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Learning Media Based on Local History in Improving the Quality of Distance Learning

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ABSTRAK

Berbagai strategi telah dicoba oleh para pendidik untuk membuat pembelajaran jarak jauh menjadi menarik dan tidak membosankan. Namun, dengan tidak adanya persiapan yang matang dalam hal penggunaan dan pemanfaatan teknologi, maka upaya yang dilakukan oleh para pendidik belumlah berhasil. Minimnya daya tarik pembelajaran jarak jauh oleh pendidik menyebabkan peserta didik mengalami penurunan kemauan dan hasil belajar. Penelitian ini bertujuan untuk menganalisis validitas, kepraktisan dan dampak media pembelajaran audio visual terhadap hasil belajar siswa pada pembelajaran jarak jauh. Penelitian ini mengadopsi metode penelitian pengembangan dengan menggunakan model pengembangan ADDIE. Subyek penelitian ini adalah 41 siswa dan 1 orang tenaga pendidik yang melakukan pembelajaran jarak jauh pada mata pelajaran sejarah. Hasil penelitian yang diperoleh adalah media pembelajaran audio visual berbasis sejarah lokal dengan nilai rata-rata 4,34 dalam kategori sangat valid dan juga layak untuk diujicobakan pada siswa dalam pembelajaran jarak jauh. Selain itu, media pembelajaran ini memberikan pengaruh efektif dengan peningkatan hasil belajar siswa sebelum dan sesudah menggunakan media pembelajaran sebesar 45,5%. Hal ini membuktikan bahwa media pembelajaran audio visual sejarah lokal efektif dalam meningkatkan hasil belajar siswa pada pembelajaran jarak jauh. Penggunaan media pembelajaran ini untuk pembelajaran jarak jauh sangat bergantung pada sarana dan prasarana yang digunakan oleh pendidik dan peserta didik, oleh karena itu diperlukan persiapan yang matang dan tepat guna tercapainya proses pembelajaran yang efisien dan efektif.

ABSTRACT

Educators have attempted various strategies to make distance learning interesting and exciting. However, in the absence of proper preparation in terms of the use and utilization of technology, the efforts made by educators still need to be successful. The lack of attractiveness of distance learning by educators causes students to experience a decrease in their willingness and learning outcomes. This study aims to analyze audio-visual learning media's validity, practicality, and impact on student learning outcomes during distance learning. This study adopted the development research method using the ADDIE development model. The subjects of this study were 41 students and one educator who conducted distance learning on historical subjects. The results of the research obtained are audio-visual learning media based on local history with an average value of 4.34 in the very valid category and also feasible to be tested on students in distance learning. In addition, this learning media effectively influences student learning outcomes before and after using learning media by 45.5%. It proves that the local history audio-visual learning media effectively improves student learning outcomes in distance learning. The use of this learning media for distance learning depends on the facilities and infrastructure educators and students use. Therefore careful and appropriate preparation is needed to achieve an efficient and effective learning process.

1. INTRODUCTION

A large number of Indonesian people on the islands of Java and Sumatra who tested positive for the COVID-19 virus has made the government close all offices, entertainment, and educational institutions in the red zone area(s) so that the spread of the virus can be controlled (Amanda & Rizkianti, 2021; Lase et al., 2020; Soehardi et al., 2020). Likewise, Palembang city is the epicenter of the spread of COVID-19 (Red Zone) in South Sumatra Province. To deal with this, the local government has implemented a policy by issuing regulations in that all activities of the people of Palembang City that invite crowds are to be stopped. The existence of this policy makes all educational institutions, from kindergarten, elementary, junior high, and high school, to campuses, move to distance learning so that learning activities can continue (Marlia, 2022; Sari et al., 2020; Ummah, 2020)

The Mayor of Palembang, Harnojoyo, believes that he has agreed with the Palembang City Education Office to stop face-to-face learning for the safety and health of students with the increasing spread

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of the COVID-19 virus. Harnojoyo also said that currently, he is more focused on the vaccination of educators and students so that face-to-face learning can be carried out as usual. The Governor of South Sumatra also did the same thing by issuing a letter for all educational units to conduct distance learning by considering the number of positive cases in the age category of students (aged 6 to 18 years old). Therefore, it becomes a concern when schools and campuses are opened, usually using face-to-face learning. In addition, the recommendation issued by the government to stay at home and always maintain a distance also strengthens the reason for making the transition from face-to-face learning to distance learning (Arief Kresna & Juni Ahyar, 2020; Husnan, Ahmad Helwani, Nurjannah, 2021; Khasanah et al., 2020).

