



Original Article

The Effectiveness of the Accelerated Learning Model Assisted by Audiovisual Media on the History Learning Outcomes of Students at SMA Negeri 2 Ponorogo

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Abstract:

This research is motivated by the fact that history education still employs lecture methods, causing students to be passive in learning history, which in turn affects their history learning outcomes negatively. The aim of this research is to determine the effectiveness of the Accelerated Learning model assisted by audiovisual media on the history learning outcomes of students at SMA Negeri 2 Ponorogo. The method used in this research is quantitative research with a True Experimental Design, specifically a Posttest Only Control Design. The population in this study consists of all 148 tenth-grade students at SMA Negeri 2 Ponorogo, and the sampling technique used is Simple Random Sampling, with class X.A as the experimental class and class X.C as the control class. Data collection was conducted through learning outcome tests or posttests with multiple-choice variants. Data analysis utilized the t-test statistical method, with normality and homogeneity tests conducted on the posttest data as prerequisites. The research showed that the calculated t-value (9.37) is greater than the table t-value (1.686), leading to the rejection of H_0 and acceptance of H_1 , thus indicating an influence on student learning achievement. The observation sheet of student activity results scored 82, indicating good interaction between teachers and students with the Accelerated Learning model. This means that learning using the Accelerated Learning model assisted by audiovisual media is more effective than the Accelerated Learning model without audiovisual media in improving the history learning outcomes of students at SMA Negeri 2 Ponorogo.

Keywords: Accelerated Learning, Audiovisual, history learning outcomes

Introduction

The rapid development of science and technology necessitates comprehensive changes in various aspects of life, including education. History lessons examine a set of events, facts, concepts, and generalizations related to social sciences (Agung, L., 2023). In the future, students will face significant challenges as global society continuously changes. Therefore, history subjects need to be designed to develop knowledge,

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understanding, and analytical skills regarding social conditions in preparing students for dynamic societal life ([Mulyasa, 2010](#)). A teacher must be able to use enjoyable learning models to increase students' interest and learning outcomes. Teachers are required to create a fun learning atmosphere through active, creative, and innovative learning models so that learning objectives can be achieved ([Silalahi, 2022](#)). The role of the teacher in the learning process is crucial, as the success of the learning activity is largely determined by the teacher's creativity in presenting a subject in a way that attracts students' interest to delve deeper and study the subject matter. Teaching history in schools requires the teacher's skill in its delivery. A history teacher must be able to change the perception that history learning is monotonous and boring, making it enjoyable, engaging, and meaningful instead.

History is a depiction of the origins and past events experienced by humans, arranged scientifically in terms of space, time, and place to make it easy to understand and comprehend ([Buchari, Agustin, 2018](#)). Knowledge of the past contains values of wisdom that can be used to train intelligence, shape attitudes, character, and personality of students. The common teaching method used by history teachers at SMA Negeri 2 Ponorogo, especially in class X, is the lecture method, along with other conventional teaching models. Such learning conditions sometimes cause students' concentration to be divided, resulting in a lack of understanding of the lesson material. Many students feel bored and tired of studying it, resorting to rote memorization without understanding the basic concepts, leading to a decline in their learning outcomes. Additionally, the character of class X students, who are in the transition phase from junior high to senior high school, requires a learning model that can increase their motivation to study, thereby improving their history learning outcomes at SMA Negeri 2 Ponorogo.

Based on the conditions mentioned above, the researcher is interested in exploring the effectiveness of the Accelerated Learning model assisted by audiovisual media on history learning outcomes. According to [Maden, T \(2002\)](#), the Accelerated Learning model uses learning methods that align with the way the brain functions, resulting in better absorption of information and understanding, making the learning process quicker to grasp. In implementing the Accelerated Learning model, the researcher used audiovisual media to increase students' enthusiasm for learning history. According to [Ersa, Mayoli \(2024\)](#), the advantages of audiovisual media are that it is not boring, the results are easier to understand, and the information received is clearer and more quickly comprehended. However, the drawbacks of audiovisual media according to [Mayang, S \(2023\)](#) include occasionally unclear sound, longer implementation time, and relatively higher costs.

