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Audio Visual Based Learning Media in Learning the History of Human Life in the Pre-literacy Age in Indonesia

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ABSTRAK

Pengembangan media pembelajaran berbasis audio visual didasari adanya masalah keterbatasan media dan rendahnya minat belajar siswa dalam proses pembelajaran. Tujuan penelitian untuk mengembangkan media pembelajaran berbasis audio visual dalam pembelajaran sejarah, kelayakan media pembelajaran berbasis audio visual dalam pembelajaran sejarah. Penelitian ini berjenis Penelitian dan pengembangan (R&D) dengan model ADDIE. Subjek uji coba melibatkan 36 siswa kelas X IPA 4. Teknik dan instrumen pengumpulan data menggunakan angket, observasi, wawancara, dan dokumentasi. Teknik analisis data menggunakan analisis kualitatif dan kuantitatif. Hasil penelitian pengembangan media pembelajaran berbasis audio visual pada materi seputar kehidupan manusia pra-aksara di Indonesia dibuat menggunakan aplikasi adobe photoshop. tingkat kelayakan hasil validasi ahli media, ahli materi, ahli pembelajaran, berturut-turut dengan hasil rerata 4,73 (sangat baik), 4,28 (sangat baik), 4,50 (sangat baik) serta hasil penilaian siswa sebesar 4,37 (sangat baik). Kesimpulannya media pembelajaran berbasis audio visual yang dikembangkan layak digunakan sebagai media pembelajaran sejarah. Implikasinya adanya perubahan sikap positif dan minat belajar siswa terhadap pembelajaran sejarah.

ABSTRACT

The development of audio-visual-based learning media does not have problems with media limitations and students' low interest in the learning process. The aim of the study was to develop an audio-visual-based learning media in history learning, and the feasibility of audio visual based learning media in history learning. This research is Research and Development (R&D) with ADDIE model. The test subjects involved 36 students of class X IPA 4. Techniques and data collection instruments using questionnaires, observations, interviews, and documentation. The data analysis technique used qualitative and quantitative analysis. The results of the study the development of audio-visual-based learning media on material about pre-literate human life in Indonesia was made using the Adobe Photoshop application. The level of utilization of the results of the validation of media experts, and learning experts, respectively with an average result of 4.73 (very good), 4.28 (very good), 4.50 (very good), and student results of 4.37 (very good). In conclusion, the audio-visual-based learning media developed is feasible to be used as a historical learning media. The implication is that there is a change in positive attitudes and student interest in learning history.

1. INTRODUCTION

Education is designed to create quality human resources (Berkowitz, M. W., & Bier, 2005; Lickona & Davidson, 2005; Thijssen et al., 2022). According to Law no. 20 of 2003 concerning the National Education System, Article 3, where the purpose of national education is to make the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are capable, creative, and independent, to form students with the character of love homeland (Basri et al., 2022; Mulyana, 2013; Johan Setiawan et al., 2020). Changes in the industrial revolution 4.0 in social life are influential in the world of education, where these changes create something new in learning media (Darling-Hammond, 2006; Gay, 2012; Jaskuowski & Surmiak, 2015). In the 2013 curriculum where 21st-century learning makes computer media a means of learning in all subjects (Antika & Suprianto, 2016;

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Hallett, T.L and Faria, 2006; Osman et al., 2009). The implementation of the 2013 curriculum is using a multi-strategic approach and also multimedia, where teachers and students can work together in utilizing learning tools as much as possible, an educator is also required to be able to master many competencies such as competence in planning learning and also creating learning media (Library et al., 2012) appropriate in the classroom and outside the classroom, so that the learning process becomes fun (Abbas, 2022; Octaviyantari et al., 2020), learning activities are processes carried out by someone in the reciprocal interaction between educators and students, with this process educators (Raković et al., 2022; Taskin Yilmaz et al., 2018) and students experience educative interactions, in educative interactions not only in conveying a value of knowledge, but also the value of life where the effectiveness of learning can be achieved depending on the ability of the teacher in managing learning management (Lu et al., 2021; Smidt, W., & Embacher, 2021). The reality is that in learning history at school, there are still many kinds of problems that occur when learning history is less attractive to students, because it is considered boring and less useful learning, because the study is only theoretical and also only discusses material in the past. have no future goals (Fadli et al., 2022; Fahruddin et al., 2022). Based on the results of preliminary observations conducted by researchers at MAN 1 Bandar Lampung, they got information that the interest in learning history by students tends to be low because the media used by teachers to teach is only from printed books and also some from the internet sources using the lecture method. it makes students feel bored when history learning is taking place.