Previously, UNESCO has noted that the COVID-19 virus has forced around 890 million students to carry out learning activities at home (Araújo et al., 2020; Sajid et al., 2020). Therefore, UNESCO also suggests that the ideal implementation of learning to be carried out at this time is distance learning (Ilmiyah & Setiawan, 2020; Kurniyati & Siswati, 2020; Toh & Kirschner, 2020). Educators have attempted various strategies to make distance learning interesting and exciting. However, in the absence of proper preparation in terms of the use and utilization of technology, the efforts made by educators still need to be successful (Arkiang, 2021; RAHMADI, 2021). Educators during a pandemic are very difficult to upgrade themselves by utilizing the latest technologies that aim to make learning successful, such as the current pandemic conditions (Isrokatun et al., 2021; Pahlevi et al., 2021). Several studies have shown that technology can improve distance learning (Syafi'ah et al., 2021). Distance learning relies heavily on digital devices such as technology-based printed materials, television broadcasts, emails, and interactive videos (Kusuma, 2020; Susanti et al., 2018).

Distance learning makes students more dominant in connecting with digital devices, which indirectly makes educators have to develop and implement innovative learning (Rizal, 2018; Wahyuningsih, 2021). The same thing also happened when I observed the students of grade X at the Public Senior High School 10 Palembang. The use of learning media by educational institutions such as Public Senior High School 10 Palembang in implementing distance learning still needs help with the limited learning media, one of which is about local historical and cultural materials that can be accessed from mobile devices. In addition, the use of media regarding the local history (which currently only uses textbooks and has yet to be digitized) causes students to feel bored due to the unattractive media (Pahlevi & Hudaidah, 2020). Learning local history in the era of information technology as it is today does not have to be done monotonously, face to face, from educators to students, because knowing history needs to be done not only from one side (Nafi'ah et al., 2021). Using learning media in this era, such as audio-visual learning media, shows that history is very broad (Hari Naredi et al., 2022; Sayono, 2015). Therefore, one of the efforts to overcome these problems is to develop a learning media that contains local historical materials that can be accessed from mobile devices and the Internet. It is also reinforced by students' desire to have and use digital, audio-visual learning media that contain local history learning materials.

The use of local history materials such as the local history of South Sumatra in the learning process is very necessary, which is in line with the 2015 South Sumatra Regional Regulation article 35 number 4 concerning the Preservation of Regional Culture which reads "Utilizing the results of regional history writing by socializing it through education, mass media publishing periodicals and other means of publication that all levels of society can access." The Regional Regulation is also supported by the Governor of South Sumatra Regulation Number 4 of 2017, which instructs regional leaders in the province of South Sumatra to play a more active role in preserving regional culture. One of South Sumatra's local history materials that can be used as a source in the development of learning media is materials regarding the remains of human figures at the Tinggihari megalithic site. These relics can play an important role in fostering a sense of love and pride for our ancestors' heritage, which is increasingly being eroded by the development of information and technology. Therefore, the use of audio-visual learning media based on local history in history subjects can help it—especially at Public Senior High School 10 Palembang—to become a means for students to know and preserve local historical heritage during the COVID-19 pandemic, which is in line with the role of education as managers of environmental policies and practices that can promote ecosystem conservation and resource use (Burbules et al., 2020; Pratiwi, 2020).