Methods

This research aims to determine the effectiveness of the Accelerated Learning model assisted by audiovisual media compared to the Accelerated Learning model without audiovisual media for tenth-grade students at SMA Negeri 2 Ponorogo. The research was conducted at SMA Negeri 2 Ponorogo using an experimental method. The research design used is True Experimental Design. According to [Sugiyono \(2020\)](#), the experimental research method is used to identify the effect of a specific treatment on others under controlled conditions. The population in this study includes all tenth-grade students at SMA Negeri 2 Ponorogo, totaling 148 students. The sampling technique used is simple random sampling. In this study, two groups were randomly

selected as samples: class X.A with 20 students as the experimental class and class X.C with 20 students as the control class. The research was carried out by providing treatments to both the experimental and control classes and then comparing them to draw conclusions about which class had the most effective learning outcomes. The experimental class received the treatment of the Accelerated Learning model assisted by audiovisual media, while the control class received the treatment of the Accelerated Learning model without audiovisual media.

According to [Sanjaya, W \(2014\)](#), research variables are all factors, conditions, situations, treatments, and actions that can influence the results of an experiment. In this study, the Accelerated Learning model assisted by audiovisual media is used as the independent variable, while the dependent variable is the history learning outcomes of the tenth-grade students.

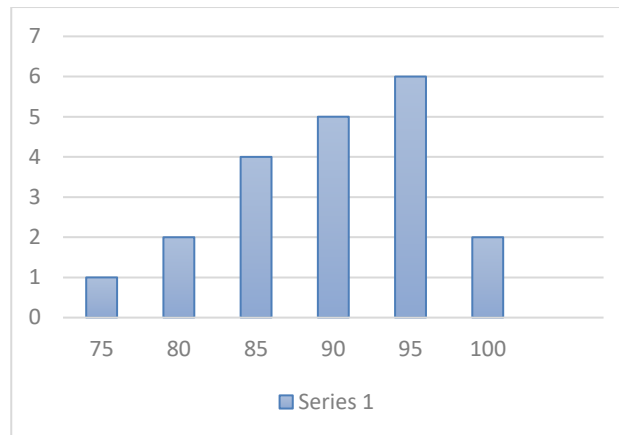
Results

Research Results

Data description is a section of the research report that provides an overview of the research data obtained. The data is organized and analyzed to produce actual research findings. The purpose of data analysis in this study is to test the hypothesis proposed, namely to prove that the Accelerated Learning model assisted by audiovisual media is more effective than conventional learning models in improving the history learning outcomes of tenth-grade students at SMA Negeri 2 Ponorogo. The sample in this study consisted of students from class X.A of SMA Negeri 2 Ponorogo as the experimental class using the Accelerated Learning model assisted by audiovisual media, and students from class X.C of SMA Negeri 2 Ponorogo as the control class using the Accelerated Learning model without audiovisual media. Before conducting the research, the researcher conducted a validity test of the questions in class X.B of SMA Negeri 2 Ponorogo. The validity test results were obtained with a sample size (N) of 20, resulting in $r_{table} = 1.725$. The researcher tested the validity of 30 questions, finding 23 valid questions and 7 invalid ones. Subsequently, the researcher selected 20 questions to be used as the research instrument. The data presented in this study include the posttest scores of the experimental class students, the posttest scores of the control class, and data for hypothesis testing.

