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USE OF FILM MEDIA IN INCREASING STUDENTS' UNDERSTANDING IN HISTORY LEARNING AT SMAN 1 MEDAN

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Abstract

This research aims to explore and analyze the use of film media in increasing students' understanding of history at SMA Negeri 1 Medan. The research method used is qualitative with a case study approach. This research involves direct observation, interviews, and document analysis to gain an in-depth understanding of how the film medium is used and its impact on student understanding. Research findings show that the use of film media can increase student engagement in history learning, relive historical context, and facilitate understanding of complex concepts. Apart from that, student interaction with film media also strengthens information retention and motivates learning. The implication of this research is the importance of considering the use of film media as an effective learning tool in the context of history learning in high schools. The importance of developing students' media literacy is also highlighted in this research. Teachers need to provide systematic teaching on how to analyze, evaluate and understand messages conveyed through film media so that students can become intelligent and critical media consumers. Apart from that, collaboration between teachers, students, parents and the community is also important in supporting the use of film media in history learning. By involving all relevant parties, the use of film media can become an integral part of the school curriculum and make a significant contribution to achieving national education goals. Overall, this research confirms that the use of film media is a potential tool for increasing students' understanding of learning history at SMA Negeri 1 Medan. However, its use needs to be integrated with a holistic approach, paying attention to aspects of media literacy, fair representation and collaboration between stakeholders. In this way, a richer, more relevant and meaningful learning experience can be created for students to understand their historical heritage.

Key words: *Film Media, History Learning, Student Understanding.*

INTRODUCTION

The background to this research was driven by the need to increase the effectiveness of history learning at SMA Negeri 1 Medan, especially in terms of increasing students' understanding. History, as a subject that is often considered dry and monotonous, requires an innovative and interesting approach so that students can be actively involved in their learning. In this context, the use of film media has been identified as a potential strategy for enriching students' learning experiences (Zainiyati, 2010).

The use of film media in teaching history at SMA Negeri 1 Medan needs to be studied further because the development of information and communication technology has expanded accessibility to various types of media. However, not much research has explored in depth how film media can be optimized to increase students' understanding in the context of history learning. Therefore, this research aims to fill this gap by investigating the practice of using film media in teaching history at SMA Negeri 1 Medan.

One of the main reasons for choosing SMA Negeri 1 Medan as a research location was the diversity of students and the availability of adequate infrastructure to support the use of film media in learning. In addition, SMA Negeri 1 Medan is considered a good representation of high schools in urban areas, where the challenges of learning history are often faced by many teachers and students. Previous research has shown that film media has the potential to stimulate students' interest in learning, but there is still a need to understand in more depth how the specific use of film media can increase students' understanding in the context of learning history (Ayu et al., 2023). Therefore, it is hoped that this research can provide valuable insight for educational practitioners and policymakers regarding the effectiveness of using film media in improving history learning at the high school level (Muttaqien, 2017). By better understanding how the film medium can be used effectively in teaching history, teachers can develop teaching strategies that are more relevant and interesting for students. Apart from that, it is also hoped that this research can contribute to academic literature in the field of education, especially in the context of media use in learning.

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By better understanding how the film medium can be used effectively in teaching history, teachers can develop teaching strategies that are more relevant and interesting for students. Apart from that, it is also hoped that this research can contribute to academic literature in the field of education, especially in the context of media use in learning. The use of film media in teaching history at SMA Negeri 1 Medan can also be enriched by providing a guide or framework that helps teachers in planning, implementing and evaluating learning. The guide may include tips and strategies for selecting films that suit the curriculum and learning objectives,

developing learning activities related to films, and evaluating the impact of using films on student understanding. Apart from that, collaboration between history teachers and professionals in the field of local or regional film production can also be an effective means of producing film material that is relevant to the local historical context. Thus, the use of film media in learning will not only enrich students' learning experiences but can also support the development of local creative industries (Hartanto, 2009).

