are useful for learning, so as to open up access for them to study globally.

Saavedra & Opfer (2014) suggest nine principles in teaching 21st century skills, namely: (1) make it relevant (making a relationship); (2) teach through the discipline (teach through discipline); (3) develop thinking skills (develop thinking skills); (4) encourage learning transfer (encourage transfer of learning); (5) teach students how to learn (teach students how to learn); (6) address misunderstandings directly (convey a direct misunderstanding); (7) treat

teamwork like an outcome (do team collaboration); (8) exploit technology to support learning (utilizing technology to support learning); and (9) foster creativity (increasing creativity of students).

Education becomes more important when the learning standard become higher as well. That condition can be used as an indication of individuals and a nation's success. The teaching competence of the educators is the supporting factor in the success of education. Moreover, the educators are expected to be able to prepare students to have high-level thinking skills and performance skills. Thinking skills are a skill that must also be possessed in the 21st century. One of them is critical thinking that requires higher capacities in problem-solving. The critical thinking ability of someone who is mentally related can be divided into several types, including logical, analytical, systematic, critical and creative thinking (Alismail & McGuire, 2015; Darling-Hammond, 2006; Wulan, 2017).

2.3 Effects of Audio-Visual Media on 21st Century Skill Mastery

The actual use of media is to provide concrete experiences, able to attract attention, activate the senses of students and raise world theory with reality for students (Primasari & Herlanti, 2012). As a learning aid in teaching, media means a messenger from learning resources to recipients of learning messages (learners) (Falahudin, 2014). Media in teaching is a very important thing in the world of education, including social studies education.

One of the media that can be used in social studies teaching is audio-visual media. Semenderiadis & Martidou (2009) say, "audiovisual media play a significant role in the education process, especially when used extensively by both teachers and children. Audiovisual media provides children with many stimuli, due to their nature (sounds, images). They enrich the learning environment, nurturing explorations, experiments and discoveries, and encourage children to develop their speech and express their thoughts."

In line with the explanation above, the use of audiovisual media stimulates the students' creative power. Hence, filmmaking project as a students' task in social studies teaching is tried to be investigated in this article on how utilizing audiovisual media brings the students into an experience of collaboration and creative thinking. The filmmaking project assignment will teach the students on a considered planning and designing to the purpose of learning. This assignment is in line with Greetfeld (1978) who argues that the good learning process is not only dominated by the educator, so as to be able to develop the creative abilities of the students.

The purpose of the use of audio-visual media in s project is not to teach students to have new hobbies or to get used to using cameras. It is to make the students be able to express themselves using audio-visual media. The filmmaking task is believed as 1) the work of students can be used as a tool for didactics in educational programs, 2) a fun group activity, 3) one of the means to express themselves and 4) part of the training of audiovisual (Hubalek, 2008).

Based on the explanation above, it can be understood that the use of audiovisual media can help students to be creative, express themselves, and teach students to carry out

Commented [Muf1]: Di paragraph ini, kemunculan *tugas pembuatan film* yg ujug-ujug-belum difasilitasi kalimat penghubung/ penjelasan dari penggunaan media audiovisual yang disebut memiliki peran yg signifikan, jadi saya tambahin kalimat-kalimat

collaborations in making assignment projects. These things support the skills that must be possessed in the 21st century. The 21st century emphasizes that the competencies needed are 4Cs competencies consisting of communication, collaboration, critical thinking, and creativity (Partnership for 21st Century Skill, 2007). Besides, there are other skills that must be possessed by students including personal skills (initiative, resilience, responsibility, risk-taking, and creativity), social skills (teamwork, work, empathy, and compassion), and learning skills (managing, organizing, metacognitive skills and falling forward) perceptions of and response to failure) (Scott, 2015).

The use of audiovisual media that is related to the use of technology as a source and media of learning which in the 21st century is not a new thing. Even, technological tools provide the equal standards, opportunities and easy path for the successful understanding and also meaningful learning for students (Saglam, 2011). Audiovisual media itself has the following characteristics to enchance: 1) the ability for perception, 2) ability to increase understanding, 3) ability to increase transfer (transfer) learning, 4) ability to provide reinforcement or knowledge of results achieved, 5) the ability to increase retention (memory), 6) direct experience and make learning more enjoyable for students (Joni Purwono & Sri Yutmini, 2014).