Experimental Class Scores

The experimental class scores in this study were taken from the learning outcomes of class X.A students at SMA Negeri 2 Ponorogo after using the Accelerated Learning model assisted by audiovisual media. Based on the research, data from 20 students were obtained. The lowest score in the experimental class was 75, and the highest score was 100. The average score was 89.75, the median was 90, and the mode was 95. One student scored 75, two students scored 80, four students scored 85, five students scored 90, six students scored 95, and two students scored 100. The frequency distribution of the experiment class student scores can be seen in the following graph:

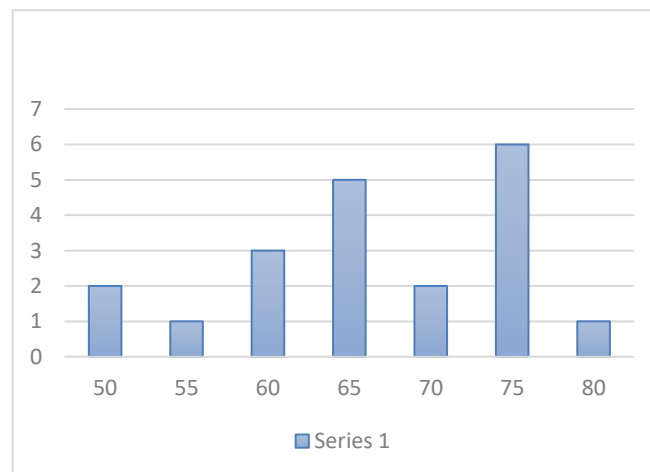


Graph 1. Experimental Class Students' Post-Test Scores

Based on the graph, it shows that in the experimental class X.A, which was treated with the Accelerated Learning model assisted by audiovisual media, the lowest score was 75 with a frequency of 1, and the highest score was 100 with a frequency of 2.

Control Class Scores

The control class scores in this study were taken from the learning outcomes of class X.C students at SMA Negeri 2 Ponorogo, who were treated using the Accelerated Learning model without audiovisual media. Based on the research obtained from 20 students, the lowest posttest score in the control class was 50, and the highest score was 80. The average score was 66.5, the median was 65, and the mode was 75. Two students scored 50, one student scored 55, three students scored 60, five students scored 65, two students scored 70, six students scored 75, and one student scored 80. The frequency distribution of the control class student scores can be seen in the following graph:



Graph 2. Control Class Students' Post-Test Scores

The graph shows that in control class X.C, which was treated using the Accelerated Learning model without audiovisual media, the lowest score was 50 with a frequency of 2, and the highest score was 80 with a frequency of 1.

Comparison of Average Scores Between the Experimental Class and Control Class

Based on the data on the history learning outcomes of the experimental and control classes, a visual comparison can be made between the average posttest scores of the experimental class, which was treated with the Accelerated Learning model assisted by audiovisual media, and the control class, which was treated using the conventional learning model. The average scores of the students in the experimental and control classes are shown in the following graph:



Graph 3. Average Scores of Students in the Experimental and Control Classes

Based on Graph 3, the average posttest score of the experimental class in history learning outcomes was 89.75, while for the control class, it was 66.5. From the graph, it can be concluded that the experimental class outperformed the control class.

Hypothesis Testing Results

Based on the data analysis on the effectiveness of the Accelerated Learning model assisted by audiovisual media on the history learning outcomes of tenth-grade students at SMA Negeri 2 Ponorogo, two hypotheses were obtained through t-tests. The first hypothesis shows that H_0 is accepted and H_1 is rejected because $t_{\text{calculated}} \leq t_{\text{table}}$, which is $0.05 < 1.686$. The second hypothesis shows that H_0 is rejected and H_1 is accepted because $t_{\text{calculated}} \geq t_{\text{table}}$, which is $9.37 > 1.686$. The results prove that after using the Accelerated Learning model assisted by audiovisual media, there is a difference in the test scores of the tenth-grade students at SMA Negeri 2 Ponorogo. From the observation sheets of the experimental and control classes, it can be concluded that there was more interaction between students and the teacher in the experimental class compared to the control class. Observations from the student to student and teacher to student interaction sheets conclude that H_0 is rejected and H_1 is accepted. Therefore, there is student interaction when using the Accelerated Learning model assisted by audiovisual media. Based on the analysis conducted by the researchers, the learning outcomes of students in the experimental class using the Accelerated Learning model assisted by audiovisual media were more effective compared to those in the control class using the Accelerated Learning model without the assistance of audiovisual media. Therefore, it can be concluded that H_0 is rejected and H_1 is accepted, indicating that students' learning outcomes can improve by using the Accelerated Learning model assisted by audiovisual media.