In learning history, the success of an educator is determined by several factors, namely the application of strategic methods, and the use of media in learning. Learning media is very helpful for a teacher in improving the quality of student learning so that they are more familiar with the subject of history lessons (Ferdianto & Setiyani, 2018; Laila et al., 2021). The importance of this learning media can help a teacher to attract the attention of students in understanding the material being delivered and also so that they like history lessons (Pramono et al., 2020; Takenaka & Soga, 2019), not only that the use of this media can also facilitate teachers in the learning process so that they can generate regular thoughts by students and a sense of interest, so that the material conveyed by the teacher is not easily forgotten by students (Puspitarini & Hanif, 2019; Tanggoro, 2015). Learning media innovations by a teacher can now be implemented into the use of technology, where technology-based learning media such as computers, laptops, and mobile phones are also supported by software (hardware) which can now produce moving images (video and audio) and can also be used as a teacher's tool in delivering history subject matter (Kwangmuang et al., 2021; Mariati et al., 2021; Setyoningsih, 2015). Previous study state history learning should strive to innovate and be in harmony with existing technological developments so as not to be left behind by the rapid development of information technology in the 21st century (Ashaver, 2013). The use of learning media can also increase students' learning achievement and motivation towards learning history because it is more interesting, for example in terms of display combined with several pictures and animations. The attractiveness of the physical appearance greatly affects the learning process, the more attractive the media display, the more motivated students are to learn it affects student learning outcomes. One of the media used in learning and is believed to be able to further excite the interest of students in the learning process, for example, is Audio Visual media (Henriksen et al., 2020; Purba, 2018). Through audio-visual media, learning can be more interactive and allow for reciprocal communication in the learning process.

Presentation of Indonesian history material for class X in Pre-literacy, the presentation is only done using textbooks with the lecture method that has been applied by history teachers at MAN 1 Bandar Lampung. Substance of this Pre-literate material, students should be able to understand and know how early the introduction of the Pre-literate era was so that it can provoke students' critical thinking and also be active in this material, so teachers need learning media tools that can clarify the material being taught. convey and make students able to understand the material well. The aim of the study was to analyze the procedure for developing audio-visual-based learning media in history learning, and the feasibility of audio visual based learning media in history learning.

2. METHOD

The method used is Research and Development (R&D), with the type of development model ADDIE (Aldoobie, 2015; Maryani et al., 2022; Yoshikawa, 2019) namely: (1) Analyze, researchers, analyze the needs in the content of audio-visual-based learning media and analyze device needs, (2) Design. Researchers develop and compile designs for audio-visual-based learning media teaching materials, create media titles, and select Pre-literate materials, (3) Development, researchers create media based on storyboards and flowcharts using the Adobe Photoshop application and test the application through two stages, namely the testing stage by a supervisor, and testing phase by expert validation, (4)

Implementation, after the learning media developed was declared feasible by expert validation, then it was tested in a limited trial in class X IPA 4 involving 36 students, and (5) Evaluation, this stage is where the data obtained are then analyzed and re-evaluated to improve the product developed which is said to be feasible or not based on observations, interviews, and questionnaires. The following is the ADDIE model development flowchart is show in Figure 1.