We will pack audio-visual learning media based on local history in the video through this data. The selection of video as a target form here is based on the fact that the current use of video by teenagers is very high for both entertainment and information purposes (Arianti, 2017; Muflih et al., 2017; Salmerón et al., 2020). It is reinforced by the research conducted by Buhler, Neustaedte, and Hillman entitled How and why teenagers used video chat in 2013. Their research stated that video use in socializing and entertainment for teenagers (Buhler et al., 2013). The same thing is also shown by a study entitled COVID-19 and technology used by teenagers: A case study by Spring Yan. In his research, many schools worldwide use information communication service media in the form of video (Yan, 2021). Of course, by seeing the number of teenagers at the school level using video in their activities, researchers are interested in packaging audio-visual

(video)-based learning media. In addition, students think that using learning media displayed in videos can facilitate the distance learning process. It can help educators and students who have difficulty optimizing distance learning (Hapsari et al., 2021).

This statement is certainly in line with several relevant studies, such as the research entitled The Use of Learning Videos to Increase Student Motivation and Learning Outcomes During The COVID-19 Pandemic by Hernawati, Nandiyanto, and Mohammad. This study's results indicate that learning videos improve students' learning outcomes and motivation (Hernawati et al., 2021). In addition, the research conducted by Septiantoro and Widianingsih in their research entitled The Development of AutoCAD Tutorial Video by Using Tiktok Social Media as a Learning Media in Vocational Highschool 2 Pekanbaru shows that learning media in the form of attractive videos is very helpful for educators and students in distance learning during the pandemic (Septiantoro & Widaningsih, 2022). Therefore, this study aims to see a detailed description of the impact produced by audio-visual learning media on student learning outcomes in distance learning during the pandemic. This research will also help complement the literature on research on learning media development by adopting distance learning during the pandemic.

2. METHODS

The research method used in this study is quantitative development. In addition, I use the ADDIE design model as a basis and guide in developing the learning media. The ADDIE model is one of the best instructional development models. Researchers often use it to develop digital games, distance learning applications, and information technology-based education (Özerbaş & Kaya, 2017). The application of the ADDIE design model in this study is based on several things: first, it is easy to apply (Cahyadi, 2019; Siwardani et al., 2015; Suryani, 2016). Second, it is flexible and systematic (Durak & Ataizi, 2016; Lu & Sides, 2022; Patel et al., 2018), and third it is very commonly used by learning designers in developing a learning device (Adhiwibowo & Karyati, 2018; Nurzaelani et al., 2018). The ADDIE design model has five stages in its implementation: analysis, design, development, implementation, and evaluation (Asmi, 2019; Branch, 2010; EVCİ, 2021).

In answering the research problems, I use a quantitative approach to developing audio-visual learning media based on local history. In addition, I have also prepared research procedures which can be seen in Table 1, which is divided into analysis, design, development, implementation, and evaluation.

Table 1. The Research Procedure

Stages	Role
Analysis	Conducting a needs analysis and characteristics of learners as well as materials analysis
Design	Designing materials and lesson plans (RPP) and making storyboards
Development	Performing expert validation
Implementation	Carrying out various stages of testing
Evaluation	Conducting product quality assessment

Participants in this study are students of grade X (ten) divided into 30 students of class X IIS 4, 8 students of class X IIS 3, and 3 students of class X MIA 5. The characteristics and academic skills of these students are very different from one to another. As for the educator, he is a teacher of Indonesian history for grade X Public Senior High School 10 Palembang. Table 2 describes the distribution of participants during the research process. All students and educators have used the distance learning system (online) in conducting Indonesian history lessons for approximately eight months due to regulations to close schools to cope with the spread clusters of COVID-19. I chose grade X students because the materials in the learning media are to be developed following the materials for grade X at Public Senior High School 10 Palembang.

Table 2. Details of the Participants

Class	Number of Students	Test
X IIS 4	30	Field Test
X IIS 3	8	Small Group Test
X MIA 5	3	Individual Test
Total	**41**	

The process of collecting research data was carried out in April 2020 and was done so online. In the process, I made several interview forms (Akar & Erden, 2021) where each question concerns distance

learning experiences carried out by students during the COVID-19 pandemic. The interview form was made systematically on Google Forms. In addition to conducting interviews with students, I also made questions they must answer, to which I had made the desired answer keys. The making of these questions was intended to see the effectiveness of audio-visual learning media with the theme of the Tinggihari megalithic site in grade X of Public Senior High School 10 Palembang. The data that has been obtained is then processed and displayed in various forms, such as tables and diagrams. The data analysis process in this study is divided into two: analysis of expert validation and analysis of the learning outcomes. Table 3 will describe the category of the level of validity, while Table 4 will explain the criteria for learning outcomes test scores.

