
THE EFFECTIVENESS OF CINEMATIC MEDIA IN HISTORY EDUCATION ON COGNITIVE LEARNING OUTCOMES: AN EMPIRICAL STUDY

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ABSTRACT

History instruction is often trapped in a monotonous routine. The dominance of lecture based methods and reliance on a single textbook have caused student interest and learning outcomes to decline. This article presents empirical evidence regarding the use of films as an alternative teaching medium to break this monotony. The study focuses on three areas: mapping implementation patterns in the classroom, measuring effectiveness in relation to test scores, and identifying real world challenges in the field. Using a sample of senior year students at a public school in Bandar Baru, this study combines a qualitative descriptive design with a quantitative one group pretest posttest test. Data collection relied not only on test scores but also on exploring perspectives through in depth interviews with the principal, the vice principal for curriculum, the history teacher, and 50 students, which were then analyzed using descriptive statistics. The results showed a significant increase. The average student score, which had initially stagnated at 53.82, rose to 73.52 post intervention, accompanied by increased enthusiasm in the classroom. Although its implementation often faces challenges due to limited class hours and a lack of supporting resources, well planned audiovisual integration has proven capable of transforming history classrooms shifting them from mere venues for rote memorization to contextual and meaningful learning spaces.

Keywords: film media, learning outcomes, history education, learning motivation

ABSTRAK

Pembelajaran sejarah kerap terjebak dalam rutinitas yang monoton. Dominasi metode ceramah dan ketergantungan pada satu buku teks membuat ketertarikan serta capaian belajar siswa merosot. Artikel ini memaparkan bukti empiris mengenai penggunaan film sebagai media ajar alternatif untuk memecah kebosanan tersebut. Fokus kajian mencakup tiga hal: memetakan pola penerapan di kelas, mengukur efektivitasnya terhadap hasil ujian, serta mengungkap kendala riil di lapangan. Dengan mengambil sampel siswa tingkat akhir pada sebuah sekolah negeri di Bandar Baru, kajian ini memadukan desain deskriptif kualitatif dan uji kuantitatif one group pretest posttest. Pengumpulan data tidak hanya bergantung pada angka tes, tetapi juga menggali perspektif lewat wawancara mendalam bersama kepala sekolah, wakil kepala bidang kurikulum, guru sejarah, dan 50 siswa, yang kemudian diolah melalui statistik deskriptif. Hasilnya menunjukkan lonjakan yang signifikan. Rata rata nilai siswa yang awalnya tertahan di angka 53,82, berhasil naik menjadi 73,52 pascatindakan, diiringi peningkatan antusiasme di ruang kelas. Meski pelaksanaannya masih sering berbenturan dengan terbatasnya jam pelajaran dan minimnya sarana pendukung, integrasi audiovisual yang terencana terbukti mampu merombak wajah kelas sejarah mengubahnya dari sekadar arena hafalan mati menjadi ruang belajar yang kontekstual dan bermakna.

Kata Kunci: media film, hasil belajar, pembelajaran sejarah, motivasi belajar

INTRODUCTION

Within the framework of the 2013 Curriculum, the subject of History—whether specialized history or Indonesian history is positioned as an integral component of secondary education in Indonesia¹. The history curriculum is designed to develop students' critical and analytical thinking in utilizing knowledge of the past to interpret current realities while fostering a sense of national identity². However, classroom practices are still plagued by long standing issues: the dominance of lecture based methods and reliance on textbooks as the sole source of learning, causing students to become passive and lose interest in the subject³.

This situation reinforces the findings at⁴, which confirm that students' weak interest in history has a direct impact on low learning achievement, since understanding the chronology of events, reasoning about cause and effect relationships, and interpreting past events require active engagement that is difficult to achieve without appropriate learning strategies⁵. This also confirms a similar pattern: the waning of students' interest in history correlates with stagnant learning outcomes. Audiovisual media, particularly films, are seen as capable of bridging this gap because they combine visual, audio, and motion elements simultaneously, making information easier to absorb and retain in memory compared to simply reading or listening to verbal explanations⁶.

