

The Use of Digital Poster Media in History Learning by PLP Students at SMA Negeri 1 Langsa

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Abstrak

Penelitian ini mengkaji penggunaan media poster digital dalam pembelajaran sejarah yang dilaksanakan oleh mahasiswa Praktik Lapangan Persekolahan (PLP) di SMA Negeri 1 Langsa. Fokus penelitian diarahkan pada bagaimana media poster digital dimanfaatkan sebagai sarana penyampaian materi, peningkatan keterlibatan siswa, serta efektivitasnya dalam mendukung proses pembelajaran sejarah. Tujuan penelitian ini adalah untuk menganalisis penerapan, respon siswa, dan dampak penggunaan poster digital terhadap pemahaman materi sejarah. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data meliputi observasi dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan poster digital mampu meningkatkan perhatian, minat belajar, dan pemahaman siswa terhadap materi sejarah karena penyajian visual yang menarik, ringkas, dan komunikatif. Penelitian ini berkontribusi dalam pengembangan inovasi media pembelajaran sejarah berbasis digital serta menjadi referensi bagi calon pendidik dalam mengoptimalkan teknologi sebagai sarana pembelajaran yang efektif dan adaptif.

Kata kunci: media poster digital, pembelajaran sejarah, mahasiswa PLP.

Abstract

This study examines the use of digital poster media in history learning implemented by student teachers during their School Field Practice (PLP) at SMA Negeri 1 Langsa. The research focuses on how digital posters are utilized as instructional media, their role in increasing student engagement, and their effectiveness in supporting history learning. The objective of this study is to analyze the implementation, student responses, and the impact of digital posters on students' understanding of historical material. This research employs a qualitative approach with a descriptive method. Data were collected through observation and documentation, and analyzed using data reduction, data display, and conclusion drawing. The findings reveal that digital poster media enhance students' attention, learning interest, and comprehension due to visually engaging, concise, and communicative content. This study contributes to the development of digital-based instructional media innovation and provides practical insights for prospective teachers in optimizing technology for effective and adaptive history learning.

Keywords: digital poster media, history learning, PLP student.

INTRODUCTION

The development of digital technology has brought significant changes to various aspects of life, including education. This transformation requires learning processes to adapt to the characteristics of 21st-century students, who are increasingly familiar with technology, visualization,

and interactivity. In the context of modern education, the use of information technology is no longer merely complementary but has become a crucial requirement for creating effective, relevant, and modern learning (Parwati & Pramatha, 2021). In line with this, technological advances in the Industrial

Revolution 4.0 and Society 5.0 eras encourage the integration of digital technology into education to improve the quality of the learning process and prepare human resources for global change (Nafi'ah & Musdad, 2024).

The characteristics of today's students, known as the digital generation or "digital natives," further reinforce the importance of using technology based media in learning. This generation grew up amidst technological advancements, thus exhibiting visual and interactive tendencies and being accustomed to utilizing digital devices in their daily lives (Febriyanti et al., 2025). Therefore, the learning process needs to be designed in a more innovative, interactive, and student-oriented manner to increase student engagement, motivation, and understanding. Students who are actively engaged in learning generally demonstrate more optimal learning outcomes, have a better understanding of the material, and are more motivated to learn (Nadifah et al., 2024).

In the context of history learning, the use of digital media is becoming increasingly important, given that history learning is often perceived as monotonous, memorization-oriented, and less engaging (conventional) by some students. This can result in low student interest and engagement in history learning (Orza, 2019). Yet, history learning plays a strategic role in shaping

historical awareness, strengthening national identity, and instilling national values in students (Ruslan et al., 2024). Therefore, history learning should not only focus on conveying facts but also needs to develop 21st-century skills, including critical, creative, collaborative, and communicative thinking, so that students can understand history more deeply and contextually (Nafi'ah & Musdad, 2024).