Table 3. Categories for Media Validation

Category	Score
Very Valid	5,00 – 4,21
Valid	4,20 – 3,41
Valid Enough	3,40 – 2,61
Invalid	2,60 – 1,81
Very Invalid	1,80 – 1,00

Table 4. Scoring Criteria for the Learning Outcomes

Category	Score
Low	N-Gain < 0,30
Medium	0,30 < N-Gain < 0,70
High	N-Gain > 0,70

In looking for the level of validity of the learning media developed, the researchers used Table 4 as a reference. All values the validator has given will look for the average value, which will then be adjusted to the range of values in Table 4. In addition to processing student learning outcomes, researchers use data obtained from the existing pretest. And posttest on field trials. The data between the pretest and posttest were then compared concerning the minimum completeness criteria set by the school, namely 70. In addition, to measure the increase in scores between the pretest and posttest, the researcher used the gain index formula from Meltzer, as shown in Table 4.

3. RESULT AND DISCUSSION

Results

Students Need Learning Media Based Audio Visual

Based on the results of interviews and questionnaires on the Google Forms provided, it is found that most students have not mastered and understood the history that occurred in their area, especially regarding prehistoric megalithic relics found in South Sumatra. In addition, limited information about prehistoric megalithic relics in South Sumatra makes students less aware of these relics. This is also exacerbated by the ineffectiveness of the distance learning process, where students have to learn from home without visiting the megalithic prehistoric heritage site, resulting in the materials being studied becoming less effective for them. According to Edgar Dale, in the cone of learning experiences, the effectiveness of learning experiences, especially history learning, should be directly done in the field (Garrett, 1997; Jackson, 2016; Rahmawati & Yulianti, 2020). However, due to the COVID-19 pandemic, this could not be done because of the government's policy to suppress the increase in the number of COVID-19 cases, namely by eliminating the process of conducting field lectures/implementing field studies. Table 5 will explain the results of observations on the needs of students.

Table 5. Analysis of Students' Needs and Characteristics

Topics	Percentage
Students who have done distance learning	92,1%
Students who have done distance learning during the COVID-19 pandemic	90,5%
Students who have difficulty doing distance learning	70,5%
Internet connection becomes a barrier for students when doing distance learning	50,2%
The cost of the Internet becomes a barrier for students when doing distance learning	28,6%
Students who use Smartphone devices during distance learning	90,5%
	98,2%

Topics	Percentage
Students conducting distance learning have never used media related to local prehistoric relics	
Students like media in the form of videos (audio visual) such as on YouTube, Instagram, and TikTok	96,3%

Based on the Table 5, there are 8 points regarding the needs and characteristics of students. First, students have often done online learning in schools, which gets more intense by government regulations that learning in schools must switch from face-to-face to online. Second, most students need help with online learning. It is exacerbated by the current conditions where they judge online learning as unhelpful in understanding the subject matter presented. Third, this online learning process is like a forced, sudden activity due to the current state of the COVID-19 pandemic, resulting in many students not being ready to switch from conventional learning to online learning. Fourth, some students who still use regular providers (those not given a free quota by the government) often experience Internet connectivity problems that cause their learning to be ineffective. Fifth, in addition to Internet connectivity being an obstacle, the high cost of buying Internet packages is also a factor in students' learning difficulties. Therefore, students need a learning media integrated with technology in which there are materials about prehistoric megalithic relics in South Sumatra to get information about prehistoric megalithic relics in the form of technology-based learning media.

Furthermore, the results of online interviews with educators and students through Google Forms also prove that students are less enthusiastic if the materials provided are only in the form of online text or PDF files. Students also think that the materials presented in the video are more helpful for them in online learning. It is also based on the large number of students using digital devices such as laptops and Smartphones, which shows that they are used to using these digital devices and have no difficulty operating them. Usually, students use digital devices such as Smartphones or laptops in daily activities. They are also carried away by the process of learning activities during the pandemic, which requires students to master these devices. From the problems above, we can identify that students have a learning style that favors audio-visual media, especially video. It is reinforced by their large use of social media such as Instagram, TikTok, and YouTube, which mostly contain various kinds of videos.