The strength of film as a teaching medium lies in its ability to present a visual contextual reconstruction of historical events, allowing students to feel as though they are “witnessing firsthand” scenes from the past that they could never experience in reality⁷. A series of

¹N. Istiqomah dan L. Lisdawati, “Reinterpretasi Metode Pembelajaran Sejarah Kebudayaan Islam: Optimalisasi Implementasi dalam Kurikulum 2013 di Madrasah Aliyah,” *IQRO: Journal of Islamic Education* 6, no. 1 (2023): 85–106, <http://ejournal.iainpalopo.ac.id/index.php/iqro/article/view/4084>; J. Jumriani dkk., “Telaah Literatur; Komponen Kurikulum IPS Di Sekolah Dasar pada Kurikulum 2013,” *Jurnal Basicedu*, 2021, <http://jbasic.org/index.php/basicedu/article/view/1111>; D. Mustika dkk., “Proses penilaian hasil belajar kurikulum 2013 di Sekolah Dasar,” *Jurnal Basicedu*, 2021, <https://www.jbasic.org/index.php/basicedu/article/view/1819>.

²Kemendikbud, *Kebijakan implementasi kurikulum dalam rangka pemulihan pembelajaran* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2021).

³S. Nahdiroh dan R. D. Arisona, “Pengaruh penggunaan media pembelajaran berbasis film terhadap hasil belajar IPS siswa SMP,” *Jurnal Pendidikan Ilmu Sosial* 29, no. 2 (2020): 145–54, <https://doi.org/10.17509/jpis.v29i2.27548>.

⁴H. Firmansyah, “Penggunaan media pembelajaran digital untuk meningkatkan minat belajar sejarah di sekolah menengah atas,” *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah* 9, no. 2 (2024): 541–48, <https://doi.org/10.24815/jimps.v9i2.30416>.

⁵R. Yanti dan D. Puspasari, “Rendahnya minat belajar siswa terhadap mata pelajaran sejarah dan dampaknya terhadap hasil belajar,” *Jurnal Pendidikan MIPA* 15, no. 3 (2024): 1–12.

⁶A. Adam, “Pengaruh media pembelajaran audio visual terhadap minat belajar siswa sekolah dasar,” *Journal of Contemporary Issue in Elementary Education (JCIEE)* 1, no. 1 (2023): 29–37; D. A. Sjam, “Pengaruh media audio visual terhadap hasil belajar siswa kelas V sekolah dasar,” *Jurnal Ilmiah Pendidikan Dasar* 4, no. 2 (2019): 1–12.

⁷H. Firmansyah dkk., “Penggunaan film dokumenter sebagai media pembelajaran sejarah,” *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 3 (2022): 2754–62; M. Muharria dkk., “Pengaruh penggunaan media film pendek

previous studies has confirmed this assumption across various school contexts⁸. It notes that the use of historical films successfully boosts student learning outcomes⁹. It reports that films as a source of history learning effectively foster student interest in the classroom. At a different educational level, a quasi experimental study of students in Medan also demonstrated that documentary films have a significant impact on history learning outcomes compared to conventional instruction¹⁰; this finding was further reinforced by a recent replication at the same school, which showed that the documentary based experimental class was statistically significantly superior to the control class¹¹. A similar pattern was observed at a school in Probolinggo, where the use of film based media was shown to create a more enjoyable learning environment while simultaneously boosting learning outcomes in Indonesian history¹². From an affective perspective, recent studies on cinema in education further confirm that audiovisual media play a crucial role in fostering empathy and emotional intelligence among students—a dimension that is relevant yet often overlooked in assessments focused solely on cognitive learning outcomes¹³.

Nevertheless, the majority of previous research has remained focused on a single variable the influence of film on learning outcomes or on learning interest separately without addressing teachers' administrative readiness in designing lessons or the accompanying technical challenges in the field. The situation in Bandar Baru reveals that although history teachers have tried various methods and media, students' interest in learning remains relatively low, as evidenced by habits such as talking among themselves, working on assignments for other subjects while the teacher is explaining, and suboptimal learning outcomes. Based on this gap, this article seeks to examine the use of film as a medium in history instruction more

terhadap hasil belajar sejarah siswa sekolah menengah atas,” *Jurnal Pendidikan Sejarah* 10, no. 1 (2021): 45–56, <https://doi.org/10.21009/jps.101.05>.

⁸E. Sasmi dkk., “Penggunaan media film sejarah untuk meningkatkan hasil belajar siswa kelas MIPA 2 SMAN 12 Bone,” *Attoriolong: Jurnal Pemikiran Kesejarahan dan Pendidikan Sejarah* 22, no. 1 (2024): 20–31.