One innovative effort to improve the quality of history learning is through the use of digital-based visual media, such as digital posters. Digital posters are technology-based graphic media that combine text, images, color, and visual design elements to convey learning information concisely and communicatively. This medium is considered more efficient, easier to disseminate, and able to capture students' attention due to its visual and interactive presentation (Astutik et al., 2023). Furthermore, digital posters can be flexibly accessed through digital devices, helping to create a more dynamic and engaging learning experience for students (Sumantri et al., 2024). In practice, digital poster creation is increasingly supported by various easy-to-use graphic design applications, one of which is Canva. This application provides a variety of ready-to-use templates that enable users, including student interns, to create visual learning media practically, creatively, and efficiently without requiring professional

design skills (Nanda & Niah, 2024). The ease of use of this application opens up opportunities for prospective teachers to develop innovative digital-based learning media that meet today's learning needs. Within the context of teacher education, School Field Practice (PLP) students play a crucial role as prospective educators, required to effectively integrate technology into their learning. The use of digital media by PLP students not only reflects learning innovation but also demonstrates prospective teachers' pedagogical and professional readiness to face the digital transformation of education. However, most previous research has focused on the effectiveness of digital media for students, while studies on how PLP students utilize digital media in real-life learning practices are relatively limited.

Based on this description, this study aims to analyze the use of digital posters in history learning by PLP students at SMA Negeri 1 Langsa, including the implementation process, student responses, and the impact on student engagement and understanding in history learning. This research is expected to contribute to the development of innovative digital-based history learning media, enrich studies on technology integration in history education, and serve as a practical reference for prospective educators in optimizing the use of digital media in learning.

METHODS

This study employed a qualitative approach with a descriptive approach. The qualitative approach was chosen because the research aimed to deeply understand the process of using digital posters in history learning by PLP students, including their implementation, student responses, and their impact on student engagement and understanding. This approach enabled the researcher to obtain a contextual, naturalistic, and comprehensive picture of the phenomenon based on real-life classroom situations. Descriptive research was used to systematically describe the learning process and media use.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from the field through PLP students as learning implementers, students as learning subjects, and mentor teachers involved in the School Field Practice activities at SMA Negeri 1 Langsa. Secondary data were obtained through the digital posters used, documentation of learning activities, and scientific literature relevant to the research. Data collection was conducted using the following techniques: observation, documentation, and literature review.

The research procedure was carried out through the following stages:

- 1) Planning: At this stage, the researcher identified the problem, conducted a literature review, and

determined the research subject and location.

- 2) Implementation: The research was conducted through direct observation of history learning activities using digital posters by PLP students. Subsequently, interviews were conducted with PLP students, supervising teachers, and the collection of learning documentation.
- 3) Data analysis was conducted qualitatively through three stages: Data Reduction, Data Presentation, and Conclusion Drawing.

Through this method, the research is expected to provide a comprehensive overview of the use of digital posters in history learning by PLP students and their contribution to the learning process.

RESULTS AND DISCUSSION

A. Implementation of Digital Poster Media in History Learning

The implementation of history learning using digital poster media was carried out during the school field practice program conducted by pre-service teachers (PLP students). The learning process began with the presentation of materials closely related to students' daily lives to provide a strong foundational understanding. Subsequently, students were assigned to create digital posters as a means of deepening their comprehension of the subject matter. Through this activity,

students were trained to transform historical information, originally presented in textual form, into visual representations that were clearer and easier to understand, particularly on the topic of Indonesian Independence History. Digital media assisted students in interpreting historical content, identifying key ideas, and organizing them into visual formats that reflected their own understanding and perspectives. As a result, learning was no longer centered on teacher explanations but rather on students' active engagement. The classroom atmosphere became more dynamic, interactive, and participatory, as students were not merely recipients of knowledge but also actively constructed meaning through the visualization and interpretation of historical events.

PLP students utilized digital poster media as a visual learning tool capable of presenting historical content in a concise, systematic, and communicative manner. The posters were designed by combining brief texts, visual illustrations, colors, and chronological sequences of events, enabling students to understand the structure of historical materials more effectively. The implementation of this media reflects a shift in learning paradigms from traditional lecture-based methods toward visual- and technology-based approaches that are more adaptive to contemporary educational developments.

This transformation aligns with the demands of twenty first century education, which emphasizes the importance of technological proficiency in the learning process. Technological advancements require students to utilize technology skillfully and responsibly as an integral part of their learning activities (Jayusman & Shavab, 2020; Nanda & Niah, 2024). Therefore, the integration of digital poster media by PLP students demonstrates the ability of future educators to respond to the changing paradigm of technology-oriented learning. Furthermore, the implementation of digital-based learning serves as a means of developing twenty-first-century history teachers' competencies that are relevant to the needs of the Merdeka Curriculum (Nafi'ah & Musdad, 2024). To provide a clearer illustration of this implementation, the following figure is presented.