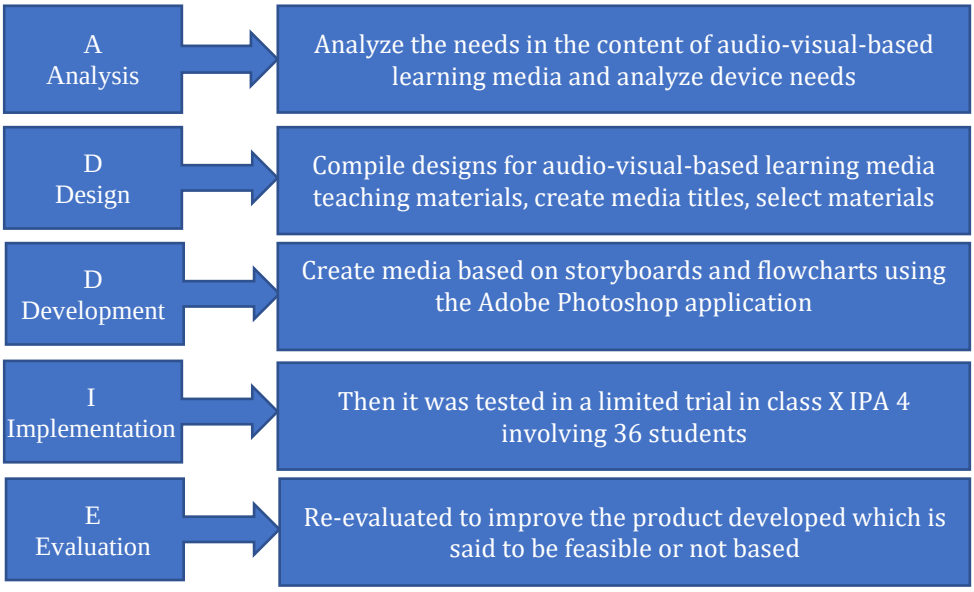

Figure 1. ADDIE Development Model

The trial design in this study was divided into several stages, namely: (1) the expert validation phase included media experts, material experts, and history teachers (Wijnen et al., 2021), (2) the small group trial phase involved 36 students of class X IPA 4, where the selection of students was random with high, medium, and low abilities. The goal is to get student assessments and responses to the developing learning media products and the results of the assessments are used as reference material for the revision of the developed products. Data collection techniques and instruments, (1) questionnaires, questionnaires for media experts, material experts, questionnaires for teachers and questionnaires for students, (2) observation, used to observe students' attitudes during the product testing process and to find out the attractiveness of the product developed for students, (3) interviews, interviews were conducted in a semi-structured manner following the interview guidelines that had been made, interviews were used as a data collection tool from a history teacher, and (4) documentation, looking for data on variables in the form of books and journal articles that are useful for strengthening the data that has been obtained in the field (Habibi et al., 2020; Marino, 2012; Riyanto & Widiyanto, 2021; Teo, 2013).

Data analysis techniques are divided into two, namely qualitative analysis techniques and quantitative data analysis techniques. Qualitative analysis techniques consist of data collection, data reduction, data display, and conclusion, used on data obtained from suggestions, input, and corrections by product validators, namely media experts, material experts, and learning experts (history teachers). Quantitative data analysis techniques using descriptive statistical analysis techniques are used to process data from questionnaires or questionnaires in the form of scores. Regarding the feasibility of audio-visual-based learning media with the following criteria as show in Table 1.

Table 1. Eligibility Interpretation Criteria

Scale	Category	Value	Interval Score	Range
5	Very Good	A	X>M*i*+1,80 S*bi*	X>4.20
4	Good	B	M*i*+0,60 S*bi*<X≤ M*i*+1,80 S*bi*	3.40<X≤ 4.20
3	Fairly Good	C	M*i*-0,60 S*bi*<X≤ M*i*+0,60 S*bi*	2.60<X≤ 3.40
2	Poor	D	M*i*-0,60 S*bi*<X≤ M*i*-0,60 S*bi*	1.80<X≤ 2.60
1	Very Poor	E	X≤M*i*-1,80 S*bi*	X≤1.80