⁹D. Ayu dkk., “Pemanfaatan media film sebagai sumber pembelajaran sejarah dalam upaya meningkatkan minat belajar siswa di kelas IX IPS Madrasah Aliyah Tahfizil Quran,” *Hijaz: Jurnal Ilmu-Ilmu Keislaman* 2, no. 3 (2023): 114–19, <https://doi.org/10.57251/hij.v2i3.1021>.

¹⁰N. Rahayu dkk., “Efektivitas media film dokumenter dalam meningkatkan hasil belajar sejarah lokal pada siswa SMA,” *Jurnal Penelitian Ilmu Pendidikan* 18, no. 1 (2025): 55–66.

¹¹D. Ayu dan R. G. A. Saragih, “Pengaruh pemanfaatan media film dokumenter terhadap hasil belajar sejarah peserta didik kelas XI IPS SMA Negeri 11 Medan,” *Toga: Jurnal Keguruan dan Ilmu Pendidikan* 2, no. 3 (2025): 105–12, <https://doi.org/10.56211/toga.v2i3.1612>.

¹²Y. W. Feniawan dkk., “Pemanfaatan media pembelajaran berbasis film terhadap hasil belajar siswa pada mata pelajaran sejarah di SMA Negeri 4 Probolinggo,” *Maharsi: Jurnal Pendidikan Sejarah dan Sosiologi* 7, no. 2 (2025): 13–25, <https://doi.org/10.33503/maharsi.v7i2.642>.

¹³S. Thomas dan P. Manalil, “Framing emotions: Using cinema as a tool for emotional intelligence in education,” *Frontiers in Psychology* 16 (2025): 1650676, <https://doi.org/10.3389/fpsyg.2025.1650676>.

comprehensively, ranging from teachers' readiness with instructional materials, the process of implementing films in the classroom, their effectiveness on learning outcomes, to the accompanying challenges.

Based on this discussion, this article is designed to: (1) describe patterns of film media use in history instruction for students in Bandar Baru; (2) measure the effectiveness of film based history instruction on student learning outcomes; and (3) identify the challenges faced by both teachers and students in its implementation. The findings of this article are expected to provide practical contributions to history teachers in designing effective audiovisual based instruction, while also enriching theoretical studies on the use of instructional media in history education in schools.

RESEARCH METHOD

This study is based on a qualitative descriptive approach combined with quantitative data to measure changes in student learning outcomes, following a one group pretest posttest action research design commonly used in educational research (¹⁴). The qualitative aspect was used to document the process of implementing film media and its challenges, while the quantitative aspect was used to measure the effectiveness of film media on learning outcomes by comparing pretest and posttest scores.

The study was conducted in Bandar Baru, Pidie Jaya Regency, Aceh Province, and involved the principal, the vice principal for curriculum, and history teachers as sources of qualitative data, as well as 50 students as sources of quantitative data on learning outcomes. Data collection was carried out through three channels: in depth interviews with the school principal, the vice principal for curriculum, and history teachers to explore school policies regarding teaching materials and the use of media; direct observation of film based history learning practices in the classroom; and learning outcome tests in the form of multiple choice questions on Indonesian history administered before (pre intervention) and after (post intervention) the use of film media.

Qualitative data were analyzed through the stages of data reduction, data presentation, and drawing conclusions¹⁵, while quantitative test data were processed using descriptive statistics, including data sorting, determining the range, compiling frequency distributions, and

¹⁴Sugiyono, *Metode penelitian pendidikan (kuantitatif, kualitatif, kombinasi, R&D dan penelitian pendidikan)* (Alfabeta, 2021); N. Nuryadi dkk., "Aplikasi statistik inferensial dalam penelitian pendidikan: Uji t dan ANOVA," *Jurnal Statistik & Pendidikan* 4, no. 2 (2020): 115–26.

¹⁵A. Haris dan A. Jihad, *Evaluasi pembelajaran* (Multi Pressindo, 2019).

calculating the mean (M) using the formula $M = \Sigma fX/N$ ¹⁶. The difference in means between the pre intervention and post intervention stages was used as an indicator of the effectiveness of using film media in improving students' history learning outcomes.