Discussion

This discussion focuses on the data obtained during the research conducted in the tenth grade at SMA Negeri 2 Ponorogo. Before the questions were tested in the control and experimental classes, they were validated; out of 30 questions, 23 were valid, and 7 were not used because they did not sufficiently align with the learning material. The data were taken from the posttest scores of the experimental class after being treated with the Accelerated Learning model assisted by audiovisual media, and from the control class after being treated with the conventional model. The researcher collected history test scores from tenth-grade students at SMA Negeri 2 Ponorogo. After the data were collected, the researcher calculated the average, median, mode, and variance. Subsequently, normality and homogeneity prerequisite tests were conducted. From the normality test analysis of the experimental class posttest, $L_{\text{calculated}} (0.1194) < L_{\text{table}} (0.190)$, so H_0 was accepted, while for the control class posttest, $L_{\text{calculated}} (0.1212) < L_{\text{table}} (0.190)$, so H_0 was accepted, indicating that the posttest data of both the experimental and control classes were normally distributed. For the homogeneity test analysis of the posttest history learning outcomes, the largest variance was in the control class (45.97), while the smallest variance was in the experimental class (76.6), so it can be concluded that $f_{\text{calculated}} (1.67) < f_{\text{table}} (2.17)$. From both homogeneity tests of the posttest history scores, it can be concluded that both were homogeneous. This study used the True Experimental design type Posttest Only Control Design, comparing the posttest scores of the experimental class with those of the control class. Based on the hypothesis test of the posttest scores, $t_{\text{calculated}} (9.37)$ and $t_{\text{table}} (1.686)$ were obtained. Since $t_{\text{calculated}} \geq t_{\text{table}}$, H_0 was rejected and H_1 was accepted. There was an effectiveness of the Accelerated Learning model assisted by audiovisual media on the history learning outcomes of tenth-grade students at SMA Negeri 2 Ponorogo.

Based on the analysis of the post-test data, the average score of students in the experimental class was 89.75, while the average score in the control class was 66.5, showing a systematic difference of 23.25. When we look at the average difference between the two classes, it is evident that the experimental class, which used the Accelerated Learning model aided by audiovisual media, had a better average compared to the control class, which used the Accelerated Learning model without audiovisual media.

Accelerated Learning is a positive and conducive learning model ([Dani, S. 2021](#)). Using the Accelerated Learning model can create a more enjoyable learning environment. [Mujmal \(2021\)](#) stated the better students understand the subject matter, the better their learning outcomes will be, ultimately enhancing students' overall performance. Students become creative and gain high self-confidence, which further improves their learning results due to the motivation provided and the enjoyable learning atmosphere, steering clear of boredom. Moreover, students are guided to be more active and bold in proving that they have mastered the concepts being taught. This can be seen in every classroom learning process, where students are involved in each step of the learning process. As a result, students are more motivated and challenged to engage in the learning process, and by relating the instructional material to the students' surrounding environment, they find it easier to grasp the content. On the other hand, in learning that uses the Accelerated Learning model without audiovisual media, students only apply the steps of the Accelerated Learning model. If combined with audiovisual media, the learning process would be more varied, thereby

increasing students' motivation to learn.