2.4 Application of Audiovisual in Social Studies Learning

Changes in information and communication technology in the era of globalization bring changes to several elements that exist in people's lives, one of which is the existence of technoscape which is a global mix and is a technology that is currently experiencing rapid development in various fields and such things cannot be avoided so that it impacts the occurrence of social change is inevitable (Appadurai, 1990).

Therefore, the occurrence of social changes that are very fast in the students' environment causes the teacher to form new patterns or habits of students. In the beginning in the learning process continued to receive learning from educators into a more independent learning process. One of them is by making a media. However, basically in making media, it is hoped that the positive values of teacher center learning will not change, so that the creation of new media is expected to be able to reconstruct existing learning as one of the advancements in the world of education. Constructed education also includes the active participation of educators who carry out reconstruction in the classroom. Educators see school as a community that has values and habits that are useful for the larger community and can be embedded in practical activities, one of which is using audio-visual media (Greenfield, 2016 ; Zuga & Reconstruction, 1992).

Audio-visual media has a considerable role in the learning process. Therefore, the use of media must be adapted to the environment of the students. The NCSS c urriculum standard which confirms that teachers and curriculum are the first parties to be able to form learning programs that are in accordance with IPS standards. This is to help the development of learning in the classroom according to the level. Such learning enables educators to be able to provide adequate attention and learning in the classroom (Hasan: 2016; NCSS, 2003.).

Some of the results of research related to the use of technology, especially related to audio-visual media in learning, show that the use of audio-visual media can increase learning motivation, and increased learning motivation can improve student learning outcomes. Subsequent research shows that the use of the ARIAS model with audiovisual media can also improve students 'social studies learning in the fourth grade of elementary school which can be seen from students' learning completeness, which results from several cycles, where the first cycle is 78%, cycle 80% and cycle III 91.48% by looking at these data, making it clear that the use of audio-visual media is able to bring the involvement of students in the learning process (Fadlun, 2016 ; Sumarti, 2014). Other research shows that the use of documentary film as a part of audiovisual can improve students' ability to think in social studies learning so that after applying the media the participants are able to think of good analysis (Mulyana, 2015).

Based on the results of several studies that have been conducted with the use of audio-visual media, it can be concluded that the use of media is able to attract students' interest in social studies learning, so that social studies learning becomes more meaningful. Meaningful learning is fun learning and is learning that has the advantage of taking all information in its entirety, so as to improve students' abilities. Meaningful learning is a learning process that is associated with new information on relevant concepts that exist in one's cognitive structure (Donas and Elhefni, 2016).

The advantages of audiovisual media are being able to present learning objects concretely that are good for adding to the learning experience. Audiovisual media can be a trigger for students to learn better, reduce learning saturation, especially if combined with interesting teaching techniques, so as to provide more memory for students (Hendrawan, 2008).

III. CONCLUSION

Changes in technology in the era of globalization are inevitable; besides, the technology development is one of considered factors in the 21st century. In the 21st century, people are demanded to have beneficial life skills, including critical thinking, collaborative ability, communication, and creativity. The development of developing technology in the field of education is expected to be useful for the educators to create a creative teaching media, such as audiovisual media. Both audio and visual based media have an important role in the education process, which is to facilitate the conveyance of the learning materials.

Based on a various research, the audiovisual media gives positive contributions in social studies teaching, namely to improve learning outcomes and support students able to think analytically. The use of audio-visual media in social studies learning shows positive research results where the use of media can provide motivation, improve learning outcomes and make students able to think analytically. In addition, learning using audiovisual media is able to provide new learning experiences for students.

REFERENCES

Alismail, H. A., & McGuire, P. (2015). 21 St Century Standards and Curriculum: Current Research and Practice. *Journal of Education and Practice*, *6*(6), 150–155.

Appadurai, A. (1990). Disjuncture and Difference in the Global Cultural Economy. *Theory, Culture & Society*, *7*(2), 295–310.