3. RESULT AND DISCUSSION

Result

Early Product Development

This research develops audio-visual-based media products using sophisticated technology, utilizing audio and also images that involve the senses of hearing and sight. The purpose of developing this audio-visual media is to make history learning not boring, the learning media developed in this study is applied to the material for Pre-literate Humans in Indonesia. The steps for developing instructional media are as follows: (1) Analysis, which is carried out at this stage is the first needs analysis, this analysis stage is carried out to find out the problems that exist in the field, namely at MAN 1 Bandar Lampung, where researchers conduct interviews with history teachers and also see learning used. The results of interviews conducted by researchers there are several problems, namely in learning history on the material of pre-literate human life in Indonesia still using the lecture method, and using PowerPoint media, it should be delivered clearly and interestingly. The existing technology in schools has not been fully utilized to the fullest, even though all students in the class and at MAN 1 Bandar Lampung already have cell phones. In addition, the school already has wifi facilities as well as a large number of computers, which can invite students to learn not only in class, but can also use the computer lab room. Needs analysis, MAN 1 Bandar Lampung applies the 2013 curriculum, including history learning. History subjects are divided into Indonesian history (mandatory) and history (specialization) where history must be held in science and social studies classes, while specialization history is only held in social studies classes. Indonesian history (compulsory) is a subject whose scope is to study the national history of Indonesia from pre-literacy to reformation. This history subject has two hours of lessons (2 JP). The implementation of this learning is also demanded by the curriculum so that students can complete indicators of competency achievement, so teachers must make learning fun and interesting. Based on the curriculum description above, the researcher conducted an in-depth study of the appropriate learning media for the pre-literate material, in principle this pre-literate material is an important material for students in early history learning before later learning more about historical material.

Design, based on the needs analysis in the previous subchapter, the researcher then designs the needs in the development of audio-visual media as follows: (a) Develop a media model to be applied, namely audio-visual media, (b) Develop a learning implementation plan (RPP) based on the media Audio Visual which refers to the 2013 curriculum RPP, (c) Determine the learning media used, namely learning media in the form of audio, material soft files, game soft files in the form of questions and supporting images, (d) Prepare material that will be presented into audio-visual media, namely material about Pre-literate Human Life in Indonesia by referring to and involving sources in the form of books as reference material to be presented, (e) Develop a questionnaire instrument grid for the feasibility of audio-visual media to be tested on learning experts, learning technology experts, and (f) Arrange a grid of instruments to measure the feasibility of the media to students.

At the develop stage, the researcher develops audio-visual learning media in history learning with the following steps: (a) The initial appearance of the video, the initial part of this video contains the title of the media, where the title is taken from the Sanskrit language where the initial appearance is in design using the adobe photoshop application, then there is also a menu to start learning materials, games, KI and KD these materials, (b) The material section, this material section contains material about the life of the pre-literate human era which contains writing and sound as well as animated images that are designed based on that era, and (c) Game section, this game section is about questions that discuss the material that has been explained on the menu of the pre-literate material section. (4) The implementation stage, audio-visual media about pre-literate human life in Indonesia for class X MAN students is carried out at MAN 1 Bandar Lampung, namely in class X IPA 4. This is done to determine the feasibility of audio-visual media in the learning process. (5) The evaluation stage is carried out to improve the audio-visual media that has been applied at the implementation stage. The audio-visual media that has been developed is improved according to the criticisms and suggestions of experts to produce appropriate media.

Product Trial Results

The results of product trials obtained are the result of the validation of assessments from expert lecturers of learning media, learning material experts and teachers of history subjects. Assessment and responses from students were carried out in small group trials (limited trials). All development tools used in this study were validated by experts and practitioners before being tested on students. The research instruments used in the development of audio-visual-based learning media on material about pre-literate human life in Indonesia for class X MAN students include a questionnaire instrument for assessment of learning media experts, learning material expert instruments, and student questionnaires. Validation of this research instrument aims to explore information in the form of criticism and suggestions regarding

the development of audio-visual-based learning media on material about pre-literate human life in Indonesia for class X MAN students. The validation of research instruments is carried out by lecturers and practitioners who are experts in the field of learning as well as learning media experts, the results of the validation of research instruments is show in Table 2.