The discussion above shows that in the experimental class, which used the Accelerated Learning model aided by audiovisual media, and the control class, which used the conventional learning model, the test scores differed. The experimental class that used the Accelerated Learning model aided by audiovisual media performed better compared to the control class that used the Accelerated Learning model without audiovisual media. The use of the Accelerated Learning model aided by audiovisual media has proven to increase student activity and concentration during the learning process, thereby improving the history learning outcomes of grade X students at SMA Negeri 2 Ponorogo. According to [Meier \(2019\)](#), Accelerated Learning is a teaching method that can speed up and enhance learning by involving students directly in the learning process. In this study, the Accelerated Learning model was used with the aid of audiovisual media to maximize the learning process. This is supported by [Russe \(2021\)](#), who stated that Accelerated Learning is developed to eliminate barriers that hinder the scientific learning process by deliberately using music, coloring the environment, organizing appropriate teaching materials, and active student involvement. This Accelerated Learning model was developed to maximize the learning process by catering to the needs of diverse individuals.

The steps of the Accelerated Learning model applied in this study were adopted from [Rose and M. J. Nicholl. \(2017\)](#) including the following: a. **Motivating your mind:** The teacher helps students motivate their minds to acquire information by linking the usefulness of the material to everyday life, making students interested in the topic to be taught. To foster students' learning motivation, the key is to find and use techniques that match their learning styles. b. **Acquiring information:** The teacher directs students to discover concepts by providing guiding questions. The teacher assists if any group encounters difficulties in gathering information. c. **Searching out the meaning:** The teacher gives students time to discuss with their groups so they can relate the concepts to everyday problems, making learning more contextual. d. **Triggering the memory:** The teacher provides each group an opportunity to present the conclusions from their discussions. Subsequently, the teacher guides the class discussion to address any emerging issues, facilitating assimilation in students' thinking. e. **Exhibiting what you know:** The teacher asks questions to gauge students' understanding of the concepts. At this step, students draw conclusions from the learned concepts with the teacher's guidance. f. **Reflecting how you have learned:** The teacher asks students to reiterate the understood concepts, and if any concept is unclear, the teacher provides further explanation.

By implementing the steps of Accelerated Learning, classroom learning becomes interactive. Students interact with their peers and actively participate in learning, whether in finding solutions or expressing opinions. Ultimately, learning becomes student-centered, with the teacher acting as a facilitator. In line with this statement, audiovisual media combined with the Accelerated Learning model makes learning more varied. With the help of audiovisual media in the Accelerated Learning model, teachers can capture students' attention while delivering instructional material, foster learning motivation, and provide learning experiences by summarizing lessons from presented videos. It can be said that the Accelerated Learning model aided by audiovisual media is more effective than the Accelerated Learning model without audiovisual media in improving the history learning outcomes of grade X students at SMA Negeri 2 Ponorogo. The learning outcomes referred to in this study are the

students' cognitive learning outcomes.

Conclusion

Based on the research results and discussion, the following conclusions can be drawn: The first Accelerated Learning model aided by audiovisual media is more effective than the Accelerated Learning model without audiovisual media in improving the history learning outcomes of grade X students at SMA Negeri 2 Ponorogo. The second there is student interaction when using the Accelerated Learning model assisted by audiovisual media. The third student learning achievement can be improved by using the Accelerated Learning model assisted by audiovisual media.

Suggestion

Based on the findings of this research, to make the teaching and learning process more effective and yield optimal results for students, the following recommendations are proposed: The first to other researchers, from the research findings, it is evident that the use of the Accelerated Learning model assisted by audiovisual media can enhance the engagement and history learning outcomes of tenth-grade students at SMA Negeri 2 Ponorogo. This learning model can be applied to history classes in other schools. It is encouraged for other researchers to conduct similar studies on the Accelerated Learning model. The second for Implementing Accelerated Learning Model, the Accelerated Learning model is not a new teaching model, yet its adoption in classrooms remains limited. Historically, teachers have focused primarily on increasing knowledge as the outcome of the learning process. With the Accelerated Learning model, the focus shifts to integrating knowledge with attitudes and skills. Therefore, it is recommended that the Accelerated Learning model be implemented more widely in teaching practices.

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