Budiman, H. (2017). Peran Teknologi Informasi dan Komunikasi dalam Pendidikan. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, *8*, 75–83.

Darling-Hammond, L. (2006). Constructing 21st-Century Teacher Education. *Journal of Teacher Education*, *57*(3), 300–314.

Dendi Tri Suarno, S. (2015). Pengembangan Media Pelajaran IPS dengan Tema Pemanfaatan dan Pelestadian Sungai Untuk Siswa Kelas VII SMP. *Harmoni Sosial: Jurnal Pendidikan IPS*, *2*(2), 115–125.

Donas, A dan Elhefni. (2016). Pengaruh Penerapan Pembelajaran Bermakna (Meaningfull Learning) Pada Pembelajaran Tematik IPS Terpadu Terhadap Hasil Belajar Siswa Kelas III di MI Ahliyah IV Palembang, *Jurnal Ilmiah PGMI, 2*(1), 19–28.

F Hubalek. (2008). The Production of Audio-Visual Media in School. *Educational Media International*, (December 2014), 37–41.

Fadlun, L. H. Al. (2016). Penerapan Model ARIAS dengan Media Audio Visual dalam Peningkatan Pembelajaran IPS tentang Perkembangan Teknologi pada Siswa Kelas IV SD Negeri Grujugan. *Jurnal Kalam Cendekia,* 4(5), 596-601.

Falahudin, I. (2014). Pemanfaatan Media dalam Pembelajaran. *Jurnal Lingkar Widyaiswara*, *1*(4), 104–117.

Firmansyah, R. A., & Wrastar, A. T. (2016). Pengaruh Penggunaan Film sebagai Media Belajar terhadap Pencapaian Higher Order Thinking Skill pada Mahasiswa Fakultas Psikologi UNAIR. *Jurnal Psikologi Klinis Dan Kesehatan Mental*, *03*(1), 40–47.

Fitriani, R., Rahamma, T., & Nadjib, M. (2017). Digital Technology Utilization In The Learning Of Social Sciences In Encouraging Nationalism And Patriotism Of Learners Of SMPN 12 Kendari. *Journal Kominikasi KAREBA, 6(1), 141-148.*

Greenfield, P. M. (2016). Social Change , Cultural Evolution , and Human Development Value Change. *Current   Opinion   in   Psychology*,   *8*(Figure   1),   84–92. https://doi.org/10.1002/ijop.12121

Greetfeld, H. (1978). Audio Visual Media and Educational Technology. *Educational Media International*, *NO.3*(May 2015), 24–26. https://doi.org/10.1080/09523987808548949

Hasan, H. (2016). Penggunaan Media Audio Visual terhadap Ketuntasan Belajar IPS Materi Perkembangan Teknologi Produksi, Komunikasi dan Transportasi pada Siswa Kelas. *Jurnal Pesona Dasar*, *3*(4), 22–33.

Hendrawan, W. (2008). Upaya Meningkatkan Hasil Belajar Ips Melalui Penggunaan Media Audio-Visual Pada Siswa Kelas Ivb Sd Negeri I Blunyahan. *Jurnal Pendidikan Guru Sekolah Dasar*, *6*(6), 611–618.

Husain, C. (2014). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran di SMA Muhammadiyah Tarakan. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, *2*(2), 184–192.

Husni, M. (2014). Pemanfaatan Teknologi Informasi dalam Bidang Pendidikan (E-education). *Jurnal Mikrotik*, *2*(1), 1–5.

Joni Purwono, Sri Yutmini, S. A. (2014). Penggunaan Media Audio-Visual Pada Mata Pelajaran

Ilmu Pengetahuan Alam Di Sekolah Menengah Pertama Negeri 1. *Jurnal Teknologi Pendidikan Dan Pembelajaran*, *2*(2), 18.

Lathifaty Yasri, H., Mulyani, E., & Si, M. (2016). Efektivitas Penggunaan Media Film Untuk Meningkatkan Minat Dan Hasil Belajar Ekonomi Siswa Kelas X. *Harmoni Sosial: Jurnal Pendidikan IPS*, *3*(1), 138–149.