RESULTS AND DISCUSSION

Teachers' Readiness in Preparing Instructional Materials

An investigation through interviews with the principal at Bandar Baru confirmed that every teacher including history teachers is required to prepare a Lesson Plan (RPP) before teaching, and the completeness of these administrative documents is checked through classroom supervision at least twice per semester. The LIPs prepared by history teachers are based on the 2013 Curriculum and include learning objectives, instructional content, methods, media, and assessment of learning outcomes. This finding aligns with the view that systematically structured LIPs are an important prerequisite for the implementation of interactive and meaningful learning, including the planned integration of instructional media¹⁷.

The Use of Film as a Teaching Medium in History Education

The practice of using film media involves four stages: preparing the equipment (LCD projector, laptop, and speakers); screening a historical film relevant to the instructional material (in this case, the G 30 S/PKI incident); conducting a jigsaw style group discussion to analyze and present the film's content; and the teacher reinforcing the material at the end of the session. This implementation process aligns with the procedures reported at¹⁸ and¹⁹, which emphasize the importance of combining film screenings with discussion activities so that students do not merely become passive viewers but actively construct their own understanding of history.

Throughout the observation, students appeared far more enthusiastic and active compared to when learning took place through lectures. They took notes on key points from the film, actively participated in discussions, and were confident in voicing their opinions during group presentations. These findings reinforce the results from²⁰ and²¹, which conclude that audiovisual media can boost active engagement and learning motivation because they involve more than one sense in the information absorption process.

¹⁶Nuryadi dkk., "Aplikasi statistik inferensial dalam penelitian pendidikan: Uji t dan ANOVA."

¹⁷Kemendikbud, *Kebijakan implementasi kurikulum dalam rangka pemulihan pembelajaran*.

¹⁸Firmansyah dkk., "Penggunaan film dokumenter sebagai media pembelajaran sejarah."

¹⁹Ayu dkk., "Pemanfaatan media film sebagai sumber pembelajaran sejarah dalam upaya meningkatkan minat belajar siswa di kelas IX IPS Madrasah Aliyah Tahfizil Quran."

²⁰Muharrira dkk., "Pengaruh penggunaan media film pendek terhadap hasil belajar sejarah siswa sekolah menengah atas."

²¹Adam, "Pengaruh media pembelajaran audio visual terhadap minat belajar siswa sekolah dasar."

The Effectiveness of Film as a Medium on Learning Outcomes

Quantitative data show a fairly convincing increase in learning outcomes. The average student score in the pre intervention phase was 53.82, then rose to 73.52 in the intervention phase after the use of film media. The results of the post test data analysis for 50 students are presented in Table 1 below.

Table 1. Frequency Distribution of Students' History Learning Outcomes in Bandar Baru

Class Interval	F	X	fX
79–85	11	82	902
72–78	12	75	900
65–71	8	67	536
58–64	6	61	366
51–57	3	54	162
44–50	6	47	282
37–43	4	40	160
Total	50		3,308

Referring to Table 1, the majority of students (23 out of 50, or 46%) scored in the 72–85 range, while only 4 students fell into the lowest range (37–43). The mean score on the post intervention test was 66.16, rounded to 66, an increase from the pre intervention mean. This increase indicates that the film medium helps students understand and remember historical material better than conventional learning methods that rely solely on lectures and textbooks.

These findings are consistent with the results of a quasi experimental study²² conducted on students in Medan, which found that the experimental class which used documentary films achieved significantly higher learning outcomes than the control class, a pattern that was even replicated in the following school year at the same school, with an independent samples t test showing a significant difference between the groups²³. Similar results were also reported²⁴ in the context of social studies learning,²⁵ in history education in Bone, and²⁶, which documented an improvement in Indonesian history learning outcomes in Probolinggo through the use of film based media. This body of evidence confirms the consistency across grade levels and

²²Rahayu dkk., “Efektivitas media film dokumenter dalam meningkatkan hasil belajar sejarah lokal pada siswa SMA.”

²³Ayu dan Saragih, “Pengaruh pemanfaatan media film dokumenter terhadap hasil belajar sejarah peserta didik kelas XI IPS SMA Negeri 11 Medan.”

²⁴Nahdiroh dan Arisona, “Pengaruh penggunaan media pembelajaran berbasis film terhadap hasil belajar IPS siswa SMP.”

²⁵Sasmi dkk., “Penggunaan media film sejarah untuk meningkatkan hasil belajar siswa kelas MIPA 2 SMAN 12 Bone.”