In the context of learning evaluation, teachers can use various assessment techniques that are appropriate to the use of film media, such as reflective assignments, group discussions, or creative projects based on film media. In this way, teachers can obtain comprehensive information about students' understanding of history material presented through film media (Mahanal, 2014). Apart from that, the role of parents and the community is also important in supporting the use of film media in teaching history. Through open communication and close collaboration between schools, parents and the community, strong support can be created for the application of film media in history learning, thereby ensuring the sustainability and effectiveness of its use (Irwan et al., 2023). By strengthening collaboration between stakeholders in education, it is hoped that the use of film media in history learning can become an integral part of the school curriculum and make a significant contribution to achieving national education goals by improving students' historical understanding and literacy skills (Ahmadi & Ibda, 2019). Thus, this research will not only provide a deeper understanding of the potential and challenges of using film media in teaching history at SMA Negeri 1 Medan but will also produce practical guidelines and policy recommendations that can guide educational practitioners in integrating film media effectively in history learning.

METHODOLOGY

This research uses a qualitative approach because it focuses on an in-depth understanding of the use of film media in teaching history. This approach allows researchers to explore the complexity of interactions between teachers, students, and film media in real learning contexts. Thus, this research can provide a rich and contextual understanding of the effectiveness of using film media in improving students' understanding (Sugiyono, 2010).

A case study design was chosen because it allows the researcher to examine a particular phenomenon in an in-depth and specific context. By choosing one history class at SMA Negeri 1 Medan as the unit of analysis, this research can explore in detail how film media is used in teaching history in the school environment (Creswell & Creswell, 2018).

Data collection was carried out through several methods. Direct observation allows researchers to directly observe how film media is applied in history learning, including interactions between teachers and students as well as students' responses to the use of this media. Interviews with history teachers were conducted to gain deeper insight into their thoughts and experiences with using film media in teaching history (Sutopo, 2002).

Document analysis was carried out on various documents related to history learning at SMA Negeri 1 Medan, including school curriculum, lesson plans, and learning materials related to the use of film media. This analysis aims to evaluate the extent to which film media have been integrated into the context of history learning at the school.

Data collected from observations, interviews and document analysis will be analyzed thematically. This involves identifying patterns, themes and key findings related to the use of film media in improving students' understanding of history learning. The results of this analysis will be used to compile comprehensive and in-depth research findings. Observations were carried out to observe how film media was used in history learning, including the teaching strategies implemented by teachers and students' responses to the use of this media. Interviews with history teachers were conducted to gain a deeper understanding of their reasons, goals and experiences with using film media (Adlini et al., 2022).

Document analysis was carried out on the school curriculum, lesson plans and related learning materials to evaluate the extent to which film media was integrated into history learning. The collected data will be analyzed thematically to identify patterns and main findings related to the use of film media in increasing students' understanding of history.

RESULT AND DISCUSSION

The results of the research show that the use of film media in teaching history at SMA Negeri 1 Medan makes a positive contribution to students' understanding. Observations show that film media is used in a planned and integrated manner in history learning. Teachers use various types of films, including historical documentaries, historical fiction films, and video recordings of historical events, to enrich students' learning experiences.

Interviews with history teachers revealed that the use of film media helps visualize the historical context and relive events that occurred in the past. Teachers also reported that student responses to the use of film media were very positive, with students being more engaged in learning and showing greater interest in the history material. Document analysis shows that the use of film media has been integrated into the history curriculum and learning plans at SMA Negeri 1 Medan. Learning materials related to film media have been designed to support the achievement of learning objectives and student competencies in accordance with applicable curriculum standards.

The results of this research indicate that the use of film media is an effective strategy for increasing students' understanding of learning history. Film media is able to visualize complex and abstract historical concepts, making it easier for students to understand the historical context and its relationship to today. Apart from that, the use of film media also enriches students' learning experiences by presenting history material in a format that is interesting and relevant to them. This can increase students' learning motivation and strengthen their involvement in the learning process.

However, it is important to remember that using film media in teaching history also has its own challenges. In-depth skills and knowledge are required from teachers to select, evaluate and integrate film media effectively into learning. Apart from that, factors such as accessibility of equipment and availability of resources also need to be considered in implementing film media in teaching history. Overall, this research provides a valuable contribution to our understanding of the potential and challenges of using film media in teaching history at SMA Negeri 1 Medan. The practical implication of this research is the importance of supporting and strengthening the use of film media in teaching history as an integral part of efforts to improve the quality of education in high schools.

