Innovative History Learning: Teaching Islam's Spread in Indonesia with Audiovisual Media

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Abstract: This research explores the development of audio-visual teaching materials with a multicultural focus for history lessons on the introduction and spread of Islam in Indonesia. The goal is to enhance students' multicultural awareness and societal tolerance. With rapid technological advancements, engaging and effective audio-visual resources are becoming increasingly important, as traditional textbooks often fail to engage students. 76% of 32 surveyed students showed low enthusiasm for reading textbooks. The study uses the ADDIE model, which includes seven steps. 1) identifying students' needs, 2) designing the product, 3) validating the design, 4) revising the prototype, 5) conducting trials, 6) refining the material, and 7) implementing the product in classrooms. Trials with grade XI students showed that 40% strongly agreed, 59% agreed, and 1% were neutral about incorporating multicultural themes. All the respondent finding the materials more engaging than textbooks. Further trials with grade X students confirmed their preference for the audio-visual materials and noting improved comprehension. These materials effectively combine sound and visual to enhance learning enjoyment while emphasizing the peaceful and tolerant approaches of Islamic figures, which facilitated the acceptance of Islam in Indonesia.

1 INTRODUCTION

History education is a critical component of shaping students' understanding of cultural heritage, fostering inclusivity, and promoting national identity (Epstein, 2010). In Indonesia, a nation renowned for its cultural diversity, this task takes on particular significance. History lessons have the potential to build a deeper appreciation for Indonesia's multicultural fabric, encouraging empathy, tolerance, and mutual respect among students. However, traditional teaching methods, particularly the reliance on printed textbooks, often fall short of achieving these objectives. Conventional history textbooks, while comprehensive in their content, are typically structured in ways that prioritize dense narratives and factual information. These texts are often perceived as monotonous and disengaging by students, especially in an era dominated by digital technology. In subjects like history, where the understanding of complex narratives and cultural dynamics is crucial, the lack of interactive or visually engaging elements can hinder effective learning. Darwati (2011)

highlights that the delivery and relevance of teaching materials significantly impact students' engagement and comprehension. Students need materials that not only present historical facts but also stimulate their curiosity and imagination, bridging the gap between past events and their relevance to contemporary society.

The challenges of history education are particularly evident at Public Islamic Senior High School (MAN) 1 Bogor. At MAN 1 Bogor, where most students come from a homogeneous cultural and religious background, fostering multicultural awareness is an educational imperative. This environment, while conducive to fostering a strong identity within a specific cultural framework, may limit exposure to diverse perspectives. Without deliberate efforts to integrate multicultural content into the curriculum, students risk developing narrow worldviews that lack the necessary appreciation for Indonesia's pluralistic society. Hasan (2010) emphasizes that multicultural education is essential in such settings to promote inclusivity and prevent the emergence of exclusionary attitudes.

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To address these challenges, this research introduces multicultural audiovisual learning materials as an innovative solution. By moving away from static, text-heavy teaching methods, this study explores the use of engaging multimedia tools to teach the history of the arrival and spread of Islam in Indonesia. Audiovisual materials combine visual storytelling, animations, and narratives, presenting historical events in ways that resonate with students' preferences and learning styles. These materials emphasize Indonesia's rich multicultural heritage by highlighting the contributions of various ethnic groups in the spread of Islam, thus fostering a broader understanding of history as a shared, inclusive narrative.

The conceptual foundation of this research lies in the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, a structured framework for developing effective educational tools. The ADDIE model ensures that the design and implementation of these materials are systematically aligned with the learning needs and preferences of students. In the analysis phase, the study identifies students' lack of enthusiasm for traditional textbooks and their preference for multimedia resources. In subsequent phases, the study develops audiovisual content that integrates historical accuracy with engaging visuals and multicultural themes. Finally, the implementation and evaluation phases measure the effectiveness of these materials in enhancing student engagement and comprehension.