The heavy use of social media by students is also strengthened by data from We Are Social, which states that 88% of Indonesian people, especially teenagers, choose to use social media based on video forms such as YouTube in filling time when online learning is considered difficult to do, that they would rather open social media platforms such as YouTube, Instagram, and TikTok (Fitriani, 2021; Jihan Ramadhani, 2022; Rachmawaty, 2021; Rahma & Mada Wijaya Kusumah, 2020). In this regard, I conclude that it is urgently needed to provide an innovation in using information technology to be applied in the history learning process, such as uploading videos of relics of human figures on YouTube so that history learning becomes active and more interesting, and can overcome problems about students' outcomes.

Designing Materials, Lesson Plans (RPP), and Making Storyboards

At the design stage of learning materials, researchers began to design and design learning materials that would be poured into the developed audio-visual-based learning media. The purpose of this design stage is to produce an initial design of learning materials that have been sequenced, such as the presence of the Pasemah megalithic heritage section, the distribution of human figure statues at the Tinggihari megalithic site, and the philosophy of human figure statues at the Tinggihari megalithic site. These materials were developed in an audio-visual learning media using Wondershare Filmora 9 software. In addition to designing the material to be displayed on the learning media, the researcher then designed lesson plans with core competencies, basic competencies, indicators, learning objectives to be achieved, learning methods, learning media, learning resources, learning activities, and assessments. The design of the implementation of learning used by researchers in carrying out learning follows the format provided by the Public Senior High School 10 Palembang. After designing the material and lesson plans, the researcher made a storyboard about the learning media that would be developed. The storyboard display can be seen in Figure 1.

Material Title	Site Megalitik Tinggihari
Page Number	16
Frame	Distribution of Human Figures at Tinggihari Megalithic Site

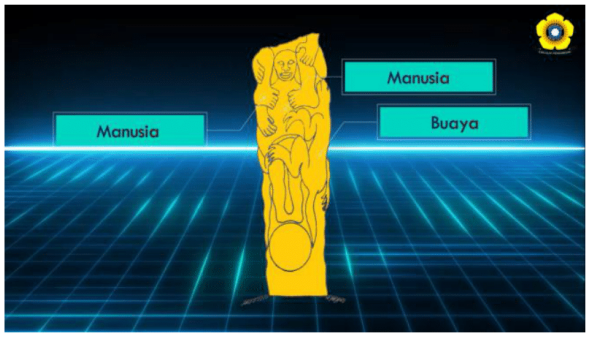
Frame	**Narrative**
	This can be seen from the crocodile animal which seems to be trying to reach the human figure sitting on it. The first human is seen standing while the second human is seen sitting.
Display Description	**Animation Description**
There are images of human figures that have been refined into sculptural forms. In addition, each part of the statue is given an explanation.	The writing animation is accompanied by the chart, then there is an image of the Sriwijaya University logo. Jurassic park theme music.

Figure 1. Storyboard Learning media based on Wondershare Filmora 9

Material Validation, Design, Media, and the Language in the Learning Media

Expert validation (defined as expert judgment) is important in seeing the feasibility and validity of the intended learning media before being applied to students. The list of components assessed by the validator is materials, learning design, media, and language. First, materials validation was carried out by Kristantina Indriastuti, S.S., a megalithic archaeology researcher in South Sumatra. Aspects assessed by materials experts are the appropriateness of content and presentation. The results of the expert's assessment of the materials show an average value of 3.90, meaning that it is considered valid, whose value ranges from 3.41 to 4.20. The validator's comments were to add more materials about the Tinggihari 4 megalithic site and focus the materials on the findings of megalithic statues. Second, the design validation was carried out by Dr. Erna Retna Safitri, M.Pd, an instructional design expert. The aspects assessed by learning design experts include 1) Clarity of learning objectives; 2) Suitability of learning media with SK, KD, and Curriculum; 3) Support on the learning approach; 4) Presentation technique; 5) Presentation support; 6) Teaching presentation; 7) Conformity with the level of development of students; 8) Coherence and integration between learning activities.