²⁶Ferniawan dkk., “Pemanfaatan media pembelajaran berbasis film terhadap hasil belajar siswa pada mata pelajaran sejarah di SMA Negeri 4 Probolinggo.”

school contexts that film media whether in the form of documentaries or historical films in general positively contributes to improved history learning outcomes.

Theoretically, this success can be explained by the principle that audiovisual media can transcend the limitations of space and time by visually recreating past events, thereby making abstract historical concepts more concrete and easier to comprehend²⁷. Films also provide dual stimulation through both visual and auditory channels simultaneously, which, according to dual channel processing theory, enhances the effectiveness of information storage in students' long term memory²⁸. The affective dimension of this audiovisual exposure is also highlighted in recent studies showing that cinema can serve as a vehicle for building students' empathy and emotional intelligence, meaning that the impact of film extends beyond the cognitive realm to the affective realm an aspect that has been undermeasured in conventional instructional designs²⁹.

Challenges in Using Film as a Teaching Tool

Although proven effective, the implementation of film media in history education is not without challenges. Interviews with history teachers and school principals revealed that the main obstacle is the limited allocation of time for history lessons only two class periods per week while screening and discussing films requires a relatively long time. Another challenge is the lack of supporting equipment, such as projectors and electrical outlets, which are not yet evenly distributed in every classroom. These findings align with studies at³⁰ and³¹, which also report that limited time and technological resources are common obstacles to the implementation of audiovisual and digital media at the secondary level.

On the other hand, students' low interest in learning which has existed from the very beginning also poses a unique challenge for teachers in transforming passive learning habits into active ones. Nevertheless, strong school management by the principal including routine

²⁷Firmansyah dkk., "Penggunaan film dokumenter sebagai media pembelajaran sejarah"; F. Nahar dkk., "Enhancing learning outcomes through documentary films: A study on history education," *International Journal of Educational Research and Innovation* 12 (2021): 89–97.

²⁸L. Rahmawati dan R. Widyastuti, "Developing critical thinking skills through documentary media in social studies education," *Journal of Educational Development* 10, no. 1 (2022): 33–41, <https://doi.org/10.2234/jed.2022.10.1.33>.

²⁹Thomas dan Manalil, "Framing emotions: Using cinema as a tool for emotional intelligence in education."

³⁰S. R. Setiawan dan H. Hendi, "Pengembangan media komik Kerajaan Kanjuruhan berbasis online dalam mata pelajaran sejarah Indonesia," *Agastya: Jurnal Sejarah dan Pembelajarannya* 11, no. 2 (2021): 136–50.

³¹Y. Anjani dkk., "Pengembangan media pembelajaran sejarah menggunakan aplikasi Powtoon pada materi upaya bangsa Indonesia dalam menghadapi ancaman disintegrasi bangsa," *Jurnal Review Pendidikan dan Pengajaran (JRPP)* 6, no. 3 (2023): 1–9, <https://doi.org/10.31004/jrpp.v6i3.19051>.

supervision and support for teachers' instructional innovations is considered capable of minimizing these obstacles, as also noted in³² regarding the role of school managerial support in ensuring the successful implementation of digital learning media to boost interest in studying history.

CONCLUSION

Based on the findings and discussion above, it can be concluded that the integration of film media into history instruction in Bandar Baru was carried out through the stages of preparing materials, screening films, conducting jigsaw style group discussions, and reinforcing the material by the teacher. The use of film media proved effective in improving student learning outcomes, as reflected in the increase in the average score from 53.82 in the pre intervention phase to 73.52 in the intervention phase, while also boosting student engagement, enthusiasm, and motivation during the learning process. Limited instructional time and a lack of technological support resources were the main constraints, which can be minimized through thorough instructional planning and managerial support from the school.

Based on these conclusions, it is recommended that history teachers consistently integrate films and other audiovisual media into their lessons with efficient time management, while schools are expected to provide adequate technological learning resources in every classroom. Further research is recommended to employ a controlled group experimental design and expand the scope of subject matter and grade levels so that the findings can be generalized more broadly, including exploring affective dimensions such as empathy and emotional intelligence that are also fostered by exposure to audiovisual media³³.

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³²Firmansyah, "Penggunaan media pembelajaran digital untuk meningkatkan minat belajar sejarah di sekolah menengah atas."

³³Thomas dan Manalil, "Framing emotions: Using cinema as a tool for emotional intelligence in education."

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