The use of film media in learning history also opens up opportunities to develop students' analytical and problem-solving skills. Through selecting appropriate films and developing related learning activities, teachers can challenge students to decipher the hidden messages in film narratives and compare them with other historical sources. This not only deepens students' understanding of historical content but also helps them develop critical and analytical thinking skills that are important in everyday life. In addition, students' interactions with film media can be a trigger for in-depth discussions about historical issues that are relevant to the current context. In a structured environment, students can debate, exchange opinions, and reflect on the implications of history for their own lives. This expands students' understanding of the importance of understanding history in shaping their identity, values, and perspective on the world.

However, to maximize the effectiveness of using film media in teaching history, an integrated and holistic approach is needed. Teachers must be able to integrate the use of film media with other teaching methods, such as class discussions, reading historical texts, and practical activities. In this way, students can gain a varied and comprehensive learning experience, enabling them to gain a deep and comprehensive understanding of the historical material. Apart from that, this research also highlights the importance of collaboration between teachers, students, parents and the community in supporting the use of film media in history learning. By involving all relevant parties, an inclusive, responsive and results-oriented learning environment can be created that allows the use of film media to reach its full potential in increasing student understanding.

In the context of learning evaluation, teachers need to use various assessment techniques that are appropriate to the use of film media, such as reflective assignments, group discussions, or creative projects based on film media. In this way, teachers can obtain comprehensive information about students' understanding of history material presented through film media, as well as identify areas that require improvement or further attention. By

strengthening collaboration between stakeholders in education, it is hoped that the use of film media in history learning can become an integral part of the school curriculum and make a significant contribution to achieving national education goals by improving students' historical understanding and literacy skills. Thus, this research will not only provide a deeper understanding of the potential and challenges of using film media in history learning but will also produce practical guidelines and policy recommendations that can guide educational practitioners in effectively integrating film media in history learning.

Apart from that, it should also be noted that the use of film media in teaching history requires selecting the right film according to the learning context and age appropriateness of the students. Teachers must ensure that the films selected are not only entertaining but also provide information that is accurate and relevant to the curriculum and learning objectives to be achieved. Apart from that, it should be remembered that the use of film media should not be a substitute for other learning methods but should be a tool that supports active and evidence-based learning. In the context of developing media literacy, it is important for teachers to provide systematic and directed instruction on how to analyze, evaluate and understand messages conveyed through film media. This can be done through reflection activities, discussions and projects that allow students to interact critically with film media and build literacy skills that are relevant to the current digital era.

Apart from that, it should also be noted that the use of film media in teaching history must still pay attention to aspects of justice and adequate representation. Teachers should select films that reflect the diversity of students' cultural, gender, and social backgrounds and pay attention to potential stereotypes or distortions in historical representations presented through these media. This is important to ensure that all students feel valued and represented in history learning.

Finally, further research needs to be carried out to explore the long-term impact of using film media in history learning, including its influence on long-term historical understanding, students' interest in historical studies, and their media literacy skills. With a deeper understanding of the long-term effects of using film media in teaching history, more effective and sustainable learning strategies can be formulated to enrich students' learning experiences in the future.

CONCLUSION

This research reveals that the use of film media in teaching history at SMA Negeri 1 Medan has a positive impact on students' understanding. Film media is able to enrich students' learning experiences by visualizing complex historical concepts, reviving historical contexts, and arousing students' interest in history material. Students' interactions with the film medium also stimulate in-depth discussion, critical reflection, and the development of important analytical skills. However, the use of film media in teaching history also has its own challenges, including selecting the right film, integration with other learning methods, and ensuring fair and inclusive representation. A holistic and integrated approach is needed in the application of film media in history learning to maximize its effectiveness.

The importance of developing students' media literacy is also highlighted in this research. Teachers need to provide systematic teaching on how to analyze, evaluate and understand messages conveyed through film media so that students can become intelligent and critical media consumers. Apart from that, collaboration between teachers, students, parents and the community is also important in supporting the use of film media in history learning. By involving all relevant parties, the use of film media can become an integral part of the school curriculum and make a significant contribution to achieving national education goals.

Overall, this research confirms that the use of film media is a potential tool for increasing students' understanding of learning history at SMA Negeri 1 Medan. However, its use needs to be integrated with a holistic approach, paying attention to aspects of media literacy, fair representation and collaboration between stakeholders. In this way, a richer, more relevant and meaningful learning experience can be created for students to understand their historical heritage.

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