Figure 1. Teaching and Learning Activities
Source: Personal Documentation

Through its application, the use of digital posters also contributes to greater efficiency in the learning process by reducing production costs and facilitating the distribution of learning materials in electronic formats (Astutik et al., 2023).

This efficiency supports learning flexibility and broadens students' access to educational resources. In addition, the use of graphic design applications such as Canva enables students and teachers to design learning media in a practical and systematic manner. Canva provides a variety of ready to use templates that allow digital posters to be created quickly and efficiently (Indriani & Syahputri, 2021; Nanda & Niah, 2024). The application also facilitates users, including beginners, in creating, designing, and editing visual content online (Nanda & Niah, 2024).

The implementation of digital media is also closely related to the demands of Society 5.0, which encourages educational institutions to utilize information technology as a means of enhancing learning effectiveness (Parwati & Pramatha, 2021). Teachers are required to improve their professionalism through technological mastery and the development of innovative digital learning designs to make classroom instruction more engaging and less monotonous (Parwati & Pramatha, 2021). Consequently, the use of digital posters by PLP students demonstrates the integration of technology as a pedagogical innovation capable of improving the quality of history learning in ways that are both effective and relevant to contemporary educational developments.

Student Responses and Engagement in Learning

The use of digital poster media introduced a new dimension to the learning process while providing valuable pedagogical experiences for PLP students. Throughout the implementation, an increase in student engagement was observed, particularly when students were given opportunities to express their understanding through visual creations. Poster discussions and presentations encouraged students to participate more actively, confidently express their opinions, and engage in a more dynamic and dialogic learning process.

However, several challenges emerged during the implementation, including differences in students' technological competencies, limited access to digital devices, and the need for adjustments in classroom time management. These experiences served as important reflections, highlighting that digital media-based learning requires creativity, flexibility, and the ability to guide students according to their contextual needs. Consequently, learning is no longer merely a process of delivering content but becomes an interactive space that fosters engagement while enabling students to construct meaningful learning experiences.

The use of digital poster media had a positive impact on students' attention, learning interest, and engagement in

history learning. Students demonstrated higher levels of concentration, actively participated in classroom discussions by asking questions, and showed greater interest in the visualized historical content presented through digital posters. The posters enabled students to grasp key concepts more quickly, making the learning process more interactive and communicative.

These findings are consistent with student centered learning approaches that position learners as the central actors in the educational process. The use of digital media facilitates learning environments that are more learner oriented and encourages students to actively construct their own understanding (Putri et al., 2025). This shift in learning paradigms, which emphasizes student activity as the primary focus, has been shown to enhance participation and learning engagement (Quddus et al., 2020; Agisni et al., 2023). Teachers also play a crucial role in creating effective learning environments, as the quality of instruction is strongly influenced by their ability to manage and facilitate the learning process (Suyudi et al., 2020; Agisni et al., 2023).

The characteristics of the digital generation further influence student engagement levels. Generation Z is widely recognized as a generation of digital natives who have been familiar with technology from an early age (Fadillah et al., 2022; Rachmawati, 2025). Moreover,

Generation Z possesses strong capabilities in utilizing digital technology as part of their learning activities (Febriyanti et al., 2025). Therefore, the use of digital-based learning media, such as digital posters, represents a relevant strategy for enhancing student engagement. The application of Higher Order Thinking Skills (HOTS) is also essential in the learning process, as it helps students develop their abilities to analyze, evaluate, and understand learning materials more deeply and critically (Parwati & Pramatha, 2021). To provide a clearer illustration of these findings, the following figure is presented.



Figure 2. Student Digital Posters
Source: Personal Documentation

History learning through digital media also contributes to the development of national character. History education functions as a medium for cultural transmission, enabling the inheritance of national values and cultural heritage while simultaneously

strengthening national identity (Ruslan et al., 2024). Furthermore, history learning fosters patriotism and broadens students' national awareness and perspectives (Putra & Afrilian, 2025; Febriyanti et al., 2025). Therefore, the use of digital posters not only enhances students' engagement in learning but also supports character development and the cultivation of national consciousness through a more engaging and meaningful learning experience.