Table 2. Assesment Instrument Validation Results

No	Name of Assessment	Instrument Validator			Conclusion
		LDTR	LDR	TLD	LD/TLD
1.	Questionnaire for Assessment of Learning Media Experts		V		LD
2.	Expert Assessment Questionnaire for Learning Materials		V		LD
3.	Student Questionnaire		V		LD

Based on the Table 2, all of the research instruments were declared suitable for use with revisions. The revision that the validator recommends is to clarify the learning context and the purpose of developing the instrument so that experts and students can use the instrument. The validation of learning media experts was carried out to determine the feasibility of implementing the development of audio-visual-based learning media on material about pre-literate human life in Indonesia for class X MAN students. At the stage of assessing the feasibility of this audio-visual-based learning media, there are two aspects of the assessment. The first is the assessment of the quality aspects of the content and objectives of audio-visual-based learning media and the second is the ease of applying audio-visual-based learning media to students. The results of the learning expert assessment are show in Table 3.

Table 3. Results of Scores from Media Experst

No	Indicator	Total Score	Average	Classification
1.	Audio	23	4.6	Very Good
2.	Technical Design	14	4.6	Very Good
3.	Display Format	15	5	Very Good
	Total Score	52	4.73	Very Good

Based on the Table 3, it can be seen that the audio aspect has a total value of 23 with an average of 4.6, so it is included in the very good classification. The technical design aspect indicator gets a total score of 14 with an average of 4.6, so it is included in the very good classification, and in the display format, it gets a total of 15 with an average of 5 then it is included in the very good classification. The overall total of the assessed aspects obtained a total score of 52 with an average of 4.73 in the very good classification. Therefore, based on the results of the validation of the learning media, it was declared feasible to use and ready to be tested at a later stage. Validation carried out by learning materials experts was carried out to determine the feasibility of implementing the development of audio-visual-based learning media on material about pre-literate human life in Indonesia for class X MAN students. The following are the results of the validation of the learning material experts is show in Table 4.

Table 4. Results of Scores From Material Experts

No	Indicator	Total Score	Average	Classification
1.	Quality of content and learning objectives	23	4.6	Very Good
2.	Quality of Instructional/Learning	17	4.25	Very Good
3.	Presentation Method	8	4	Good
	Total Score	48	4.28	Very Good

Based on the Table 4, it can be seen that in terms of the quality of content and learning objectives, the total score is 23 with an average of 4.6 very good classifications. In the aspect of instructional quality with a total score of 17 with an average of 4.25, it is included in the very good classification, and in the aspect of presentation method, the total score is 8 with an average of 4, the classification is a good category. The overall total of the assessed aspects obtained a total score of 48 with an average of 4.28 in the very good classification. Therefore, based on the results of the validation of the learning material, it is declared feasible to use and ready to be tested at the next stage. After the learning media development

product has been validated by media expert lecturers and learning material experts, it will then be tested by the history subject teacher at MAN 1 Bandar Lampung to get an assessment and get input and suggestions for the developed history learning media. The following are the results of the validation by the history subject teacher is show in Table 5.

Table 5. Results of Scores from History Teachers

Aspect	Indicator	Total Score	Average	Classification
Media	Audio	22	4.4	Very Good
	Technical Design	15	5	Very Good
	Display Format	14	4.6	Very Good
	Total Score	**51**	**4.6**	Very Good
Material	Quality of content and learning objectives	23	4.6	Very Good
	Quality of Instructional/Learning	18	4.5	Very Good
	Presentation Method	9	4.5	Very Good
	Total Score	**50**	**4.5**	**Very Good**