This research is particularly timely given the increasing emphasis on digital education in Indonesia. With rapid advancements in technology and widespread access to multimedia devices, students are more familiar with interactive and visually driven content than ever before. Mayer's (2009) multimedia learning theory underscores the importance of using multiple modalities to enhance understanding and retention. By leveraging this theory, the study aims to demonstrate that integrating audiovisual tools into history education can not only improve learning outcomes but also contribute to broader social goals, such as fostering multicultural awareness and social cohesion.

2 METHODOLOGY

This study utilized the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as the primary framework for the design and development of multicultural audiovisual teaching materials. Widely recognized in instructional design, the ADDIE model provides a systematic and iterative process to create educational resources that align with learner needs and curriculum objectives (Adeoye et al., 2024; Mufarocha et al., 2023).
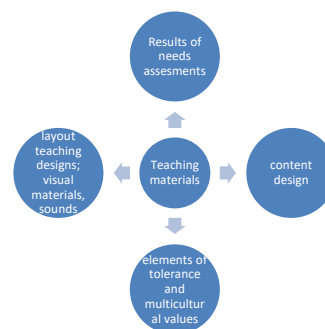

Figure 1: Development of multicultural audiovisual teaching materials.

Firstly, the analysis phase involved identifying the needs and preferences of Grade XI students at MAN 1 Bogor through surveys and interviews. Data collected focused on students' engagement levels with traditional teaching methods and their receptiveness to multimedia-based learning. Based on the survey that conducted in Grade XI, 76% of the 32 students surveyed reporting a lack of enthusiasm for reading textbooks. While the sample size may appear small, it was chosen intentionally to ensure focused implementation and manageable data collection within specific context of MAN 1 Bogor. This allowed for detailed examination of the audio-visual materials impact on engagement and comprehension. Furthermore, the homogeneous characteristic of the sample, such as students from the same grade and school, ensured consistency in the results. However, future studies should be conducted and expand the sample size. Future studies should include students from diverse educational and socio-economic backgrounds to improve the generalizability of the findings.

The first phase also involved feedback from teachers. The feedbacks is needed to highlight gaps in existing teaching resources, particularly in presenting historical content in a culturally inclusive manner. These insights informed the goals and scope of the materials to ensure relevance and effectiveness.

Second, in the design phase, a blueprint for the audiovisual materials was developed. This included creating lesson plans, scripts, and storyboards. Drawing from best practices in multimedia learning, the design incorporated animated visuals, narrated content, and interactive elements to enhance

cognitive engagement and retention (Clark & Mayer, 2016). Multicultural themes were woven into the narratives to foster inclusivity and awareness of Indonesia's diverse cultural heritage. The blueprint were collected and evaluated by the experts such as content materials experts, design experts, audio-visual experts, and cinematographer to ensure the materials were accurate.

Third, the development phase translated the design into tangible teaching materials. This process involved producing animations, recording voiceovers, and integrating interactive features such as quizzes. This stage produces a product in the form of multicultural-based audio-visual teaching materials which are then saved on the drive at the following link https://drive.google.com/drive/folders/1SPeodygrjF WTNV54jENErJ252uIvRNNi. This link can be accessed by the public. Iterative feedback sessions were conducted, involving both teachers and students, to ensure the materials were accurate, culturally sensitive, and engaging. Consistent with prior studies, this iterative approach ensured the materials met high pedagogical standards (Najuah et al., 2021).

Fourth, the implementation phase that involved a stepwise rollout of the materials in classroom settings. The materials were introduced in Grade XI history classes at MAN 1 Bogor through structured lessons that included a 15-minute multimedia presentation followed by a 10-minute discussion. Teachers facilitated these sessions, observing student interactions and collecting immediate feedback to refine the approach. This phased approach allowed for adjustments to address practical challenges during delivery (Mufarocha et al., 2023).

Finally, the evaluation phase that focused on assessing the effectiveness of the materials. Effectiveness was measured using a combination of surveys and classroom observations. Likert-scale questionnaire assessed student engagement and content comprehension, while post-session quizzes evaluated knowledge retention. Teachers noted increased participation during discussions and observed that students were more attentive compared to lessons using traditional textbooks. This dual approach ensured a comprehensive evaluation, highlighting areas for future refinement (Adeoye et al., 2024).