Mahanal, S. (2014). Peran Guru Dalam Melahirkan Generasi Emas Dengan Keterampilan Abad 21, (September), 1–16.

McGinn, N. F. (1998). Book Review:Learning: The Treasure within: Report to Unesco of the International Commission on Education for the Twenty-First Century Jacques Delors. *Comparative Education Review*, *42*(2), 230.

Muhson, A. (2010). Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Jurnal Pendidikan Akuntansi Indonesia*, *8*(2), 1–10.

Muir-herzig, R. G. (2004). Technology and its impact in the classroom. *Computers&Education*, *42*, 111–131.

NCSS. (2010). Principles for Learning. *Learning*.

NCSS. (2003). NCSS Curriculum Standards.

Ngafifi, M. (2014). Advances in Technology and Patterns of Human Life in Socio-Cultural Perspective. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, *2*(1), 33–47.

Partnership for 21st Century Skill, (P21). (2007). Framework for 21st century learning. Retrieved from http://www.p21.org/index.php.

Primasari, R., & Herlanti, Y. (2012). Penggunaan Media Pembelajaran di Madrasah Aliah Negeri Se-Jakarta Selatan. *Edusains*, *vi*(01), 68–72.

Riyana, C. (2017). Peranan Teknologi dalam Pembelajaran, (March), 1–16.

Saavedra, A. R., & Opfer, V. D. (2014). Learning 21st-Centurynskills Requires 21st-Century Teaching, *94*(1), 41–44.

Saglam, H. I. (2011). An Investigation On Teaching Materials Used In Social Studies, *10*(1), 36–44.

Scott, C. L. (2015). Education Research And Foresight The Futures Of Learning 3: What Kind Of Pedagogies For The 21st Century? *UNESCO Education Research and Foresight, Paris.*, ([ERF Working Papers Series, No.14]), 1–14.

Semenderiadis, T., & Martidou, R. (2009). Using Audiovisual Media in Nursery school , Within The Framework Of The Interdisciplinary Approach. *Syneergies Sud-Est Européen N° 2 - 2009 Pp.*, 65–76.

Setiawan, D. (2013). Reorientasi Tujuan Utama Pendidikan IPS Dalam Perspektif Global. *Jupiis*, *5*, 58–72.

Setyana, M. (2014). Peran Guru dalam Mengembangkan Keterampilan Sosial Siswa Mata Pelajaran IPS di SMK, *Jurnal Pendidikan Humaniora 2*(1), 84–89.

Sumarti, D, dkk. (2014). Penggunaan Media Audio Visual Untuk Meningkatkan Motivasi Dan Hasil Belajar. *Jurnal Studi Sosial,* 2(4).

Trilling, B., & Fadel, C. (2009). 21st Century Skills. *Jossey-Bass*, 256. https://doi.org/10.1145/1719292.1730970

Wagner, T. (2010). *The Global Achievement Gap*. Cambridge, Mass., Harvard University.

Wulan, I. (2017). Peningkatan Daya Berpikir Kritis Pada Mata Pelajaran IPS Berbantuan Media *Pop Art* Pada Siswa Kelas V SDN Klumpit Kabupaten Madiun Tahun Pelajaran 2016 / 2017. *Jurnal Studi Sosial*, *1*(2), 69–80.

Zubaidah, S. (2016). Keterampilan Abad Ke-21 : Keterampilan Yang Diajarkan Melalui

Pembelajaran. *Seminar Nasional Pendidikan Dengan Tema "Isu-Isu Strategis Pembelajaran MIPA Abad 21". 10 Desember 2016. STKIP Persada Khatulistiwa Sintang, Kalimantan Barat*, (December 2016), 1–17.

Zuga, K. F. (1992). Social Reconstruction Curriculum and Technology Education. *Journal of Technology Education*, *3*(2), 48–58.

Mulyana, Y. (2015). Penggunaan Media Film Dokumenter untuk Meningkatkan Kemampuan Berpikir Analisis Siswa dalam Pembelajaran. Skripsi. FPIPS, Universitas Pendidikan Indonesia, Bandung.