Based on the Table 5, the media aspect for the audio indicator has an average of 4.4 in the very good category, the technical design indicator has an average value of 4.4 in the very good category and the display format indicator has an average of 4.6 in the very good category. good. In the material aspect with three indicators, namely the quality of the content and learning objectives, the score is 4.6 with a very good category, the instructional quality indicator with an average of 4.5 in the very good category, and the presentation method indicator with an average of 4.5 in the very good category. The overall total of the assessed aspects obtained a total score of 50 with an average of 4.5 in the very good classification. Therefore, based on the results of the value obtained from the history teacher on the aspects of media and learning materials, it was declared feasible to use and ready to be tested at a later stage At the test stage for students, testing was carried out by involving and involving 36 students to be able to get responses related to audio-visual media-based learning media on material about pre-literate human life in Indonesia for Class X MAN 1 Bandar Lampung students. This test is done by testing 2 aspects which include media aspects and material aspects. The data on the results of the assessment provided by students in the small group test are show in Table 6.

Table 6. Student Assessment Small Group Test

Aspect	Indicator	Total 36 Students	Average Item	Average Final (n=36)	Classification
Media Aspect	Audio	764	152.8	4.24	Very Good
	Technical Design	476	158.66	4.40	Very Good
	Display Format	482	160.66	4.46	Very Good
	Total	**1.722**	**157.378**	**4.371**	**Very Good**
Material Aspect	Quality of content and learning objectives	789	157.8	4.38	Very Good
	Quality of Instructional/Learning	623	155.75	4.32	Very Good
	Presentation Method	318	159	4.41	Very Good
	Total	**1730**	**157.51**	**4.375**	**Very Good**

Based on the Table 6 show test results on the media aspect, the audio indicator obtained test results with very good criteria, it was based on the test results indicated an average value of 4.24, as well as on the technical design indicators obtained test results with a very good classification or category with a value of 4 .40, and the display format indicator scored 4.46 with a very good category. Subsequent test results on the material aspect with indicators of the quality of content and learning objectives obtained a value of 4.38 with a very good category, and on the quality of learning showed a very good category indicating a value of 4.32 and the way of the presentation obtained a very good score based on the results of the calculation test. with a value of 4.41. The overall total of the assessed aspects obtained a total score of 1730 with an average of 4,375 with a very good classification. Based on the test results shown above, it

can be understood that this media is very suitable to be used as a medium of learning material about pre-literate human life in Indonesia.

Discussion

The needs analysis stage is carried out to get an overview of the initial conditions of students, teachers, and the media used. The results of observations have explained that many students pay less attention to lessons because of the limited media used in the learning process. So from some of the results of the analysis, the researcher took the initiative to develop a media. The selected media is audio-visual-based learning media. This is intended to be able to change the habits of students who pay less attention to the lesson to be more interested in the learning process (Kasih et al., 2017; Muhtarom, 2020; Nugraha & Widiana, 2021). In the Design phase, the researcher designs the needs in the development of audio-visual media such as: compiling a media model to be applied, namely audio-visual media, compiling a learning implementation plan (RPP) based on Audio Visual Media which refers to the 2013 curriculum RPP (Akyol & Garrison, 2011; Waffak et al., 2022). Determining the learning media used, namely learning media in the form of audio, material software, and game software in the form of questions and supporting images (Gilmanshina et al., 2021; Rahmah, 2018; Tambingon, 2018). Compile material to be presented into audio-visual media, namely material about Pre-literate Human Life in Indonesia by referring to and involving sources in the form of books as reference material will be presented (Berkowitz & Hoppe, 2009; Eegdeman et al., 2018; Kawuryan et al., 2021). Compiling a grid of questionnaire instruments for the feasibility of audio-visual media to be tested on learning experts, and learning technology experts, compiling a grid of instruments to measure the feasibility of media to students (Agustina et al., 2022; Sastranegara et al., 2020).