The Impact of Digital Poster Media on Students' Understanding of Historical Content

The use of digital poster media provides deeper meaning in history learning. Through visualization, students are able to connect historical facts with their own understanding, making the learning process not only informative but also reflective. Digital posters serve as a medium through which students can express ideas, organize information, and interpret historical events in a more personal and meaningful way.

Learning activities that incorporate digital media create a classroom environment that is more dynamic, interactive, and closely aligned with students' experiences and contexts. Students are no longer passive recipients of knowledge; instead, they actively construct understanding through processes of observing, interpreting, and visualizing

historical content. The implications of using digital poster media demonstrate that technology can function as a pedagogical bridge that enriches the learning process, strengthens student engagement, and promotes more meaningful history learning that is consistent with contemporary educational developments.

The use of digital poster media has a positive impact on students' understanding of historical materials. The visual presentation of information helps students comprehend historical chronologies, historical figures, and cause-and-effect relationships within historical events in a more systematic manner. Digital visual media assist students in organizing information effectively, thereby facilitating the cognitive processes involved in understanding historical concepts. To provide a clearer illustration of these findings, the following figure is presented.



Figure 3. Students' Posters During the Learning Process
Source: Personal Documentation

The utilization of digital media also creates learning experiences that are more engaging and relevant for students (Nadifah et al., 2024). Digital posters, as a form of electronic poster (e-poster), represent a type of digital graphic media that conveys information effectively while being less susceptible to physical damage (Novianti et al., 2022; Sumantri et al., 2024). Furthermore, digital posters can be accessed through various digital devices at any time, thereby increasing students' learning flexibility (Astutik et al., 2023; Sumantri et al., 2024).

The integration of digital media in history learning also contributes to the enhancement of students' historical consciousness. Historical consciousness enables students to understand the relationship between the past and the present while providing context for interpreting social, political, economic, and cultural developments (Wadhwani et al., 2020; Afrina et al., 2021; Sumantri et al., 2024). With a well-developed historical consciousness, students are better able to understand the root causes of various situations and critically interpret social changes (Zhou et al., 2020; Sumantri et al., 2024).

In addition to improving conceptual understanding, the use of technology in history education enriches learning experiences and makes learning more meaningful (Sumantri et al., 2024). Technology plays an essential role in

modern life and can help students develop a more comprehensive understanding of concepts while encouraging the application of knowledge in real-life contexts (Gurning et al., 2024). Therefore, the use of digital posters not only enhances students' understanding of historical content but also shifts learning from a memorization-oriented approach toward one that is analytical, reflective, and meaningful.

CONCLUSION

The use of digital posters in history lessons by PLP students at SMA Negeri 1 Langsa demonstrates that integrating digital technology can create a more innovative, interactive, and meaningful learning process. The implementation of digital posters serves not only as a visual aid but also as a pedagogical tool that encourages active student involvement in building historical understanding through independent visualization, interpretation, and compilation of information. Learning, which was initially teacher-centered, has transformed into student-centered learning, resulting in a more lively, participatory, and dialogical classroom atmosphere. Student responses to the use of digital posters have shown a positive trend, marked by increased attention, interest in learning, and courage in expressing opinions. Although some obstacles were encountered during implementation, such as differences in

technological capabilities and limited devices, this experience reflects that digital-based learning requires creativity, flexibility, and pedagogical skills in managing learning contextually. With appropriate guidance, digital media can become an interactive space that builds engagement while strengthening the meaning of student learning. In terms of material comprehension, the use of digital posters has been shown to help students understand the chronology, cause-and-effect relationships, and the meaning of historical events in a more systematic and reflective manner. Information visualization facilitates students' cognitive processes, increases historical awareness, and encourages learning that is no longer oriented toward memorization, but rather toward analytical and contextual understanding. Thus, digital poster media serve as a pedagogical innovation that not only improves the quality of history learning but is also relevant to the demands of 21st-century education. This research contributes to the development of digital technology-based history learning and serves as a practical reference for prospective educators in effectively integrating digital media into the learning process.

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