The assessment results by experts at this stage were obtained at 4.55 or very valid, whose value ranges from 4.21 to 5.00. Third, media validation was conducted by Dr. Paidi, M.Pd., an expert in educational technology media. The aspects assessed by media experts are: 1) Graphics; 2) Coloring; 3) Interactivity; 4) Sound. The assessment results obtained at this stage are 4.70 or very valid, ranging from 4.21 to 5.00. Fourth, the language validation was conducted by Dr. Emawati, M.Pd., a specialist in the study of the Indonesian language. The aspects assessed by linguists are the appearance of the language and its appropriateness. Based on the language validation stage results, Wondershare Filmora 9 audio-visual learning media has a value of 4.23 which is very valid and ranges from 4.21 to 5.00. Based on the results of the assessments of the four validators, it is found that the audio-visual learning media based on local history has an average value of 4.34 with a very valid category and also deserves to be tested even though there are several revisions from the four validators. The average score follows other development research; one example is the research conducted by Paramita Candra Devi, Yusak Hudiyono, and Widyatmike Gede Mulawarman. The results obtained at the expert validation stage are 100% for language validation, 82% for materials validation, and 93% for media validation.

Learning Media Trial Process in Distance Learning

During individual and small group trials, I interviewed several students by giving a questionnaire to see and know the weaknesses of the learning media I had developed. After carrying out these two stages, I conducted a field trial to see the level of use of the local history-based audio-visual learning media. In the individual trial stage, students gave two comments, such as the presence of voices colliding between narration sounds and background music. In addition, the lack of lighting in the learning media was also

highlighted by students. Students request that the lighting of the learning media be further improved because one of the indicators of the media's attractiveness is the lighting's consistency and brightness. The comments given by the students have been accepted, and the learning media has been revised.

Then in the next stage, namely Small group trials, I found that there were still areas for improvement, such as the absence of subtitles in the learning media, which made the presentation of the materials less optimal. In addition, I also received inputs that the learning media can be uploaded on YouTube. It is done so that students use Internet quotas that are manageable because initial observations stated that distance learning currently drains Internet quota usage. Therefore, I got around to doing the compression process so that the videos presented stayed within the students' Internet quota.

The next trial stage is field trials. In this stage, I involved about thirty students in determining the impact of using the learning media for distance learning. The field test stage was held on Thursday, March 25, 2021, via a Zoom meeting platform prepared by Public Senior High School 10 Palembang. Before the learning process was carried out, I distributed links in the form of multiple choice questions (pretests) totaling 20 questions to class X IIS 4 students through chat rooms in the Zoom meeting application. The questions were given to see the basic abilities possessed by students about the Tinggihari megalithic site, especially regarding the diversity of human figures at the Tinggihari Lahat megalithic site.

Based on the results of the initial test that all students have done, only one student scored above the minimum completeness criteria (KKM), and 29 other students scored below the KKM. Then with the pretest scores, I carried out the process of calculating the average and found that the average score of the entire pretest process for class X IIS 4 students was 45. After doing the pretest stage, the next step was to carry out teaching and learning activities by applying the learning media—local history-based audio-visual media that have been developed. During the learning process, I followed and carried out the procedures for implementing the learning system per the learning objectives. Furthermore, I conducted a posttest stage to see the knowledge and understanding of students of the learning media applied to the distance learning process.

After the final test, which 30 students followed, only 25 students scored above the minimum completeness criteria (KKM), and five other students scored below the KKM. From the scores on the initial and final tests, it can be seen that the average score achieved by students during the initial test is 37.5, while the average value of the final test after using the audio-visual learning media based on local history is 83. The difference in the average value obtained by students during the pretest and posttest proves that the student's learning outcomes experienced an increase of 45.5% which was obtained from the calculation results from 83-37.5 x 100%. The calculation of these scores proves that local history-based audio-visual learning media is very effective for distance learning in historical subjects. Therefore, the learning media is considered effective for the distance learning process in high schools because it has been proven to improve students' learning outcomes.