In the development stage, the researcher develops audio-visual learning media in history learning with several steps: Initial video display, the initial part of this video contains the title of the media. Where the title is taken from Sanskrit where the initial appearance is designed using the Adobe Photoshop application, then there is also a menu to start learning materials, games, KI and KD these materials (Dwee et al., 2016; Khun-inkeeree et al., 2019; Varenina et al., 2021). The material section, this material section contains material about the life of the pre-literate human era which contains writing and sound as well as animated images that are designed based on that era (Degner et al., 2022; Gunawan & Suranti, 2020; Karakullukçu, 2020; Saleh, 2021). Game section, this game section is about questions that discuss the material that has been explained on the menu of the pre-literate material section. The implementation stage, audio-visual media about pre-literate human life in Indonesia for class X MAN students was carried out at MAN 1 Bandar Lampung, namely in class X IPA 4. This was done to determine the feasibility of audio-visual media in the learning process. The evaluation stage is carried out to improve the audio-visual media that has been applied at the implementation stage. The audio-visual media that has been developed is improved according to the criticisms and suggestions of experts to produce appropriate media.

Audio-visual-based learning media is said to be valid if the results of the analysis are by predetermined criteria. A learning media is said to have validity if the results are by the criteria, in the sense of having parallels between the results obtained and the criteria that have been determined previously (Arikunto, 2003; Bunari et al., 2023; J. Setiawan et al., 2021). In this study, the level of validity is measured using a rating scale where the raw data that has been obtained in the form of numbers is then interpreted in a qualitative sense. Based on the results of the observations and descriptions of the theory above, the developed audio-visual-based learning media meets the valid category. According to previous research conducted, because aspects of the developed audio-visual-based learning media indicate the feasibility level of the validation results of media experts, material experts, learning experts (history teachers). successively with an average result of 4.73 (very good), 4.28 (very good), 4.50 (very good), and student assessment results of 4.37 (very good) (Telaumbanua et al., 2022).

Because all aspects of the assessment are in the very valid category, audio-visual-based learning media can be used for further development, namely field trials in classroom learning. However, based on the notes provided by the validators on each validated component, minor improvements or necessary adjustments are needed according to the notes provided. Development of audio-visual-based learning media according to previou research, with audio-visual-based learning media being developed, history learning becomes more fun, and students become more interested in participating in history learning so it has a positive impact on increasing their knowledge, and also increase the enthusiasm of students in participating in learning (Irawan, 2019). Teachers have a great desire to use and develop a good learning media, capable stimulate the student's brain to grow creativity, increase student interest in take history lessons. Media utilization learning in the teaching and learning process can arouse desire and interest new, motivating, and stimulation of learning activities, even have a psychological effect on student (Rajendra & Sudana, 2017; Suryani, 2018). Learners are more able to understand and get solid

information. Learning media in the form of audio-video is in addition to help teachers to facilitate in the learning process also provides new nuances in the learning process more attractive, innovative, and efficient (Ashaver, 2013; Purba, 2018). The development of audio-visual-based historical learning media that is being developed at this time has a novelty, namely using the Construct 3 application and equipped with image designs using Adobe Photoshop, while audio uses Adobe Premiere Pro. This audio-visual-based historical learning media product with material on pre-literate human life in Indonesia can be used via the web and also applications that are available on students' and teachers' smartphones. The implication of this study is develop audio-visual based learning media can significantly enhance students' learning outcomes by providing a more engaging and interactive learning experience. Using audio-visual based learning media can help to bring this history to life and make it more accessible to students. This research can help bridge knowledge gaps in the history of human life in the pre-literacy age in Indonesia. Audio-visual based learning media can help students to better understand and appreciate this history, especially if it has not been adequately covered in traditional classroom settings. It is essential to ensure the historical accuracy of the audio-visual materials used in this research. Any inaccuracies could have negative consequences for students' understanding and appreciation of the history of human life in the pre-literacy age in Indonesia.

4. CONCLUSION

Based on the results of the research and development that have been described, it can be learned that: This audio-visual-based learning media product is made using the Construct 3 application and is equipped with an image design using Adobe Photoshop. Audio using Adobe Premiere Pro. This audio-visual-based learning media product is about the material of pre-literate human life in Indonesia, which is arranged according to core competencies and basic competencies. This audio-visual-based learning media product with material from pre-literate human life in Indonesia can be used via the web and also applications that are available on students' and teachers' smartphones.

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