Furthermore, the structured application of the ADDIE model not only facilitated the development of effective audiovisual materials but also ensured that these resources were adaptable to diverse educational contexts. This study underscores the potential of the

ADDIE model in transforming history education by integrating iterative feedback and rigorous testing in each phase.

3 RESULTS AND DISCUSSION

The study's findings highlight the effectiveness of using audiovisual materials in teaching the historical topic "*The Arrival and Spread of Islam: Exploring Tolerance Values from the Wali Songo.*" The implementation at MAN 1 Bogor involved 32 students from Grade XI, whose feedback was collected through surveys. Table 1 summarizes the key findings from the student responses:

These results demonstrate that the audiovisual materials were overwhelmingly perceived as effective in explaining multiculturalism (100% of students agreed or strongly agreed) and clear in presenting the theories of Islam's arrival in Indonesia (100% of students agreed or strongly agreed). However, when assessing the materials' relevance to history studies, students' responses were evenly divided, with 50% strongly agreeing and 50% agreeing. This indicates room for improvement in tailoring the materials to align more closely with students' expectations for historical content.

Table 1: Student Feedback on Audiovisual Materials.

| Feedback category	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Effectiveness in explaining multiculturalism	40.6% (13 students)	59.4% (19 students)	0.0% (0 students)	0.0% (0 students)	0.0% (0 students)
Clarity of explaining theories of Islam's arrival	68.8% (22 students)	31.3% (10 students)	0.0% (0 students)	0.0% (0 students)	0.0% (0 students)
Relevance to history studies	50.0% (16 students)	50.0% (16 students)	0.0% (0 students)	0.0% (0 students)	0.0% (0 students)
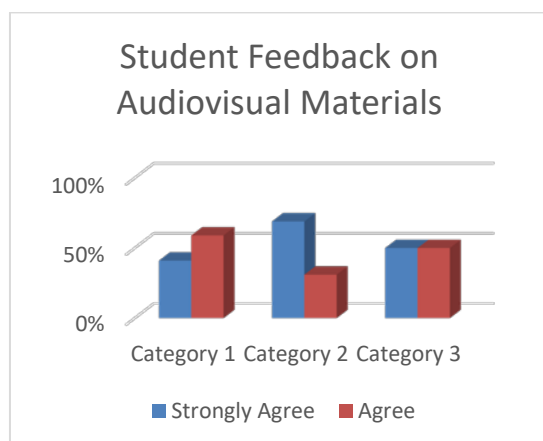
Figure 2: Student Feedback on Audio visual Materials.

3.1 Multiculturalism and History Learning

One of the primary objectives of the research was to integrate multicultural content into the history curriculum. Indonesia, being a diverse country with a rich cultural heritage, necessitates that students understand and appreciate this diversity. The audiovisual materials were designed to align with Indonesia's national curriculum for history education, focusing on the arrival and spread of Islam. They incorporated key themes, such as tolerance and multiculturalism, which are central to the curriculum objectives. The supplementary content, highlighting Indonesia's diverse cultural heritage, provided additional context that enriched the lessons. However, aligning digital tools with standard history education presented several challenges. Teachers required additional training to integrate the audiovisual materials seamlessly into their lesson plans. Many educators were unfamiliar with using digital tools, which initially slowed the adoption process. Moreover, while the materials fit the content standards, adjustments were necessary to accommodate diverse student learning styles and preferences.

Despite these challenges, the integration of digital tools offered significant opportunities. The interactive quizzes included in the audiovisual materials enabled real-time assessment, helping teachers gauge student understanding during lessons. Additionally, the dynamic animations and examples made abstract historical concepts more relatable, fostering critical thinking and empathy. These findings underscore the transformative potential of digital tools in modernizing history education. The findings align with Mayer's (2009) multimedia learning theory, which emphasizes the importance of reducing cognitive load through dual-channel engagement. The use of animations, voiceovers, and contextual examples in the audiovisual materials helped students process and retain complex information effectively. The strong agreement on the clarity of explaining theories of Islam's arrival underscores the value of visual aids in bridging abstract historical concepts with concrete understanding.