Discussion

Currently, distance learning that is being carried out requires a variety of creative ideas from educators so that the learning process is not boring and continues to run according to the expectations and needs of the students (Duwi Wahyuningtias et al., 2021; Lestari et al., 2021; Wulandani & Humaidi, 2021). Therefore, we need learning media to support the distance learning process (Syahroni et al., 2020). To answer this, I conducted research that aims to develop an audio-visual learning media based on local history that is valid and has an effective impact on student learning outcomes in the implementation of distance learning. In the process, I analyze user needs and the material presented in the learning media. The data from the analysis process is then interpreted into the design or design of instructional media that will be developed, both material and learning designs. The design and design of the learning media were then validated by several experts such as linguists, media, design, and material experts. The four experts' findings obtained from the validation process have an average value of 4.34 with a very valid category and deserve to be tested and used by students and educators in the distance learning process. The results of the feasibility of audio-visual-based learning media in the form of videos follow several previous studies, such as one of the research entitled development and validation of video-based learning media to increase competency achievement in civil engineering education. In this study, the results showed that the material validation value was 82% (very feasible), and the media validation results were 93% (very feasible) (Daryono et al., 2021). Similar findings have been made in a study entitled Development of teaching materials for writing complex procedural texts with discovery learning models using audio-visual media in the eleventh grade of SMA Negeri 1 Samarinda. The results obtained at the expert validation stage are 100% for language validation, 82% for material validation, and 93% for media validation (Devi, 2018).

Therefore, distance learning using audio-visual learning media based on local history can be an alternative for schools in Palembang City to carry out interesting and effective distance learning during the

COVID-19 pandemic. This statement follows the reality in the field where as many as 29 students agree that local history-based audio-visual learning media can increase their knowledge and understanding. Based on the findings, as many as 29 students agree that local history audio-visual learning media can make distance learning more interesting than usual. These findings can certainly be seen from the characteristics and learning needs of students who currently often and like video activities on social media or in doing the learning. The research entitled Searching for Oneself on YouTube: Teenage Peer Socialization and Social Recognition Processes by Balleys, Millerand, Thoër, and Duque explained that the video service provider platform (Youtube) is an online platform that teenagers often choose to fill the void of time (Balleys et al., 2020). It then strengthens the data in the field regarding the assessment by students of the local history audio-visual learning media, which some students consider a creative and interesting learning medium. Students receive audio-visual-based learning media, marked by an increase in the value of students by 45.5%.

These data follow the opinion of Perwitasari, which states that the unavailability of creative learning media can make it difficult for educators to deliver materials resulting in their efforts not being optimal in increasing learning effectiveness which is generally observable from the increase in students' scores (Perwitasari et al., 2018). Using and utilizing local history-based audio-visual learning media in the distance learning process can also make students experience direct learning so that they can improve the knowledge that was initially only shown as abstract descriptions/ideas to become real by looking at the Tinggihari megalithic site presented through a Smartphone screen. At the same time, there is no need to directly visit the place (Irmawati & Sholihah, 2021). Smartphones or other digital devices are very helpful for educators and students in implementing distance learning, which is currently being intensively carried out in every educational institution (Alaby, 2020; Hidayah et al., 2021; Shadiqien, 2020), including in Public Senior High School 10 Palembang.

4. CONCLUSION

This research is an attempt by researchers to develop audio-visual-based learning media about local history. The learning media can be regarded as a breakthrough for the education world in the SMA Negeri 10 Palembang, which applies distance learning. Researchers must carry out various stages in the development process, such as analysis, design, revision, and field testing. These things are done so that the results obtained are appropriate or in sync with the problems to be solved by the research. The sample used is limited to one school, SMA Negeri 10 Palembang, so it will make a difference in the results achieved if the learning media is applied in different schools. Therefore, it is necessary to make adjustments between each stage that will be carried out. The use of this learning media for distance learning depends on the facilities and infrastructure educators and students use. Therefore, careful and appropriate preparation is needed to achieve an efficient and effective learning process.

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