The results also support Clark and Mayer's (2016) assertion that multimedia tools can enhance learning outcomes when they are carefully integrated into structured curriculum frameworks. The visual and auditory features of the materials provided an immersive experience, fostering deeper engagement and understanding among students.

3.2 Challenges and Limitations

Despite the promising results, the study revealed several limitations that must be addressed to ensure the scalability and equity of digital learning initiatives. While this research was conducted in a school with access to adequate internet connectivity and multimedia equipment, many schools in rural and disadvantaged areas lack such resources. This disparity poses a significant challenge to the widespread adoption of digital tools in Indonesian education (Sukmayadi & Yahya, 2020).

Another challenge involved the capacity of educators to adapt to digital teaching methods. Although the participating school had trained teachers, many educators in less privileged areas lack access to professional development programs tailored to technology integration. This issue highlights the need for targeted interventions, such as government-funded training workshops and resource-sharing initiatives, to ensure equitable access to digital learning opportunities. Decentralization policies, while empowering local schools with autonomy, have also exacerbated regional disparities in education funding and teacher training. Wealthier districts can allocate more resources to education, allowing for the adoption of advanced tools, while underfunded regions struggle to meet even the minimum requirements (Karolina et al., 2023; Sukmayadi & Yahya, 2020).

Another key limitation is the lack of specific design considerations for students with disabilities. While the audio-visual materials were effective in engaging the majority of students, accessibility features such as subtitles for hearing-impaired students, audio descriptions for visually impaired

students, or simplified text alternatives were not integrated. Future iterations of these materials should prioritize inclusivity by incorporating these features to ensure that all students can benefit from this innovative approach to history education.

On the other hand, the success of this study demonstrates the transformative potential of digital tools in history education. By simplifying complex historical narratives and fostering student engagement, audiovisual materials offer a viable solution to modernizing traditional teaching methods. Moreover, their adaptability ensures that they can be integrated into diverse educational contexts, provided the necessary infrastructure and training are in place.

4 CONCLUSIONS

The research demonstrates the transformative potential of multicultural audio-visual teaching materials in history education. This material has potential in fostering engagement and a deeper understanding of multicultural heritage of Indonesia. By integrating culturally diverse narratives and aligning with contemporary frameworks like TPACK, this study provides a replicable model for using multimedia tools in history learning. The findings reveal that audio-visual materials significantly enhance student's learning experiences by simplifying complex concepts, accommodating diverse learning styles, and fostering empathy and tolerance. These outcomes are especially relevant for religious schools, such as MAN 1 Bogor, where exposure to multicultural perspective is essential for promoting inclusivity. Moreover, this study highlights the importances of leveraging digital technologies to modernize history education, making it more relatable and impactful for 21st century learners. By fostering an appreciation for Indonesia's diversity, these materials contribute not only to academic development but also to broader social harmony and intercultural understanding

Based on the findings, several several recommendations can be made for future research and practice. First, it is recommended that further iterations of the audiovisual materials incorporate more interactive elements, such as quizzes or discussion prompts, to engage students actively throughout the learning process. Interactive elements can help reinforce learning by encouraging students to think critically about the content and apply what they have learned. Second, it is important to ensure that the audiovisual materials are accessible to all students, including those with disabilities. This may

involve adding features such as subtitles for hearing-impaired students or providing alternative formats for visually impaired students. Making the materials accessible will help ensure that all students can benefit from the innovative approach to history learning. Finally, future research could explore the long-term impact of using audiovisual materials on students' learning outcomes and attitudes towards history. Apart from that, it is recommended that teachers in teaching history can integrate it into multimedia, not just in text form. Meanwhile, the government can encourage and facilitate teachers to develop multimedia-based teaching materials in order to facilitate the needs and profiles of students.

While the current research demonstrated positive short-term effects, it would be valuable to investigate whether these effects are sustained over time and whether the use of audiovisual materials can lead to improved academic performance and a greater appreciation for multiculturalism in the long term.

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